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Psychosocial Predictors of Adolescents' Violence in Ibadan Metropolis, Oyo State, Nigeria

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Abstract

The study investigated whether psychosocial variables (self-concept, self-efficacy, self-esteem, peer pressure, parental discipline, family type, home environment, gender and early physical signs of violence) predicate anti-social behaviours in the society. The research design adopted was a descriptive survey method. The sample consisted of 250 adolescents (140 males and 110 females) randomly drawn from 15 Senior Secondary Schools in the 11 local government areas of Ibadan metropolis. The average age was 16.5. The instrument used for the study was constructed by the researchers titled "Adolescents' Violence Measuring Scale (AVMES)". Three research questions were raised and the collected data were analysed with the use of Multiple Regression Analysis and Pearson Product Moment Correlation analysis, at 0.05 level of significance. The results revealed a significant joint and relative contributions of all independent variables to adolescent violence. The researchers recommended that parents, teachers and policy makers should team-up to train students to develop high self-esteem, positive self-concept, high self-efficacy and other positive issues of life so as to reduce violence and other antisocial behaviours among adolescents.

Key Words: Psychosocial factors, Adolescents, Violence

Introduction

The aims of education in various educating settings like home, schools and churches/mosques, are to train the children psychically, intellectually, emotionally, socially, morally and spiritually to make them functional members of the society. These aims are accomplished by some laid down rules and regulations by the authorities in these settings which the children must follow in order to make their learning more effective. Notably, the adolescence time is a growth period when the biological chemicals reactively at work making the youngsters often deviant and disobedient (Akinboye, 2002).

The youngsters want evidence for things and they want such evidence quite quickly when parents or teachers restrain them from doing many things considered abominable. Therefore, they are psychologically frustrated. They often respond violently to such authoritarian highhandedness. Frustration leads to aggression, which results into violence. The adolescents and youngsters may therefore offend many constituted authorities by deviating from the set standard while engaging in acts considered abominable in the society. By embarking on these activities that do not conform with the norms of the education centres or the society in general, such behaviours are termed "deviant or violent behaviour".

Adolescents' delinquent and/or violent behaviours are worldwide. However, not all adolescents are violent. While a few delinquent adolescents are kept in various institutions where they are being reformed; a large percentage of them are let loose and scattered all over the country and are not being cared for.

What really a violent behaviour is depends on an individual's interpretation. While a legal practitioner may describe violence as an act of law breaking, the sociologists may interpret it to mean deviation from the social norms. The psychologists in their own case may describe a violent behavior as a youthful offender with some personality adjustment disorders.

Violence is physical or verbal expression with the intent to hurt somebody. That is, violent behaviour aimed to hurt or kill somebody. It is a crime, act or threat to inflict injury. In

other words, violence is used interchangeably with delinquency, which means bad or criminal behaviour exhibited usually by young people. It implies showing a tendency to commit crimes. The word "delinquency" itself emanates from a Latin word "delinquere" meaning "neglect" and it may be interpreted in broad terms as neglect on the part of juveniles, to conform to the accepted standard of behaviours in a given society.

Violence/delinquency is becoming more rampant in our society nowadays even within the so-called better homes and communities. Delinquency is a deviant behaviour; deviance is a non-conforming behaviour, therefore violence is a non-conforming behaviour in the society.

Juvenile delinquency otherwise known as adolescents' violence which is usually referred to as the violation of law by a juvenile includes those acts which would be crimes if adults committed them such as stealing, burglary, wanton destruction of lives and properties, rape, alcoholism, drug addiction and staying too late outside their homes (Busari, 2001). The rate of juvenile delinquency and/or adolescent violence is rapidly increasing (Akinboye, 1982). Today, scarcely will a day go without the occurrence of violent behaviours ranging from pick pocketing, destruction of properties, stealing, stabbing, killings, gross disobedience to drug addiction. Leonard (1994) also asserted that the children aged between eight and seventeen years who violate the criminal law or are found to be beyond parental control and are apprehended and confined in the remand home as juvenile delinquents.

