

## Assessment of Parents' Quality of Nurturance by the Violence Inclined Students in Lagos

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### Abstract

The study investigated the perceived quality of parental nurturance as viewed by 57 violence inclined students in Lagos. The results showed that the quality of parental nurturance was perceived to be to be an overall poor. A significant main effect existed for parentage,  $R^2 = .284$ ,  $F(1, 200) = 23.35$ ,  $p < .01$ ,  $\eta^2 = .105$ , 95% CLs [1.930, 2.286], [1.312, 1.668]. Their fathers' quality of nurturance was assessed to be poor but, slightly better than their mothers'. There was also significant main effect for the gender,  $R^2 = .284$ ,  $F(1, 200) = 28.012$ ,  $p < .015$ ,  $\eta^2 = .123$ , 95% CLs [1.959, 2.315], [1.283, 1.639]. The male participants rated their fathers' quality of nurturance to be poor though slightly better than their mothers while the female considered their mother to be slightly better than their father, though, yet all the same poor. The two main effects were qualified however by a significant interaction between the two factors,  $F(1, 200) = 28.012$ ,  $p < .01$ ,  $\eta^2 = .123$ , 95% CLs [1.673, 1.925], indicating that the perception of quality of father and mother's parental nurturance by male and female students was statistically significantly different. This study has provided that blight in parental nurturance is a pedestal for violence in schools, home and society. Thus, the need for parents to be retrained in nurturance arises if the violence should be exterminated from the schools and society. It was suggested that future studies investigate how parental nurturance affects the school experiences of students.

**Key Words:** Nurturance, Violence inclined Cyber bullying, Cyber threats.

## **Introduction**

Violence, the intentional use of physical force or power, threatened or actual, against a person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation (WHO, 2002), is a social malaise, which today is no longer considered as just an act but both the intentionality with the committing of the act itself, irrespective of the outcome it produces. It is a cause of chaos globally, that affects one of the core institutions of modern society, the school system, to some degree in virtually all nation-states' (Akiba, LeTendre, Baker, and Goesling, 2002, p. 830; Benbenishty and Astor, 2008), which takes the lives of more than 1.5 million people annually, of which over 50% occur due to suicide, 35% due to homicide, and a little over 12% deaths occur as a direct result of war or some other form of conflict. Associated with each single death due to violence, there are dozens of hospitalizations, hundreds of emergency department visits, and thousands of doctors' appointments (WHO, 2008). Without gainsay, violence often has lifelong consequences for victims' physical and mental health and social functioning and can slow economic and social development.

The bases of violence ideation are of great concern to social psychologists and sociologists. The WHO (2010) established that strong relationships exist between levels of violence and [concentrated poverty](#), income and gender inequality, the harmful use of alcohol and other drugs, the absence of safe, stable, and nurturing relationships between children and parents. These are potentially modifiable factors, if painstaking study of the underlying factors are determined and are carefully addressed.

In some ways, violence is associated with childhood delinquency. This has negative effect on the potential and well-being of the child and on society as a whole. Preventing childhood delinquency and violence starts with determining its root cause. Worsham (2007) observed that the lack of nurturing, that is, the providing of loving care and attention, or lack of affection displayed by parents on a child has a strong connection with child's delinquency and indifference. The lack of father figures, have serious impact on child's behaviour as children who come from broken homes that do lack frequent access to the father or a positive male role model have a greater instance of delinquency. The lack of guidance that a father or positive male role model can provide often results in behavioural issues, depression, low self-esteem and a lack of guidance in determining right and wrong. This lack of guidance often leads to greater incidences of violent acts than with children who reside with both parents. Similarly, children who do not receive adequate nurturing is often physically abused, emotionally abused and victims of neglect. Because children imitate what they learn in the home, the imbalanced environment often leads to violence toward others and a lack of regard for the feelings of others. Children who are abused and neglected and who live without the benefit of a close, nurturing relationship with their parents or caregiver have a significantly higher risk of childhood delinquency. Affection, even small levels of it or praise can have a significant impact on a child's self-esteem and mental health. Small acts of kindness, such as a daily hug, can lead to positive impacts on a child's psyche and reduce his/her risk of violence, drug use and juvenile delinquency. Those individuals who do not experience parental attachment or affection during early childhood do exhibit difficulty in relating to their peers in later childhood and early adulthood. The lack of nurturing of a child often results into the development of sociopathic behaviours, which in extreme cases include the lack of the ability to feel remorse for improper acts or to feel empathy toward others (Worsham, 2007, Evans 2004). This clearly presents that children who are not held, shown affection or were treated with indifference as a child have a greater risk of violent tendencies, drug use, the development of mental illnesses and sociopathic behaviour as they grow, leading to increased instances of juvenile delinquency and violence in latter year, which results in marital problems and social-personal discontent.

