PARENTING STYLES, ADOLESCENTS' PERSONALITY CHARACTERISTICS AND SOCIAL MEDIA USAGE AS CORRELATES OF DEVIANT BEHAVIOUR AMONG ADOLESCENTS'IN EDO SOUTH SENATORIAL DISTRICT

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CERTIFICATION

We, the undersigned, certify that this research proposal was written by Blessing Oyomare ENOGIERU in the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City, Nigeria.

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DEDICATION

This research work is dedicated to my children Peace and Esther ENOGIERU.

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TABLE OF CONTENTS

	PAGE
TITLE	**i**
COVER PAGE	**ii**
CERTIFICATION	**iii**
DEDICATION	**iv**
ACKNOWLEDGEMENT	**v**
LIST OF TABLE	**vii**
LIST OF APPENDICES	**viii**
ABSTRACT	**ix**
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	9
Research Questions	10
Hypotheses	11
Purpose of the Study	12
Significance of the Study	13
Scope and Delimitation of the Study	14
Definition of Terms	14
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
Theoretical Framework	16
Conceptual Frame Work	18
Concept of Adolescent	29
Concept of Deviant Behaviour	32
Parenting Style and deviant behavior among adolescent	35
Personality Characteristics and deviant behavior among adolescent	50
Social Media Usage and deviant behavior among adolescent	62
Summary of Reviewed Literature.	71

CHAPTER THREE: METHODOLOGY

Design of the Study 73

Population of the Study 74

Sample and Sampling Technique 74

Research Instrument 75

Validity of the Instrument 75

Reliability of the Instrument 76

Method of Data Collection 76

Method of Data Analysis 76

CHAPTER FOUR: PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

Presentation of Result **77**

Discussions of Findings 83

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary 91

Conclusion 90

Recommendations 90

Contributions to Knowledge 93

Suggestions for Further Study 94

REFERENCES

APPENDICES

LIST OF TABLES

		PAGE
Table 1:	Showing a Correlation between Authoritarian parenting style and deviantbehaviour amongadolescents' inEdo South Senatorial District	77
Table 2:	Showing a Correlation between Authoritative parenting styleand deviant behaviour among adolescents' inEdo South Senatorial District	78
Table 3:	Showing a Correlation between Permissive parenting style and deviant behaviour among adolescents' inEdo South Senatorial District	78
Table 4:	Showing a Correlation between Extraversion as adolescents' personalityand deviant behaviour among adolescents' inEdo South Senatorial District	79
Table 5:	Showing a Correlation between agreeableness adolescent personality and deviant behaviour among adolescents' inEdo South Senatorial District	80
Table 6:	Showing a Correlation between Openness personality and deviant behaviour among adolescents' inEdo South Senatorial District	80
Table 7:	Showing a Correlation between Social Media Usage and Deviant Behaviouramong and among adolescents' inEdo South Senatorial District	81
Table 8:	Model Summary of Regression Analysis of Parenting styles, personality Characteristics and social media usage on deviant behaviour among adolescents' inEdo South Senatorial District.	82
Table 9:	Parameter Estimate of Regression Analysis of the prediction of ParentingStyles personality Characteristics and social media usage on deviant behaviour among adolescents' inEdo South Senatorial District.	83
Table 10:	Population distribution of Students by Local Government Areas in Edo South Senatorial District	124
Table 11:	Sample Distribution of the Students in Egor Local Government Area	
Table 12:	Sample Distribution of the Students in Ikpoba-Okha Local Government Area	124
Table 13:	Sample Distribution of the Students in Ovia South West Local Government Area	125
Table 14:	Sample Distribution of the Students in Uhunmwonde Local Government Area	126
Table 15:	Summary of Sample Distribution of Students by Local Government Areas	126

LIST OF APPENDICES

		PAGE
Appendix A:	Parenting Style, Adolescent Personality Characteristics and Social Media Usage Questionnaire	106
Appendix B:	Reliability of Instruments	109
Appendix C:	Analysis of Data Output	113
Appendix D:	Population and Sample Distribution Table	121

ABSTRACT

This study assesses parenting styles, adolescent personality characteristics and social media usage as correlate of deviant behaviour among adolescents in Edo South Senatorial District. To guide the study, eight (8) research questions were raised and were further formulated to their corresponding hypotheses.

A correlational research design was adopted. The population of this study consists of twelve thousand, eight hundred and seventeen (12,817) Senior Secondary School two (SSS 2) students in the 2023/2024 school year in Edo South Senatorial District.The sample for this study was four hundred and five (405) senior secondary school two students who were selected using stratified and proportionate random sampling techniques. The instruments used for the study were "Parenting Styles, Personality Characteristics and Social Media Usage Questionnaire (PSPCSMUQ)" and an adapted Deviant Behaviour Variety Scale (DBVS; Sanches et..al, 2016). The instruments were validated by three experts in the Department of Educational Evaluation and counseling Psychology. The reliability of the instruments was obtained using Cronbach Alpha method. Alpha value of .82, .79, .87 and .84 for Parenting Style, Personality Characteristics and Social media usage Questionnaire and Deviant Behaviour Variety Scale respectively were obtained. Data were collected and analyzed using Pearson Product Moment Correlation for hypotheses 1 to 7 while regression was used to test hypotheses 8.

The findings revealed that: Authoritarian parenting and Permissive parenting style significantly correlates deviant behaviour among adolescent in Edo South Senatorial District while Authoritative parenting style does not. Agreeableness personality and Opening personality characteristics significantly correlate deviant behaviour in adolescent in Edo South Senatorial

District while Extraversion personality does not. Also, Social media usage by adolescents significantly relate to deviant behaviour among adolescent in Edo South Senatorial District. Finally, social media usage by adolescent predicted deviant behaviours among adolescent than personality characteristics and parenting styles while parenting style is the least predictor among the three variables (parenting style, personality characteristics and social media usage). Based on the findings, it was recommended among others that Parents should be positively oriented in their styles of child's parenting which will make their adolescents socially competent and goal – directed. Dialogue, communication, explanations and establishment of good and cordial relationships between parents and adolescents that could enhance positive and effective parenting should be employed by parents. Government should establish psychological service centres in schools and engage the services of psychologists to counsel and modify the negative traits of deviant students and school administrators should take the personality traits of prospective candidates seriously during school admission to minimise deviant behaviour in schools.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Daily interaction with one another and interpersonal encounter need self-control for healthy social adjustment especially for adolescent. The society has a way of life which in most cases is built around its culture. Culture therefore establishes social norms of behaviour which determines those aspects of behaviour that are acceptable or unacceptable based on the fundamental value system of that particular society. Thus, the society members applaud conformity to social norms and frown at deviations from the norms. Appropriate socialization and internalization of approved norms of behaviour of any social group or society is therefore very vital. Those who do not comply with these norms are seen as deviants.

Therefore, deviant behaviour refers to a behaviour that does not conform to the norms and expectations of a given group of people or society. It is the behaviour that sufficiently varies from the norms of a group, which if known will be viewed with a negative approach and the victim will be sanctioned. It is the behaviour that violates institutionalized expectations, norms, values and regulations. However, due to the dynamism of society, various sorts of deviant behaviours are being exhibited in our present dispensation. Deviant behaviour is an escalating problem in most parts of the world today, particularly in Nigeria, particularly among secondary school students (Abdullah, Sabitha and Marican 2021). From the researchers' observation, more common ones involving secondary school students include drug and substance abuse, breaking and stealing, burglary, arson, truancy, prostitution, theft, rudeness, sexual harassment, truancy, late coming to school and so on. Accordingly, these phenomena have become a worrisome trend

that may affect the aims and objectives of the educational system and the societal setting in Nigeria.

Adolescence is referred to as teenage processing in an individual. It is a period that begins with puberty and encompasses the teenage years. The term adolescence was derived from the Latin word “adolescere” which means to grow to maturity. It is the transitional period in human life linking childhood and adulthood; while at times it is called the period of teenage which is marked by changes in the body, mind and social relationships. This means that the transition is as much physical, cognitive, social, and psychological as it is biological. During this transition, adolescents may be faced with several challenges at that period. These challenges they exhibit in the family, school, society and health-related circumstances if not properly handled can result in deviant behaviour.

Deviant behaviour among adolescents can be attributed to a combination of several generalized factors. Okorodudu (2022) argues that leading contributing factors in youth deviant behaviours include personality traits, social media and influence of family life. However, arguments still exist among researchers as to what influences deviant behaviour among secondary school students. Parenting style, personality characteristics and social media usage have been argued by different researchers to be predominant factors that influence deviant behaviour among adolescents (Sandler 2018, Oghiagbephan&Ikekhua, 2021; Abdullah, Sabitha &Marican 2021).

Parenting is the act of parenthood, child upbringing, training, and rearing or child education. Parenting is the process of promoting and supporting the physical, emotional and intellectual development of a child from infancy to adulthood. It is the skill of moulding, shaping, guiding, inculcating of morals and supporting the development of an individual from infancy to

adulthood. Parenting provides children with opportunities for the acquisition of skills and experiences necessary for the achievement of goals in adulthood. It plays a key role in the overall development of the child. Such roles are social, educational and other adaptive behaviours that prepare a child for future fruitful living. Parents are the first educators of their children and they are responsible for providing them with the physical, emotional and mental framework for learning.