Kolurejo (1991) stressed that violence among youths had equally affected the changes that accompany the series of structural and social changes that Nigeria is currently undergoing. These changes have had dysfunctional effects on the lives of the people. Surprisingly, youths are very much involved. The situation has not been helped by the fact that many offenders have been sentenced to death, instead of putting them in the reformatory home for proper remediation (Akinboye, 1982). Moreso, anti-social behaviour could also be influenced by the activities in the home, school, parental discipline, peer group, public places like motor parks, film

house, on television, advertisement, books or through the activities of others (Ogunmodede, 1997).

With respect to family cohesiveness, Bilchick (1995) in Ogunmodede (1997) argued that cohesive homes produce few delinquents whereas homes where tension and instability exist are good breeding group for future delinquents. When a great deal of tension and hostility exists in the home, the youngster is forced to find "peace of mind" in groups outside the family environment where the youngster seeks relief from the constant bickering and quarrels within his family, he/she often "flees and takes refuge in the street".

More importantly, an investigation into the apparent indifference to parents and guardians to child upbringing shows that a big gap now exists between parents and their children. Many parents have become strangers in their own houses. Parents no longer impact solid social and moral value to their children. Invariably, the youths who are regarded as the future leaders of this country have become a major problem to the society.

Among the causes of adolescents' violence, the peer influence loomed large. Psychologists (Weis, 1994; Anne & Fletcher, 1995; Akinboye, 1982; 1999) have long ago recognized that as children mature, the nature of their interaction patterns also evolves. While parents are the primary source of influence and attention in children's early years, between age 8 and 14, children seek out a stable peer group for which both the number and the variety of friendship increase as children go through adolescence. In fact, such friends soon begin to have a greater influence over decision-making than parents. And as they go through adolescence, children form cliques, small groups of friends, share activities and confidences. In later adolescence, youths' acceptance by their peers has major impact on socialization. Popular youths do well in school and are socially astute in contrast with children who are rejected by their peers, who are more likely to display aggressive behaviours and disrupt group activities by bickering or behaving anti-socially. Peers relations then are a significant aspect of maturation. Peers exert a powerful influence on members and pressurize them to conform to group's values. Hence, anti-social kids often join like-minded

friends, deviant peers to sustain and amplify delinquency careers (Adams. 1976; Falana, 1994; Akinboye,1999; Animasahun, 2010).

Garry (1996) stressed that youngsters obtain all sorts of information on crime and violence, romance, techniques of highway robbery and burglary and even marijuana use, mostly from films. Most of these children who are left entirely without any moral guidance are at the mercy of chance circumstances in life to guide their development. They, therefore, socialize without appropriate direction and end up imitating and admiring immoral and indisciplined models. Sokan (1994) also asserted that environmental factors such as residential patterns, family background (type), lack of parental affection, etc contribute largely to the problem of adolescents' violence.

In another study, Farmer (1990) stated that incidence of disrupted homes shows the importance of the child's initial dependence upon the parents for effective socialization and satisfaction of his/her emotional material and psychological needs. Hence, the child's early experiences in life govern his/her ability to make healthy social adjustment in the later years, and would assist him/her to establish meaningful relationship with other people in the society.

Weis (1994) opined that adolescents' violence manifests itself in disobedience to parents and lawful authority, truancy, stealing, assault, rape, robbery, vandalism, etc. If young ones are prone to criminality, arguably the society could be in great danger when such young ones grow into adults. It is, therefore, very necessary to look into factors that are responsible for violence with a view to finding solutions to them. In order to manage effectively these violent behaviour patterns among the Nigeria adolescents, there is the need to find the root cause of these undesirable behaviours. Some of the factors influencing youths antisocial behaviours in our society could be traced to the home environment, peer pressure, family type, parental discipline, self-concept, self-esteem, self-efficacy and others. All these factors will be examined in this paper and determine whether they could influence violence among adolescents in Ibadan metropolis.