As important as this issue of environmental stimulation, parental nurturance and cognitive development in humans is, only in animals has extensive studies been made (Liu, Diorio, Day, Francis, & Meaney, 2000; Parker, Buckmaster, Sundlass, Schatzberg, & Lyons, 2006) but much less is known about the relations between childhood experience and cognitive development in humans (Farah, Betancourt, Shera, Savage, Giannetta, Brodsky, Malmud & Hurt, 2008).

Youth violence refers to harmful behaviours, which includes a variety of negative behaviours, which can manifest in various forms such as bullying, slapping, punching, and weapon use. School bullying and violence can occur in various forms and can be both direct and indirect: While direct bullying can be physical (e.g. hitting, kicking or pushing) or verbal (e.g. name calling, threatening or rumour spreading) in its nature, indirect bullying (e.g. social isolation, intentional exclusion) is rather subtle and is usually more difficult to detect. These behaviours may start early and continue into young adulthood. Victims can suffer serious injury, significant social and emotional damage, or even death. The young person can be a victim, an offender, or a witness to the violence—or a combination of these.

Specifically, school violence is considered to be a subset of youth violence, which is, at the United States of America, considered to be a broader public health problem. School violence is any form of violent activity or activities inside the school premises, including bullying, physical abuses, verbal abuses, brawl and shooting etc, with bullying and physical abuses being the most common forms of violence that is associated with school violence. However extreme cases such as shooting and murder have also been listed as school violence. Indeed, school bullying and violence comes in different forms, and can be both direct and indirect. Indeed, the effect of bullying or violence in the school could be either internal, that is, from the students, or externally, when it is generated from the outside of the school. It may be targeted at students, staff, or the school community within the premises of the school or its neighbourhoods (Willard, 2006; Minton & Moore, 2004). The phenomenon occurs among both male and female, though the effects tend to be different for the different categories of gender (Tapper & Boulton, 2004; Salmivalli & Kaukiainen, 2004).

In recent years, with the advance in ICT, new forms of school violence have emerged. The International Online Conference report on “new forms of school bullying and violence: cyber bullying, happy slapping and other new trends (International Online Conference, 2006) observed that direct bullying, can be physical (e.g. hitting, kicking or pushing) or verbal (e.g. name calling, threatening or rumour spreading) in its nature, while indirect bullying (e.g. social isolation, intentional exclusion) is rather subtle and is usually more difficult to detect. It was noted that these have extended in recent years to include new forms of school bullying and violence such as cyber bullying or happy slapping. Cyberbullying is the use of technology by young people to harass, threaten, embarrass, or target another person. But, when the same act is perpetrated by an adult, it may meet the definition of cyber-harassment or cyber-stalking, which is a crime that can have legal consequences and involve jail term. Happy-slapping, on the other hand refers to unprovoked attacks on individuals made in order to record the event and especially the victim's shock and surprise, usually on video phones, so it could be watched by others.

The reasons for school violence are many. But mainly it happens because there are bullies inside the school premises who try to dominate and tame or intimidate other students. Where their exploits are resisted, or met with stiff opposition, fighting may occur and this may spread beyond controllable limits. Sometimes too, rival bully groups or cults or persons who are inclined towards nefarious activities may want to tug it out so as to establish supremacy. In some other cases, however, parents, teachers, school authorities and friends as well as the school community/neighbourhood residents could trigger school violence.

Recently in Nigeria, students of tertiary institutions have become targets of community assailants leading to a lot of mayhem. Pressure groups and terrorist organizations the world over often use youths and academic institutions for their ploy. But, why?