The family constitutes the child‘s immediate and primary social environment. It is the most important primary group and the smallest social unit in any given society. There is a tendency for a child to deviate from the norm and the expectation of the society if a family failed in the role of parenting. Individuals therefore, carry out this function of parenting differently, because of differences in personalities and exposure, giving rise to different parenting styles. Parenting style refers to the broad overall pattern of parental actions. It is how a person or a parent interacts with his/her children or wards and the different patterns used while bringing the children or wards up. Each parent has a unique approach to interacting with and guiding their children, thereby shaping their morals, principles, and behaviour. Such approach or pattern but not limited to, are Authoritarian, Authoritative and Permissive Parenting styles.

Authoritarian parenting style is a strict approach where parents set rigid rules with high expectations, demanding obedience from their children without much explanation or room for discussion, often relying on harsh punishments for noncompliance; essentially, "do as you're told, no questions asked" parenting. Authoritarian Parenting Style is an extremely strict parenting style that places high expectation on children with little responsiveness. This means that authoritarian parents expect kids to follow the rules with no discussion or compromising. They set rules with no explanations and expect their children to obey them without question or face

severe punishment. Parents use this approach for many reasons. Many choose this style because their nationality, culture or ethical backgrounds dictate it. Authoritarian parents may use punishments instead of discipline. Children who grew up with strict authoritarian parents may tend to follow rules most of the time. Aute, (2019) stated that children of authoritarian parents tend to have an unhappy disposition, are less independent, appear insecure, possess lower self-esteem, exhibit more behavioural problems, perform worse academically, have poorer social skills and are more likely prone to mental issues. Children with authoritarian parents may grow up to become good liars to avoid punishment. Parents place a strong emphasis on following rules and achieving high standards, but may not be very emotionally supportive or responsive to their child's needs. Children may feel constantly criticized and not confident in their abilities due to the high expectations and lack of positive reinforcement.

Another parenting style factor that may affect adolescent deviant behaviour is the Authoritative parenting style. Authoritative parenting style also known as democratic style, the parents are nurturing, responsive, and supportive, yet set firm limits for their children. They attempt to control children’s behaviour by explaining rules, discussing and reasoning. Authoritative parents create a loving home environment and provide a high degree of emotional support. Parents using this style are firm, consistent and fair. The parents establish and enforce behaviour standards and stay in control by encouraging their children to follow the norms of society. Parents use reason, negotiation and persuasion, not force, to gain their children‘s cooperation. In authoritative parenting, children‘s opinions are valued and respected. They are encouraged to decide and accept responsibility for their actions and decisions. In addition, such parents are more likely to motivate academic success, which is

positively correlation with good grades. Authoritative parents invest time and energy in preventing behaviour problems. They also use positive discipline strategies to reinforce good behaviour, like praise and reward systems. Researchers like Berger (2021) and Khan (2019) have found independently that adolescents who have authoritative parents are most likely to become responsible adults, who feel comfortable in expressing their opinions. They are also more likely to be of good behaviour.

Permissive parenting also known as indulgent parenting is another style of parenting that may possibly cause deviant behaviour among adolescents. These parents tend to be lenient while trying to avoid confrontation. The benefit of this parenting style is that they are usually very nurturing and loving. Few rules are set for the children of permissive parents and the rules are inconsistent where they do exist. Permissive parents usually take on more of a friendly role than a parent role. They often encourage their children to talk with them about their problems, but they usually do not put much effort into discouraging poor choices or bad behaviours. Kids who grow up with permissive parents are more likely to struggle academically. They may exhibit more behavioural problems as they do not appreciate authority, disciplines and rules. Limited rules may lead children to develop unhealthy eating habits, particularly regarding snacks, increasing their risk of obesity and other health issues later in life. These children since they enjoy considerable freedom, making decisions about their bedtime, homework, and screen time on computers and televisions, such extensive freedom may foster negative habits, as parents often provide little guidance on moderation. Berger (2021) argued that, permissive parenting children often have low self-esteem and may report a lot of sadness.

Adolescent Personality characteristic is another factor that could affect adolescent deviant behaviour. It is also known as personality traits, which refer to people's traits and patterns of thoughts, feelings, and behaviours. Personality traits are characteristics and qualities that help define a person as a unique individual. They're often developed throughout life and may remain consistent across many situations and circumstances. Thus, trait psychology rests on the idea that people differ from one another in terms of where they stand on a set of basic trait dimensions that persist over time and across situations. It describes how a person tends to think, feel, and behave on an ongoing basis. Traits refer to the ways of perceiving, thinking, and behaving toward the environment and oneself. These personality characteristics or traits could be in the form of Extraversion, Agreeableness, and Openness.

Extraversion personality characteristic measures the interpersonal interaction of individuals toward other people in the form of being outgoing or shy, as well as the capacity for joy. It encompasses several more specific characteristics such as sociability, assertiveness, high activity level, positive emotions and impulsivity. Additionally, those high in extraversion are sociable, outgoing, assertive, un-reserved, and companionable; those low in extraversion tend to be quiet, reserved, and timid. Low levels of extraversion, which is introversion, showed uncomfortableness, shyness, unsociability, and reserved personality. Extraverted adolescents as a result of their characteristics make friends easily and enjoy getting to be known (Costa, 2019).If this interpersonal interaction is not guided and checked may result in making friends with people who exhibit deviancy. There have also been studies that showed evidence that

extraversion is significantly linked to maladaptive, antisocial, and deviant behaviour (Chuks 2021).

Agreeableness includes traits that facilitate positive social interactions that play a pivotal role in the life of adolescents. Agreeableness refers to the level of compassion within the self to the resentment of an individual, and to the different effects and behaviour involved. Bowling and Eschleman (2021) stated that agreeable persons are viewed to be pleasant, tolerant, helpful to others, trusting, forgiving, considerate to others, and cooperative. A tendency toward high agreeableness is much more likely to be considered as more cooperative, understanding, warm, sincere, well-mannered, naturally good, compassionate, friendly, and sympathetic; a tendency toward low agreeableness is more likely to be harsh, rude, cold, unsociable, insincere, and unsympathetic. Study has called low agreeable people unconcerned with others, and therefore can be unfriendly and uncooperative, independent and have poor personal affections toward others.

Openness personality trait is how open-minded, imaginative, creative and insightful a person can be. It is how open-minded a person is to new ideas or experiences. In the field of psychology, openness is sometimes called 'openness/intellect' or 'open to experience.' People high in the trait of openness tend to be more open-minded and willing to embrace new ideas and novel experiences (UNICEF 2019). They approach unfamiliar things with a level of curiosity. They're also good at thinking about and making connections between different concepts and ideas. An example of the nature of an individual who has this trait is fond of trying new, bold, and creative things. Adolescents with open personalities as a result of

his/her level of curiosity and openness to learn may be influenced negatively. People with high levels of openness are more likely to seek a variety of experiences, be comfortable with the unfamiliar, and pay attention to their inner feelings more than those who are less open to novelty. They tend to exhibit high levels of curiosity and often enjoy being surprised. Abdullah, Sabitha and Marican (2021) found that openness had a significant relationship with deviant behaviour among adolescents.

Social media is a web-based services that create virtual communities in which people connect and interact with friends, family and acquaintances. It is a platform where opinions, photos, music and videos are shared on a particular subject or just online hangouts. Social media can also be referred to as community-based websites, online discussion forums, chat rooms and other social spaces online. The main features of social media include instant messaging, video calling, chat, file sharing, discussion groups, voice chats, blogging and so on. The most extensive social media sites are Twitter, Facebook, Instagram, WhatsApp, Snapchat, TikTok and YouTube (Bakers, 2022).

Social media promote the interconnectedness and interdependence among culturally diverse people who live in any part of the world. Social media allows youngsters for social interaction and to communicate their point of view on different matters. Ozguven and Mucan (2021) noted that social media made this world a global village where anyone communicates their opinion on different issues and promotes interactive dialogues that build an understanding of, unlike opinions on various disputes. However, the authors found that social media promotes violence, aggression, verbal abuse, bullying, negative behaviour, drug use, explicit sexual content, blackmailing,

intimidation and moral degradation. Youngsters have wide access to different technologies that keep them connected. Adolescents on social media spend more of their time observing the lives and images of their peers, those they are following and so on. This may lead to constant comparison, which can damage self-esteem and body image resulting in dressing half-naked or indecent dressing. Uncontrolled exposure of adolescents to mass media and the internet could negatively influence their behaviour. This is because adolescents on social media spend most of their time on the internet with their phone browsing and chatting with friends and families. In the case of doing this, they may be exposed to different vices that could alter their behaviour, which invariably may lead to deviant acts.

While creating their own identity, adolescents may encounter several conflicts, such as learning wrong behaviour from significant people and dealing with their problems in the wrong ways. Parenting style, personality characteristics and social media usage are paramount in a child's upbringing otherwise society will be full of deviance. However, how well these factors can influence deviant behaviour among adolescents is subject to empirical investigation. Hence, this study seeks to investigate parenting style, personality characteristics and Social media usage as correlates of deviant behaviour among adolescents in Edo South Senatorial District.