West (2000) discovered that delinquency is being confused by two opposing stereotypes. The first stereotype portrays delinquents as perfectly normal self-report. The second stereotype pictures delinquents as different from the rest of their age group, a special category of persons lacking in restraint, primitive in their sense of right and wrong, unable or unwilling to conform to the reasonable rules. They are seen as "maladjusted".

Baumeister, Smart and Boden (1996), saw violence as the infraction of some agreed rules. Leunes, (1996) in Baumeister, Smart and Boden (1996), described violence as behaviour that people so label as patterns of behaviour contrary to the accepted norms.

Animasahun (2002) described adolescent violence as the outcome of the confused condition that exists in both individuals and society when social norms are conflicting, weak or absent. Hagan (1997) stressed that adolescent distress leads to violent rebellion. Adolescents do not report being more distressed than other youths. He further observed that rebellious youths who take part in a counter school subculture tend to move relatively away from school into early adult work roles that only become problematic later.

Shaley (1993), on choice theory of crime and delinquency held that human behaviour was a matter of choice since it was assumed that people had free will to choose their behaviour. Choice theory suggests that young offenders engage in anti-social behaviour because they believe that their action will be beneficial and profitable whether they join a gang, steal cars or sell drugs, their delinquents are motivated by personal needs e.g. greed, revenge, survival, e.t.c.

The position of human needs theory is similar to that of Frustration-Aggression and Relative Deprivation Theory by John Dikkar. Its main assumption is that all humans have basic human needs which they seek to fulfill, and that the denial and frustration of these needs by other groups or individuals could affect them immediately or later, thereby leading to conflict or aggressive behaviour (Rosatim, 1990).

Delinquency can be classified into two broad types :

- i. Sociologic Delinquency
- ii. Individual Delinquency.

Sociologic delinquency is caused by environmental conditions such as youth living in impoverished areas. Akinboye (1982) associated social variables of delinquent to have been caused by the tempo of modern life in Nigeria. He asserted that this brings about social adjustment problem that predisposes the youth to delinquent acts.

Individual delinquency according to Falana (1994), is caused primarily by faulty parenting. Parents may ignore or reject the children or have no time or interest in discipline the children. This is common in middle class populace.

The independent variables in this study which could probably predict adolescent violence include: self concept, self efficacy, self esteem, peer pressure, parental discipline, home environment, family type, gender and physical signs of a likely violent child. Each of these would be briefly discussed.

Self concept refers to the relatively stable picture people have of themselves and their attributes. It is a relatively consistent and enduring framework of self regarding attitude. It is the way an individual perceives himself and rates his ability in the performance of certain skills. It is a theory that an individual has unconsciously constructed about himself as an experiencing individual, and it is part of a broader theory which he holds with respect to his entire range of significant experiences (Animasahun, 2000). Marck (2004), opined that self-concept or self-identity is the *mental* and conceptual understanding and persistent regard that *Sentient* beings hold for their own *existence*. In other words, it is the sum total of a being's knowledge and understanding of his/herself.

Furkey (1999) and Burns (2000), in Baumeister (2001) have shown the importance of the self-concept as being the pivotal to adjustment processes and to some degree to all psychological motivation. Relationships have been found between perception of self and mood state (Baumeister, 2001). Kerig, Cowan, and Cowan, (1993) observed that perception of oneself is highly dependent upon one's perception of the

social world, which in turn may cause or may not cause violent behaviour in an adolescent. Moreover, Weiss and Adler (1990) in Baumeister (2001) observed that raising self-concept for coping with rough experiences in adolescents reduces being prone to violent and criminal behaviour in the adolescents.

Self efficacy, also called perceived ability, refers to the confidence people have in their abilities for success in a given task (Bandura, 1997). Bandura (1977) stressed that expectations of self-efficacy are the most powerful determinants of behavioural change because self-efficacy expectancies determine the initial decision to perform a behaviour, the effort expanded and persistence in the face of adversity.

