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Quality Of Parental Nurturing And Its Influence On Adolescents' Aggressive Behavior In Selected Public Secondary Schools In the North West and Center Regions of Cameroon

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Abstract: It has been realized that majority of adolescents students in Cameroonian public secondary schools are manifesting antisocial behaviors in different forms as opposed to expected behavior. The purpose of the study was to examine the influence of psychosocial determinants on adolescents' aggressive behaviour in selected public secondary schools in Cameroon. The four specific objective of the study were, to assess the influence of shift in parental role on aggressive behaviour in adolescents; to find out the quality of parental nurturing on adolescents that influences aggressive behaviour; to find out the influence of peer influence on adolescents; and to examine the influence of conformity to peer culture aggressive behaviour. These objectives were transformed into hypotheses. Theoretically, the study was guided by Erikson theory of psychosocial development, Bandura theory of social learning, and Maslow's theory of needs. Methodologically, the concurrent mixed method research design was used in conducting this study and data were collected from 435 form three and four students, using a questionnaire and 100 parents using a structured interview guide. Probability and non-probability sampling techniques were used to sample the respondents. The validity and reliability of the questionnaire stood at 0.97 and 0.837 respectively while that of the interview guide was rated using the need analysis approach. Quantitative data collected were analysed using descriptive and inferential statistics with the support of SPSS 25.0 while qualitative data were analysed thematically. The quantitative statistical techniques used were percentages, mean, standard deviation, and linear regression. The findings showed that a significant proportion of students 58.0% display several aggressive behaviours toward others. More so, 60.8% of students were influence by peers in many ways, 68.0% conform to pressure from others in many aspects, 35.8% were experiencing shift in parental role in many of their activities, and 30.3% do not enjoy quality parental nurturing especially those from working class parents. And it was finally, revealed that for every unit of shift in parental role, adolescents' aggressive behaviours is more likely to increase by 0.310, significant at 1% level (Coefficient value =0.310, *p*-value < 0.05). More so, for every unit of improvement in quality in parental nurturing, adolescents' aggressive behaviours is more likely to decrease by 0.496, significant at 1% level. (Coefficient value = -0.496, *p*-value < 0.05). Again, findings showed that for every unit of peer influence, adolescents' aggressive behaviours is more likely to increase by 0.420, significant at 1% level. (Coefficient value =0.420, *p*-value < 0.05). Finally, for every unit of conformity pressure, adolescents' aggressive behaviours is more likely to increase by 0.441, significant at 1% level (Coefficient value =0.441, *p*-value < 0.05). Based on these findings, it was recommended that parents should ensure a balance work family life, spend quality time with children, and schools should restructure their disciplinary infrastructure for better prevention and management of school violence.

Keywords: Psychosocial Determinants, Aggressive Behaviors, Adolescent, Shift In Parental Role, Quality of Parental Nurturing, Peer Pressure, and Conformity

1. Introduction

Psychosocial determinants are developmental factors that may psychologically and socially hinder an individual's ability to cope effectively with life events (Carson, Butcher & Mineka, 2000). Adolescents in secondary schools constantly interact with various elements of their environment teachers, peers, administrators at school, and family members at home. Negative experiences within these relationships can activate psychosocial factors that may manifest as aggressive behaviors (Izuchi & Anetoh, 2014). These determinants encompass the influence of psychological and social conditions on behavior, mediating how broader social structures affect individual interaction patterns (Stansfeld & Rasul, 2007).

Psychological determinants refer to internal processes and perceptions that shape mental states and behavior (Arnett, 2000), while social determinants encompass structural elements of society that shape the individual experience (Luckman, 2007). When combined, the term "psychosocial" implies that social influences often operate through individual psychological processes (Smith, 1999). Key psychosocial factors such as age, gender, peer pressure, parenting styles, and exposure to social media have been found to significantly contribute to aggressive behavior among youth (Crick, 2006; Berk, 2007).

Aggressive behavior in adolescents can stem from various sources, including genetic predispositions, environmental stimuli, and especially family socialization patterns (Dodge et al., 2006). Maladaptive parenting practices like harsh discipline and neglect have been linked to higher levels of adolescent aggression (Prinzie et al., 2006; Reid et al., 2000). However, fewer studies focus on positive parenting behaviors such as warmth, care, and role modeling and their protective role in preventing aggression (Rubab et al., 2009).

Aggressive behavior is increasingly recognized as a pressing issue among adolescents in secondary schools, both globally and in Cameroon. It is often triggered by frustration, social exclusion, or learned behavior and may lead to acts of violence against peers or property (Izuchi & Anetoh, 2014). Studies in psychology, sociology, and education have long acknowledged the significant impact of psychosocial factors such as parental influence, peer dynamics, and societal expectations on youth behavior. Freud (1923) emphasized early family experiences in shaping behavioral tendencies, while Bandura's social learning theory (1973) highlighted the role of modeling and observational learning in the development of aggression.

Kristen (2020) describes psychosocial determinants as characteristics that influence individuals in relation to their social environment, affecting mental and physical health. Risk factors include stress, poverty, and discrimination, while protective factors may involve social support and a strong sense of self-esteem (Kristen et al., 2020; Berkowitz, 1989). Adolescents who encounter repeated stressors at school or home may develop maladaptive coping strategies, including aggression.

Research by Hill (2002) and Baron & Richardson (1994) suggested an increase in aggressive behaviors among younger children, often normalized by peer reinforcement. Aggression, a form of anti-social behavior, carries long-term risks such as poor academic performance, social instability, and even civil unrest if not properly addressed (Nguyen et al., 2012; Buisenei, 2012). Baumrind (1996) argues that parenting significantly shapes children's emotional and behavioral outcomes, making nurturing and supportive parenting crucial for healthy development.

