

Parental Attitude and Antisocial Behaviour among Senior Secondary School Adolescents in Lagos, Nigeria

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Abstract

This study explores the relationship between parental attitudes and antisocial behaviour in senior secondary school adolescents in Lagos, Nigeria. The goals involve evaluating how adolescents perceive parental attitudes (knowledge, warmth/hostility, and monitoring), investigating the impact of these attitudes on antisocial behaviours, and identifying gender differences in antisocial tendencies. A descriptive survey research design was employed to gather data from 2,342 students in their second year at public senior secondary schools across six educational districts in Lagos State. This was achieved through structured questionnaires, which included the Parental Attitude Scale (PAS) and the Substance Use Intention Scale (SUIS). The results indicated that adolescents viewed parental attitudes as notably high overall ($\bar{x} = 3.531$), with a robust understanding of academic performance ($\bar{x} = 3.51$) and emotional support ($\bar{x} = 3.35$) from their parents. Nonetheless, areas of concern were identified, including awareness of online activities ($\bar{x} = 2.92$) and hostility tendencies ($\bar{x} = 2.67$). Regression analysis revealed a notable correlation between parental attitude and

antisocial behaviour ($F = 45.519, p < 0.05$), explaining 2.0% of the variance in antisocial tendencies. Gender differences were observed, with females exhibiting slightly elevated mean antisocial behaviour scores ($\bar{x} = 24.65$) in contrast to males ($\bar{x} = 23.44$), indicating diverse expressions of these behaviours. The study highlights the essential importance of empathetic and involved parenting in reducing antisocial behaviours, consistent with earlier findings that stress the beneficial effects of nurturing family environments. This underscores the necessity for tailored interventions that cater to unique behavioural manifestations based on gender. Recommendations include workshops for parents on effective parenting strategies, gender-tailored programs for emotional regulation in schools, and enhanced parental monitoring to address contemporary challenges like online safety. The results underscore the critical role that parenting plays in shaping adolescent development and behaviour.

Introduction

Antisocial behaviour is a widespread issue among teenagers, defined by activities that diverge from cultural standards and inflict harm on others, including aggressiveness, delinquency, disobedience, and substance misuse. Adolescents with antisocial inclinations frequently have difficulties in establishing good social connections, sustaining academic achievement, and complying with social norms, resulting in enduring repercussions for both the individuals and the wider community. Research by Ncheghariamaka, (2022) indicates that teenagers exhibiting antisocial behaviour have an elevated risk of criminal participation, substance use, and psychological disorders, such as anxiety and depression. The prevalence of this behaviour, especially in metropolitan locales such as Lagos, Nigeria, characterised by many socio-economic issues, highlights the necessity to examine the reasons influencing this phenomena among senior secondary school pupils.

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, (Hammerton, Mahedy, Murray, Maughan, Edwards, Kendler, Hickman and Heron 2017). Young adults who engage in antisocial behaviour do so intending to offend,

hurt, or annoy others. Assertions that disregard others' welfare are known as antisocial behaviour. 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).

Christiane, Anne, Michael, Claus, Fionna, Robert, and Ulrike (2021) assert that the adolescent growth stage is crucial for personality development and social interactions, making it a period vulnerable to both positive and negative influences. Various environmental, psychological, and biological factors play a significant role in shaping antisocial behaviour among teenagers. Peer pressure, community violence, inadequate support networks and parental influence are frequently identified as significant factors influencing antisocial behaviour. Furthermore, the societal pressures present in densely populated urban environments like Lagos, combined with limited resources for youth development, could exacerbate these behaviours.

According to Young, Hollingdale, Absoud, Bolton, Branney, Colley, Craze, Dave, Deeley, Farrag, Gudjonsson, Hill, Liang, Murphy, Mackintosh, Murin, O'Regan, Ougrin, Rios, & Woodhouse (2020), a significant element that can function as either a risk factor or a protective factor in influencing adolescent behaviour is the attitude of their parents. Adolescents who perceive their parents as empathetic, supportive, and open in communication are less inclined to participate in antisocial behaviours. Conversely, adolescents exposed to harsh discipline, neglect, or erratic parenting face a heightened risk of participating in such behaviours. The relationship between parental attitudes and adolescent behaviour highlights the crucial role of the family as a fundamental unit in shaping societal norms and values.

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).