### **Parental Nurturing Inadequacy Perpetrating Youth Violence**

The Fact Sheet on understanding school violence at the United States of America, in 2010, explicated on the factors that make some individuals more likely to commit violent acts. That is, having such risk factors increases the likelihood that a young person will become violent though, they are not necessarily direct causes of youth violence or school violence. These are classified into three: individual risk factors, relationship risk factors and community/societal risk factors. Top on the lists are those factors that are resident with parental nurturing like history of early aggressive behaviour and association with delinquent peers, involvement in gangs, involvement with drugs, alcohol, or tobacco, low commitment to school or school failure, poor behavioural control, high emotional distress, exposure to violence and conflict in the family, lack of involvement in conventional activities. Those factors that involves parental nurturing under what was classified as relationship risk factors include harsh, lax, or inconsistent disciplinary practices, low parental involvement, low emotional attachment to parents or caregivers, low parental education and income, parental substance abuse or criminality, poor family functioning (e.g., communication), poor monitoring and supervision of children. Others included diminished economic opportunities, high concentrations of poor residents, high level of transiency, high level of family disruption, low levels of community participation, and socially disorganized neighbourhoods, which are classified under the community/societal risk factors (Lipsey, Derzon, 1998; Resnick, Ireland, & Borowsky, 2004). When parents communicate their love, or lack of love, which according to Rohner and Veneziano (2001) may be in four major ways: warmth and affection; hostility and aggression; indifference and neglect; or undifferentiated rejection, it translates into meaningful effects on the child as emotional support from parents relates to identity achievement during adolescence (Sartor & Younis, 2002). In a similar trend, a study conducted by Sillick & Schutte (2006) provided that relationship between perceived parental love and happiness was mediated by emotional intelligence and self-esteem while maternal love was positively associated with adult happiness with mediation through higher emotional intelligence and self-esteem. Early paternal love, on the other hand had a direct association with adult happiness with no mediating effect of self-esteem or emotional intelligence. Their study further noted that, only maternal love made a unique contribution to predicting adult happiness, suggesting that perceived love received from a mother during childhood may be particularly important to the development of happiness.

A study conducted at the University of Alabama at Birmingham (UAB) observed that adolescent girls who go through puberty early and have parents who do not nurture them, communicate with them or have knowledge of their activities appear more likely to display aggressive behaviour. This is because they are more likely to be accepted by and form relationships with older boys, who are more likely than younger children to engage in undesirable behaviours (Short, 2008). The study further observed that parental nurturance may decrease girls' susceptibility to negative peer influence. Parental nurturance may help girls cope with challenges associated with early puberty. The girls in this study, haven expressed that their parents' nurturance quality is poor, are exposed to and more susceptible to negative peer influence.

These studies have revealed the strong link between parental nurturance and violence in youths. It is pertinent to ask therefore, to what extent do children and youths in our society perceive their parents' nurturance to translate into love so as to make them happy not only now but also in the future? How can the violence in schools be linked to parental nurturance?

Providing answers to these questions is considered to be a pertinent way by which violence in schools may be properly understood, become predictable and could be manipulated and controlled. This is the goal of this study.

### **Statement of the Problem**

It has been established that the adequacy of nurturance has significant part to play in the prevention of the tendency of children to be engaged in violence. This establishes the fact that effort to curb the menace is to be targeted at understanding the nurturing practices of the parents, the bilateral understanding of the practice by the children and exploring better practices that would enhance better results. In the attempt to achieve this goal, this study was conducted to investigate the extent to which parents have lived up to expected levels in providing the level of nurturance that is appropriate for building a balanced personality in their progenies. This has been explored from the children's perspective and assessment of the appropriateness of their parents' nurturance quality. The inability to establish matter without carrying out a thorough investigation was the problem that the study located to resolve. Thus, the following questions were asked:

1. To what extent have parents served the nurturance roles?
2. To what extent do violence inclined students perceive the nurturance quality of their parents?
3. Are there gender variations in male and female violence inclined students' perception of the nurturance quality of their parents: mother and father?

### **Research Hypothesis**

In order to provide answers to the problems of the study, the following informed conjecture was made: the perception of the quality of parental nurturance is not a significant factor in the violent tendency of the youth and does not vary on the basis of the gender of either the child who assesses or the parent(s) who is/are being assessed. To make this position statistically testable, the following three null hypotheses were set:

1. There is no significant difference between the perception of the quality of parental nurturance between male and female violent inclined individuals.
2. There is no significant difference between the perception of the quality of father's parental nurturance between male and female violent inclined individuals.
3. There is no significant difference between the perception of the quality of mother's parental nurturance between male and female violent inclined individuals.