In African contexts, modernization and the shift from extended to nuclear family structures have disrupted traditional parenting roles, creating new challenges for adolescent socialization (Nsamenang, 1992; Tchombe, 2001). Parental nurturance defined as emotional support and involvement has been shown to lower aggression, especially in pre-adolescents (Arım et al., 2011). The parent-child relationship remains central to adolescent development, influencing how youths perceive and react to their social environments (Hassan et al., 2015; Teoh, 2010).

Social conflicts arising from school, peer groups, and family life are common stressors for adolescents and often become sources of insecurity, frustration, or aggression. Conflicts with teachers over grades, peer rivalry, betrayal, and rigid authority structures contribute to emotional distress and can provoke aggressive responses (Lohman & Jarvis, 2000; Miłkowska, 2012).

Erikson's psychosocial development theory emphasizes that each stage of life brings emotional challenges that must be resolved to ensure healthy development. Failures in early stages can manifest as problematic behaviors like bullying, which may indicate unresolved psychosocial conflicts (Erikson, 1959; Nyaga, 2019). Bandura's social learning theory (1977) further explains that children learn aggression by observing others, especially when such behaviors are reinforced, while Maslow (1943) underlines the importance of unmet basic needs as a precursor to behavioral issues.

Together, these theories underscore that adolescent aggression is a complex, multi-layered issue driven by an interplay of psychological vulnerabilities and social influences. Understanding the psychosocial determinants of aggressive behavior is therefore essential for developing effective interventions that promote emotional well-being and positive behavioral outcomes among adolescents.

The education system in Cameroon faces challenges such as overcrowding, lack of resources, and insufficient guidance and counseling services, all of which contribute to behavioral difficulties in public secondary schools. Peer pressure and the need for conformity are particularly prominent, with adolescents often seeking acceptance and validation from their peers sometimes at the expense of positive behavior. Against this backdrop, this study explores the influence of psychosocial determinants, particularly parental nurturing, on adolescent aggression in selected public secondary schools in Cameroon.

According to Erikson (1965), children who grow up in enabling environments are more likely to successfully achieve developmental milestones through positive interactions. However, many adolescents are exhibiting antisocial behaviors such as fighting, insults, and disobedience behaviors that may stem from inadequate parental care due to work-related absences or delegation of caregiving to less nurturing nannies. This lack of emotional support often pushes adolescents to rely on peers, who may exert harmful influences, including the normalization of aggressive behaviors.

The study's primary objective is to assess the quality of parental nurturing and its influence on adolescent aggressive behavior in selected secondary schools in Cameroon. The core research question is: To what extent does the quality of parental nurturing influence adolescents' aggressive behavior?

Parental nurturing, encompassing emotional, psychological, and physical care, is critical in shaping adolescent behavior. High-quality nurturing promotes emotional resilience, while its absence often leads to behavioral problems. In the Cameroonian context, parental nurturing is shaped by cultural norms, economic pressures, and societal expectations. Dimensions such as emotional support, open communication, provision of basic needs, and balanced discipline are all essential. For instance, lack of emotional warmth or harsh, inconsistent discipline has been linked to externalizing behaviors like aggression (Kim & Cicchetti, 2004; Gershoff, 2002).

Traditional gender roles in Cameroon influence nurturing practices, with mothers typically providing emotional care and fathers focusing on discipline. However, societal changes are challenging these roles, and failure to adapt such as emotionally distant fathers can leave adolescents without necessary support. Additionally, economic challenges faced by many families reduce their ability to provide consistent care, increasing the likelihood of adolescent aggression (UNICEF, 2016).

The absence of high-quality nurturing during adolescence can disrupt emotional development, leading to poor anger management and conflict resolution skills. Studies show a direct link between inadequate parental care and reactive aggression, particularly in emotionally distant households (Lochman & Dodge, 1994; Nkengasong, 2017). Emotional neglect a form of inadequate nurturing is especially damaging, often resulting in low self-esteem and increased aggression (Kim et al., 2003).

Adolescents with weak family connections may turn to peer groups for validation. While normal to an extent, excessive peer orientation can lead to delinquency, particularly when peers reinforce aggression as a way of asserting dominance (Neufeld, 2004). In Cameroon, unregulated peer environments increase this risk.

Gender differences in the manifestation of aggression also emerge. Boys often exhibit physical aggression when deprived of fatherly guidance, while girls may engage in relational aggression when maternal emotional support is lacking (Crick & Grotpeter, 1995). Ekane (2020) found that adolescents lacking consistent emotional support and discipline were significantly more likely to engage in school fights and verbal altercations, even in low-income contexts.

Attachment theory provides a framework for understanding how early caregiver interactions shape emotional development. Secure attachments foster trust and emotional regulation, while inconsistent or neglectful parenting can result in anxiety, aggression, and antisocial behavior (Bowlby, 1988). In Cameroon, where caregiving is often shared with extended family, emotional consistency may be compromised (Nsamenang, 2006), highlighting the need for emotional availability from primary caregivers.

Harsh and inconsistent parenting, including the widespread use of corporal punishment, models aggression as an acceptable conflict response (Gershoff, 2002). Inconsistent parenting, characterized by erratic rules and consequences, contributes to frustration and emotional instability in adolescents (Baumrind, 1991).

Moreover, the rise of dual-earner households in urban areas may improve material well-being but often reduces emotional availability. Adolescents in such households may internalize neglect, expressing frustration through aggression. Research shows that even limited but high-quality interactions can offset this effect (Parke et al., 2004).