Moreover, the attitude of parents plays a crucial role in shaping the emergence of antisocial behaviour among adolescents. Research indicates that adolescents, who experience negative parental attitudes, including harsh discipline, criticism, and rejection, are at a higher risk of developing antisocial tendencies. Audu, Mamudo, Musa & Dakasku (2020) conducted a study that highlighted how authoritarian parenting, marked by rigid rules and a lack of warmth, frequently results in rebellious and delinquent behaviour among adolescents. This holds significant importance in Nigeria, where certain parents utilise punitive approaches for control, unintentionally cultivating feelings of resentment and defiance in their children. The absence of emotional support and comprehension from parents plays a significant role in perpetuating behavioural issues, as teenagers turn to other sources, like peer influence, to fulfil their unaddressed emotional requirements.

On the other hand, supportive parental attitudes have been demonstrated to reduce antisocial behaviours. The presence of warmth, open communication, and supportive parenting fosters an environment that enhances adolescents' sense of value and understanding, thereby decreasing the probability of their involvement in detrimental behaviours. The study conducted by Oladunmoye, Yekinni, Maradesa, Rасаq, and Olugbode (2023) indicates that authoritative parenting, characterised by a balance of discipline and empathy, correlates with reduced occurrences of antisocial behaviour. Adolescents in these environments exhibit enhanced emotional regulation and social skills, which allows them to address challenges effectively without resorting to aggression or defiance. In Lagos, the complexities of urbanisation create distinct challenges for family dynamics, making it crucial to promote effective parenting practices to mitigate antisocial behaviours in senior secondary school students.

Parental monitoring and involvement are essential factors in reducing antisocial behaviour. Lippold, Fosco, Hussong, and Ram (2019) found that adolescents with parents who are engaged in their lives and oversee their activities are less prone to display antisocial behaviours. Nevertheless, insufficient oversight and inattentive parenting frequently lead to teenagers participating in hazardous activities, such as substance misuse and criminal behaviour. In Lagos, where numerous parents manage challenging work commitments, the lack of parental oversight can expose adolescents to detrimental peer influences and the challenges of urban living. This

highlights the importance for parents to achieve a balance between professional obligations and family duties to mitigate the likelihood of antisocial behaviour in their children.

The relationship between parental attitude and antisocial behaviour is also influenced by cultural and socio-economic factors. Research conducted in Nigeria indicates that parents from lower socio-economic backgrounds may resort to more punitive parenting styles as a result of financial stress and restricted access to resources (Miftahu and Melaiye, 2021). The presence of these stressors can have detrimental effects on the dynamics between parents and children, heightening the likelihood of antisocial behaviour among adolescents. Conversely, carers who exhibit resilience and implement constructive coping mechanisms frequently create a consistent environment for their offspring, thereby diminishing the chances of behavioural issues.

The relationship between parental attitude and antisocial behaviour among adolescents is notably affected by gender differences. Studies indicate that boys and girls exhibit different responses to parenting styles and attitudes, influenced by their distinct socialisation processes and emotional expressions. Male children tend to display more visible antisocial behaviours, including aggression and delinquency, especially in environments characterised by harsh or neglectful parenting practices. A study conducted by Loeber and Stouthamer-Loeber (1998) revealed that authoritarian parenting notably heightened the chances of externalising behaviours in boys when compared to girls. In contrast, girls are more likely to display covert forms of antisocial behavior, such as lying or social manipulation, often influenced by parental neglect or inconsistent discipline. These findings suggest that boys are more vulnerable to the immediate behavioral effects of negative parenting, while girls may internalize their struggles, leading to less obvious but equally detrimental outcomes.

The interplay between parental attitudes and societal gender expectations significantly influences the manifestation of antisocial behaviour. In conventional environments such as Lagos, where gender roles tend to be strictly outlined, boys might be encouraged to display dominance, occasionally through aggressive behaviour, which can intensify the effects of unfavourable parental perspectives. Conversely, females might encounter more stringent oversight from parents and elevated standards regarding adherence and ethical behaviour. Research conducted by Latu et al. (2013) reveals that girl in these environments exhibit a higher likelihood of developing internalising issues, including anxiety and depression, as well as subtle antisocial behaviours. Nonetheless, nurturing parenting, marked by affection and constructive feedback, can alleviate these inclinations in individuals

of all genders. Grasping these gender-specific dynamics is essential for customising parenting interventions that cater to the distinct needs of boys and girls, promoting healthier adolescent development and mitigating antisocial behaviours.

