



The Role of Substance Abuse, Childhood Trauma, Peer Pressure, Poor Parental Monitoring and Social Media in Fueling Aggression among Delinquent Adolescents in Ibadan, Nigeria

IBILOLA FLORENCE ODEWOLE, NURUDEEN OLATUNJI AYOMIDE
University of Ibadan, Nigeria

MUTIAT ASIYANBI
Federal College of Education, (Special) Oyo, Nigeria

Abstract. Aggression among adolescents has become a pressing psychological and educational concern in Nigeria, particularly among students exhibiting delinquent behaviours in secondary schools. This study investigated the predictive roles of substance abuse, childhood trauma, peer pressure, poor parental monitoring, and social media usage on aggression among delinquent secondary school students in Ibadan, Oyo State. A descriptive survey design was adopted, and a total of 128 respondents were selected through a multistage sampling technique. Three local government areas Ibadan North, Ibadan South-West, and Ibadan North-East were randomly selected, with one purposively chosen secondary school from each. Participants were identified using documented cases of delinquent behaviour, and data were collected using standardised measures validated for local use. Data analysis involved Pearson Product Moment Correlation and Multiple Regression at a 0.05 level of significance. Findings revealed that all five independent variables had significant positive relationships with aggression, indicating that increases in any of these predictors were associated with heightened aggressive tendencies. The variables jointly predicted aggression significantly and accounted for a substantial proportion of the variance observed. Furthermore, substance abuse and childhood trauma emerged as the most potent individual predictors. These outcomes align with extant literature, both locally and globally, highlighting the psychosocial and environmental underpinnings of adolescent aggression. Ethical protocols including informed consent and confidentiality were strictly observed throughout the research. The study concludes that aggression among delinquent adolescents is significantly shaped by both individual and contextual factors, such as emotional trauma, peer influence, and poor familial control. It recommends holistic interventions that address these

psychosocial domains, including school-based counselling, parent-focused education, and substance use prevention programmes. The study acknowledges limitations such as its focus on a single city and reliance on self-reported data. Further studies are encouraged to explore longitudinal outcomes and intervention effectiveness across diverse Nigerian regions.

Keywords: Aggression, substance abuse, childhood trauma, peer pressure, parental monitoring, social media usage, delinquency.

1. Introduction

Aggression among adolescents is a growing global concern, particularly in Western societies where factors such as substance abuse, childhood trauma, and digital media exposure are frequently implicated. In the United States and the United Kingdom, for instance, research indicates that unresolved childhood trauma and peer influence are significant predictors of adolescent violence and school delinquency (Thornberry et al., 2021; Smith & Sandhu, 2022). Moreover, youth engagement in social media platforms has been shown to heighten exposure to cyber aggression, contributing to behavioural maladjustments (Jones et al., 2023). Substance abuse, particularly cannabis and alcohol, is also highly prevalent among Western adolescents and is closely associated with aggressive tendencies (Wills & Sargent, 2021). These findings underscore the universality of adolescent aggression and the importance of early psychosocial intervention across contexts.

Turning to Africa, similar concerns have been raised about the escalating prevalence of aggressive behaviours among adolescents, especially in

urbanising regions. Studies have revealed that the impact of colonial legacies, economic hardship, and weak familial structures are compounding the risk factors associated with youth aggression (Adelekan et al., 2021). In urban centres like Johannesburg and Nairobi, youth delinquency is significantly associated with early trauma, substance use, and poor parental guidance (Mwangi & Ncube, 2023). African adolescents, like their Western counterparts, are also increasingly exposed to social media, which amplifies peer-related aggression and identity confusion. These regional dynamics necessitate further investigation into the psychosocial underpinnings of aggression among African adolescents, particularly in understudied contexts.

Within Sub-Saharan Africa, countries such as Ghana, Kenya, and Nigeria have recorded an upsurge in youth violence, juvenile delinquency, and school-related aggression. Scholars have attributed these trends to increasing urban poverty, domestic violence, weak educational structures, and substance availability (Akinmoladun et al., 2022). The sociocultural environment often fails to provide adolescents with coping tools to manage stress, emotional pain, or peer rejection, all of which are risk factors for aggression. Recent studies suggest that childhood trauma, when untreated, becomes a silent driver of aggression and substance misuse among youths in Sub-Saharan African cities (Omopo et al., 2024; Ogunbowale et al., 2025). This creates a strong basis for exploring culturally relevant predictors of aggression within specific regions of the continent.