Statement of the Problem

The frequency of threats to life and property, killings, kidnappings, internet fraud, alcohol and drug misuse, and examination malpractices, among others, can impair harmonious cooperation and peaceful coexistence in society. Nwokwule, Alika

and Egbochuku (2021) asserted that, inappropriate behaviour among adolescents such as destruction of properties, stealing, fighting, aggressiveness, rape, cultism and killings is becoming disturbing and virtually all states of the country have become prone to one crisis or the other. These inappropriate and destructive behaviours can be formed during adolescence. Many schools from the researcher's observation are facing cases of examination malpractice, fighting, truancy, destruction of school properties and cultism. All these can affect their academic performance, actualization of their potential, personality characteristics and development and thereby hinder the actualization of educational goals. Asiyai (2021) found that there is deviant behaviour among adolescents in secondary schools.

The Nigerian Government had devised and employed several measures aimed at curbing adolescents' deviancy in our society but to no avail, for instance, the establishment and administration of juvenile justice, promulgation of juvenile laws and courts, the establishment of remand homes, establishment of security and law enforcement agencies. Many researchers agree that the foundation of adolescents' deviancy is rooted in the kind of home the adolescent is brought up in (Opong, 2019; Pascal, 2021 and Ibuchim 2023). Bearing in mind that adolescents pass through various channels of conflicts and frustrations in our schools and the larger society, parents, teachers, religious leaders and social networks have various roles to play in correcting deviancy in adolescents.

Deviant behaviour among secondary school adolescents is a concern not only to teachers and parents but also to the government and society. This is because the level of atrocity in our society is on the increase, and adolescents are not left out.

The issue of internet fraud and cultism in various states in Nigeria could be a result of deviant behaviours and thus has become so worrisome that it deserves special attention. If these acts are left unchecked, they could result in a violent society tomorrow. One may ask what could be the cause of these deviant behaviours among adolescents. Are secondary school adolescents' deviant behaviours influenced by parenting styles, adolescent personality characteristics and social media usage? Hence, this study seeks to investigate parenting styles, adolescent personality characteristics and social media usage as correlates of deviant behaviour among adolescents in Edo South Senatorial District.

Research Questions

To guide this study the following research questions were raised:

1. Does Authoritarian parenting style relate to deviant behaviour among adolescents in Edo South Senatorial District?
2. Does Authoritative parenting style relate to deviant behaviour among adolescents in Edo South Senatorial District?
3. Does Permissive parenting style relate to deviant behaviour among adolescents in Edo South Senatorial District?
4. Does Extraversion personality characteristics relate to deviant behaviour among adolescents in Edo South Senatorial District?
5. Does Agreeableness personality characteristics relate to deviant behaviour among adolescents in Edo South Senatorial District?

6. Does Openness personality characteristics relate to deviant behaviour among adolescents in Edo South Senatorial District?

7. Does Social media usage relate to deviant behaviour among adolescents in Edo South Senatorial District?

8. Does Parenting styles, Personality characteristics and social media usage relate to deviant behaviour in adolescents in Edo South Senatorial District?

Hypotheses

To further guide the study, the research questions were formulated to their corresponding hypotheses

1. Authoritarian parenting style does not significantly relate to deviant behaviour among adolescents in Edo South Senatorial District.

2. Authoritative parenting style does not significantly relate to deviant behaviour among adolescents in Edo South Senatorial District.

3. Permissive parenting style does not significantly relate to deviant behaviour among adolescents in Edo South Senatorial District.

4. Extraversion personality does not significantly characteristics relate to deviant behaviour among adolescents in Edo South Senatorial District.

5. Agreeableness personality characteristics does not significantly relate to deviant behaviour among adolescents in Edo South Senatorial District.

6. Openness personality characteristics does not significantly relate to deviant behaviour among adolescents in Edo South Senatorial District.

7. Social media usage does not significantly relate to deviant behaviour among adolescents in Edo South Senatorial District.

8. Parenting styles, Personality characteristics and social media usage does not significantly relate to deviant behaviour in adolescents in Edo South Senatorial District.

Purpose of the Study

The study aims to determine Parenting Styles, adolescent personality characteristics and social media usage as correlates of deviant behaviour among adolescents in Edo South Senatorial District.. Specifically, it also determined if:

- The authoritarian parenting style relate to deviant behaviour among adolescents in Edo South Senatorial District.
- An authoritative parenting style relate to deviant behaviour among adolescents in Edo South Senatorial District.
- The permissive parenting style relate to deviant behaviour among adolescents in Edo South Senatorial District.
- The extraversion personality characteristics relate to deviant behaviour among adolescents in Edo South Senatorial District.
- The agreeableness personality characteristics relate to deviant behaviour among adolescents in Edo South Senatorial District.

- The openness personality characteristics relate to deviant behaviour among adolescents in Edo South Senatorial District,
- Social media usage relate to deviant behaviour among adolescents in Edo South Senatorial District.
- parenting styles, Personality characteristics and social media usage relate to deviant behaviour among adolescents in Edo South Senatorial District.

Significance of the Study

The findings of this study will be of significant benefit to parents, teachers, students, educational policymakers and researchers. This study will be of benefit to parents as it would provide them with information on what parenting is, and their role in modelling the behaviour of their children in their academic pursuit. It will help the parent to know their roles as they relate to the academic success of their children and provide them with information on how to take responsibility of the well-being of the adolescent

The study will also be of benefit to the teachers as it will help them to be aware that adolescent deviant behaviour could be a result of parenting styles and personality traits. The findings of this study will be beneficial to students themselves as it would provide them with information about different personality traits that could be responsible for deviant behaviour among adolescents and how to seek psychological guidance and counsel while handling this behaviour.

This study will be of benefit to education policymakers. It will provide them with information on policy formulation to establish psychological service centres in schools in order to engage the services of psychologists to counsel and modify the

negative traits of deviant students in order to reduce the occurrences of deviant activities among secondary school students.

Scope and Delimitation of the Study

This study focused on Parenting Style, adolescents' personality characteristics and social media usage as correlates of deviant behaviour among adolescents in Edo South Senatorial District. This is with regards to Authoritarian, Authoritative and Permissive parenting styles as elements of parenting styles. Extraversion, Agreeableness, and Openness personality characteristics as elements of adolescent personality characteristics and social media. The study was delimited to public senior secondary school students in Edo South Senatorial District.

Definition of Terms

The following terms are operationally defined in the study:

Adolescence: Adolescence is the transitional phase of growth and development between childhood and adulthood.

Agreeableness Personality: it refers to an individual's ability to get along well with others and their concern for social harmony.

Authoritarian Parenting style: Authoritarian Parenting Style is an extremely strict parenting style that places high expectations on children with little responsiveness.

Authoritative Parenting style: Authoritative parenting style also known as democratic style, the parents are nurturing, responsive, and supportive, yet set firm limits for their Children.

Edo South Senatorial Districts: Edo South Senatorial District is made up of Egor, Ikpoba, Oredo, Orhionmwon, Ovia North East, Ovia South West and Uhunmwonde Local Government Areas.

Deviant Behaviour: deviant behaviour is an action or behaviour that goes against social norms or expectations.

Extraversion Personality: Extraversion Personality is the general tendency to experience positive emotions, as well as exhibiting traits such as sociable, lively, and active.

Openness Personality: Open personality is how open-minded, imaginative, creative and insightful a person can be.

Parenting style: parenting style is a pattern of behaviours, attitudes and approaches that a parent uses when interacting with and raising their child.

Permissive Parenting Style: Permissive parenting style is a parenting style characterized by being accepting of their children, but failing to provide structure or control.

Personality characteristics: personality characteristics are personal traits or qualities that help define an individual as a unique person.

Social Media Usage: Social Media usage refers to the activities and behaviour of individuals on social media platforms. It encompasses various aspects such as socialization, information sharing, entertainment, education and shopping.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, the review of related literature was done under the following sub-headings:

- Theoretical Framework
- Conceptual Framework
- Concept of Adolescent
- Concept of Deviant Behaviour
- Parenting Style and Deviant Behaviour among Adolescent
- Personality Characteristics and Deviant Behaviour among Adolescent
- Social Media Usage and Deviant Behaviour among Adolescent
- Summary of Reviewed Literature.

Theoretical Framework

This study is hinged on Psychoanalytic Theory. The Psychoanalytic theory was developed by Sigmund Freud in 1926. Psychoanalytic theory helps us to understand the personality and personality development of the person and psychoanalysis is a clinical method to treat psychopathology. Sigmund Freud was known as the founder of psychoanalytic theory. According to Freud, the conscious mind is aware of the present perceptions, memories, thoughts, and feelings. It exists as the tip of the iceberg. Under this conscious mind, a preconscious mind carries the available memory. From this preconscious mind, a person can retrieve memories into the conscious mind. There is no dispute about the two layers of the mind. Freud's perception suggested

that these two layers are only the smallest parts of the mind. The larger part is the unconscious of the mind. All the things, which are not easily available at a conscious level, such as our drives or instincts, memories, and emotions associated with trauma. Like an iceberg, the unconscious mind plays an important part in the personality. It acts as the repository of primitive wishes and impulses. These are mediated by the preconscious mind. Freud's psychoanalytic theory emphasizes the importance of the unconscious mind and it governs the behaviour to the greatest degree in persons.