Baumrind's theory classifies parenting styles into four categories: authoritarian, authoritative, permissive, and neglectful, each having unique impacts on child development. Studies conducted by Steinberg and Morris (2001) indicate that authoritarian and neglectful parenting frequently result in heightened antisocial behaviours in adolescents, attributed to insufficient warmth and erratic discipline. In contrast, authoritative parenting promotes positive behaviour by providing a well-balanced combination of structure and support. Bandura's Social Learning Theory highlights the significance of modelling and reinforcement in the development of behaviour, indicating that adolescents acquire behaviours, such as antisocial tendencies, through the observation and imitation of their parents. Research by Reid & Patterson (1989) indicates that children whose parents display aggressive or antisocial behaviour are more prone to demonstrate comparable behaviours. Theories in this context are significant as they establish a framework for comprehending the impact of parenting attitudes and practices on the emergence or reduction of antisocial behaviour, thereby offering valuable insights into intervention strategies that are customised to particular parenting styles and family dynamics. Therefore, the study investigates the parental Attitude and Antisocial Behaviour among Senior Secondary School Adolescents in Lagos, Nigeria.

Statement of the Problem

The rising occurrence of antisocial behaviour among adolescents has emerged as a major issue for families, educational institutions, and society as a whole. This conduct, marked by hostility, resistance, criminal activity, and substance misuse, presents a risk to personal growth and social cohesion. Antisocial tendencies present themselves in multiple ways, including explicit behaviours such as bullying, vandalism, and physical confrontations, alongside more subtle actions like theft and deceit, frequently influenced by insufficient emotional regulation and lack of moral direction. Among the various contributing factors, the attitude of parents significantly influences adolescents' behaviour, with negative or inconsistent parenting frequently associated with increased occurrences of antisocial tendencies. Furthermore, gender differences may moderate how parental attitudes influence antisocial behaviors, as boys and girls respond differently to parenting styles and societal expectations. Despite these insights, a comprehensive understanding of the interaction between parental attitudes and gender in

influencing antisocial behaviour among senior secondary school adolescents in Lagos is still lacking. Therefore, this study investigates the relationship between parental attitudes and antisocial behaviour among senior secondary school adolescents in Lagos, Nigeria.

Aim and Objectives of the Study

This study is aimed at investigating the relationship between parental attitudes and antisocial behaviour among senior secondary school adolescents in Lagos, Nigeria.

The objectives of the study are to:

- i. ascertain the perceived state of Parental Attitude (Parental knowledge, Parental Warmth /Hostility and Parental Monitoring) among Adolescents in Senior Secondary Schools in Lagos, Nigeria;
- ii. examine the significant influence of Parental Attitude on Antisocial Behaviour among Senior Secondary School Adolescents in Lagos, Nigeria; and
- iii. determine the Gender difference in antisocial behaviour of Adolescents in Senior Secondary Schools in Lagos, Nigeria.

Scope of the Study

This investigation examines the roles parental attitudes in influencing adolescents' antisocial behaviour within public senior secondary schools in Lagos, Nigeria. The scope of the variables encompasses one independent variable, one dependent variable, and one moderating variable. The focus of this study is on parental attitude and gender. Nevertheless, the assessment of parental attitude was carried out using three separate indices: parental warmth/hostility, parental knowledge, and parental monitoring. The investigation explored the antisocial behaviour exhibited by adolescents, focussing on aspects of bullying and victimisation, as well as their intentions concerning substance use. The investigation centres on male and female adolescents attending public senior secondary schools in various selected areas of Lagos State, Nigeria.

Methodology

Research Design

This study was conducted using a descriptive survey research design. A descriptive research design serves as a structured approach to thoroughly and systematically depict a population, situation, or phenomenon. The primary aim is to deliver a precise account of the study subject along with insights into its attributes and dynamics. In this type of investigation, the individual assumes the role of an

impartial observer and data collector, avoiding any alteration or influence on 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 utilised to investigate various variables, with the focus on observation and measurement rather than control or manipulation. The investigation includes three variables: one independent variable (parental attitude), one dependent variable (antisocial behaviours of adolescents), and one moderating variable (gender).