### **Significance of the study**

Our society seems to be so involved in the monetized race wherein to have "made it", be an "achiever", is taken to imply having so much money. This is the basis for corruption and the much crime as well as malpractices and violence that occurs in our society today. Youths are drawn into a world of fantasy with lots of gambling going on in the name of business promotion, goalless philosophies that makes young people to embrace being a suicide bomber, a tug, a assassin in place of a promising future career, just for the promise of martyrdom that the influential figure never wishes for themselves or their own children. The question most people ask often is "why"? What causes the violent tendency in certain individuals? Why do some clamour for while some others eschew peace?

The finding of this study will certainly offer useful information regarding the problems of violence in our societies and the schools in particular. The impression of children as regards the quality of nurturance that their parent provide for them will certainly provide information to parents on the extent to which their effort at child raising is been effective and

thereby help them to see the need for adjustment in the required areas. School administrators will also be more appropriately informed and geared towards setting up intervention programmes to help in reducing violence in schools by helping the parents to understand the areas where there is need for adjustment in the quality of nurturance that they provide their children with.

## **Methods**

### **Research Design**

The mixed method was adopted in order to obtain necessary data for the study in which case, ethnographic approach was adopted with the use of both qualitative as well as quantitative methods in analyzing available information. The Lagos State secondary schools were the base for carrying out the study, which involved six secondary schools that are sampled from each of the six Educational Districts of the State with 36 student teachers assisting the researcher as proctors. First, the proctors had to identify violent students in each of the schools. The preliminary task involved identifying students who were known for notoriety in the school and had been involved in bullying, violent acts such as fighting, use of dangerous items during conflict as well as causing chaos. The background information was obtained via observation and second hand reports given by teachers and other students or from the personal reports of the individual during discussions, with the investigator serving as unobtrusive participant. The identified persons were scrutinized, and 57 who met the criteria required for the study and consented to participate in the study served as participants who provided information on their perceived quality of nurturance provided to them by their parents.

Parental Nurturance Adequacy Inventory-2 (PNAI-2) was the instrument that was employed to draw required information for the study. The inventory has three sections: the first part sourced information on the personal matters relating to the participant, such as the domicile, the age, the kind of job the parents do and their level of education, etc. The second part sourced information relating to the participants' perception of the quality of their parents' nurturance. These were rated on a 10-point scale, where 1= poor and 10= Excellent. The third part of the instrument obtained information regarding the academic performance, sports participation and affective behaviour of the participant. This was later recoded using the PNAI-2 format, which is a 5-point scale ranging from 1=poor; 2= fair; 3=adequate; 4=good; and 5=superb/excellent. The data gathering period lasted from April 2011 and July 2012. Qualitative analysis and interpretation of information became essential at certain points in the data gathering exercise as it was discovered that sometimes the persons who carried out acts of violence may just be a naïve person that is just being manipulated by the main perpetrator who even at the scene of the incident may appear to be uninvolved.

### **Analysis of the Data and Presentation of the Results**

The data collected was classified on the basis of the gender (male/female) of the participant on one hand and the parent being assessed (father/mother) on the other hand. The data was subjected to qualitative analysis backed up with quantitative analysis of data.

**Hypotheses test.** To test the null hypotheses, in order to test the veracity of the assertions, the data obtained from male and female participants in respect of their perception of the quality of nurturance provided by their father and their mother were contrasted. This provided for a 2x2 factorial assignment (Gender: male/female X Parentage: father/mother). The General Linear Model, involving the Univariate Analysis of Variance in particular was used to analyze the accrued data.

The results obtained indicated a significant main effect for parentage,  $R^2 = .284$ ,  $F(1, 200) = 23.35$ ,  $p < .01$ ,  $\eta p^2 = .105$ , 95% CLs [1.930, 2.286], [1.312, 1.668], see Table 1 and 2, and Figure 2 and 3. As hypothesized, the participants rated their fathers' quality of nurturance to be poor (2.11) though slightly better than their mothers (1.49). There was also significant main effect for the gender,  $R^2 = .284$ ,  $F(1, 200) = 28.012$ ,  $p < .015$ ,  $\eta p^2 = .123$ , 95% CLs [1.959, 2.315], [1.283, 1.639], see Table 1 and 2, and Figure 1 and 3. The male participants rated their fathers' quality of nurturance to be poor (2.78) though slightly better than their mothers (1.49). The female participants on the other hand considered the quality of nurturance of their mother to be similar to that of their father, though slightly better (1.49 and 1.43 respectively), yet all the same poor. In general, while the male participants perceived their parents' nurturance quality to be poor (2.14) as well as their female counterparts (1.46), though slightly better.