In Nigeria, adolescent aggression has become a serious mental health and criminological issue. Studies in Lagos and Ibadan have identified childhood trauma, peer pressure, and social marginalisation as significant contributors to aggressive behaviours among adolescents (Offor & Omopo, 2025; Omopo et al., 2024). Substance abuse is also pervasive among Nigerian adolescents, with many reporting early exposure to drugs and tobacco due to poor parental supervision (Omopo & Odedokun, 2024). The psychosocial consequences of trauma and substance dependency among adolescents have also been documented in correctional settings, where cognitive and behavioural therapies are increasingly used to manage violent tendencies (Omopo & Odedokun, 2024). However, much of the existing literature has focused on adult populations or incarcerated individuals, leaving a gap in school-based adolescent research.

In Southwestern Nigeria, and particularly in Ibadan, the challenge of adolescent aggression is compounded

by socio-economic disparities, inadequate school counselling services, and parental neglect. Studies from Ibadan show that adverse childhood experiences and peer dynamics strongly predict violent tendencies and truancy among secondary school students (Ogunbowale et al., 2025). Omopo et al. (2024) found that both trauma and peer pressure significantly increased the likelihood of substance abuse among psychiatric adolescents in Ibadan. Additionally, emerging data points to the role of social media usage in escalating verbal and physical aggression, particularly when adolescents engage with violent or provocative content (Ajayi et al., 2021). Despite these findings, integrated studies examining multiple psychosocial predictors of aggression within school settings in Ibadan remain scarce, calling for focused local research.

Substance abuse is one of the most potent predictors of adolescent aggression. Neuropsychological studies show that drug and alcohol use compromise executive functioning, impulse control, and decision-making, making adolescents more prone to aggressive responses (Olawale et al., 2021). In Ibadan, Omopo and Odedokun (2024) reported that substance use among young people is often linked to peer reinforcement, emotional distress, and lack of parental regulation. Moreover, findings from Omopo et al. (2024) suggest a strong comorbidity between trauma and substance dependency among adolescents in psychiatric care, further reinforcing the relationship between these variables and aggression.

Childhood trauma, particularly physical, sexual, or emotional abuse, has been well established as a predictor of aggressive behaviour. Unresolved trauma often manifests in externalising behaviours, including aggression and hostility towards peers or authority figures (Afolabi et al., 2022). Offor, Ogunbowale, and Omopo (2025) explored the drivers of childhood sexual trauma among incarcerated individuals, linking it to later antisocial behaviour. Similarly, Offor and Omopo (2025) demonstrated that trauma-focused interventions significantly improved emotional regulation in women with childhood abuse histories. These findings highlight the need to understand trauma as a precursor to aggression in adolescents, especially in Ibadan where trauma exposure is relatively high.

Peer pressure is a critical socio-environmental factor influencing adolescent aggression. In their study, Omopo (2024) found that peer groups significantly shape substance abuse patterns, social rebellion, and violence among correctional inmates, many of whom had histories of school truancy and aggression. Aluko

et al. (2021) also argued that peer norms play a defining role in reinforcing aggressive behaviours in school contexts. The need for social belonging and acceptance often drives adolescents to adopt harmful behaviours, especially in the absence of strong parental or institutional guidance. Thus, peer influence remains a vital factor in understanding aggression among secondary school students in Ibadan.

Poor parental monitoring has long been associated with behavioural problems in adolescents. In urban environments like Ibadan, parents often struggle with economic burdens, leaving adolescents unsupervised and emotionally neglected (Ogunwale et al., 2021). Omopo and Odedokun (2024) highlighted that lack of parental supervision contributed significantly to early substance experimentation and violent conduct. Moreover, emotional detachment from caregivers often leads adolescents to seek validation from deviant peer groups, increasing their susceptibility to aggression. Hence, poor parental monitoring must be considered a central predictor in this study.

Finally, social media usage has been implicated in the rise of aggressive behaviours among adolescents. The digital environment offers access to violent content, online peer conflicts, and virtual reinforcement of aggressive acts (Ajayi et al., 2021). In Ibadan, increasing smartphone penetration and unregulated media exposure have exposed secondary school students to toxic online environments. This virtual aggression often spills into physical spaces, especially among delinquent youths already vulnerable due to trauma or poor home environments (Omopo, 2024). As such, social media usage is an essential predictor in contemporary studies of youth aggression.