In simple terms, the theory states that human behaviour is influenced by unconscious memories, thoughts and urges. It explained that all humans have natural drives and urges that are repressed in the unconscious layer. He went further to state that, all humans have criminal tendencies. These tendencies are curbed, however, through the process of socialization. A child who is improperly socialized then could develop a personality disorder that causes him or her to direct antisocial impulses. Those who direct their antisocial impulses inward would likely become neurotic while those who direct theirs outwardly would likely become deviant criminals.

This theory is suitable and relevant to this study in that the theory states that human behaviour is influenced by unconscious memories, thoughts and urges and goes further to explain that all humans have natural drives and urges that are repressed in the unconscious. Relating the theory to the topic of this study, human (adolescent) behaviour be it deviant behaviour, is influenced by the unconscious mind as the adolescent socializes. A child who is improperly socialized (not properly brought up by parents while using any of the parenting styles, using social media wrongly) could

develop a personality disorder (deviancy) that causes him or her to direct antisocial impulses.

Conceptual Frame Work

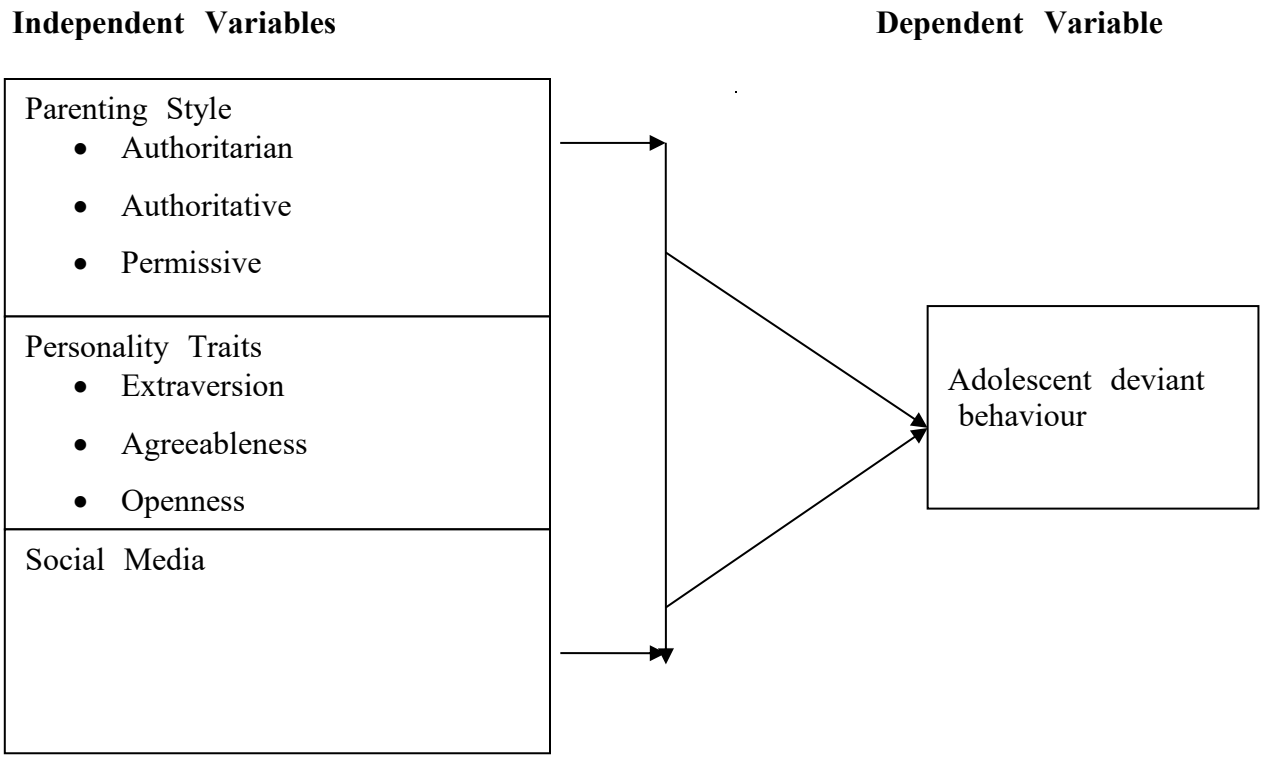

Figure 1: By the Researcher

For this study, as shown in the conceptual framework (Figure 1) above, the independent variables of the study include; parenting style (Authoritarian, Authoritative and Permissive), Personality Traits (Extraversion, Agreeable and Openness) and social media usage while dependent variable for this study is Adolescent deviant behaviour. Figure 1 of the conceptual framework also shows the independent variables on the

left hand and the dependent variable on the right hand. The arrows indicate the relationship/influence of the independent variables with the dependent variable. This means that a change in the independent variables will lead to a little or no change in the dependent variable.

Parenting is the act of parenthood, child upbringing, training, and rearing or child education. Parenting is the process of promoting and supporting the physical, emotional and intellectual development of a child from infancy to adulthood. It is the skill of moulding, shaping, guiding, inculcating of morals and supporting the development of an individual from infancy to adulthood. Parenting provides children with opportunities for the acquisition of skills and experiences necessary for the achievement of goals in adulthood. It plays a key role in the overall development of the child. Such roles are social, educational and other adaptive behaviours that prepare a child for future fruitful living. Parents are the first educators of their children and they are responsible for providing them with the physical, emotional and mental framework for learning.

Adolescent Personality characteristic is another factor that could affect adolescent deviant behaviour. It is also known as personality traits, which refer to people's traits and patterns of thoughts, feelings, and behaviours. It describes how a person tends to think, feel, and behave on an ongoing basis. Traits refer to the ways of perceiving, thinking, and behaving toward the environment and oneself.

Social Media usage refers to the activities and behaviour of individuals on social media platforms like Facebook, YouTube, TikTok and so on. It encompasses

various aspects such as socialization, information sharing, entertainment, education and shopping. Social media is a tool for stimulating and influencing the attitudes and behaviours of individuals and communities that embrace all aspects of human life.

Concept of Adolescent

Adolescence is referred to as teenage processing in an individual. It is a period that begins with puberty and encompasses the teenage years. The term adolescence was derived from the Latin word "adolescent" which means to grow to maturity. It is the transitional period in human life linking childhood and adulthood; while at times it is called the period of teenage which is marked by changes in the body, mind and social relationships. This means that the transition is as much physical, cognitive, social, and psychological as it is biological. It is widely believed that adolescence is inevitably a period of storm and stress. It is a period characterised by stress and tensions due to inner emotional instability and as a result of conflicting external experiences. Sharma, and Raju, (2023) stated that adolescence is a stage that is characterized by major transformations in the life of the young person. They further assert that adolescents are often faced with several challenges at that stage. These challenges they exhibit in the family, school, society and health-related circumstances confronted by adolescents during this transition period, if not properly handled can result in deviant behaviour.

According to the United Nations Children's Fund (UNICEF), adolescents are young people between the ages of 10 and 19 years (UNICEF2019). Sharma, and Raju, (2023) maintained that adolescence is a period of critical transition between childhood and adulthood, where there is rapid growth and significant changes in the physical, psychological, emotional, intellectual and social domains. Growing in this sense, therefore, refers to physiological changes that occur in individuals that lead to sexual maturity and facilitate procreation. Vega-Gea, Ortega-Ruiz, and Sánchez, (2021)also

noted that the period of adolescence is characterised by stress and tensions as a result of conflicting external experiences andinner emotional instability. The authors added that peer pressure is very strong and some adolescents start to engage in activities that are perceived to be contrary to the norms and values of the societies or what may be considered as normal or typical for the society, which ultimately impedes their well-being during these years. Ibimiluyi (2022) stated that this behaviour can be described as deviant behaviour, which is any violation of norms.

Adolescence is referred to as teenage processing in an individual. It is a period that begins with puberty and encompasses the teenage years. The term adolescence was derived from the Latin word “adolescere” which means to grow to maturity. It is the transitional period in human life linking childhood and adulthood; while at times it is called the period of teenage which is marked by changes in the body, mind and social relationships. This means that the transition is as much physical, cognitive, social, and psychological as it is biological. It is widely believed that adolescence is inevitably a period of storm and stress. It is a period characterised by stress and tensions due to inner emotional instability and as a result of conflicting external experiences.

Adolescence is referred to as teenage processing in an individual. It is a period that begins with puberty and encompasses the teenage years. In a clear term, adolescence is a period of transition between childhood and manhood. According to Okorodudu, (2023), the adolescent is neither a child nor a fully matured adult. This is why his/her behaviour is between the two developmental stages (childhood and adulthood). It is a period of conflict and vacillation between dependence and

independence (Sharma, & Raju, 2023). This explains why he/she always has conflict in his/her interaction with parents, teachers and other adults. Adolescence starts with rapid physical changes, including gains in height and weight and the development of sexual functions. It is a period of relatively physical and psychological stress during which the individual adjusts to the major changes in the body and the development of new emotions and desires and acquires more advanced life skills to meet the challenges of adulthood. Adolescents form attitudes towards themselves based on what they are told about themselves.