Parental mental health is another key factor. Depression, anxiety, or chronic stress can impair a parent's ability to nurture effectively. For example, maternal depression has been strongly linked to adolescent aggression due to reduced emotional responsiveness (Goodman et al., 2011). In Cameroon, where mental health issues are often stigmatized, parents may lack support, compounding their children's emotional challenges (Nkengasong, 2017).

The quality of parental nurturing is central to adolescent development, particularly in managing aggression. Cultural, economic, and psychological factors all play significant roles in shaping the parenting environment in Cameroon. Addressing these issues through family, community, and policy interventions is essential for supporting adolescents in their emotional and behavioral development

A qualitative study conducted by Badoe (2017) in Bamenda, Cameroon, explored the relationship between parental nurturing and adolescent aggression. Adolescents who described their parents as emotionally supportive and communicative were less likely to engage in aggressive behavior, even when exposed to peer pressure or community violence (Landsford et al., 2003). In contrast, those who reported distant or punitive parenting were more prone to physical and verbal confrontations at school (Leaper, 2011). The study emphasized that parental warmth and consistent discipline act as protective factors against aggression in high-risk environments.

To address these concerns, several interventions have proven effective:

1. Parenting Workshops: Community-based programs such as *Positive Discipline in Everyday Parenting (PDEP)* help parents adopt nonviolent discipline techniques, set clear boundaries, and offer emotional support strategies that have shown success in improving parent-child relationships (Margolin et al., 2000).

2. Counseling Services: Providing accessible mental health and family counseling can help parents manage personal stressors that hinder nurturing. Family therapy is also effective in rebuilding emotional bonds (Masud et al., 2019).

3. School-Parent Collaboration: Schools can support positive parenting by organizing regular parent-teacher meetings, workshops, and shared behavioral goals, encouraging unified approaches to adolescent behavior (Miller et al., 2014).

4. Policy Advocacy: Family-friendly policies like flexible working hours and parental leave enable parents to be more emotionally present, especially in households where economic pressure competes with caregiving duties.

In Cameroon, socioeconomic pressures remain a significant barrier to high-quality parenting. UNICEF (2016) reported that 41% of children live in households struggling to meet basic needs. Parents often juggle multiple jobs or migrate for work, leaving children in the care of relatives or older siblings (Tchute, 2012). Though these arrangements provide physical care, the lack of direct parental involvement often deprives adolescents of emotional support, making them feel neglected (Hill, 2002).

Financial stress can also cause emotional strain in parents, reducing their capacity to engage empathetically with their children (Nyaga, 2019). Tchouassi and Sikod (2019) found a direct correlation between economic hardship and harsh parenting practices, which increase the likelihood of adolescent aggression.

Emotional availability parents' ability to recognize and respond to their children's emotional needs is a critical aspect of nurturing (Lin et al., 2023). When parents are emotionally present, adolescents feel secure and are more likely to express frustration constructively (Luciana et al., 2004). However, societal expectations in Cameroon often discourage emotional expression, particularly among fathers, who are expected to play disciplinarian roles (Daru, 2017). Yet, emotional support from both parents is crucial; Lamb and Lewis (2010) found that involved fathers significantly reduced the risk of behavioral issues in their children.

While neglectful parenting is associated with adolescent aggression, overprotective parenting can also hinder healthy development. In urban, middle-class families, parents often adopt overprotective strategies to shield children from negative peer influences or community violence (Nsamenang, 2004). Although well-intentioned, such practices can stifle autonomy and lead to emotional immaturity and frustration (Nkeng, 2019). In poorer households, neglect is more common, limiting guidance and increasing adolescents' vulnerability to aggression. Baumrind (1991) identified both overprotective and neglectful parenting as extremes that impair optimal development.

Cultural beliefs in Cameroon further shape parenting practices. Traditional norms emphasize obedience and emotional restraint, often discouraging open emotional communication (Buri, 1989). Parents may dismiss emotional struggles as weakness or rebellion, preventing adolescents from seeking support. Nsamenang (2006) noted that while communal parenting ensures basic care, it often weakens emotional bonds between parents and children. Adolescents raised in such settings may exhibit aggression as a way of asserting independence or seeking attention.

The effects of parental nurturing often differ between male and female adolescents (Tchute, 2019). Boys, for instance, are more likely to exhibit externalizing behaviors such as physical aggression when deprived of nurturing. This is particularly evident in households where fathers are absent or disengaged, as boys may lack positive role models

for emotional regulation. Palkovitz (2007) highlighted that boys who receive consistent nurturing from their fathers are less likely to engage in risky or aggressive behavior.

In contrast, girls are more likely to exhibit internalizing behaviors such as withdrawal or anxiety when deprived of nurturing (Nsamenang, 2006). However, relational aggression such as gossiping or social exclusion is also common among girls who feel neglected. In Cameroon, these gendered responses to inadequate nurturing are shaped by societal expectations, which often discourage boys from expressing vulnerability and girls from asserting themselves (Nji, 2021).

Poor parental nurturing often pushes adolescents to seek emotional validation and support from their peers (Nsamenang, 2006). While peer relationships are essential during adolescence, excessive reliance on peers particularly in the absence of parental guidance can expose adolescents to negative influences (Nji, 2021). This is especially concerning in Cameroon, where informal peer groups often form in unregulated settings such as street corners or local markets (Nkeng & Fon, 2021). Aggression in these environments is often normalized as a way to gain respect or assert dominance. Adolescents who lack parental nurturing may adopt these behaviors to fit in or compensate for feelings of inadequacy (Atanga & Tabe, 2022). Bukowski et al. (1998) found that adolescents with weak parental bonds were more susceptible to peer-mediated aggression, as they prioritized peer acceptance over moral or social norms.