While extensive literature exists on substance abuse, trauma, peer pressure, and parental influence, few studies have integrated these factors with social media usage to predict aggression among secondary school students in Ibadan. Most available studies either focus on adult or clinical populations, neglecting the unique psychosocial dynamics within school environments. This presents a crucial research gap. Therefore, the present study aims to examine how substance abuse, childhood trauma, peer pressure, poor parental monitoring, and social media usage jointly predict aggression among delinquent secondary school students in Ibadan, with the goal of informing preventive and therapeutic interventions.

1.1 Purpose and Objectives

This study is designed to examine how substance abuse, childhood trauma, peer pressure, poor parental

monitoring, and social media usage collectively determine aggression among delinquent secondary school students in Ibadan, Oyo State, Nigeria. The research aims to explore the psychological and environmental risk factors that influence the aggressive behaviours of adolescents who are already considered delinquent, thereby providing evidence-based insight for behavioural intervention and policy redirection.

To achieve the purpose of this study, the following objectives were itemised:

- Determined the relationship between substance abuse, childhood trauma, peer pressure, poor parental monitoring, social media usage, and aggression among delinquent secondary school students in Ibadan, Oyo State, Nigeria.
- Ascertained the joint contribution of substance abuse, childhood trauma, peer pressure, poor parental monitoring, and social media usage on aggression among delinquent secondary school students in Ibadan, Oyo State, Nigeria.
- Found out the relative contribution of substance abuse, childhood trauma, peer pressure, poor parental monitoring, and social media usage on aggression among delinquent secondary school students in Ibadan, Oyo State, Nigeria.

1.2 Hypotheses

The following hypotheses were tested at 0.05 level of significance:

- There is no significant relationship between substance abuse, childhood trauma, peer pressure, poor parental monitoring, social media usage, and aggression among delinquent secondary school students in Ibadan, Oyo State, Nigeria.
- There is no significant joint contribution of substance abuse, childhood trauma, peer pressure, poor parental monitoring, and social media usage on aggression among delinquent secondary school students in Ibadan, Oyo State, Nigeria.
- There is no significant relative contribution of substance abuse, childhood trauma, peer pressure, poor parental monitoring, and social media usage on aggression among delinquent secondary school students in Ibadan, Oyo State, Nigeria.

2. Research Methodology

This study adopted a descriptive survey design to examine the predictive influence of substance abuse, childhood trauma, peer pressure, poor parental monitoring, and social media usage on aggression among delinquent secondary school students in Ibadan, Oyo State, Nigeria. A multistage sampling technique was used. First, three local government areas: Ibadan North, Ibadan South-West, and Ibadan North-East were randomly selected from the eleven LGAs within Ibadan metropolis. In the second stage, one public secondary school was purposively selected from each chosen LGA based on documented evidence of student delinquency such as records of suspension, bullying, truancy, or substance use. This purposive selection of schools was essential to ensure access to a population exhibiting behavioural traits consistent with delinquency, which aligns with the study's focus. A total of 128 delinquent students were selected using purposive sampling, relying on existing behavioural records, reports from school counsellors, and teacher referrals.

To collect data, standardised instruments with established reliability and validity were utilised. Aggression was assessed using the Buss-Perry Aggression Questionnaire (BPAQ), childhood trauma via the Adverse Childhood Experiences Questionnaire (ACE-Q), substance abuse using the Drug Use Disorders Identification Test (DUDIT), peer pressure through the Peer Pressure Inventory (PPI), poor parental monitoring with the Parental Monitoring Scale (PMS), and social media usage using the Social Media Addiction Scale for Adolescents (SMASA). All instruments were locally pretested for usability and appropriateness among a similar population within Ibadan and confirmed reliable. Ethical approval was obtained from the relevant Education Research Ethics Committee, while informed consent was secured from both students and their parents. The purpose of the research was explained, and confidentiality and the right to withdraw were assured. Data collection took place within school premises with assistance from trained research aides. Data were analysed using the Pearson Product Moment Correlation (PPMC) to determine variable relationships and Multiple Regression Analysis to examine the joint and relative contributions of the predictors on aggression.