The two main effects were qualified however by a significant interaction between the two factors,  $F(1, 200) = 28.012$ ,  $p < .01$ ,  $\eta p^2 = .123$ , 95% CLs [1.673, 1.925], indicating that the perception of quality of father and mother's parental nurturance by male and female students was statistically significantly different (see Table 1 and 2, and Figure 1, 2 and 3). The participants altogether assessed the quality of their parents nurturance to be poor (1.80: 36%).

### **Discussion and Conclusion**

The results of the study had provided that violence inclined students generally perceived their parents' quality of nurturance to be poor (1.80: 36% efficiency), with the fathers rated slightly better (2.11: 42.2% efficiency), though similarly poor with the mothers' (1.49: 29.8% efficiency). The male participants rated their fathers' quality of nurturance to be poor (2.78: 55.6% efficiency) though slightly better than their mothers' (1.49: 29.8% efficiency). The female participants on the other hand considered the quality of nurturance of their mother to be similar to that of their father, though slightly better (1.49: 29.8% efficiency and 1.43: 28.6% efficiency respectively), yet all the same poor. In general, while the male participants perceived their parents' nurturance quality, irrespective of the parent's gender, to be poor (2.14: 42.8% efficiency) just as well as their female counterparts (1.46: 29.2% efficiency), though slightly better. All the participants, irrespective of their gender, perceived their parents' nurturance quality to be poor (1.78: 35.6% efficiency).

The test of between subjects' effects further provided that

1. Statistically significant difference existed between the perception of the quality of parental nurturance between male and female violent inclined individuals.
2. Statistically significant difference existed between the perception of the quality of father's parental nurturance between male and female violent inclined individuals, and that
3. There is statistically significant difference between the perception of the quality of mother's parental nurturance between male and female violent inclined individuals.

Without negotiating the fact that aggression can be triggered by frustration, noise, hot weather, physical pain, and other unpleasant states, other situational factors that may trigger aggression include the sight of weapons, feelings of anonymity in a large faceless crowd, and the consumption of alcohol and other drugs, this study has provided credence to the assertion that the roles of family, culture, peers, and other environmental factors are significant to the development of violent behaviour (Worsham, 2007). The current trend wherein children have unlimited access to large amounts of television, video and internet violence with the upsurge of ICT advancements do increase aggressive behaviour, particularly in children and thus, the

challenge for parents to pay more attention to the supervision of their children in their engagements and involvements. However, the pressure of home keeping and the need to raise sufficient funds that are required to keep the home and the children takes a lot of the parents' time and attention. As such, much of the required cares are entrusted to paid hands who work in most cases for the pay but, with adjunct professional commitment or truncated emotional touch or motivation for the task.

The study has found that blight in parental nurturance is the pedestal for violence in schools, home and society. The perception of parental nurturance, by violence inclined students, to be poor, is a pointer to their violent inclination since they could not feel parental expression of love adequately in terms of warmth and affection; hostility and aggression; indifference and neglect; or undifferentiated rejection (Rohner & Veneziano, 2001). The study thus provided credence to the observed tendencies by Sillick & Schutte (2006) that the inadequacy in maternal love is the bases for the violent tendency in the youths, which has hampered their development of happiness, thus tending to make them seek solace and/or recipe in other areas and as such become susceptible to negative peer influence (short, 2008).

It is therefore essential that parents be more listening to their children and in particular, their daughters' difficulties and providing them with support and encouragement, as nurturing parents can help them develop better coping skills and diffuse negative emotions that might otherwise manifest as aggression. It is equally important that parents communicate better with their children and girls in particular, and provide them with knowledge so as to protect them from aggressive behaviour. For instance, by discussing difficult peer situations (e.g., provocation, peer pressure) and ways of dealing with them, parents may help their daughters develop a repertoire of adaptive responses that will minimize the need for inappropriate (i.e., aggressive) behaviour. So also, monitoring and knowing how their daughters spend free time may help parents identify and prevent negative peer and other influences. This commended Su, Mrug, and Windle's (2010) assertion that in the context of high violence exposure, parental nurturance was related to lower aggression through higher social emotional empathy, but under low violence exposure, the effect was mediated by greater disapproval of violence. These being so, it is pertinent to ask therefore, to what extent do children and youths in our society perceive their parents' nurturance to translate into love so as to make them happy not only now but also in the future?