Ekane (2020) examined the role of maternal nurturing in preventing adolescent aggression in the Northwest Region of Cameroon. The findings revealed that adolescents who reported high levels of maternal warmth and understanding were significantly less likely to engage in school fights or verbal confrontations. Conversely, those who perceived their mothers as emotionally distant exhibited higher levels of reactive aggression. The study emphasized the importance of balancing discipline with empathy, especially in socioeconomically disadvantaged households.

The quality of parental nurturing is central to adolescent development, influencing not only emotional well-being but also behavioral patterns. In Cameroon, the interplay of cultural norms, economic constraints, and evolving family structures has created unique challenges for parents (Tchombe, 2012). Parental nurturing plays a crucial role in shaping the emotional and social development of adolescents (Szyndrowski, 1999). Through warmth, support, guidance, and discipline, parents help adolescents develop emotional regulation, coping mechanisms, and pro-social behaviors (Berkowitz, 1993). When nurturing is compromised or inconsistent, adolescents are more likely to struggle with aggression particularly in the face of challenges such as peer pressure, identity formation, and emotional turmoil (Gasa, 2005).

Warmth and emotional support are key components of quality nurturing. Warmth refers to the positive emotional climate parents create by expressing love, affection, and concern, which helps adolescents feel secure, valued, and confident (Gasa, 2005). Emotional support involves listening to adolescents' concerns, being emotionally available, and offering guidance during difficult times (Nyaga, 2014). These nurturing behaviors promote the development of empathy, self-regulation, and self-esteem factors known to protect against aggressive tendencies.

Tiina et al. (1998) found that adolescents who received high levels of parental warmth and emotional support were less likely to exhibit aggression, even under peer pressure or in socially challenging situations. Similarly, Lamborn et al. (1991) demonstrated that emotionally supportive home environments significantly reduce the likelihood of antisocial behaviors such as aggression or delinquency. In contrast, the absence of emotional warmth may lead adolescents to seek validation through maladaptive means, including aggression.

Adolescents who feel emotionally supported are more likely to use positive coping strategies, such as open communication, rather than physical confrontation. On the other

hand, those raised in emotionally distant households may resort to aggression to assert power or gain attention compensating for emotional gaps in their home environment (Porr, 2010).

Effective discipline is another cornerstone of nurturing. Positive discipline focuses not on punitive reactions but on setting clear expectations and consistent consequences (Nyaga, 2014). This approach encourages adolescents to understand cause and effect, promotes responsibility, and reduces the likelihood of aggressive behavior.

Parental nurturing plays a critical role in shaping adolescents' emotional, social, and behavioral development. When parents provide warmth, emotional support, appropriate discipline, and positive role modeling, they help adolescents develop the emotional intelligence and coping skills necessary to navigate the challenges of adolescence without resorting to aggression. Boys and girls, in particular, respond differently to inadequate nurturing. Boys often exhibit externalizing behaviors like physical aggression, while girls tend to internalize their emotions, showing signs of anxiety or relational aggression (Tchute, 2019; Nsamenang, 2006). However, these gendered responses can be exacerbated by societal expectations, which discourage emotional vulnerability in boys and assertiveness in girls (Nji, 2021).

Inconsistent or harsh discipline, such as physical punishment or neglect, hinders an adolescent's ability to regulate emotions and increases aggression (Dodge et al., 1990). On the other hand, positive reinforcement, such as praise for appropriate behavior, promotes pro-social behaviors and peaceful conflict resolution. Active parental involvement in an adolescent's life, such as participation in school activities or sports, further helps prevent risky behaviors, including aggression (Baumrind, 1991). Authoritative parenting, which balances warmth and involvement with firm control, has been shown to reduce aggressive behaviors by providing guidance while allowing freedom of expression (Baumrind, 1991).

Parents also serve as primary role models. Adolescents who witness positive conflict resolution at home are more likely to adopt similar strategies in their relationships. Conversely, when parents model aggression through verbal or physical conflict, adolescents may internalize these behaviors, believing them to be acceptable (Bandura, 1977). Studies show that adolescents raised in homes where violence is prevalent are at a higher risk of exhibiting aggression themselves (Lansford et al., 2006).

The quality of the parent-child bond, or attachment, is another critical factor. Secure attachment, built on trust and consistent caregiving, fosters emotional safety and resilience, while insecure attachment can make adolescents more vulnerable to impulsivity and aggression (Ainsworth, 1979; Thompson, 2008). Cultural norms also influence how aggression is perceived and managed. In cultures that value independence and emotional resilience, adolescents are less likely to resort to aggression, while in cultures that prioritize group cohesion, suppression of emotions can act as a protective factor (Olweus, 1993; Cava et al., 2007).

In conclusion, quality parental nurturing, including warmth, discipline, emotional support, and positive role modeling, is essential in preventing adolescent aggression. Harsh or inconsistent parenting, however, can contribute to maladaptive behaviors, pushing adolescents to seek alternative ways of expressing frustration or asserting control. By fostering secure attachments, engaging in positive discipline, and modeling healthy behaviors, parents can serve as protective figures, helping adolescents develop resilience, emotional regulation, and pro-social behaviors, thus reducing the likelihood of aggression. Interventions aimed at improving parental nurturing should be a key focus in addressing adolescent aggression and its psychosocial determinants.

2. Materials and Methods.

This study adopted a concurrent mixed-method research design, combining both quantitative and qualitative approaches. The use of both methods allowed for a deeper

understanding of the psychosocial determinants influencing adolescents' aggressive behavior, enhancing the generalizability of the findings.