3. Results and Discussion

3.1 Demographic Representation of Respondents

The demographic representations of the participants are displayed in Table 1

Table 1: Demographic Characteristics of Respondents (N = 128)

Variable	Category	Frequency (f)	Percentage (%)
Gender	Male	76	59.4
	Female	52	40.6
Age Group	12–14 years	38	29.7
	15–17 years	69	53.9
	18–19 years	21	16.4
Class Level	Junior Secondary (JSS)	49	38.3
	Senior Secondary (SSS)	79	61.7
LGA of School	Ibadan North	44	34.4
	Ibadan South-West	43	33.6
	Ibadan North-East	41	32.0

Table 1 presents the demographic characteristics of the 128 secondary school students who participated in the study. The gender distribution reveals that 59.4% (n = 76) of the respondents were male, while 40.6% (n = 52) were female, indicating a higher representation of males in the sample. In terms of age, the majority of respondents (53.9%) were between 15 and 17 years, followed by 29.7% in the 12–14 age group, and 16.4% aged between 18 and 19. Regarding class level, 61.7% of the students were in senior secondary school (SSS), while 38.3% were in junior secondary school (JSS), suggesting that behavioural concerns may intensify with educational level. The local government area distribution was fairly even: 34.4% of participants were from Ibadan North, 33.6% from Ibadan South-West, and 32.0% from Ibadan North-East. This balance supports the generalisability of findings across the sampled LGAs in Ibadan.

3.2 Hypotheses Testing

Hypothesis One: There is no significant relationship between substance abuse, childhood trauma, peer pressure, poor parental monitoring, social media usage, and aggression among delinquent secondary school students in Ibadan, Oyo State, Nigeria.

Table 2: Pearson Product-Moment Correlation Matrix of Independent Variables and Aggression (N = 128)

Variables	1	2	3	4	5	6
1. Aggression	1					
2. Substance Abuse	.513**	1				
3. Childhood Trauma	.481**	.465**	1			
4. Peer Pressure	.459**	.428**	.406**	1		
5. Poor Parental Monitoring	.473**	.394**	.421**	.410**	1	
6. Social Media Usage	.437**	.390**	.378**	.355**	.376**	1

Note: p < .05

Table 2 reveals that all the independent variables – substance abuse (r = .513), childhood trauma (r = .481), peer pressure (r = .459), poor parental monitoring (r = .473), and social media usage (r = .437) – are significantly and positively correlated with aggression among delinquent secondary school students in Ibadan at p < .05. These results indicate that as the levels of these variables increase, so does the level of aggression. Therefore, the null hypothesis is rejected, suggesting that there is a significant relationship between the independent variables and aggression.

The findings from this study established that substance abuse has a strong positive association with aggression among delinquent secondary school students in Ibadan. This indicates that students who engage more frequently in substance use also tend to display higher levels of aggressive behaviour. This outcome is not surprising, as substances such as cannabis, alcohol, and other psychoactive drugs are known to impair cognitive regulation and increase impulsivity. Aggression is often a behavioural outcome of substance-induced disinhibition and poor emotional control. Adolescents dealing with substance dependency may also struggle with frustration tolerance and are more likely to react violently under stress. This is particularly common in socio-economically challenged urban areas where access to rehabilitation is limited. Previous research by Osho and Adelaja (2022) corroborated this view by identifying a strong link between substance use and violent tendencies among adolescents in Oyo State. These results point to the need for early intervention in addressing substance abuse as a precursor to aggression in school environments.

Additionally, the study revealed that childhood trauma significantly relates to the display of aggressive behaviour among the sampled adolescents. The exposure to traumatic experiences during formative

years such as physical abuse, neglect, or witnessing domestic violence can profoundly disrupt emotional development. Such experiences often leave lasting psychological scars that manifest in anger, hostility, and aggressive reactions in adolescence. Children with unresolved trauma may view the world as unsafe, triggering hypervigilant or confrontational responses to perceived threats. The outcomes of this study affirm the conclusions of Nwankwo, Ezeani, and Udeh (2021), who found that early adversity contributes to externalising behaviours like aggression. Likewise, Ajayi and Alabi (2023) observed that adolescents with trauma histories frequently display low frustration tolerance. This affirms the importance of trauma-informed approaches in behavioural interventions for delinquent youth.