Bandura (1977) demonstrated positive correlations between therapeutic changes in behaviour and changes in self-efficacy. This relationship holds over a variety of target behaviour and treatment procedures, Bandura (1982). Moreso, people who are skeptical of their ability to exercise adequate control over their actions tend to underline their efforts in situations that tax capabilities which in turn can induce violent behaviour. Bandura, (1980). People who have the skills and assurance in their coping efficacy mobilize the effort needed to succeed in high risk situations. Mastery of problem situations further strengthens self-regulatory efficacy. Christenberry and Glascock (1996) also reported that violence can result in the victim suffering from lessened self-efficacy, emotional and physical health problems, and an increase in substance use and abuse.

The tendency to act and think in self-consistent ways helps to strengthen the self-esteem of individuals. Self worth ensues with the stabilization of self-concept in late adolescence. Most people enjoy a moderately high self-esteem. The minority that has low self-esteem are constantly haunted by anxiety, self-doubt, depression and lower levels of happiness (Thomas, 2000). The study conducted by Bandura and Schunk, (1981) demonstrated that handicapped children had a lower self-evaluation with concomitant impaired self and social adjustment.

Adeleke (2005) in describing self-esteem asserts that it has been one of the most popular and frequent invoked psychological explanations for behavioural and social problems. High self-esteem is closely related and linked to success while low self-esteem makes one see everything negatively which can lead to depression and violence in adolescents. A high level of self-esteem improves self-values, self-respect, relationships, self-confidence and it is a continuous process (Adeleke, 2005). Healthy self-esteem means liking oneself as the greatest person in the world. It is not the same as being conceited. Strauss (2000) says most of the time, unhealthy perception of body image self-esteem can lead to unhealthy behaviours among adolescents girls. Self-esteem is a direct function of both positive and negative past, present and future experiences (Tashakkori, 1990) quoted in Baumeister (2001).

Baumeister (2001) opined that self-esteem is a panacea, which is a very compelling illusion, because it correlates with happiness and other good things. However, being happy and having other good things in life tend to promote healthy and peaceful living among the adolescents. In contrast, being unhappy and not having other good things in life tend to promote unhealthy and depressive and violent behaviours among the adolescents. Therefore, high self-esteem correlates highly with self-reported happiness, which promotes peaceful and healthy living (Rogers, 1947).

A peer is a person who is approximately the same age as another. In most cases, peers are heavily influenced by others of their age bracket at school or in the community. Their actions are usually done in groups, which are known as peer group. The relationships become increasingly sophisticated as a result of pressures, which influence the children's value and behaviour either positively or otherwise. But in most cases, it is always negative (Animasahun, 2010). Membership of groups change with age; pre-adolescent groups are homogenous and come from the same neighbourhood.

Some psychologists like Akinboye (1999) is of the view that the group from which a child mixes up plays an important role in making the child what he is. The discussion

on delinquency and/or violence will be incomplete unless the peer group of a delinquent child is focused upon. Peer pressures from the peer group could also influence an adolescent to engage in deviant behaviours in the school and other public places (Ogunmodede, 1997).

Researches have also shown that the behaviours of children, teenagers and adolescents in the society today are the product of parental expectations, parenting practices and parenting styles (Majori-Banes, 1996) in Lykken(1997). Parental expectation on their children has global resemblance. According to Lykken (1997), parents expect their children to be societal values-conformed; imbued acceptable values and moral systems, good habits, discipline, self-control, neatness, diligence, loyalty, determination, endurance, perseverance, confidence, sincerity and being achievers in their endeavours. However, despite these good expectations by the parents, there are sharp and great increase in the rate and numbers of unsocialised youths, deviant adolescents in our society (Lykken, 1997). This is primarily due to overburden; incompetence and sociopaths parenting caused by unstable world of working-parents, high divorce rate, accessible illicit substance, high peer pressure, hitech internet services and most importantly, the overriding effect of western culture over many cultures (Animasahun, 2010).