Quantitative data were collected through a structured questionnaire with close-ended questions, while qualitative data were gathered using an interview guide with open-ended questions. This approach aimed to explore the relationship between adolescents' aggressive behavior and their parents' actions or parenting mechanisms.

The study was conducted in selected public secondary schools in the Mezam Division (North West Region) and Mfoundi Division (Centre Region) of Cameroon. These regions were chosen because of their relevance to the target population and the presence of a high number of public secondary schools. In Mezam, the study focused on Bamenda I and III sub-divisions, and in Mfoundi, the study targeted Yaoundé I and III sub-divisions. Form three and four students were selected as the accessible population due to their higher incidence of aggressive behaviors compared to other grade levels.

A sample size of 441 adolescent students and 100 parents was determined. The sampling involved a combination of probability and non-probability techniques, using purposive sampling to select schools and simple random sampling to choose the students. Purposive and convenient sampling were used for selecting students based on age and accessibility, as well as for selecting parents.

The instruments for data collection included a structured questionnaire (in both English and French) and an interview guide. The questionnaire consisted of 36 items across six sections, with a four-point Likert scale. The interview guide contained seven questions for parents, focusing on demographic information and various behavioral indicators.

To ensure validity, the instruments were reviewed by supervisors and a statistician for face and content validity. A pilot test was conducted with 20 students and 5 parents, and reliability was assessed using Cronbach's alpha. The questionnaires were administered personally by the researcher with the help of teachers, while the interview guide was administered both orally and in writing to parents.

The data collection was conducted following appropriate permissions from school authorities and with the support of collaborators.

3. Results

The presentation of findings began with the dependent variable before presentation of the independent variables that constitute the different research questions. The reason behind this approach was avoid presentation of hypotheses results between the independent and dependent variable while descriptive result of the dependent variable is at the end of the chapter. Therefore, it was logical to present descriptive findings for both variables before inferential findings (hypotheses) and finally findings derived from the qualitative data.

To what extend does quality in parental nurturing influences adolescents' aggressive behaviour?

Table 1. Appraisal on Quality of Parental Nurturing.

Items	Stretched				Collapsed		Mean	Std. Dev
	SA	A	D	SD	SA/A	D/SD		
My parents do not feel that I am important and interesting	9 (2.1%)	113 (26.0%)	69 (15.9%)	244 (56.1%)	122 (28.0%)	313 (72.0%)	3.26	.915
My parents show me love**	8 (1.8%)	126 (29.0%)	254 (58.4%)	47 (10.8%)	134 (30.8%)	301 (69.2%)	2.22	.652
My parents often acts as if they do not care about me	21 (4.8%)	105 (24.1%)	262 (60.2%)	47 (10.8%)	126 (29.0%)	309 (71.0%)	2.77	.701

|	SA	A		D	SD		Mean	Std. Dev
I don't feel that my parents enjoy being with me	30 (6.9%)	93 (21.4%)	70 (16.1%)	242 (55.6%)	123 (28.3%)	312 (71.7%)	3.20	1.003
My parents are very interested in those things that concern me**	38 (8.7%)	278 (63.9%)	87 (20.0%)	32 (7.4%)	316 (72.6%)	119 (27.4%)	2.74	.718
I receive a lot of praises from my parents**	46 (10.6%)	276 (63.4%)	26 (6.0%)	87 (20.0%)	322 (74.0%)	113 (26.0%)	2.65	.918
My parents do not really care what happens to me	10 (2.3%)	9 (2.1%)	391 (89.9%)	25 (5.7%)	19 (4.4%)	416 (95.6%)	2.99	.413
MRS and overall mean	**236 (7.8%)**	**687 (22.6%)**	**1472 (48.3%)**	**650 (21.3%)**	**923 (30.3%)**	**2122 (69.7%)**	**2.83**	**.760**

Key: SA=Strongly Agree, A=Agree, D=Disagree and SD= Strongly Disagree.

Std. Dev; Standard Deviation; **items with reversed codings during calculation of MRS

The findings showed that 95.6% (416) of students disagreed that their parents do not really care what happens to them while just 4.4% (19) agreed. Similarly, 72.0% (313) of students disagreed that their parents do not feel that they are important and interesting while 28.0% (122) agreed. More so, 71.7% (312) of students disagreed that their parents do not enjoy them while 28.3% (123) accepted.

Furthermore, 71.0% (309) of students disagreed that their parents often act as if they do not care about them while 29.0% (126) accepted. Moreover, 74.0% (322) of students accepted to receive lot of praises from their parents while 26.0% (113) disagreed. Similarly, 72.6% (316) of students opined that their parents are very interested in the things that concern them while 27.4% (119) disagreed. Finally, while 30.8% (134) of students agreed that their parents show them love, 69.2% (301) disagreed.