Peer pressure also emerged as a significant factor influencing aggression among the adolescents studied. Adolescents are developmentally inclined to seek acceptance within peer groups, often at the cost of personal values or norms. In peer contexts where aggression is normalised or rewarded, adolescents may adopt violent behaviour as a means of gaining approval. This finding aligns with the social learning perspective, which asserts that behaviours are learned through observation and imitation of others. Obot and Ibanga (2021) documented that peer-influenced aggression among Nigerian adolescents is often linked to identity formation and the search for status within group dynamics. In school settings, students who associate with delinquent peers are more likely to model such behaviours. These results highlight the need for structured peer mentoring and positive group involvement for adolescents prone to aggression. Poor parental monitoring was also found to contribute significantly to aggressive behaviour in the adolescents sampled. Lack of supervision and weak parental involvement often create opportunities for adolescents to engage in risk-taking behaviours. When parents fail to set clear boundaries or maintain

consistent discipline, adolescents may internalise a sense of permissiveness towards aggression. Moreover, in homes where communication is limited or strained, children may lack the emotional vocabulary to express distress appropriately. Eze and Okonkwo (2022) similarly noted that adolescents from poorly monitored households often display increased externalising behaviours, including aggression and rule-breaking. In contrast, consistent parental engagement has been found to buffer adolescents against peer and environmental risk factors. Hence, promoting effective parenting practices is crucial in mitigating adolescent aggression.

Social media usage was another notable factor positively linked with aggression among delinquent students. Exposure to violent content, cyberbullying, and the glorification of hostile interactions on social media platforms may normalise aggression. Adolescents who spend prolonged time online may also experience reduced face-to-face empathy and social restraint. According to Adeyemi and Popoola (2021), excessive use of social media can desensitise adolescents to violence, lowering their threshold for aggression in real-life interactions. Moreover, the anonymity offered by digital platforms can embolden users to express anger in extreme ways. These patterns can spill into offline behaviours, especially for emotionally vulnerable adolescents. Therefore, media literacy and digital wellbeing interventions are needed to combat this emerging risk factor.

Together, the findings suggest that all five predictors – substance abuse, childhood trauma, peer pressure, poor parental monitoring, and social media usage – significantly influence the aggressive behaviour of adolescents in Ibadan. This outcome underscores the multifaceted nature of adolescent aggression and points to the need for integrated interventions. While each factor contributes uniquely to the development of aggressive tendencies, their combined effect creates a more complex behavioural profile. The study thus supports the ecological model of human development, which emphasises the interaction of individual,

relational, and environmental factors. Addressing aggression in adolescents therefore requires a holistic, systemic approach involving schools, families, peer networks, and broader social contexts.

Furthermore, these findings echo the conclusions drawn by Omopo and colleagues in their recent investigations into adolescent risk behaviour in Nigeria. For instance, Omopo, Offor, and Ogunbowale (2024) established a clear link between childhood trauma and substance use, which indirectly fostered aggression among psychiatric patients in Ibadan. Similarly, the findings align with Offor and Omopo’s (2025) study on the residual psychological impact of trauma and its behavioural manifestations. These consistent patterns across multiple studies point to the enduring influence of early and ongoing psychosocial stressors in shaping adolescent conduct. Thus, targeted psychosocial support should be a policy and clinical priority in educational and juvenile justice systems.

Finally, the rejection of the null hypothesis in this study confirms that there is a significant relationship between the five psychosocial predictors and aggression. The findings reinforce the argument that adolescent aggression cannot be addressed in isolation of broader psychosocial determinants. Counsellors, educators, and clinicians must work collaboratively to identify at-risk youth and intervene early. Preventive programmes should integrate trauma therapy, peer influence awareness, substance abuse education, parental involvement initiatives, and digital behaviour monitoring. By targeting these areas, it may be possible to significantly reduce the incidence of aggression and promote positive behavioural outcomes for young people in Ibadan and similar contexts.

Hypothesis Two: There is no significant joint contribution of substance abuse, childhood trauma, peer pressure, poor parental monitoring, and social media usage on aggression among delinquent secondary school students in Ibadan, Oyo State, Nigeria.

Table 3: Multiple Regression Summary on Joint Contribution of IVs to Aggression

Model	R	R ²	Adjusted R ²	Std. Error	F	Sig.
Regression	.684	.468	.445	5.192	20.213	.000**

p < .05

Table 3 shows that the combination of substance abuse, childhood trauma, peer pressure, poor parental monitoring, and social media usage jointly predicted aggression significantly ($F(5,122) = 20.213, p < .05$). The model accounted for 46.8% ($R^2 = .468$) of the variance in aggression, with an adjusted R^2 of .445.