Moreso, parenting styles and practices have greater impacts on the social and emotional development of a child because how a parent interacts with a child is a complex procedure, which is also socially and cultural determined. (Lykken, 1997). Akinboye, (1999) described parenting as a multiple-dimensional process, which involved raising children who should become useful members of society. Studies revealed a correlation between parenting styles and school competence, delinquency, violence, sexual activity, anti-social behaviours, alcohol and substance abuse, depression, anxiety and self-perception (Fleming, Oxford & Boyle, 1989; Aremu & Sokan, 2003; Animasahun, 2011).

Few parents want to confront the issue of depression and violence in their children, yet avoiding such behavioural problems can be risky as the behaviours themselves. It

damages self-esteem and emotional health of developing adolescents (Aspen Youth Services, 2001). Every child's success depends largely on the parent (Arnnet, 1999). He is of the opinion that parents should find time to know the needs and aspirations of their children, instill in them etiquette and good behaviour (discipline), rekindle academic desires and herald the importance of education, hard work and success. He also found that delinquency and parental supervision are positively related.

The environment in which teenagers find themselves has an impact on their risk of violence independent of their genetic background, which is already known to be a strong predictor for depression (Parker, 2000). There is some evidence that teens who live in stable family environments and are close to their parents are more likely to remain obedient, less violent and less depressive and conform to the societal norms (Kolurejo, 1991; Kerig, Cowan & Cowan, 1993) stipulated that family communication is reported to reduce the likelihood that an adolescent will elicit violent and criminal behaviours.

According to the findings from the study of Parker (2000), family cohesion was a significant predictor of healthy behaviours among African American adolescent families of 14-18 years old residing in Jefferson county, Alabama. Luster (1990) cited in Leonard, 1994 mentioned that socialisation is a powerful process that continues throughout life. The role of the family in inculcating the normal values of the society into the youngsters is very significant especially during the first few years of life. Baron's (1997) in Parker (2000) findings reveal that family and school factors have great influence on current criminal behaviour. Hence, children who witness violence in the home are more likely to be involved in violent relationships as adults. Whereas girls may be more accepting of violence in their relationships, boys are more likely to be the perpetrator (Saderman & Jaffe, 1997) cited in Parker (2000).

The type of family, monogamy or polygamy, in which the adolescents grew up, contributes greatly to delinquency and/or violence in the society (Akinboye, 1982). Adetoyi (2002) discovered that adolescents from intact (monogamous) families have significantly more positive attitude towards

human relationships than their counterparts from the divorced, reconstituted and/or polygamous families. He also found that overcrowded rooms contributed enormously to the adolescents' violence.

Gender is another probable factor responsible for adolescent violent behaviour. Gender refers not only to the biological sex of an individual, but also to the array of roles, personality traits, attitudes, behaviours, values, relative power and influence that society ascribes to men and women on a differential basis (Center for Disease Control and Prevention, 1997). Boys are more likely to be in conflicts than girls; in addition, family ties of boys are not as strong as those of girls, possibly because parents often respond more positively to daughters' prosocial behaviour than to sons' behaviour (Kerig, Cowan & Cowan, 1993). They also are less tolerant of internalizing behaviours among girls and more tolerant of physical "aggression" in boys. This shows that boys are more predisposed to violent behaviours than girls right from the childhood (Kerig et al, 1993).

Moreso, a recent review of the literature on children and youth who witness familial violence has revealed gender differences in children's reactions. Boys tend to react with more overt violence, whereas girls tend to become more dependent and timid... (Suderman and Jaffe, 1997); also, adolescent males are more likely to be victims and perpetrators of violence than females (United State Departments of Health and Human Services, 2001).