In summary, 69.7% of students received good parenting nurturing while 30.3% do not but the overall mean of 2.83 not up to 3.0 on a scale 4 implies that the quality of parental nurturing is not high and adequate improvement is needed. This overall finding is also presented on the figure below.
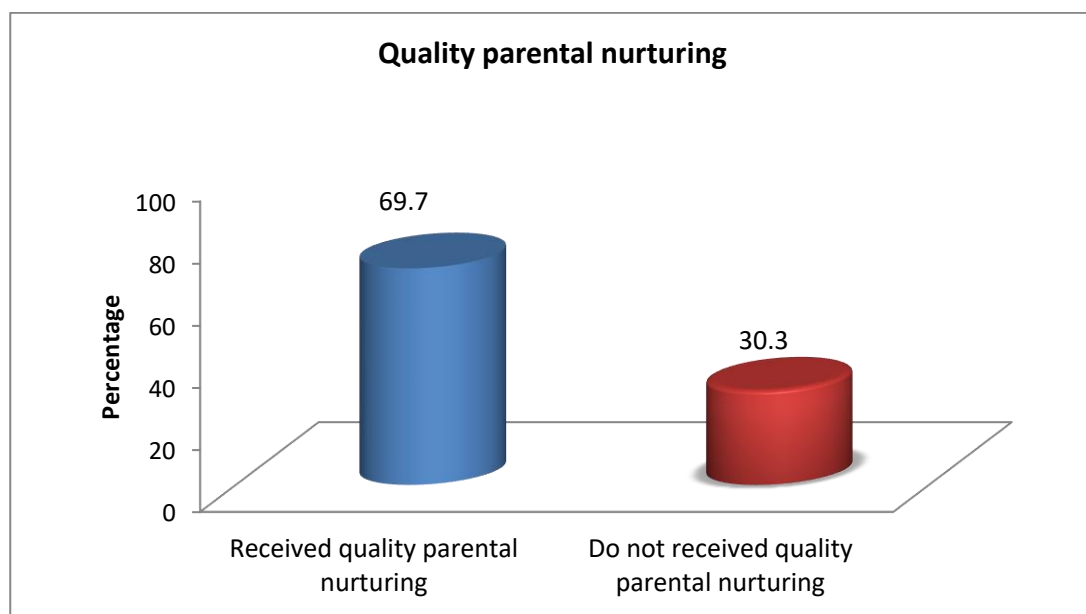
Figure 1. Distribution of Students by Quality of Parental Nurturing.

Table 2. Comparing Quality in Parental Nurturing by Marital Status, Level of Education and Economic Status of Parents.

Parents demographic data			Quality in parental nurturing		Total based on MRS	Gamma Test of Association
			Strongly Agree/ Agree	Disagree/ Strongly Disagree		
Marital Status of Parents	Married	n	989	418	1407	G=0.105
		%	70.3%	29.7%		*p*-value=
	Single	n	1075	479	1554	0.361
		%	69.2%	30.8%		
	Divorced	n	58	26	84	
		%	69.0%	31.0%		
Level of parent's Education	FSLC	n	550	227	777	G=0.187
		%	70.8%	29.2%		*p*-value=0.193
	GCE O/L	n	711	332	1043	
		%	68.2%	31.8%		
	GCE A/L	n	526	230	756	
		%	69.6%	30.4%		
	University Degree	n	317	117	434	
		%	73.0%	27.0%		
	Others	n	18	17	35	
		%	51.4%	48.6%		
Economic Status of Parents	Working	n	1182	519	1701	G=0.135
		%	69.5%	30.5%		*p*-value=0.285
	Jobless	n	825	351	1176	
		%	70.2%	29.8%		
	Retired	n	74	31	105	
		%	70.5%	29.5%		
	Others	n	41	22	63	
		%	65.1%	34.9%		

Furthermore, when quality in parental nurturing was examined by marital status, level of education and economic status of parents, no significant differences was observed (p-values > 0.05). However, by marital status, students from parents who are still in marriage 70.3% received parental nurturing slightly more than students from single parents and lastly divorced parents. More so, by parents level of education, students whose parents have attained university level of education 73.0% received parental nurturing more than others. Finally, by economic status of parents, students whose parents are retired 70.5% received quality parental nurturing slightly more than others.

Testing of Hypothesis Two:

Ho2: Quality in parental nurturing does not influence adolescents' aggressive behaviours.

Ha2: Quality in parental nurturing influences adolescents' aggressive behaviours.

Table 3. Predictive Influence of Quality in Parental Nurturing and Adolescents Aggressive Behaviours.

	Unstandardized Coefficients		Standardized Coefficients	t	*p*-value
	B	Std. Error	Beta		
(Constant)	16.885	.575		29.348	.000
Quality in parental nurturing	-.458	.029	-.496	-9.016	.000
Zero-order correlation			-.496		
Model Summary					
R			.496a		
R Square			.419		
Std. Error of the Estimate			1.941		
ANOVAa					
F			8.063		
p-value			.000b		
n			434		

a. *Dependent Variable: Aggressive behaviour*

Statistically, the findings showed that quality in parental nurturing does has a significant influence on the adolescents' aggressive behaviour (Zero order correlation value = -0.496, p-value < 0.05). The negative sign of coefficient value of revealed that for every unit of improvement in quality in parental nurturing, adolescents' aggressive behaviours is more likely to decrease by 0.496, significant at 1% level. In other words, the adolescents were predicted more likely to abstain from unhealthy behaviours by 41.9% (R Square = 0.419) when quality in parental nurturing significantly increases. Therefore, the hypothesis that states quality in parental nurturing influences adolescents' aggressive behaviours was accepted.

Table 4. Parents' Description of their Children Love for them.

Themes	Quotations
Adequate	"Yes, they can confirm because I and them are more like friends." "Yes, they do." "Yes, I think they feel love. I give them." "They do because they feel more ease at home when I am around them." "Yes, because I create quality time with them." "Yes, all the time." "Yes, of course because I do create time for my children." "My children feel the love because of the little time I spend with them."
Happiness	"Yes, my children feel more love for me because when I am home, I can see them very happy being around me." "I feel their much love for me because they are always elated when I am home."
Good communication	"My children completely feel my love for them because when I am overloaded with work, I make them to know and I do communicate with them regularly."
Inadequate	"To a limited extend since I don't spend much time with them."

> "Yes but is not adequate because of my job."
> 'They do not because I have limited time.'
> "Yes, they do, but sometimes I feel I do not give them enough attention because of my busy schedule."
> "Not really because I don't really interact much with them."
> "Somehow, but not to a great extent."
> "Yes, they do though not enough because I spend little time with them."