This substantial joint prediction suggests that the selected predictors collectively contribute to the aggressive behaviour of delinquent students. Hence, the null hypothesis of no significant joint contribution is rejected.

The results of this study revealed that substance abuse, childhood trauma, peer pressure, poor parental monitoring, and social media usage jointly contribute to aggressive behaviours among delinquent secondary school students in Ibadan. This finding suggests that adolescent aggression is not triggered by a single factor, but by the complex interplay of multiple psychosocial variables. It confirms the ecological perspective that behaviour is influenced by both personal experiences and social contexts. The joint contribution also implies that interventions aimed at curbing aggression must take a multifactorial approach, addressing emotional trauma, peer influence, digital exposure, and family dynamics. Previous research by Omopo, Offor, and Ogunbowale (2024) similarly emphasised the cumulative effects of risk factors on adolescent behavioural problems. Their study advocated for integrative programmes that address not only behavioural symptoms but also underlying psychological and social causes. As such, managing aggression effectively requires strategic collaboration among schools, families, and mental health professionals.

This study's finding supports Ajayi and Alabi (2023), who argued that psychosocial stressors often interact

to overwhelm adolescents' coping mechanisms, resulting in antisocial behaviour. The collective significance of the predictors in this study demonstrates that no single factor can sufficiently explain the aggressive tendencies observed in delinquent students. Instead, their behaviours stem from an accumulation of personal vulnerabilities and environmental deficits. Schools that hope to reduce aggression must therefore implement early interventions that assess multiple risk domains. These may include trauma-informed care, digital media education, peer-led mentoring, and parental involvement initiatives. By addressing the predictors simultaneously, there is a higher likelihood of long-term behavioural improvement. Overall, the joint prediction of aggression reinforces the importance of comprehensive psychosocial support systems in schools, especially in urban contexts where these risk factors are prevalent.

Hypothesis Three: There is no significant relative contribution of substance abuse, childhood trauma, peer pressure, poor parental monitoring, and social media usage on aggression among delinquent secondary school students in Ibadan, Oyo State, Nigeria.

Table 4: Relative Contribution of Independent Variables to Aggression

Predictor Variables	Unstandardised B	Std. Error	Beta (β)	t	Sig.
Substance Abuse	1.173	0.293	.352	4.003	.000**
Childhood Trauma	0.987	0.275	.304	3.589	.001**
Peer Pressure	0.775	0.267	.278	2.903	.004**
Poor Parental Monitoring	0.654	0.241	.245	2.714	.008**
Social Media Usage	0.482	0.226	.219	2.133	.035*

**p < .05, *p < .05

As shown in Table 4, all five predictors made significant relative contributions to aggression among the respondents. Substance abuse ($\beta = .352$, $p < .001$) made the strongest contribution, followed by childhood trauma ($\beta = .304$, $p < .001$), peer pressure ($\beta = .278$, $p < .05$), poor parental monitoring ($\beta = .245$, $p < .05$), and social media usage ($\beta = .219$, $p < .05$). These findings indicate that while all variables significantly predict aggression independently, substance abuse and childhood trauma are the most potent contributors. The null hypothesis is therefore rejected, affirming the significance of each predictor.

The analysis showed that each of the five psychosocial predictors independently influenced aggression among delinquent secondary school students in Ibadan. Substance abuse emerged as the most influential factor, suggesting that students who engage in drug or alcohol use are more prone to impulsive and violent behaviours. This finding aligns with the study by Omopo and Odedokun (2024), who reported that

substance dependence among correctional inmates significantly heightened their aggressive tendencies. Childhood trauma also played a strong predictive role, indicating that unresolved early-life adversities contribute meaningfully to aggression. The result reinforces earlier evidence from Offor and Omopo (2025), which showed that traumatic childhood experiences impair emotional regulation and relational stability. These results highlight the need for trauma-informed and substance-focused interventions in school counselling units.

Peer pressure, poor parental monitoring, and social media usage also significantly predicted aggression, though to a lesser extent. This implies that students who are heavily influenced by their peers, lack structured parental supervision, or are overexposed to social media are at risk of developing aggressive dispositions. Omopo, Offor, and Ilori (2024) previously demonstrated that such social risk factors often act as gateways for externalising behaviours.

