

The Effect of Age, Parents and Teachers Attitude on Aggressive and Non-Aggressive Anti-Social Behaviour Of adolescents

Rev Fr Dr Jude J Obiunu¹

¹ Delta State University

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Abstract

The study investigated the effects of age, parents and teachers attitude towards aggressive and non aggressive anti social behavior of adolescents. Relevant literature that investigated the main variables of the study were examined as a theoretical bases for the study. Three hypotheses were developed as measures to examine the data that were collected for the study. A self made questionnaire titled Antisocial Behaviour Scale (ABS) was developed for the study and has content validity and reliability of 0.85. This indicated that the instrument was reliable for the study. It was administered to 100 students after a simple random sampling technique was employed. The response to the questionnaire were summarized and computed using multiple regression to test for relationship between age, parents and teachers attitude on aggressive and non-aggressive anti-social behaviour of adolescents. The study found that age, parents and teachers attitude had a significant relationship on aggressive and non-aggressive anti-social behaviour of adolescents. Recommendations were also made.

Index terms— age, parents, teachers, attitude, aggression, behaviour, adolescents.

1 Introduction

Anti Social behaviour (with or without hyphen) is behaviour that lacks consideration for others and that may cause damage to society, whether intentional or through negligence, as opposed to prosocial behaviour, behaviour that helps or benefits society. [Http://en.wikipedia.org/](http://en.wikipedia.org/). It also means acting in a way that causes or is likely to cause alarm or distress to one or more people in another household. To be antisocial, the behaviour must be persistent to the point of either causing harm or discomfort in the environment. e.g. Vandalism, using rude, abusive or insulting language, bullying, aggressiveness, assault, theft, etc. South Kesteven District Council 2013.

It is any aggressive, intimidating or destructive activity that damages or destroys another person's quality of life. Anti-social behaviour is legally defined as someone acting in a manner that caused, or was likely to cause harassment, alarm or distress to one or more persons not of the same household as himself. Antisocial behaviour can have a devastating effect on people's lives. Incident of anti-social behaviour can arise from something that causes fear and insecurity. It could be a one off event or something that happens over and over again. It could also be any conduct or activity that causes harm to an individual to a community or to their environment. This could be an action by someone else that leaves you feeling alarmed, harassed or distressed which include aggression, abusive neighbours, vandalism etc. (Hertfordshire police and Crime Commissioner 2012)

Aggression has been defined by Loeber & Hay, (1997) as a category of behaviour that causes or threatens physical harm to others. The authors note that 'aggression' as generally used is not a unitary terms but encompasses a variety of behaviours, including verbal aggression, bullying, physical fighting, robbery, rape and homicide. Since research reports do not always make these distinctions clear, and different forms of aggression tend to be interrelated, this paper takes an inclusive approach in its scrutiny of research results.

A consistent finding, and one that may come as a surprise to many, is that aggressive behaviours begins early in life and, most children, reaches a peak at about four years of age, declining after that. Campbell, 1997

2 A) GENETIC FACTORS

& Gilliom (2000) point out that it is often not until the school entry age that aggressive behaviour patterns become apparent. Until then the behaviour is explained away as being a function of such factors as age, for example, "the terrible twos", gender for example boys will be boys or a phase, for example, she'll grow out of it. These reassurances are contradicted by the mounting evidence which suggests that a substantial proportion of aggressive, defiant, over reactive toddlers and preschoolers continue to have problems at school entry age (Campbell Pierce, Moore, Marakowitz & Newby, 1996; Shaw, ??inslow & Flangan, 1999).

Recent research results concur with earlier findings that about 67% of children who were rated within the clinical range of conduct disorder at two were still conduct disorder at five and six years old; and almost one third of aggressive five year olds were still aggressive at 14 (Shaw, Gilliom & Giovanilli, 2000; Richman, Stevenson & Graham, 1982; Bo, Najman, O' Callaghan, Williams & Anstey, 2001). Similarly, Moffitt (1993) showed that 86% of children who were conduct disordered at seven, were still exhibiting these behaviours at 15. Where problem aggressive behaviours are present in preschool children, as many as 50% of these children maintain these behaviours into adolescence (Campbell 1995) and a substantial number of these will engage in antisocial behaviour.

By extrapolating figures from the pre-and postschool entry research, it can be estimated that one in five aggressive two years olds are likely to become delinquent. Data from six longitudinal studies from Canada, New Zealand and the United States has similarly shown that chronic physical aggression during the elementary school years is the best behavioural predictor of violent behavior during adolescence ??Nagin & Tremblay, 1999; ??roidy et al, 1999).