Adolescence is a period that is characterized by major transformations in the life of the young person (Eschleman 2021). This occurs in his/her body, mind, abilities and interpersonal relationships. Some adolescents go through this period of transition without much stress. However, some do experience stress and may involve themselves in various deviant behaviours as a way of sublimation. These behaviours of adolescents become very serious issues of concern in society. Therefore, there is a need to protect their lives from danger, risk or frustration. Psychologists have identified certain stages of human growth and development such as infancy; childhood, adolescence and adulthood. Each of these stages has its peculiar problems, needs, interests and tasks. Out of the above singes, adolescence appears to be the most difficult stage that draws peoples' attention. Chuks (2021)stated that the greater percentage of the population in Nigeria ranges between the ages of 13 to 21 years.

The country's success in various fields of life therefore depends on the proper guidance of adolescents. Some of the parents, teachers and the larger community do have a lot of conflicts with the adolescents. They find it difficult to manage them

because they fail to realize the fact that adolescents and youths perceive themselves as adults and therefore, want some degree of independence or freedom (Usman, 2016). Eschleman (2021) opined that adolescence is the period of transition from childhood to adulthood. It is also used to denote the physical, physiological and social development and maturation. This period has an age span of between 12 and 18 years. Adolescence could be understood as the period in which the individual's life begins at the end of childhood and closes at the beginning of adulthood. It is a period when the young person develops to sexual maturity, establishes and faces the task of deciding to earn a living. Adolescence is regarded as the most turbulent stage of human development because it is characterized by physiological and psychological changes (Okorodudu&Omoni, 2019).

Adolescence could also be seen as the period when an individual is capable of getting offspring because of his or her sexual maturity. This period is not static and may vary from culture to culture because of feeding or hereditary factors. Khan (2019), opined that risky behaviour is characteristic of adolescence and include taking part in vandalism, stealing, getting involved in gangs, illicit activities, drug abuse, engaging in unsafe sex, joining tags‟ in dangerous situations, climbing on the rooftops of public buses, engaging in individual or group fights among others. All these risky behaviours affect public order and a sense of safety. Nwokwule, Alika and Egbochuku (2021), asserted that adolescence is a period in which behaviour patterns can be formed or changed, which can be positive or negative behaviours. They added that these adolescents can be susceptible to influence from families, peers, mass media, and schools. They can be involved with problems ranging from vandalization of

properties to fighting and aggressiveness which are all signs of deviant behaviour. All these represent threats to societal order. The majority of the deviant behaviours among adolescents have their beginning in the school environment and seem to continue thereafter (Rebellow& Deva, 2022). There could be numerous reasons for adolescents to be involved in deviant behaviour such as their parenting style adapted by the parents, personality characteristics, ineffective social support system and the influence of social media.

Asiyai (2021) opined that adolescence is one of the speediest phases of the human lifespan, physical growth would be dominant than the psychosocial maturity. The author added that, the characteristics of both the individual and the environment influence the changes taking place during adolescence. Jacob and Adegboyega (2017) identified two stages of adolescent:

Early Adolescence (10-14 years): This stage according to Jacob and Adegboyega (2017), is the stage that physical changes generally commence, usually beginning with a growth spurt and soon followed by development of the sex organs and secondary sexual characteristics. These external changes are often very obvious and can be a source of anxiety as well as excitement or pride. The internal changes in the individual, although less evident, are equally profound. In these early adolescent years brain undergoes a spectacular burst of electrical and physiological development. The number of brain cells can almost double in the course of year, while neural networks are radically recognized, with a consequent impact on emotional, physical and mental ability. The frontal lobe, that governs reasoning and decision making, starts to develop during early adolescence. As this development starts later and takes longer in boys,

their tendency to act impulsively and to be uncritical in their thinking lasts longer than in girls (Chuks, 2021). It is during early adolescence that boys and girls become more keenly aware of their gender and they make adjustments to their behaviour or appearance in order to fit with perceived norms. Jacob and Adegboyega (2019) maintained that they may fall victim to or participate in bullying and they may also feel confused about their own personal and sexual identity.

Late adolescence (15-19 years): This stage according to Jacob and Adegboyega (2019) encompasses the later part of teenage years where, the major physical changes have usually occurred by now, although the body is still developing. The brain continues to develop and recognize itself, and the capacity for analytical and reflective thought is greatly enhanced. Peer-group opinions still tend to be important at the outset, but their hold diminishes as adolescents gain more clarity and confidence in their own identity and options. Risk-taking a common feature of adolescence where the adolescents experiment the "adult behaviours", declines during late adolescents, as the ability to evaluate risk and make conscious decisions develops. But still some of the experimental behaviours would continue during the late adolescence. According to Jude and Johnson (2018) it is during the period of adolescence, the individuals experiment with deviant behaviours, especially in the school environment and has the higher risk of accommodating those risky behaviours into their personality.

Concept of Deviant Behaviour

Goode (2021) defines deviant behaviour as, a behaviour, beliefs and physical characteristics that break social norms and produce negative reactions. In his view, deviant behaviour may be mild or more extreme. In the case of mild deviance, such

as telling a little lie or parking illegally, the penalties imposed might involve harsh words or a small fine. Deviant behaviour is a problem-producing behaviour committed by an individual or group that interferes with the enjoyment of life or essential role performance of one or others that is sufficient to produce a social censure or control response intended to change or eradicate that behaviour (Costa, 2019). This definition is intended to place the concern squarely on the external behaviours themselves and not on the inherent characteristics or traits of individuals. Asiyai (2019) sees deviant behaviour as conduct that deviates from the societal norm. By this definition, deviancy is neither good nor bad, but must be evaluated on a case-by-case basis. Such behaviour may be described as "different", or "unexpected", and may elicit positive negative responses from other people.In the opinion of Angel (2021), deviant behaviour is any behaviour that lacks conformity and acceptability of the people in the society. Deviant behaviour describes an action or behaviour that significantly contravenes the accepted or prescribed norms of a given society. It is a deviation that attracts punishment or sanction in the society or school.

Behaviour refers to the actions and mannerism made by an organism. It may be a good or normal one or a bad or deviant one depending on the society (Asiyai 2019). The best way of determining the normalcy of behaviour is whether or not the behaviour fosters the well-being of the individual and the society (Ekoja&Adole, 2018). Deviant behaviour is considered abnormal or antisocial if it is uncommon, different from the norm and does not conform to what society expects. According to Pascal (2021), deviance is defined as "any behaviour that deviates significantly from what is considered appropriate or typical for a social group". Ozguven&Mucan (2023) defined

deviance as an alleged breach of a social norm of a given society. According to Oghiagbephan and Ikekhua, (2023), deviant behaviour refers to behaviour that does not conform to the norms and expectations of a given group of people or society. McClearn, and Johnson, (2018) noted that deviant behaviour among young people can be attributed to a combination of several generalized factors. The author added that due to the dynamism of the society, various sorts of deviant behaviours are being exhibited in our present dispensation.

Deviant behaviour varies from one society to another. What might be seen as normal behaviour in another community might certainly be seen as abnormal in another. For example, in the Eastern part of Nigeria, young adults can greet their elderly ones by just a handshake without prostrating. This would not be seen as morally unacceptable unlike the South- Western states where it might be labelled as "one who does not respect his/her elders". However, Diche (2021) opined that deviant behaviour is a disease that is against transparency, justice and fair play and further identified some behavioural disorders of deviant youths or students as:

- Victims are not always necessary. Many acts of deviant behaviours are, to put it simply, victimless. Some examples from American society are prostitution, gambling, pornography, and substance use / abuse.
- A general pervasive mood or unhappiness.
- They are always temperamental and cannot reason normally.
- They see the world as a place of do or die.
- They are always at loggerheads with their people.
- They usually join the opposition.

- They do not interact freely with people.
- They are catalysts and cannot be loyal to the lawful authority.
- Their existence is a threat to reasonable people.
- Inability to build or maintain satisfactory interpersonal relations.

Behavioural deviance refers to any behaviour or action that goes against the norms or laws of a society (Bolu-steve& Esere, 2017). It has been defined as a behaviour that deviates from the acceptable standards of a particular educational institution (Peretomode, 2021). Ibuchim (2023)sees deviant behaviour as the extroverts' reaction to school problem however, introverts too play deviant behaviour especially at teenage age. Truants are irregular in attending school, a few may choose to come once or twice in a week or may show up in the morning and disappear later while some are persistently absent without any good or acceptable reason either by the parents or school authorities. Hopson (2019) described truants as vagabonds, wretched, lazy, idle persons who shirk or neglect responsibilities and plan to go contrary to the provisions of the school rules such as attending to movies, attending special events, preparing for nights, playing games during school hours but outside school, avoid wearing school uniform, failure to serve punishment, engaging in substance abuse and cultism. Other maladaptive or anti-social behaviours characterized by truants include hyperactivity, disruptive classroom behaviour, bullying, shyness, skipping classes, indiscipline in school, disregard for school authority, poor performance and ultimately becoming a school dropout.