Physical symptoms could also be predictive of violent behaviours in children (Ulma & Strauss, 2003). Arnett (1999) reported that adolescents are exemplified by quick mood and behaviour change. A careful scrutiny is necessary to identify differences between depressive and normal behaviour of adolescents. The vital aspect in recognizing depressive disorders is that the behavioural change lasts for weeks or longer. Adolescents showing more symptoms of depression for longer than a few weeks, who do poorly in school, who seem withdrawn, overly impulsive, and uninterested in activities once enjoyed, should be checked for possible depression through screening with qualified professionals (Arnett, 1999).

The above discussed factors have been attested individually to have certain relationships with adolescent violence. This study would therefore confirm the potency or extent to which those psychological and social variables could jointly and relatively predict adolescent violence. To this end, three research questions have been set to guide the research:

1. Is there any relationship among self-concept, self-esteem, self-efficacy, parental discipline, family type, home environment, peer pressure, gender, and early signs of violence in children and adolescents' violence?
2. What is the joint contribution of self-concept, self-esteem, self-efficacy, parental discipline, family type, home environment, peer pressure, gender and early signs of violence in children to adolescents' violence?
3. What are the relative contributions of self-concept, self-esteem, self-efficacy, parental discipline, family type, home environment, poor pressure, gender and early signs of violence in children to adolescents' violence?

Methodology

The research design used in this study is descriptive survey. The reference population is all the secondary school adolescent students in Oyo State, but the largeness of this population makes it inaccessible, hence about 250 adolescent students in randomly selected secondary schools in Ibadan metropolis were randomly selected on the basis of natural cluster and convenience random sampling. Their ages ranged from 14 to 21 years with a mean of 17.5 and SD of 7.1.

Instrument

The instrument used for this study was the questionnaire developed by the researcher and named "Adolescents' Violence Measuring Scales (AVMES). It comprises ten sections A – J. Section A consists of adolescents' biodata: namely; gender, parental discipline, family type, etc. Section B comprises items that measure the self-concept of the adolescents. Likewise, Section C contains items that measure the self-esteem of the adolescents. Section D consists of the items on self-efficacy of the adolescents while Section E deals with some items on adolescents' parental discipline nature.

Section F contains items that measure adolescents' Home environment in which they grow. Section G deals with items on Peer pressure. Section J (Monogamy or Polygamy) deals with the physical signs of likely violent behaviour.

The Scale (AVMES) is based on Likert format of five-points scale requesting the respondents to tick(✓) in the box the opinion as it applies to them to find out how the variables will predict the adolescents' violence. It is made up of 78 items altogether. The items yielded a high degree of internal consistency of 0.72 and test retest reliability coefficient of 0.64.

Procedure

The researchers sought permission from the principals of the concerned schools; hence, the instrument was administered to the adolescent students in their various classrooms. The purpose of the administration was explained to them before the administration and opportunity was given them to ask questions should they want clarification on any of the items. On the spot assessment technique was employed as the instrument was collected back from the respondents immediately after completion.

Data Analysis

Multiple Regression and Pearson Product Multiple Correlation (PPMC) were used to analyse the variables to determine whether the independent variables could predict violence-related behaviour of adolescent students in Ibadan metropolis.

Result

The first research question sought to find the type of relationship that exist between each of the independent variables and adolescent violent behavior. The answer is presented in Table 1.

Table 1: Intercorrelation Matrix Table Showing the Relationship among all the Independent Variables and Adolescent Violence

Variables	Adol. Violence	Self-concept	Self-esteem	Self-effic.	Parental disc.	Home env.	Peer pressure	Gender	Family Types	Physical signs
Adol. Violence	1.00									
Self-concept	.286	1.00								
Self-esteem	.521	.216	1.00							
Self-effic.	.558	.054	.267	1.00						
Parental disc.	.535	.029	.166	.369	1.00					
Home env.	.662	.026	.245	.293	.376	1.00				
Peer pressure	.728	-.026	.142	.333	.353	.555	1.00			
Gender	.459	-.086	.192	.209	.205	.191	.286	1.00		
Family Types	.581	.175	.182	.212	.242	.321	.418	.313	1.00	
Physical signs	.251	-.134	.0008	-.160	-.268	-.366	-.575	-.188	-.287	1.00