Those in whom such behaviour persists, however, are of serious concern. A small percentage of adolescents (about 6%) account for the majority of violent acts and arrests. A Stockholm study showed 6.2% of males committed 70% of all offences, with 71% of violent offences being committed by this cohort up to 30 years of age. ??Tremblay, 1999). It seems that a small percentage of highly aggressive youths add new aggressive behaviours to their repertoire, replace less serious forms of aggression with more serious forms and shift from minor to more serious forms of the same aggressive behaviour.

Most, but not all, serious aggression during adolescence and adulthood is committed by youths who have been persistently aggressive since childhood (Loeber & Hay, 1997) -a group who have been identified as having a life-course-persistent or earlyonset variety of aggressive behaviour. Another pattern of life-span-related aggressive behaviour has been described as adolescent-onset or adolescence-limited variety. As the label suggests, some youths who have previously not been aggressive start to exhibit such behaviour at adolescence. The life-course-persistent and adolescence-limited groups are distinguished from each other by the severity of their behaviours and the risk factors associated with them. While it is likely that there are more than just two varieties of aggressionprone youths (Nagin, Farrington & Moffitt, 1995; Loeber & Hay, 1997), this distinction has proved useful in tracing developmental antecedents of these patterns of behaviour.

2 a) Genetic Factors

The influence of genetic factors on behaviour and development has been increasingly emphasized in recent years and there is a growing body of evidence on the importance of different types of gene-environment correlations and gene-environment interactions. Some have worried that this implies a genetic determinism. But nature and nurture are not neatly separable in the way that was once envisaged ??Bronfenbrenner & Ceci, 1994 Often and initially, however, the problems is not association with antisocial peers, but with being a loner', rejected by peers, where shyness or social withdrawal co-occurs with aggression in childhood, this predicts more serious antisocial behaviour than aggression on its own (Blumstein, Farrington & Moitra, 1985, Serbin, Moskowitz, Schwartzmann & Ledingham, 1991). Even when they are not shy, highly aggressive children are rejected by their peers, partly as a function of the poor social skills that accompany their aggression ?? ??Lahey & Waldman, 2003; ??ynam, 1996).

In order to understand this variability, researchers have long advocated the causes of antisocial behaviours into conceptually meaningful dimensions. The factor analytic literature has consistently indicated that there are at least two moderately related factors, an aggressive and non aggressive factor (Frick et al, 1993; ??oeber & Schmahng, 1985). This distinction is evident in both empirically deprived behavioural rating scales, such as the child behaviour checklist ?? Consequently, this aggressive / non-aggressive distinction appears to explain a more factual approach to compliment the heterogeneity of Antisocial behaviour, that regarding age in the early stage of adolescence ??Fadoffitt, 1993 ??Fadoffitt, , 2003)). Also, research has indicated that, as compared with those whose antisocial behaviour began in adolescence, those who were 10 years of age exhibited higher levels of aggressive behaviours but roughly the same prevalence of non aggressive, deviant behaviours (Lahey et al. 1998). These results are linked to previous findings indicating that the middle age of aggressive behaviours is earlier than that of non aggressive but delinquent behaviours (Lahey, Loeber, Quay, Frick, & Grimm, 1992) collectively indicating that the early age of antisocial behaviours may be linked to the presence or absence of aggression.

In relation to the above comments, aggressive and delinquent antisocial behaviour also manifest differently as a result of the influence of demographic and developmental factors. This also explains that physical aggression typically first manifests itself in the early childhood which occur most often during the toddler years (tremblay 2003), after which it decreases and increases in the mid-adolescence stage in the adolescent life. Stange, ??chenbach & Verhulst, 1997 ?? Treblay, 2013). Also aggression exhibits high levels of stability across development, such

that those young children with the highest levels of aggression continue to be particularly aggressive as adults (Tremblay, 2013). Importantly, recent research has supported conceptual distinctions between aggressive and delinquent antisocial behaviours, such that deficits in affective regulations appear to be largely exclusive to aggression and do not extend to non aggressive delinquency. Moreover, these increases in heritability from childhood to adulthood are thought to have theoretical implications. They have typically been interpreted as reflective of active genotype-environment correlational (rGE) processes (Plomin, DeFries, & Loehlin, 1977), such that as individuals transition from childhood through adolescence and into adulthood, they exert a progressively greater impact on the environments they experience, allowing their genetic predispositions to more fully manifest themselves (Sca& McCartney, 1983). Put differently if individuals are choosing environmental feedback to iteratively validate their genetic proclivities, a reinforcing process that should eventuate in increased expression of their genetic predispositions (Bergen et al., 2007).