Similarly, Ogunbowale et al. (2025) found that ineffective parental guidance and poor digital habits were linked to emotional dysregulation among adolescents in Ibadan. The independent contribution of all variables supports the multifactorial nature of aggression, underscoring the importance of comprehensive preventive frameworks. Schools, families, and community stakeholders must collaborate to identify and manage these risk factors early to reduce the prevalence of aggression in educational settings.

4. Conclusion

This study investigated the predictive roles of substance abuse, childhood trauma, peer pressure, poor parental monitoring, and social media usage on aggression among delinquent secondary school students in Ibadan, Oyo State. The findings revealed that all the predictors had significant positive relationships with aggression and also jointly and relatively predicted the aggressive behaviours of the students. Substance abuse and childhood trauma emerged as the strongest contributors, highlighting the enduring psychological impact of early adverse experiences and maladaptive coping behaviours. These results reinforce the importance of psychosocial factors in shaping adolescent behaviour and underscore the need for targeted intervention strategies that address these key areas in schools, families, and communities.

4.1 Limitations

Despite the relevance of the findings, the study is not without limitations. The use of a purposive sampling technique in selecting schools limits the generalisability of the results to other populations or regions. The cross-sectional design also restricts the ability to establish causal relationships between the predictors and aggression. Self-report instruments were used to gather data, which may be subject to social desirability bias or underreporting by participants. Additionally, the study focused solely on students identified as delinquent, which may exclude other at-risk individuals whose behaviours have not yet been formally recognised or documented by the school authorities.

4.2 Recommendations

Based on the findings, it is recommended that school counsellors and psychologists implement early intervention programmes targeting substance abuse and childhood trauma among students. Parents should be actively involved in monitoring their children's

activities and be educated on positive parenting practices. Schools should organise peer mentoring and digital literacy campaigns to mitigate the influence of peer pressure and social media exposure. Stakeholders in education and mental health should collaborate to establish trauma-informed care policies, rehabilitation frameworks, and youth support groups that can address the psychosocial vulnerabilities linked to aggression in school settings.

4.3 Suggestions for Further Studies

Future research should consider expanding the sample to include a broader population across different geographical zones in Nigeria to enhance generalisability. Longitudinal studies are needed to track changes in aggression and its predictors over time to better establish causal links. Further investigations can explore the mediating roles of emotional regulation or self-esteem in the relationship between childhood trauma and aggression. Researchers may also consider using qualitative methods such as interviews or focus groups to gain deeper insights into the lived experiences of adolescents dealing with multiple psychosocial stressors. Such approaches will enrich the understanding of aggression and improve intervention designs.

References

- Adelekan, M. L., Olorunfemi, K. O., & Adeoye, A. T. (2021). Post-colonial legacies and youth aggression in West Africa: The interplay of family and community structures. *African Journal of Adolescent Psychology, 13*(2), 87–102.
- Adeyemi, K. A., & Popoola, B. A. (2021). Social media exposure and aggression among adolescents: The moderating role of empathy. *African Journal of Psychological Studies, 13*(2), 105–118.
- Ajayi, O. M., & Alabi, T. O. (2023). Childhood trauma and aggressive behaviour among in-school adolescents in Nigeria: The mediating role of emotion regulation. *Nigerian Journal of Clinical Psychology, 11*(1), 64–77.
- Akinmoladun, F. T., Ibitoye, O. A., & Eze, N. M. (2022). Urban poverty and youth aggression: A study of school-related violence in Sub-Saharan Africa. *Journal of African Youth Studies, 8*(1), 45–61.
- Eze, M. C., & Okonkwo, C. A. (2022). Parenting styles, parental monitoring, and adolescent aggression in urban communities.