Furthermore, when quality of parental nurturing was examine from parents by asking them how they think their children feel their love towards them as parents, some of the parents said their children adequately feel their love while others said their children feel their love, but inadequate.

Among the parents that think their children feel their love is adequate, one of the reason is that is because they spend quality time with their children as narrated "…Yes, of course because I do spend quality time with my children….", "…My children feel the love because of the little time I spend with them…"

Another reason was that they do have good/regular communication with their children and they equally feel happy as narrated in the statements "…My children completely feel my love for them because when I am overloaded with work, I make them to know and I do communicate with them regularly…", "…Yes, my children feel more love for me because when I am home, I can see them very happy being around me…."

On the contrary, for parents that they feel their children do not adequate love for them, their reason was that they spend little time with their children because of their work as depicted in the statements "…Yes but is not adequate because of my job..." '…They do not because I have limited time…', "…Yes, they do, but sometimes I feel I do not give them enough attention because of my busy schedule…"

In conclusion, the quality of parental nurturing was found to be limited in some parents due to imbalance of parental work and family life and this was equally found to make some children perceived limited love from their parents.

Table 5. Summary of Findings.

Research questions	Statistical techniques	Findings
Aggressive behaviour	Percentage and mean	Descriptively, 58.0% of students display several aggressive behaviours toward others while 42.0% do not and the overall mean of 2.83 above 2.5 confirm the significant presence of aggressive behaviours among students.
Research Question Two: To what extend does quality in parental nurturing influences adolescents' aggressive behaviour?	Percentage, mean, linear regression and thematic analysis	Descriptively, 69.7% of students received good parenting nurturing while 30.3% do not, but the overall mean of 2.83 not up to 3.0 on a scale 4 implies that the quality of parental nurturing is not high and adequate improvement is needed. For instance, the quality of parental nurturing was found to be limited in some parents due to imbalance of parental work and family life and this was equally found to make some children perceived limited love from their parents. And further analysis showed that quality in parental nurturing does has a significant influence on the adolescents' aggressive behaviour (Zero order correlation value = -0.496, p-value < 0.05). The negative sign of coefficient value of revealed that for every unit of improvement in quality in parental nurturing, adolescents' aggressive behaviours is more likely to

decrease by 0.496, significant at 1% level. In other words, the adolescents were predicted more likely to abstain from unhealthy behaviours by 41.9% (R Square = 0.419) when quality in parental nurturing significantly increases. Therefore, the hypothesis that states quality in parental nurturing influences adolescents' aggressive behaviours was accepted.

4. Discussion

The findings also revealed that quality in parental nurturing does has a significant influence on the adolescents' aggressive behaviour. In other words, the adolescents were predicted more likely to abstain from unhealthy behaviours to a significant extent when quality in parental nurturing significantly increases. Despite how imperative quality parental nurturing was in the context of students' aggressive behaviour, descriptively, a good percentage of students were not receiving good parenting nurturing while some do. For instance, the quality of parental nurturing was found to be limited in some parents due to imbalance of parental work and family life and this was equally found to make some children perceived limited love from their parents. On a general note, an improvement in the quality of parental nurturing was suggested.

However, some parents were trying their best to be there for the children despite their busy work schedule throughout the week. The also try to mold them up morally, socially, spiritually and mentally. These findings are in line with Jain & Cohen, (2013) who opine that being a parent is one of the most important and rewarding experiences that anyone can have. It is a huge responsibility to raise a child, and it requires a lot of patience, love, and dedication. Good parents are those who are able to provide a nurturing and supportive environment for their children, helping them to grow and develop into happy, healthy, and successful individuals. In this article, we will explore the qualities that make a good parent.

Unconditional love is one of the most important qualities of a good parent is unconditional love. Children need to know that they are loved no matter what, and this love should be expressed through words and actions. Good parents create a safe and loving environment where their children feel secure and supported. Consistency is another important quality of good parents. Children thrive on routine and predictability, and good parents provide this by setting clear boundaries and expectations. Consistent discipline is also important, as it helps children learn responsibility and self-control.

Patience raising children can be challenging, and good parents need to be patient. Children can be demanding, and they require a lot of attention and care. Good parents are able to remain calm and patient even when their children are being difficult. Communication Good parents are also good communicators. They listen to their children and are open and honest in their interactions. They are able to explain things clearly and answer their children's questions in a way that they can understand. Empathy is another important quality of good parents (Hill 2002). They are able to put themselves in their children's shoes and understand their perspective. This helps them to be more compassionate and supportive when their children are going through difficult times. Positive Reinforcement Good parents also use positive reinforcement to encourage their children's good behavior. They praise and reward their children when they do something well and they focus on the positive rather than the negative. Flexibility finally, good parents are flexible. They are willing to adapt to their children's changing needs and interests, and they are able to adjust their parenting style accordingly. This allows their children to explore their own interests and develop their own sense of identity.

Relationship building takes time and effort. Parents must work hard at developing a strong and dynamic relationship with each of their children. Our children grow and change with each new stage of development, which challenges us to adapt to new rules

and circumstances. Strong parent-child relationships, however, have certain qualities that remain constant. They are built on safety, unconditional love, mutual respect, acceptance and flexibility.

Safety is at the core of bonding and self-regulation. It starts when a newborn infant's needs are met by his parents. He learns then that his parents are consistently there for him, providing food, warmth, comfort, love and stimulation. Through these interactions, a trust is built that will last a lifetime. It forms the solid ground of the parent-child relationship and the child's emotional wellbeing.