Understanding the age-related timing and sequencing of genetic influences is thus of notable theoretical significance to developmental psychologists, refining not only our understanding of the mechanisms through which genes influence human behaviour but also informing our understanding of the developmental course of the phenotype under study.

Given all of the above, evidence of differences in the timing of genetic expression between aggression and delinquency would certainly help resolve the heterogeneity within ASB, namely, we hypothesize that, consistent with the subtype-specific changes in aggressive and non-aggressive ASB with age (both within and across persons), genetic influences on aggression and delinquency are expressed during different developmental periods. In particular, we propose that the magnitude of genetic influences on delinquency will increase significantly during adolescence, at least partially driving the notable increases in delinquency during (and increasing variation) both across and within individuals during this developmental period. By contrast, given the early childhood onset that is typical of physical aggression and its high levels of rank-order stability thereafter, we suspect that the genes of risk for aggression are expressed quite early in life. Indeed, prior work by van Beijsterveldt et al (2003) has suggested just this. They reported that genetic influences on aggression increased dramatically (tripling in magnitude) from 3 to 7 years of age, after which they remained largely stable (van Beijsterveldt et al., 2013). Given this, further hypothesize that the magnitude of genetic and environmental influence on aggression will remain constant during adolescence. Should results support these contentions, such findings would offer circumstantial evidence that active rGE (which is thought to be a less salient developmental influence before adolescence; see Carr & McCartney, 1983) may be particularly important for delinquency but may have a more limited role in the development of aggression. Moreover, positive results would buttress prior work indicating that aggression and delinquency are distinct developmental phenomena, thereby shaping future research and intervention efforts (e.g., future developmental work could specifically examine factors that distinguish and unite the subtypes).

3 II. Statement of the Problem

There have been increased cases of aggressive and non-aggressive anti-social behaviours among adolescents in secondary schools. So many reasons can be adduced for this situation. Prominent among the possible causes is the role parents and teachers play in the developmental process of the child especially during the school age. The attitude of parents towards their children and that of teachers towards their students play a major role in their development. This paper therefore intends to find out the extent to which parents and teachers attitude towards these students can affect their response towards aggressive and non aggressive anti social behaviours around them. The study also intends to find out the extent to which the age of the students will affect the development of aggressive and non aggressive anti social behavior.

4 III.

Research Questions1.

To what extent will age of adolescent students influence aggressive and non-aggressive anti-social behaviour of adolescent students? 2. Is there any significant relationship between teachers attitude and aggressive and nonaggressive anti-social behaviour of adolescent students? 3. Is there any significant relationship between parents and aggressive and non-aggressive anti-social behaviour of adolescent students?

IV.

5 Research Hypotheses

1. There is no significant relationship between age and aggressive and non-aggressive anti-social behaviour of adolescent students.

2. There is no significant relationship between parents attitude on aggressive and non-aggressive antisocial behaviour of adolescent students. 3. There is no significant relationship between teachers' attitude and aggressive and nonaggressive anti-social behaviour of adolescent students.

V.

6 Methodology

The descriptive survey research design was adopted for this study. The population of the study consisted of 1,270 secondary school students from selected five secondary schools in Uvwie Local Government Area of Delta State. A simple random sampling technique was used to obtain a sample of 100 students (20 students each from a school). The instrument used for data collection was a self developed questionnaire titled: "ANTISOCIAL BEHAVIOUR SCALE (ABS).

The instrument was made up of twelve items and has content validity and a reliability level of 0.85. this indicates the instrument is reliable and suitable for data collection. It was divided into two sections -Section A consist of demographic data of students while Section B consisted of 12 items indicative of the effect of age, parents and teachers attitude on aggressive and nonaggressive anti-social behaviour of adolescents.

Ananalysis of variance and regression analysis was computed and tested for $P < 0.05$ level of significance.

7 VI.

8 Presentation of Results and Discussion

Research Questions 1: To what extent will age of adolescent students influence aggressive and nonaggressive anti-social behaviour of adolescent students? The result present in Table 1 above shows that age has no significant influence on aggressive and nonaggressive anti-social behaviour of adolescents. This is shown by the mean and standard deviation scores of the age groups 11 -13 yrs ($M = 10.91$, $S = 3.08$) and A one way between groups ANOVA was conducted to explore the impact of effect of age on the aggressive and non-aggressive anti-social behaviour of adolescents. Subjects were divided into 3 groups according to their ages (Group1: 11 -13, Group 2: 14 -16 and Group 3: 17 and above). There was statistically significant difference at the $p < 0.05$ level in their scores for the three age groups [$F(1, 99) = 3.60$, $p = 0.06$]. Hence, the hypothesis was rejected. The findings here indicated that there is a significant relationship between age and aggressive and non aggressive antisocial behavior of adolescents.