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 Parental Attitude Scale (PAS) that consist of 10-item PAS assesses teenagers' views on parental child-rearing strategies using a similar answer structure and Substance Use Intention Scale (SUIS) also consist of 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:

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

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

Table One

S/N	Items	SA	A	D	SD	Mean	Std. Deviation
1	My parents are well-informed about my daily routines and activities.	882	1156	135	62	3.28	0.699
		-39.50%	-51.70%	-6.00%	-2.80%		
2	My parents are knowledgeable about my academic performance and progress in school.	1200	972	63	0	3.51	0.554
		-53.70%	-43.50%	-2.80%	0.00%		
3	My parents are aware of my close friends and social network.	668	1196	330	41	3.11	0.712
		-29.90%	-53.50%	-14.80%	-1.80%		
4	My parents express love and affection towards me.	1240	850	92	53	3.47	0.688
		-55.50%	-38.00%	-4.10%	-2.40%		
5	My parents provide emotional support when I am going through tough times	1077	942	134	82	3.35	0.753
		-48.20%	-42.10%	-6.00%	-3.70%		
6	My parents often criticize or show hostility towards me.	447	934	513	341	2.67	0.963
		-20.00%	-41.80%	-23.00%	-15.30%		
7	My parents know where I am and who I am with most of the time.	813	1071	289	62	3.18	0.756
		-36.40%	-47.90%	-12.90%	-2.80%		
8	My parents are aware of my online activities and presence on social media platforms.	717	762	623	133	2.92	0.912
		-32.10%	-34.10%	-27.90%	-6.00%		
9	My parents are familiar with my extracurricular activities and interests.	811	1009	332	83	3.14	0.8
		-36.30%	-45.10%	-14.90%	-3.70%		
10	My parents set clear rules and expectations for my behaviour and monitor whether I follow them.	921	950	282	82	3.21	0.8
		-41.20%	-42.50%	-12.60%	-3.70%		
Average Weighted Mean ($\bar{x}$) = 3.531							

****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 highlights that the perceived state of Parental attitude (Parental knowledge, Parental Warmth/hostility and Parental monitoring) among adolescents in Senior Secondary Schools in Lagos, Nigeria weighs the average mean of ($\bar{x}$ = 3.531) indicating that it is on a very high state. It indicates that students perceived that their parents are knowledgeable about the academic performance and progress in schools of their wards ($\bar{x}$ = 3.51), parents expresses love and affection towards them ($\bar{x}$ = 3.47), parents provide emotional support when undergoing

tough times ($\bar{x} = 3.35$), parents are well-informed about their daily routines and activities ($\bar{x} = 3.28$), parents set clear rules and expectations for their behaviour and monitor whether they follow them ($\bar{x} = 3.21$), parents know where they are and who they are with most of the time ($\bar{x} = 3.18$), parents are familiar with their extracurricular activities and interests ($\bar{x} = 3.14$), parents are aware of their close friends and social network. ($\bar{x} = 3.51$), parents are aware of their online activities and presence on social media platforms ($\bar{x} = 2.92$) and lastly, parents often criticize or show hostility towards them ($\bar{x} = 2.67$). This greatly shows that adolescents are conscious that the parental attitude (Parental knowledge, Parental Warmth/hostility and Parental monitoring) of their parents is on a very high state. This is likely to influence their behaviour in school to both teachers and colleagues.

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

Summary of Regression Analysis showing the influence of Parental Attitude, on antisocial behaviour among Senior Secondary School Adolescents in Lagos, Nigeria.

Table Two

R=.141					
R²= 0.020					
Adj R²=0.020					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2921.35	1	2921.35	45.519	.000 ^b
Residual	143310	2233	64.178		
Total	146232	2234			

Source: Fieldwork 2024

Table above reveals that there is a significant influence of Parental attitude on antisocial behaviour among senior secondary school adolescents in Lagos Nigeria. $F_{(1, 2233)} = 45.519$, $P < 0.05$). The result yielded a coefficient multiple regression R of 0.141 and R square = 0.020 which implies that the independent variable accounted for 2.0% of the variation in antisocial behaviour. The remaining percentage could be explained with reference to extraneous variables that are not accounted for in this study. This implies that there is a significant influence of parental attitude on

antisocial behaviour among senior secondary school adolescents in Lagos, Nigeria. Hence, the null hypothesis is therefore rejected.