Parents often feel that their children should respect them. The respect needs to be reciprocal. Children need to know that their opinion, feelings, and rights matter. Respect starts with good communication. When you truly listen to your child's needs and let him know that he is being heard, you are showing respect to your child. When you acknowledge his individuality, even when it differs from yours, you are letting him know that you respect who he is. When you set clear expectations and provide explanations and guidance when they are not met, you are reinforcing the mutual respect between you and your child. When you expect him to treat you with kindness, and you show him the same consideration, you are fostering a relationship based on mutual respect.

Ongwaea (2010) carried out research on the topic Aggressive Coping Strategy in Situations of Social Conflict. An Attempt to Determine Personality Predictors.The purpose of the study was to find personality predictors of aggressive coping strategies in adolescents in situations of social conflict. The empirical studies have been conducted in junior high schools on a sample of 893 adolescents (468 girls and 425 boys) aged 13-15. The study employed the following instruments: the Stress Assessment Questionnaire (Kwestionariusz Oceny Stresu, KOS) designed by D. Włodarczyk and K. Wrześniewski, The Rosenberg Self-Esteem Scale (SES), the Spielberger Three-Factor Inventory of Personality States and Traits (TISCO), as well as the Questionnaire for Analysis of Coping Strategies in Adolescents in Situations of Social Conflict (KSMK) designed by D. Borecka-Biernat. The results of the studies indicate that the assessment of a situation of conflict as a threat increases the implementation of the aggressive coping strategy in young people in situations of social conflict. Participation of adolescents in a situation in which the realization of their goals is under threat increases negative emotions. Aggression is a form of coping with anger experienced in a situation of social conflict.

Theoretically, Social learning theories suggest that children learn to exhibit aggressive behaviors because they observe others acting aggressively and can see how these behaviors are reinforced over time (Bandura, 1973). Social learning theories emphasize the importance of the social context and posit that individuals can learn by observing others' actions and whether these individuals are positively or negatively reinforced when exhibiting aggressive behaviours. Research by Bandura has also suggested that young children imitate adults' aggressive actions that they witness in contrived social settings. Thus, aggressive behaviour is thought to occur because it has been either modeled or reinforced over time.

The social learning theory has become perhaps the most influential theory of learning and development. It is rooted in many of the basic concepts of traditional learning theory. This theory has often been called a bridge between behaviorist learning theories and cognitive learning theories because it encompasses attention, memory, and motivation (Porr, 2010). However, on this regards, Bandura believes that direct reinforcement could not account for all types of learning. For that reason, in his theory he added a social element, arguing that people can learn new information and behaviors by watching other people. According to the elements of this theory there are three general principles for learning from each other.

5. Conclusion

The findings showed that shift in parental role, quality in parental nurturing, peer influence, and conformity pressure were predicted to significantly influence adolescents' aggressive behaviour by 30% to 41.9% for a change in every unit. In fact, a significant proportion of adolescents' students were found to display many aggressive behaviours and adequate / high quality in parental nurturing was predicted to reduce aggressive behaviours more while peer influence and conformity pressure were found to increase students' aggressive behaviours when high. The same was observed with shift in parental role although it wasn't predicted as high as in the case with peer influence and conformity pressure.

More so, from the qualitative data gathered, students were more open to conformity pressure and peer influence for parents that do not spend quality time with their children because they always go to work throughout the week, early, close late, and come back exhausted which reduces quality of communication or discussion time between the children and their parents. Finally, many of such children felt that their parents do not have much love for them.

The consistently high prevalence of aggression among adolescents indicates that there should be appropriate behavioral intervention so that their violent tendencies can be reduced at the start of the adolescence phase. Physical activities and healthy peer relationships should be encouraged by parents to reduce aggressive tendencies in adolescents. The usage of substance abuse should also be strictly discouraged in adolescents. Moreover, the finding also emphasizes the need for parental interventions including parental counseling, educating as well as family therapies for parents of children of either gender as they could be effective in reducing violence and physical aggression in adolescents.

Violence in adolescents is a serious social problem in our schools that need the joint action of all education stakeholders to address. Though it has been revealed by this study that teachers are also perpetrators of some forms of violence in school, they remain keys through which all efforts to curb violence must pass. Thus, reviewing teacher training programs to factor in courses that will boast their capacities in both prevention and management of school violence is indispensable in fighting school violence. The government should also update statistical data on school violence, in order to further enlighten the general public about the menace. Violence in schools is a social problem with an enormous ripple effect- one act of violence can trigger numerous negative outcomes- hence, the community is expected to work as a whole in order to curb this social ill.

This study contributes to the field of counseling by providing a detailed understanding of the quality of parental nurturing as a psychosocial determinant influencing adolescent aggression. It enables counselors to develop targeted interventions, enhance school counseling programs, engage parents effectively, promote positive peer influence, implement preventive measures, advocate for policy changes, and adopt culturally relevant counseling practices. These contributions not only enhance counseling practice but also support adolescents' holistic development, promoting healthier social interactions and emotional well-being.

Recommendations

Quality of parental nurturing, parents should ensure Unconditional love, consistency, patience, communication, empathy, positive reinforcement, and flexibility are all essential qualities of good parents by providing a supportive and nurturing environment, parents can help their children to grow and develop into happy, healthy, and successful individuals. Principals and teachers must make it clear that there is a zero-tolerance rule for aggression on school grounds. All aggression exhibited on school grounds must be consistently followed with a specific consequence such as participation in a school service project, contacting parents, and so on. This agreement should be shared with all students

and their families and, again, to be effective, it must be dealt with consistently and openly so that all students receive the message that aggression will not be tolerated.

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