Deviant behaviour is considered abnormal or antisocial if it is uncommon, different from the norm and does not conform to what society expects. This idea is

also closely related to the statistical approach to definite abnormality which rests on the idea that differences in human behaviour tend to fall into a normal distribution curve. While deviant behaviour is frequently defined as absence from school without prior knowledge of the parents, guardians and/or the school authority but self/personal initiation of the student's concern, Aute, (2019) expressed that the two dimensions of absenteeism which are missing full days of school and missing some classes should be observed. Baker further stressed that truants missed individual classes and full school days due to several integrated problems and that without adequate and proper timely intervention will escalate and metamorphose into serious societal problems overtime. Berger, (2021) and Baker (2017) reiterated that some truants have personal issues that make regular school attendance difficult such as chronic physical health problems, and family socio-economic challenges like helping the younger siblings or contributing extra income for the upkeep of the family.

Furthermore, Oparaduru, (2022) describes deviant behaviour as the action that disregards the normal standards governing acceptable and unacceptable conduct in society. Goode (2021) also defines deviant behaviour as "acts, beliefs and characteristics that deviate from major social norms, and attract, or are more likely to attract condemnation, stigma, social isolation, censure, and/punishment by relevant audiences". Baumrind (2021)defined deviant behaviour as any behaviour that hinders the effective functioning of a person with others in society, impedes one from meeting their needs and hurts the well-being of others. Deviant behaviour is considered through a social process and communication (Franzese 2019). Goode (2021) pointed out that what is considered deviant behaviour varies between audiences, social circles,

settings, circumstances, and situations. Goode (2021) stated that what is considered as deviance differs according to the setting or society and period; what is considered to be deviant in some societies might be normal in others. Although there are differences in the way scholars define deviance, it is important to note that there are some striking similarities. For example, there is a consensus that deviant behaviour departs from social norms or ways of doing things that are approved by society, and has consequences.

According to Ekoja and Adole (2018), defined deviant behaviour is behaviour that violates the normative rules, understanding or expectations of social systems. In the same vein, Ozguven and Mucan (2023) defined deviant behaviour as behaviour that violates the principles and values that are assumed to be generally accepted in a given society. What may constitute deviant behaviour in one social context may not be regarded as such in another. The same behaviour may be deviant and non-deviant, relative to different systems in which the actor is implicated. In the opinion of Angel (2021), deviant behaviour is any behaviour that lacks conformity and acceptability of the people in society. Deviant behaviour describes an action or behaviour that significantly contravenes the accepted or prescribed norms of a given society. It is a deviation that attracts punishment or sanction in society or school. Diche (2021) defined deviant behaviour as behaviour that violates the laid down rules and regulations of a given organization or group. He went further to emphasize that deviant behaviour is a common phenomenon among students in schools which has led them to join secret cults, and other heinous crimes in the school.

Furthermore, Ukanyiroha (2020) defined deviant behaviour as running away from school or classes without the consent of school authorities. That is the habitual staying away of students from school/class without permission to avoid responsibilities such as assignments, tests, examinations and other extra-curricular activities. Deviant behaviour has assumed various forms and dimensions and changes with time and environment. Oparaduru, (2022) stated that the most common deviant behaviours in secondary schools are stealing, dishonesty, sexual offence, truancy, examination malpractices, drug offences, stubbornness, negligence and writing on the wall. He observed and classified deviant behaviours as minor offences if the deviant behaviours were mild such as truancy, loitering, noise-making, writing on the school walls, telling lies and dodging school assemblies. Deviant behaviour is classified as major offences, if it constitutes a severe problem to the smooth running of the school or becomes an impediment to achieving the objectives of the school such as examination malpractice, stealing, bullying, rudeness to teachers or school functionaries, immorality and religious extremism Oparaduru, (2022).

Deviant behaviours of adolescents are manifested through various means in secondary schools and our society at large. Such behaviours include delinquency, crime, drug abuse, violence or unrest and cultism in schools, stealing, rape, truancy, excessive aggression, smoking and reckless driving (Loromeke, 2017). These types of deviant behaviours lead to serious stress, storm and confusion. The implication of all these does not affect the adolescent alone but affects the progress and peace in the schools and the society at large. A report compiled by the Los Angeles County Department of Education in 1999 as cited by Sara (2021) indicated that chronic

absenteeism is the principal predictor of delinquency among youths. Furthermore, a California Deputy Assistant Attorney (2021) who handles cases of deviant behaviour stated that he has 'never seen a gang member who was not a truant first' because they fall along the same continuum of behaviours and the obvious result is a dropout of school. Ogidefa (2017) and Oparaduru, (2022) individually argued that leading contributing factors of youth deviant behaviours include social factors like social networks, personality traits such as extraversion, Neuroticism and others.

The literature from various contexts indicates the involvement of young people in deviant behaviour. For example, Dullas (2021) stated that, in America, young people are involved in criminal activities and the use of dangerous substances that have a significant impact on their health. This comprises the use of tobacco, amphetamines, barbiturates, and heroin, which is harmful to their health. Studies in China also show that adolescents are engaging in risky behaviour, such as substance abuse, vandalism, gang violence, and theft (Opong 2020; Chui and Chan 2021). This affects their behaviour in the present, which will have repercussions in the future, for themselves, their families and the whole society. Similarly, in Africa, adolescents' deviance is of great concern as studies highlight the evidence of violent behaviour, aggression, school dropouts, substance abuse, and crime (Aute 2019; Loveline and Jaja 2020). A study conducted in Kenya indicated the deviance of adolescents in high school in the form of dropping out of school, the destruction of property, injury, and poor academic performance (Aute 2019). Another study conducted in Nigeria brought to light the increase in deviant behaviour among adolescents, and this was attributed to moral decadence among the youth and a lack of parental discipline (Eremus 2019).

Sequel to this, Eremus (2019) opined that rules and regulations are not obeyed in our schools as there are many cases of examination malpractice, truancy, bullying, extortion, sexual offences, indecent dressing, negative behaviours, dishonesty and many others. According to him, these ill-attitudes signify deviation from the standard functionality of students' behaviours. It is on this assertion that Musthafa (2020) stated that schools have become a place for committing different types of atrocities and urged the government, parents and school administrators to wake up and ensure the proper elimination of deviant behaviours in our schools.

In South Africa, studies show that adolescents' deviant behaviour is prevalent, evidenced by the high rates of adolescents in their school-going age abusing substances and engaging in crimes (Mathews et al. 2019; Dada 2017; Gwatimba&Raselekoane 2018; Groenewald et al. 2018). Furthermore, according to the statistics of the South African Community Epidemiology Network on Drug Use (SACENDU), 26% of all persons admitted to substanceabuse rehabilitation facilities in 2016 were under the age of 20 years (Dada 2017). This indicates alarming rates of substance abuse and other deviant behaviour among adolescents, which have implications for their well-being (Mathews et al. 2019). With this, it is important to concentrate on preventing deviant behaviour among young people to enhance their well-being, as well as that of society and the country at large.

A considerable number of factors have been identified by Okorodudu, (2022); Gilford-smith, Dodge, Dishon and McCord, (2019) as being associated with adolescents (students) with deviant behaviour. Factors such as religious, psychological, biological, and environmental are accountable for the deviant behaviours of students in school.

Okorodudu (2022) pointed out some factors that are associated with adolescents' deviant behaviour including the condition of the home, parental attachment, the social environment of the child, social support, peer group influences, mass media, resilience and biological factors.

Eremus (2019) defined deviance as any behaviour that deviates significantly from what is considered appropriate or typical for a social group. Deviant behaviour among young people can be attributed to a combination of several generalized factors (McClearn, & Johnson, 2018). Okorodudu (2022) argues that leading contributing factors of youth deviant behaviours include personality traits, social media and influence of family life. Ronald (2018) in his work on characteristics of youths, who have caused school-associated violent deaths, identified the following as indicators of deviant behaviour: History of tantrums and uncontrollable anger, outbursts, characteristically resorting to name calling, cursing, and abusive language and habitually making violent threats when angry.

Types of Deviant Behaviour in Schools

Ibuchin (2021) identified several deviant behaviours that are prevalent among secondary school adolescents. These are examination malpractice, truancy, bullying, lateness to school, stealing, drug abuse, cultism, sex offences and absenteeism.

*Examination Malpractice***:** This is an unacceptable act perpetrated by the students, examiners and other agents during and after examination to have an undue advantage and earn unmerited grades. It has been discovered and announced almost every year that most students in our schools at various levels indulge in examination malpractice which contravenes the Examination Act 1999. It could be said that Exam malpractice

makes students get undeserved high grades which might make the various examination bodies to cancel or mark down certain centres where such anomalies are committed. Most times, this action might affect all candidates who may be in that particular examination centre.

*Truancy***:** This is being away from home and school during school hours. Sometimes the student in question might pretend going to school from home. Ibuchin (2021) noted thatthis habit makes students spend their time in inappropriate places which could lead to drug abuse in males and unwanted pregnancy in females. In the same vein, Asiyai (2019)stated that truancy involves leaving the school premises and coming back at any time without permission.

*Bullying***:** This is an aggressive behaviour. It is a behaviour intended to hurt. Some students bully other students as a way of showing superiority over the younger or tender ones. Okechukwu (2019) enumerated various forms of bullying such as physical assault, extortion and verbal humiliation and intimidation. Most students bully other students in school in order to subdue them physically.