- International Journal of Psychology and Counselling*, 14(4), 91–99.
- Jones, K. A., Thompson, R. E., & Adeyemi, L. J. (2023). Digital media, identity confusion, and peer aggression in adolescents: A cross-cultural review. *Cyberpsychology and Behaviour*, 20(4), 211–223.
- Mwangi, S. W., & Ncube, D. (2023). The impact of parental neglect and substance use on adolescent aggression in urban South Africa. *Journal of Child and Adolescent Mental Health*, 35(1), 65–78.
- Nwankwo, F. C., Ezeani, C. C., & Udeh, M. C. (2021). Early childhood adversity and externalising behaviour among Nigerian adolescents: The mediating role of emotional dysregulation. *Nigerian Journal of Educational Psychology*, 19(2), 145–158.
- Obot, I. S., & Ibanga, A. J. (2021). Peer influence, risk behaviour, and delinquency among secondary school students in Southern Nigeria. *Journal of Child and Adolescent Substance Abuse*, 30(1), 32–44.
- Offor, D. O., & Omopo, O. E. (2025). Effects of stress inoculation training and cognitive behaviour therapy in enhancing conjugal bliss of women with childhood trauma in Lagos, Nigeria. *NIU Journal of Humanities*, 10(1), 125–136.
- Offor, D. O., Ogunbowale, I. A., & Omopo, O. E. (2025). Examination of the psychological and socio-economic drivers of child sexual assault offenders in Agodi Correctional Centre, Ibadan. *International Journal of Research and Analytical Reviews (IJRAR)*, 12(1), 171–188.
- Ogunbowale, I. A., Adebola, O. E., Umanhonlen, S. E., & Oyetola, A. F. (2025). Correlates of adverse childhood experiences (ACES), emotional regulation, and self-esteem among in-school adolescents in Ibadan, Nigeria. *NIU Journal of Humanities*, 10(1), 117–124.
- Omopo, O. E. & Odedokun, S. A. (2024). Empowering Incarcerated Individuals: Solution-Focused Therapy for Reducing Tobacco Smoking Dependency Behaviour among Correctional Inmates in Oyo State, Nigeria. *Journal of Addiction Research & Treatment*. 3(1), 1-15.
- Omopo, O. E. & Odedokun, S. A. (2024). Mind Over Smoke: Transformative Effects of Cognitive Reframing Therapy on Tobacco Smoking Dependency Behaviour among Male Inmates of Correctional Centres in Oyo State. *NIU Journal of Social Sciences* 10(2), 293-303.
- Omopo, O. E. & Odedokun, S. A. (2024). Substance Abuse: Concept, Prevalence, Diagnosis, and Cognitive Behaviour Therapy. *International Journal of Academic Multidisciplinary Research (IJAMR)* 8(7). 423-435.
- Omopo, O. E. (2024). Correlates of peer influence, substance abuse, social marginalisation, social injustice, and criminal behaviour of Agodi Correctional Inmates. *International Journal of Academic and Applied Research (IJAAR)*, 8(7), 7–16.
- Omopo, O. E. (2024). Exploring Post-Traumatic Stress Disorder: Causes, Diagnostic Criteria, and Treatment Options. *International Journal of Academic Information Systems Research (IJASIR)* 8(7), 35-44.
- Omopo, O. E., & Odedokun, S. A. (2024). Substance abuse: Concept, prevalence, diagnosis, and cognitive behaviour therapy. *International Journal of Academic Multidisciplinary Research (IJAMR)*, 8(7), 423–435.
- Omopo, O. E., Offor, D. O., & Ilori, K. M. (2024). Nonverbal expressions of trauma: A secondary analysis of PTSD-specific cues in clinical assessments. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 29(11), 01–07.
- Omopo, O. E., Offor, D. O., & Ogunbowale, I. A. (2024). The influence of childhood trauma and peer influence on substance abuse among psychiatric patients in Ibadan. *International Journal of Science and Research Archive*, 13(02), 1980–1992.
- Osho, R. A., & Adelaja, T. O. (2022). Substance use and aggressive tendencies among in-school adolescents in Oyo State: A structural equation approach. *West African Journal of Mental Health*, 9(1), 55–67.
- Smith, J. L., & Sandhu, P. R. (2022). Peer influence and school delinquency in British adolescents: A psychosocial approach. *British Journal of Developmental Psychology*, 40(3), 389–405.
- Thornberry, T. P., Krohn, M. D., & Lizotte, A. J. (2021). Childhood trauma and adolescent violence: Longitudinal evidence from the Rochester Youth Study. *Journal of Youth and Adolescence*, 50(2), 231–246.
- Wills, T. A., & Sargent, J. D. (2021). Substance use and aggression in adolescence: The role of early exposure and peer models. *Addictive Behaviors*, 114, 106736.