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

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

Table Three

Gender	N	Mean	Std. Deviation	t	Df	Sig.	Remark
Male	1178	23.441	8.29465	3.536	2233	0.001	Significant.
Female	1057	24.6471	7.81506				

Source: Fieldwork 2024

Table above findings reveal a notable gender disparity in antisocial behaviour among senior secondary school adolescents in Lagos, Nigeria ($t=3.536$, $df=2233$, $p=0.000$). A notable mean difference of 1.2061 exists between males ($\bar{x}=23.441$) and females ($\bar{x}=24.6471$) at a significance level of $p<0.05$. This indicates that there is a notable mean difference in antisocial behaviour between male and female respondents, with females exhibiting the highest mean value. Suggesting that bullying occurs more frequently among females than among males. Consequently, the null hypothesis asserting that there is no significant gender difference in antisocial behaviour among senior secondary school adolescents in Lagos, Nigeria is rejected.

Discussion of Findings

The results provide important insights into the relationship between parental attitudes and their impact on adolescent antisocial behaviour in Lagos, Nigeria. The research indicated that adolescents assess their parents' attitudes, which include parental knowledge, warmth, and monitoring, as being significantly high ($\bar{x}=3.531$). Parents received high ratings regarding their understanding of their children's academic performance ($\bar{x}=3.51$) and their provision of emotional support during challenging periods ($\bar{x}=3.35$). This is consistent with the findings of Ncheghariamaka (2022) and Christiane, Anne, Michael, Claus, Fionna, Robert, and Ulrike (2021), which highlight the protective influence of empathetic and engaged parenting in mitigating antisocial behaviours. However, metrics such as awareness of online activities ($\bar{x}=2.92$) and tendencies to exhibit hostility ($\bar{x}=2.67$) suggest

potential for enhancement. The findings highlight the critical role that proactive and nurturing parental attitudes play in positively influencing adolescent behaviour.

Regression analysis demonstrates a significant relationship between parental attitude and antisocial behaviour ($F = 45.519$, $p < 0.05$), explaining 2.0% of the variance in antisocial tendencies. This percentage, while modest, underscores the significance of parental attitudes as an influential factor within the context of broader societal and environmental variables. The results support the assertions made by Hammerton et al. (2017), indicating that antisocial behaviours, typically expressed through disruptive actions or defiance, are significantly shaped by family dynamics. The research highlights that punitive or indifferent parenting elevates the likelihood of antisocial behaviours in adolescents, whereas supportive practices such as warmth and well-defined rules reduce these tendencies. The findings emphasise the critical function of family as a cohesive unit in addressing public health issues linked to adolescent behaviour.

Furthermore, a notable difference in antisocial behaviour was identified between genders, as females displayed marginally elevated mean scores ($\bar{x} = 24.65$) in comparison to males ($\bar{x} = 23.44$). This challenges the traditional perspective that antisocial behaviours are mainly expressed externally in males via aggression or delinquency. This indicates that females might demonstrate these behaviours in distinct ways, including subtle actions like social manipulation or bullying, which corresponds with existing research on gender-specific reactions to social and parental influences. This divergence highlights the necessity for customised interventions that consider gender-specific dynamics, while also promoting supportive environments to steer adolescents away from antisocial behaviours.

Conclusion

It was concluded that parental attitude strongly influences the antisocial behaviour of teenagers in Lagos, Nigeria. Adolescents perceive their parents to exhibit high levels of involvement, warmth, and monitoring, which are critical in mitigating antisocial tendencies. Nonetheless, deficiencies persist in domains such as parental cognisance of online behaviours and inclinations towards criticism or animosity. The findings indicate gender disparities in the manifestation of antisocial behaviours, with females displaying somewhat elevated mean scores, implying variances in the presentation of these behaviours between genders. The study emphasises the crucial influence of parenting on teenage behaviour, indicating the necessity for specific interventions to improve parental involvement and promote favourable developmental results.

Recommendations

Based on the findings, the following recommendations were made:

1. Stakeholders, including as educational institutions and community organisations, ought to provide workshops and seminars to inform parents on the significance of empathic, supporting, and consistent parenting. Emphasis should be placed on developing awareness of online activities and fostering open communication to address adolescents' emotional and social needs effectively.
2. Schools and politicians ought to adopt gender-specific initiatives to mitigate antisocial behaviours. Programs aimed at emotional regulation and conflict resolution must be customised to assist both boys and girls in navigating their distinct social problems and behavioural inclinations.
3. Parents have to be urged to use balanced monitoring strategies that honour teenagers' autonomy while ensuring supervision of their activities, encompassing social media engagement and peer connections. Governmental and non-governmental organisations can furnish information and tools to assist parents in addressing contemporary concerns such as online safety and urban cultural pressures.

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