In this global village that the world has turned to be, with high advancement in information and computer technology (ICT), parents should be there to present themselves to their children as their most appropriate models, friends and empathetic confidant better than any surrogate could ever be, or any programme on the radio, television, tube, video, internet, or ideas provided in books, magazines or drama. Perhaps, to avoid having to re-nurture at an old age, parents had better create time for their children early enough. Now!

The schools need also to organize non-formal activities that allow both intra-and-inter school-parents' interaction and training that would enhance nurturance practices and draw both children and parents together. In this way, violence in schools could be minimized to a large extent.

**Table 1.** Table of means and standard deviations, standard error and confidence intervals of ratings of violence inclined male and female students' assessment of their parents' nurturing quality.

PG	PP	Mean	SD	SE	N	95% CI		QN
						LB	UB	
<b>Male</b>	<i>Father</i>	2.7843	1.15436	.128	51	2.532	3.036	<i>Poor</i>
	<i>Mother</i>	1.4902	.85726	.128	51	1.238	1.742	<i>Poor</i>
	<b>Total</b>	<b>2.1373</b>	<b>1.20263</b>	<b>.090</b>	<b>102</b>	<b>1.959</b>	<b>2.315</b>	<b><i>Poor</i></b>
<b>Female</b>	<i>Father</i>	1.4314	.78115	.128	51	1.179	1.683	<i>Poor</i>
	<i>Mother</i>	1.4902	.80926	.128	51	1.238	1.742	<i>Poor</i>
	<b>Total</b>	<b>1.4608</b>	<b>.79193</b>	<b>.090</b>	<b>102</b>	<b>1.283</b>	<b>1.639</b>	<b><i>Poor</i></b>
<b>Total</b>	<b>Father</b>	<b>2.1078</b>	<b>1.19327</b>	<b>.090</b>	<b>102</b>	<b>1.930</b>	<b>2.286</b>	<b><i>Poor</i></b>
	<b>Mother</b>	<b>1.4902</b>	<b>.82947</b>	<b>.090</b>	<b>102</b>	<b>1.312</b>	<b>1.668</b>	<b><i>Poor</i></b>
	<b>Total</b>	<b>1.7990</b>	<b>1.07079</b>	<b>.064</b>	<b>204</b>	<b>1.673</b>	<b>1.925</b>	<b><i>Poor</i></b>

PG=Participant's Gender; PP=Participant's Parent; QN=Parent's Quality of Nurturance

**Table 2.** Summary table of tests of between-subjects effects of violence inclined male and female students' assessment of their parents' nurturing quality.

Source	Type III			F	Sig.	PES	NP	OP <sup>b</sup>
	SS	df	MS					
<i>Corrected Model</i>	66.132 <sup>a</sup>	3	22.044	26.459	.000	.284	79.378	1.000
<i>Intercept</i>	660.240	1	660.240	792.475	.000	.798	792.475	1.000
<i>Participants' Gender (PG)</i>	23.338	1	23.338	28.012	.000	.123	28.012	1.000
<i>Participants' Parent (PP)</i>	19.456	1	19.456	23.353	.000	.105	23.353	.998
<i>PG x PP</i>	23.338	1	23.338	28.012	.000	.123	28.012	1.000
<b>Error</b>	<b>166.627</b>	<b>200</b>	<b>.833</b>					
<b>Total</b>	<b>893.000</b>	<b>204</b>						
<b>Corrected Total</b>	<b>232.760</b>	<b>203</b>						