Reasearch Questions 2: Is there any relationship between parent's and aggressive and non-aggressive anti-social behaviour of adolescents? The data presented in Table 3 showed that there was a strong significant correlation between aggressive and non-aggressive anti-social behaviour of adolescents and parents attitude ($r = 0.27$, $p < 0.05$). This correlation is positive and it implies that parents attitude to adolescent influence aggressive and nonaggressive anti-social behaviour exhibited by these adolescents.

Hypothesis 2 : There is no significant relationship between parents' attitude and aggressive and non-aggressive anti-social behaviour of adolescents. 4 shows that $F(1, 99) = 7.93$, $p < 0.05$. This indicated a statistically significant correlation between parent's attitude and aggressive and non-aggressive anti-social behaviour of adolescents. This hypothesis is therefore rejected and the alternative hypothesis hold true. The Beta (?) weight of 0.27 (Table 4) however, shows that parent's attitude is not a strong predictor of aggressive and non-aggressive anti-social behaviour of adolescents.

Research Question 3: Is there any relationship between teachers attitude and aggressive and nonaggressive anti-social behaviour of adolescents. The data in Table 5 showed that there was significant correlation between aggressive and nonaggressive anti-social behaviour of adolescents and teachers attitude ($r = 0.19$, $p = 0.05$). This correlation is positive and it implies that teachers attitude to adolescent students actually influence aggressive and non-aggressive anti-social behaviour exhibited by these adolescents.

Hypothesis 3: There is no significant relationship between teacher's attitude and aggressive and nonaggressive anti-social behaviour of adolescents. The data in presented in Table 6 shows that ($F(1, 99) = 3.82$, $p = 0.05$). This indicated a statistically significant correlation between teachers' attitude and aggressive and non-aggressive anti-social behaviour of adolescents. This hypothesis is therefore rejected and the alternative hypothesis holds true. The adjusted R^2 value of 0.04 showed that only 4% of aggressive and non-aggressive anti-social behaviour of adolescents was due to teacher's attitude towards adolescents. The Beta (?) weight of 0.19 (Table 6) however, shows that teacher's attitude is not a strong predictor of aggressive and non-aggressive anti-social behaviour of adolescents.

9 VII.

10 Discussion of Results

Results in hypothesis one shows that there was a statistically significant impact of age on the aggressive and non-aggressive anti-social behaviour of adolescents. This is in line with Shaw, Gilliom & Grovanilli, 2000 Richman, Stevenson & Graham, 1982; Bo, Najman, O' Callaghan, Williams & Anstey, 2001) who reported that about 67% of children who were rated within the clinical range of conduct disorder at two were still conduct disorder at five and six years; and almost one third of aggressive five year olds were still aggressive at 14. His was also supported by Moffitt (1993) who found that 86% of children who were conduct disorder at seven, were still exhibiting these behaviours at 15. This implies that where problem aggressive behaviours are present in pre-school children, as many as 50% of these children maintain these behaviour into adolescence and a substantial number of these will engage in anti-social behaviour Cambell (1995). Deater-Deckard & Plomin (1999) also contributed that age is a predictor of aggressive and non-aggressive anti-social behaviour among adolescents.

Result in hypothesis two was rejected which shows that Teachers attitude has a statistically relationship on the aggressive and non-aggressive antisocial behaviour of adolescents. This is in line with the definition of the American Psychiatric Association, in their Diagnostic and statistical manual of mental disorder (4th Ed DSm-iv, 1994) which explained that aggression can be influenced by environmental factors like the school where adolescents are being taught by their teachers. This implies that the teacher's negative attitude towards adolescents goes a long way to affect them thereby making adolescents to be aggressive. Deater-Deckard & Plomin 1999; Gelhorn et al., (2005) also supported their report that aggression as an antisocial behaviour among adolescents is influenced by environmental factors like the school. Shaw, Winslow, Owens & Hood (1998) also found a consistent relationship between aggression and the school.

Results in hypothesis three was rejected which shows that parent's attitude had a statistically significant correlation on aggressive and non-aggressive antisocial behaviour of adolescents. This also means that parent's attitude is a strong predictor of aggressive and non-aggressive anti-social behaviour of adolescents. This is in line with the research study of Golffredson & Thrschi 1990; West and Farrington (1993) which explained that often, parents of anti-social youth don't discourage anti-social behaviour. They consider it to be appropriate and normal and by doing this, such children are given permission to be aggressive to their parents. It was also supported by Raid & Patterson, (1989) that poor parental supervision play an especially important role in late onset (adolescence -limited) aggressive behaviour and allows youths to spend more time with delinquent peers which influences an aggressive and non-aggressive anti-social behaviour of adolescents.