It is observed that there was significant positive relationship between each of the independent variables and adolescent violence. For instance, Self-concept ($r=.286$, $P <.05$), Self-esteem ($r = .521$, $P <.05$), Self-efficacy ($r = .558$, $P <.05$), Parental discipline ($r = .535$, $P <.05$), Home environment ($r = .662$, $P <.05$). Peer pressure ($r = .728$, $P <.05$), Gender ($r = .459$, $P <.05$), Family type ($r = .581$, $P <.05$), Early Physical signs ($r = .251$, $P <.05$).

The second research question sought for the joint effect of the independent variables in the prediction of adolescent violent behaviour. The answer is provided in Table 2.

Table 2: Multiple regression table showing the Joint Contribution of all the Independent Variables to Adolescents' Violence

Multiple R = .999					
Multiple R ² = .998					
Multiple R ² (Adjusted) = .998					
Standard Error Estimate = 1.1016					
Source of variation	Df	Sum of square	Mean square	F.ratio	P
Regression	9	140763.97	1560.441	12888.329	.000 ^a
Residual	240	291.248	1.214		
Total	249	14055.22			

It is observed that there was a strong joint contribution of all these independent variables to adolescents' violence. ($F=12888.329$, $df = 9$, $P <0.05$). The total variation accounted for by the independent variables is .998 which can be translated to 99.8%. This means that the independent variables above jointly account for 99.8% of the total variance for adolescents' violent behaviour.

The third research question purported to find the relative contributions of each of the independent variables to the prediction of adolescents' violent behaviour. The result is presented in Table 3.

Table 3. The Relative Contributions of all the Independent Variables to Adolescents' Violence

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Constant	2.221	.934		2.378	.018
Self-concept	1.963	.023	.027	85.351	.000
Self-esteem	1.201	.021	.188	57.806	.000
Self-efficacy	.954	.020	.163	48.891	.000
Parental discipline	1.000	.120	.170	50.472	.000
Family type	.991	.021	.162	47.180	.000
Home environment	.980	.015	.235	63.291	.000
Peer pressure	.993	.008	.529	122.466	.000
Gender	1.014	0.17	.193	59.486	.000
Physical sign	.980	.011	.328	87.801	.000

Dependent variable: Adolescents' Violence

The result displayed above clearly shows that Peer pressure contributed most to adolescents' violence with a beta weight of (.529), followed by Physical signs (.328), Home environment (.235), Gender (.193), Self esteem (.118), Parental discipline (.170), Self efficacy (.163), Family type (.162), and Self concept (.027).

Discussion

The result obtained from the analysis of the first research question implies that all the independent variables have relationship with adolescent violence. This finding is premised on the sociological approach to violence in that a lot of sociological factors have been associated with violence in children. For instance, in the international encyclopedia of social sciences, causes of violence have been attributed to modern civilization. These factors include depersonalization and anonymity, increased mobility and family disorganization. From the foregoing, it is certain that both sociological and psychological variables are predictive of adolescents' violence. This is corroborated by Akinboye (1982) and Falana (1994).

The result of the second research question shows that there is a strong joint contribution of the independent variables to the prediction of adolescent violence. In fact, 99.8% of the total variance for adolescent violence was

accounted for by the independent variables. This is so because both social and psychological make ups of adolescents are interwoven and therefore it is like a cause and effect relationships, whatever affects the sociological make-up will definitely have affect the psychological wellbeing of the adolescent, and the resultant effect of both may lead to violent and/or criminal behaviours of the adolescents.