a. R Squared = .284 (Adjusted R Squared = .273); b. Computed using alpha = .05

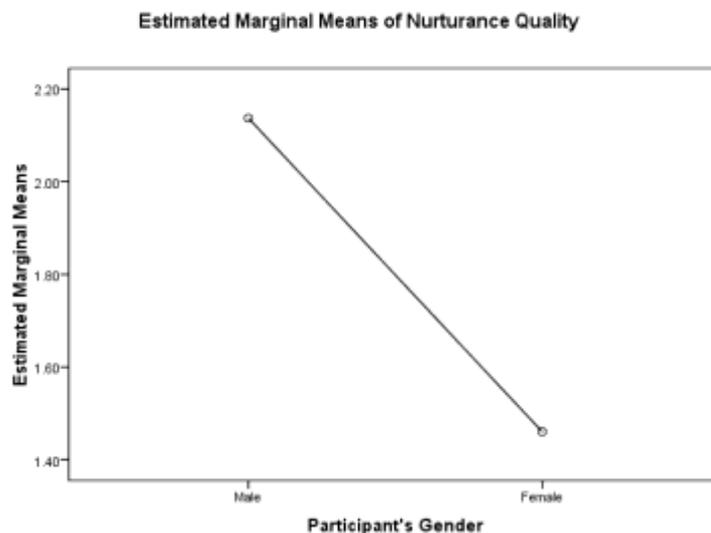


Figure 1. Relative perception of quality of parental nurturance by male and female violence inclined students.

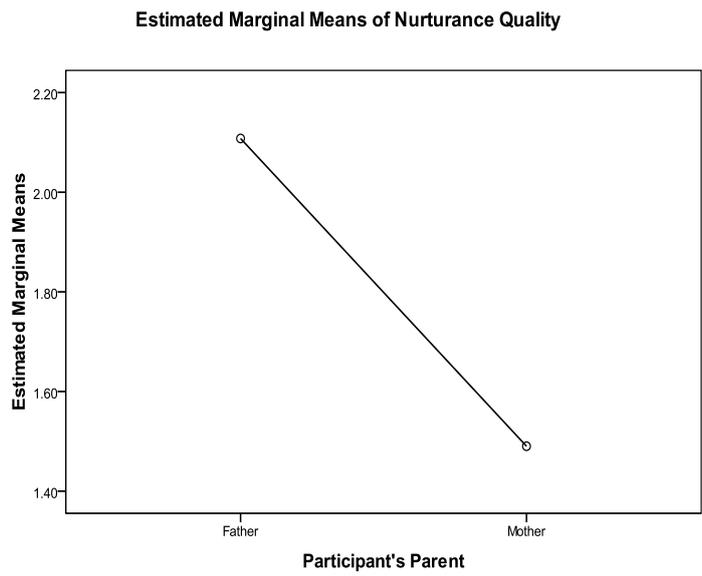


Figure 2. Relative perception of quality of fathers and mothers' parental nurturance by violence inclined students.

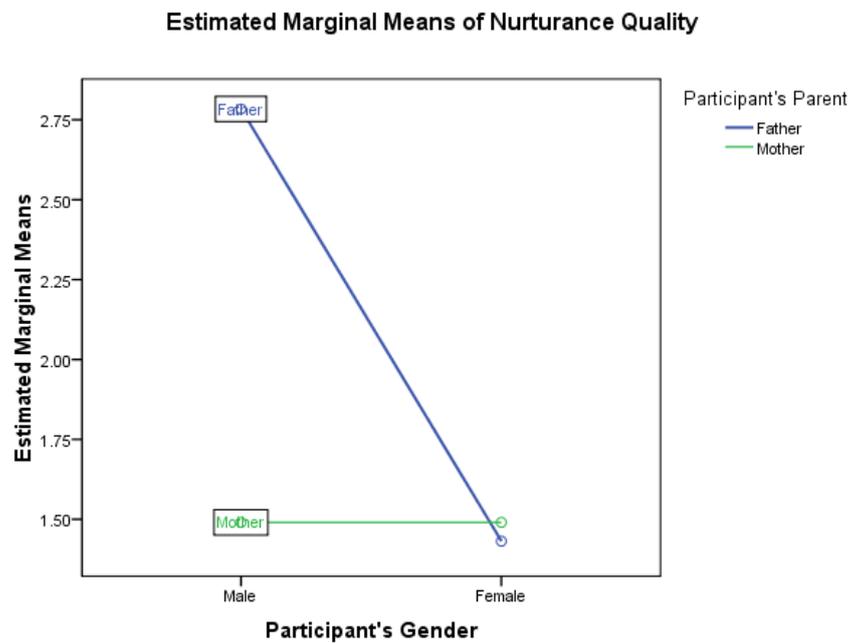


Figure 3. Relative perception of quality of fathers and mothers' parental nurturance by violence inclined male and female students.

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