Lateness to school*:* Ibuchin (2021) states that there is a prescribed time for resumption of school but some students often come to school late when the morning assembly is almost over and, in some cases, when the teacher is already in the class teaching. This often leads to distractions in class.

Stealing: This entails taking fellow students` or school properties. Ibuchin (2021) explained that most students indulge in the habit of taking what does not belong to them in school. This behaviour if not checked could give rise to other unwanted behaviours in a student and may affect their academic performance in school.

Drug Abuse: This is indiscriminate use of drugs without a doctor`s prescription or use of drugs other than their main purpose. Chamberlin (2018) opined that students in school and outside the school setting have been found smoking Indian hemp, cigarettes, heroin and other drugs not recommended by doctors.

Cultism: This happens when a group of students come together under one name or umbrella with the intention of intimidating fellow students or disrupting the activities of the school for their evil objective (Ibuchin 2021). According to him, some students are involved in cultism to compensate for their academic inadequacy.

Sex offences: This involves various degrees of sexual misconduct exhibited by students which include, masturbation, lesbianism, homosexuality, premarital sex and abortion. This usually affects their academic performances and may lead to dropping out of school (Ibuchin 2021).

Absenteeism: This means staying away from school without any genuine reason or permission. Most students absent themselves from school without adequate permission from the school authority even without minding whether it is the period for a test or examination as the case may be.

A study conducted in Kenya indicated the deviance of adolescents in high school in the form of dropping out of school, the destruction of property, injury, and poor academic performance (Aute 2019). Another study conducted in Nigeria brought to light the increase in deviant behaviour among adolescents, and this was attributed to moral decadence among the youth and a lack of discipline (Idris 2019). In South Africa, studies show that adolescents' deviant behaviour is prevalent, evidenced by the high rates of adolescents in their school-going age abusing substances and engaging in

crimes (Mathews et al. 2019; Dada 2017; Gwatimba and Raselekoane 2018; Groenewald et al. 2018).

Furthermore, according to the statistics of the South African Community Epidemiology Network on Drug Use (SACENDU), 26% of all persons admitted to substance-abuse rehabilitation facilities in 2016 were under the age of 20 years (Dada 2017). This indicates alarming rates of substance abuse and other deviant behaviour among adolescents, which have implications for their well-being.

Ibuchin (2021) in his work on characteristics of youths, who have caused school-associated violent deaths, identified the following as indicators of deviant behaviour: History of tantrums and uncontrollable anger, outbursts, characteristically resorting to name calling, cursing, and abusive language and habitually making violent threats when angry. They also brought weapons to school which caused serious disciplinary problems at school and in the community on the fringe of his/her peer group with few or no close friends and displaying cruelty to animals. Studies on deviant behaviours among the youth in Nigeria have also revealed fewer users, as well as less heavy use, of tobacco, alcohol, and other drugs among Nigerian youths (McClearn &Jelinqueohnson, 2018). On the other hand, Torrente and Vazsonyi (2018) identified parenting practices and personality traits as the leading factors that determined deviant behaviour among adolescents. Tenibiaje (2019) added that personality characteristics/traits have roles to play in the type or level of violent acts being carried out by adolescents. Personality traits are positively associated with aggressive behaviour under relatively neutral conditions as well as under provoking conditions.

Parenting Style and Deviant Behaviour

Parenting varies widely across families, with cultural backgrounds having a significant role in shaping family dynamics and child-rearing practices. Each parent has a unique approach to interacting with and guiding their children, thereby shaping their morals, principles, and behavior. Researchers have categorized parenting styles into various groups— authoritarian, authoritative, permissive, and uninvolved (Kariku, 2021, Lin, & Sub- rahmanyam, 2020). However, this discussion focuses on three main categories—authoritarian, authoritative, and permissive,. Each category represents a distinct approach to raising children, although parents often blend characteristics from multiple categories. Parenting styles can also vary depending on the situation.

Green (2019) explained that parents are the first educators of their children and they are responsible for providing them with the physical, emotional and mental framework for learning. The family constitutes the child's immediate and primary social environment. It is the most important primary group and the smallest social unit in any given society. Ibuchin (2021), stated that the family is the most personal unit, providing interaction and relationship between members of the unit. According to Odumuyiwa (2021), parents ought to bear the guilt and accountability for the misfortunes that strike their teenagers. Given the foregoing, parenting styles can, in turn, have a positive or negative impact on a child's upbringing, influence how receptive adolescents are to their surroundings, and ultimately determine the overall well-being of the people who live in a given society. Parental separation is common, and it can cause teenagers to feel ashamed and depressed (Boroffice, 2021; Hyssong, 2022). It can also cause them to miss school, do poorly in school, and engage in

delinquent behaviour (Adesoji 2019; Ibimiluyi, 2020; Chuks 2021). Harsh and inconsistent parenting is the main cause of conduct disorders. The persistent aspects of the parenting styles of children which are strong discipline, parental disharmony, rejection of the child and inadequate involvement in the child's activities cause delinquency among adolescents (Okorodudu&Okorodudu, 2013).

Parenting is the act of being a parent and raising a child, according to Boroffice, (2021) and Utti (2016). Boroffice, (2021) further characterized parenting as the process of encouraging and nurturing a child's intellectual, emotional, and physical growth from birth to adulthood. The ability to mould, shape, guide, and encourage a person's growth from infancy to adulthood is known as parenting. Children who are parented have the opportunity to acquire the knowledge and life experiences that are essential for reaching adult goals. It is essential to the child's overall growth. These include social, academic, and other adaptive behaviours that set up a youngster for a prosperous life in the future (Aliyu, 2019). Therefore, due to personality and exposure differences, people perform this parenting role in different ways. Parenting style, which has been identified as a key tool in the child's socialization process, refers to the general pattern of parental behaviour rather than a specific act (Utti, 2017).

According to Boroffice, (2021), children are more likely to adopt their parents' pessimistic outlook if they witness their parents acting negatively. They also have a higher tendency to assume that everyone shares this viewpoint. Agulanna and Nwachuku (2021) also mentioned how parents have a big impact on their kids' behaviour. A parent's upbringing will mould and shape a child's behaviours from birth to fit the norms of society. Parents must employ effective monitoring, punishment,

and problem-solving strategies to stop aberrant behaviours from emerging (Crosswhite &Kerpelman 2018). In a study performed by Barnes (2016), it was found that parenting is a strong predictor for adolescent's deviant behaviour. This illustrates how important parents are in a child's life and how their involvement can make a difference in deviant behaviour. Hollist (2022) opined that parents can directly influence their children's attitudes with parenting style. By doing this a parent can limit attitudes in their children that are associated with deviancy.

Parenting style is a universal climate in which family functions and in which the child-rearing behaviour of parents or other primary caregivers revolves (Aliyu, 2017). He observed that where an ideal parenting style is employed in the home, the children are disciplined but where this is not, the reverse is the case. Parenting style refers to how a person or a parent interacts with his or her children or wards. It also refers to the different patterns that parents use to bring up their children (Darling, 2017). Boroffice, (2021) maintained that, a child may become frustrated and lose his or her identity or self-esteem if their parents are unable to provide for their basic needs, including academic, financial, developmental, physical, psychological, and emotional needs. These teenagers may also become enraged at not getting their wishes fulfilled, which may push them to engage in illegal activities to survive. Ang and Groh (2019) identified three main types of parenting styles: permissive, laissez-faire, self-indulgent, or uninvolved; and authoritarian, authoritative, or democratic

Authoritative parenting is characterized by a close, nurturing relationship between parents and children. Parents set clear expectations and guidelines and explain the reasoning behind their disciplinary actions. They use disciplinary methods as a

supportive tool rather than as punishment. Children are encouraged to have input in setting goals and expectations, thereby fostering open, frequent, and appropriate communication between parent and child. This parenting style generally results in the healthiest outcomes for children but requires considerable patience and effort from both parties. According to Ortese, (2018) authoritative parenting fosters confidence, responsibility, and self-regulation in children. The author added that, these children manage negative emotions more effectively, leading to improved social outcomes and emotional well-being. By encouraging independence, authoritative parents help their children understand that they can achieve goals on their own, resulting in higher self-esteem. Additionally, these children tend to excel academically and perform well in school (Darling, 2017).

Authoritative parents according to Ang and Groh (2019) are flexible and responsive to the child's needs but still enforce reasonable standards of conduct. Authoritative parents create a loving home environment and provide a high degree of emotional support. Parents using this are firm, consistent and fair. The parents establish and enforce behaviour standards and stay in control by encouraging their children to follow the norms of society. Family rule is democratic rather than dictatorial (Ortese, 2018). Parents use reason, negotiation and persuasion, not force, to gain their children’s cooperation. Their listening-demanding ratio is roughly equal (Ortese, 2018). In authoritative parenting, children's opinions are valued and respected. They are encouraged to decide and accept responsibility for their actions and decisions (Ordedi, 2019). In addition, such parents are more likely to encourage academic success, which has a positive correlation with good grades.