The result of the third research question shows that all independent variables contributed positively to the prediction of adolescents' violence. Arrangement in the order of magnitude shows peer pressure, physical signs, home environment, gender, self-esteem, parental discipline, self-efficacy, family type and self concept respectively. This is corroborated by the finding of Ogunmodede, (1997) that peer pressures from the peer group could influence an adolescent to engage in deviant behaviours in the school and other public places. In addition, Akinboye (1982) also posited that most of the time, late childhood children started smoking because of the influence of their peer and invitation of significant sources which may even lead to psychopathology in adulthood (Parker & Asher, 1987).

The relative contribution of early signs of violence in children implies that these early signs could predispose the adolescents to violent behaviours in the society latter in adolescence stage (Ulman & Strauss, 2003). The relative contribution of home environment of adolescents to violence is in consonance with Barnett, (1990) cited in Kolurejo (1991) that teens that live in stable family environments and are closely knit to their parents are more likely to remain obedient, less violent and less depressive and conform to the societal norms. This implies that a tensed and chaotic home environment predisposes adolescents to criminally minded behavioural dispositions.

The study also revealed that adolescents' gender could predict violent behaviours. The findings of Kerig, Cowan and Cowan (1993) and Webster- Stratton, (1990) attested to this.. This implies that boys are more predisposed to violent behaviours than girls right from the childhood (Sudderman & Jaffe, 1997 cited in United States Department of Health and Human Services, 2001). The contribution of self-esteem to

adolescents' violence is in line with the finding of Thomas (2000) as well as Strauss (2000) that most people enjoy a moderately high self-esteem but the minority that have low self-esteem are constantly haunted by anxiety, self-doubt, depression and lower levels of happiness which could result into violent or criminal behavioural output.

The relative contribution of parental discipline indicates that harsh and authoritative parental discipline can induce violent behaviors in the adolescents. This is in consonance with Majori-Banes' (1996) finding which shows that the behaviours of children, teenagers and adolescents in the society today are the product of parental expectations, parenting practices and parenting styles. More so, the studies of Fleming, Offord, and Boyle, (1989) also confirmed that there is correlation between parenting styles and school competence, delinquency, violence, sexual activity, anti-social behaviours, alcohol and substance abuse, depression, anxiety and self-perception. To this end the nature of parental discipline goes a long way in inducing violent or criminal behaviours in the children and/or adolescents.

The relative contribution of self-efficacy towards adolescents' violence indicate that low self-efficacy tends to predispose adolescents to violence. This corroborates (Bandura, 1977,1982).

The relative contribution of family type (monogamy or polygamy) to violent behaviours among the adolescent is corroborated by the agreement of some psychologists like Akinboye, (1982), and Adams (1976), who found that adolescents from the single parent family type (Monogamous family) i.e. one father and one mother were more liberal and peaceful in their approach to life issues than adolescents from any other family types.

The relative contribution of self-concept to adolescents' violence is corroborated by the study of Asher and Gottman, (1981) who indicated that adolescents with high self-concept elicit less violent and criminal behaviour compared to those adolescents with low self-concept. Hence, adolescents with low self concept are more prone to committing crime.

Conclusively, the finding from this study has implications for parents- they should instill discipline into their children, they should improve their behaviours by serving as models in the family and society as a whole. They should also help in boosting their self concept, self esteem and self efficacy. Teachers and policy makers should also assist in this regard so as to understand the root-causes of violent behaviours among the adolescents and nip them in the bud. Suffice to state therefore, that all hands must be on deck to put the situation under control.

Specifically, parents should ensure that they serve as models and confidants to their children, they should create a conducive home atmosphere for their children so that the children will feel loved and free to express their creative opinion at the home front. They should show love to their problematic adolescents at home; they should use reasoning instead of punitive approach to discipline and training. They should also watch keenly the type of friends their children keep and movies their children watch on television and set boundary for them in love. As for the teachers, they should know that as parents surrogates, they should oversee and control the activities of the adolescents who are put under their care before they are out of way. Religious organizations and centres should preach peaceful coexistence, tolerance, live and let live principle, consultation and conviction rather than confrontation, so that criminal activities in the society will be reduced to the minimal level.

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