VIII.

11 Conclusion

1. From the findings in this study, it was indicated that age is a predictor of aggressive and non-aggressive anti-social behaviour of adolescents. 2. That parents attitude is a predictor of aggressive and non-aggressive anti-social behaviour of adolescents. 3. That teachers attitude is also a predictor of aggressive and non-aggressive anti-social behaviour of adolescents.

IX.

12 Recommendations

1. From the above, Counsellors, should counsel parents, teachers and adolescents on issues regarding their attitudes in order to assist them in modifying their behaviour. 2. That parents should be counseled on their negative attitude towards adolescents and youths because it goes a long way to affect them negatively. 3. That teachers should have a positive attitude towards adolescents within and outside the school in order for the aggressive and non-aggressive antisocial behaviour among them to be reduced and for us to have positive future leaders and a better society. 4. That parents should play their roles well in bringing up their adolescent children and also supervise them on the kind of friends to keep in order for them not to be influenced negatively. ¹

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individual to individual (Lahey & Waldman, 2003; Loeber & Stouthamer-White, Bates, & Buyske, 2001). Moreover, this phenotypic heterogeneity has important long-term consequences ~~with~~^{without} ~~trauma~~^{trauma} conventional, crime-free lifestyles to multiple stints in the prison system

Shaw, Winslow, Owens & Hood (1998) found a consistent relationship between neighbourhoods and children’s later conduct problems and social skills deficits at home and school. Young children have the greatest amount of exposure to aggressive peers in the neighbourhood context (Sinclair, Pettit, Harris, Dodge & Bates, 1994). From about five to six years of age, differences in conduct problems in children living in disadvantaged neighbourhoods become more pronounced, even after controlling for family demographic characteristics (Brooks-Gunn, Duncan, Klebanov & Sealand, 1993; Chase-Landsdale & Gordon, 1996).

Antisocial behaviour describes actions and attitudes that violate societal norms and the personal or property rights of others. Though typical examples include vandalism, manifestation varies markedly from

Figure 1:

Figure 2:

1

AGE	Mean	N	Std. Deviation
11 -13YRS	10.91	85	3.08
14 -16YRS	12.50	16	3.08
17 YRS & ABOVE	0	0	0
TOTAL	11.16.	101	3.12

Figure 3: Table 1 :

2

	Sum of Squares	df	Mean Square	F	Sig.	Remark
Between Groups	34.22	1	34.22	3.60	0.06	Significant
Within Groups	941.25	99	9.51			
Total	975.47	100				

Figure 4: Table 2 :

3

	Anti-social behaviour	Parents attitude
Anti -Social behavior 1		
Parents attitude	0.27*	1
Mean	11.16	6.07
Standard Deviation	3.12	2.57

Figure 5: Table 3 :

4

Model	R	R Squared	Adjusted Squared	R Std Error of the Estimate	Significance
1	0.27 a	0.07	0.07	3.02	
ANOVA b ON MULTIPLE RERESSION ANALYSIS					
Model 1	Sum of Squares	df	Mean Square	F	Significance
Regression	72.32	1	72.32	7.93	0.01
Residual	903.15	99	9.12		
Total	975.47	100			
Significance of Regression weights of Variables in Equation 2					
Model	B	Std. Error	Beta	t-ratio	Significance
Parents' Attitude	0.33	0.12	0.27	2.82	0.01
a. Predictors: (Constant), Parents attitude					
b. Dependent Variable: Anti-social behaviour of adolescents					
The data is presented in Table					

Figure 6: Table 4 :

5

	Anti-social behaviour	Parents attitude
Anti - Social 1		
behavior		
Parents attitude	0.19*	1
Mean	11.16	5.25
Standard Deviation	3.12	2.03

Figure 7: Table 5 :

6

Model	R	R Squared	Adjusted R Squared	Std Error of the Estimate	Significance Rem
1	0.19 a	0.04	0.03	3.08	
ANOVA b ON MULTIPLE RERESSION ANALYSIS					
Model 1	Sum of Squares	Df	Mean Square	F	Significance Rem
Regression	36.25	1	36.25	3.82	0.05 a
Residual	939.21	99	9.49		
Total	975.47	100			
Significance of Regression weights of Variables in Equation 3					
Model	B	Std. Error	Beta	t-ratio	Significance Rem
Parents' Attitude	0.30	0.15	0.19	1.96	0.05

Figure 8: Table 6 :

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