There is a great variety of factors that can affect parenting practice. The quality of parenting is strongly influenced by the larger ecological context in which it evolves (Roubinov and Boyce 2017). This means that the environment in which one lives determines the extent to which one can be a good parent (Sanders and Turner 2018). Evidence indicates that parenting becomes easier and less stressful when families live in conducive, stable, and supportive homes with caring, capable, and involved parents who have access to regular employment or income-generating activities, secure housing, education, good schools, affordable health care, safe spaces for play and recreation, and social support (Sanders and Turner 2018). In contrast, stressful life circumstances, including exposure to violence, mental and physical health problems, substance abuse, poor housing conditions, and crime, can diminish parental self-efficacy and capacity (Crnic and Ross 2017). Socio-economic conditions and high levels of toxic stress within a family may powerfully influence parenting through their effects on mental health and differential access to resources, and ensuring children's survival in such circumstances becomes a major challenge for parents (Roubinov and Boyce 2017). Adolescents raised by parents from such backgrounds might become vulnerable to developing serious health, social, emotional, and behavioural challenges (Sanders and Turner 2018).

Chuks (2021), carried out a study on Parenting styles as a factor of deviant behaviour among secondary school students in Kwara State. The study was a cross-sectional survey of 300 students who were drawn using simple random sampling techniques from six public schools in Kwara state. The Self-Report Deviant Scale was used for data collection. Data was analysed using multiple regression to test the

hypotheses. The results indicated that parenting style significantly predicted deviant behaviour among government secondary school students in Kwara state.

Amaechi & Onah, (2019) conducted a study on authoritative parenting style factors as correlates of deviant behaviours among secondary school adolescents in Imo State. This study was conducted using a correlational research design with two research questions and two hypotheses. The population of the study is made up of 30,430 SS2 students in the 268 public senior secondary schools in Imo State. The sample is made up of 180 SS2 students. The study employed a multi-stage stratified sampling technique. Three rating scales titled Deviant Behaviours among Secondary School Adolescent Scale (DBASSAS), Use of Mass Media Scale (UMMS) and Social Support to Students Scale (SSSS) were used to collect data for the study. The instruments were validated and found to be internally consistent with indices of 0.71, 0.71 and 0.78 for (DBASSAS), (UMMS) and (SSSS) respectively using Cronbach alpha statistics. The research questions were answered with Pearson "r" statistic while the hypotheses were tested using t-test significance of correlation at 0.05 level of significance. It was found among others that: there is a very high positive relationship between authoritative parenting style and deviant behaviours.

Also**,** Bolu-steve and Esere (2017) carried out a study on strategies for managing deviant behaviour among in-school adolescents as expressed by secondary school counsellors in Kwara State. The study adopted the descriptive survey research design method. The target population for this study consisted of secondary school counsellors in the state. A purposive sampling technique was used to select 70 respondents from each of the three senatorial districts in Kwara State. The

questionnaire titled “Strategies for Managing Deviant Behaviour Questionnaire” was administered to the school counsellors. Both descriptive and inferential statistics were used for the data analysis. The findings revealed that deviant behaviour is caused by a lack of effective parental upbringing.

In like manner, Okorodudu (2023) carried out a study on the influence of parenting styles on adolescents’ delinquency. 404 sample sizes were used for the study. 6 research questions and 6 research hypotheses were designed and formulated for the purpose of the study. Regression statistic was used for the analyses of the study. Irrespective of gender, location and age, the results of the analyses show that permissive parenting style effectively predicts adolescents’ delinquency while authoritarian and authoritative did not.The author submitted that, parents who are positively oriented in their styles (demandingness and responsiveness) will make their adolescents socially competent and goal – directed and parents who exerted control and monitored adolescent activities and promoted self-autonomy will have the most positive effects on children’s behaviour.

Authoritative Parenting Style

The authoritative parenting style is an approach to child-rearing that combines warmth, sensitivity, and the setting of limits. Parents use positive reinforcement and reasoning to guide children. They avoid resorting to threats or punishments. The authoritative parenting style was first defined by developmental psychologist Diane Baumrind in 1966. He proposed a new system for classifying parents. Her idea was to focus on the way parents attempted to control their kids. Authoritative parents invest time and energy in preventing behaviour problems before they start. To

reinforce good behaviour, like praise and reward systems, authoritative parents also use positive discipline strategies (Onyewadume, 2021). According to Chuks (2021), authoritative parents are warm and responsive, like permissive parents. He added that where permissive parents shrink away from enforcing standards, authoritative parents embrace it. They expect maturity and cooperation…as much as is appropriate for a child's developmental level. And they try to guide behaviour by reasoning with their kids.

Children raised with authoritative discipline tend to be happy and successful. They are also more likely to be good at making decisions and evaluating safety risks on their own. Researchers have found that kids who have authoritative parents are most likely to become responsible adults who feel comfortable expressing their opinions (Onyewadume, 2019, Chuks, 2021). Otuadah (2018), Chuks (2021) and Chen and Chi (2021), in their findings, discovered that adolescents who are exposed to higher levels of warmth, induction and monitoring parenting background are less likely be indulge in deviant behaviours.

Abdullah, Sabitha and Marican (2021), carried out a study on parenting styles as a factor of deviant behaviour among secondary school students in Kwara State. The study was a cross-sectional survey of 300 students who were drawn using simple random sampling techniques from six public schools in Kaduna state. The Self-Report Deviant Scale was used for data collection. Data was analysed using multiple regression to test the hypotheses. They found out that the Authoritative parenting style significantly predicted deviant behaviour among government secondary school students in Kwara state.

Amaechi and Onah, (2019) also did a study on authoritative parenting style factors as correlates of deviant behaviours among secondary school adolescents in Imo State. This study was conducted using correlational research design with two research questions and two hypotheses. The population of the study is made up of 30,430 SS2 students in the 268 public senior secondary schools in Imo State. The sample is made up of 180 SS2 students. The study employed multi-stage stratified sampling technique. Three rating scales titled Deviant Behaviours among Secondary School Adolescent Scale (DBASSAS), Use of Mass Media Scale (UMMS) and Social Support to Students Scale (SSSS) were used to collect data for the study. The instruments were validated and found to be internally consistent with indices of 0.71, 0.71 and 0.78 for (DBASSAS), (UMMS) and (SSSS) respectively using Cronbach alpha statistic. The research questions were answered with Pearson "r" statistic while the hypotheses were tested using t-test significance of correlation at 0.05 level of significance. It was found among others that: there is a very high positive relationship between authoritative parenting style and deviant behaviours. Pinquart (2019) added that Authoritative parents communicate warmth to their kids. They avoid using harsh or arbitrary punishments. They are less likely to shame their kids, or attempt to control kids by withdrawing love. And when their children make mistakes or misbehave, they talk with them about it. They listen to their children's concerns, and take them into account. They help kids figure out what went wrong, and explain the consequences of good and bad behaviour.

The study ofIbimiluyi (2020) on the influence of parenting styles on adolescents' delinquency. 404 sample sizes were used for the study. 6 research

questions and 6 research hypotheses were designed and formulated for the purpose of the study. Regression statistic was used for the analyses of the study. Irrespective of gender, location and age, the results of the study showed that Permissive parenting style effectively predicts adolescents' deviant behaviour while authoritarian and authoritative did not.

Authoritarian Parenting Style

Authoritarian parenting style is a strict approach where parents set rigid rules with high expectations, demanding obedience from their children without much explanation or room for discussion, often relying on harsh punishments for noncompliance; essentially, "do as you're told, no questions asked" parenting. Parents place a strong emphasis on following rules and achieving high standards, but may not be very emotionally supportive or responsive to their child's needs (Ibimiluyi 2020). According to Aliyu (2017), rules are often given without much explanation or reasoning behind them while severe consequences like yelling, scolding, or physical punishment may be used to enforce rules. Boroffice, (2021) pointed out that, children have minimal input in decision-making and are expected to follow their parents' directives without question in authoritarian parenting style. In this kind of parenting style, children may feel constantly criticized and not confident in their abilities due to the high expectations and lack of positive reinforcement. The pressure to constantly meet strict standards can lead to anxiety and low mood.

Authoritarian Parenting Style: according to Ibimiluyi (2020), on the other hand consists of parents who are often strict and harsh. The authors added that,

authoritarian parents display high levels of demandingness and low levels of responsiveness, tending to make rules and set high expectations but lack warmth and support. According to Chuks (2021), authoritarian parents tend to "rule with an iron fist." They are often described as strict, demanding, cold, critical, and punitive. They'll often be labelled as controlling parents or helicopter parents. They don't typically explain the rationale for rules and expectations or give their children an opportunity to express their feelings about them. Instead, they expect complete obedience without question. Children of authoritarian parents tend to be withdrawn, anxious, and display behavioural problems as they grow older.

Chuks (2021) reported that authoritarian parenting styles has negative connotation in literature because of the negative behaviour outcomes of adolescents and children. Salawu, and Isah, (2019) reiterated that Authoritarian parents are famous for saying, ―because I said so when a child questions the reasons behind a rule. He added that, they are not interested in negotiating and their focus is on obedience. He further noted that, authoritarian parents also do not allow kids to get involved in problem-solving challenges or obstacles. Instead, they make the rules and enforce the consequences with little regard for the child's opinion. Authoritarian parents may use punishments instead of discipline. So, rather than teach a child how to make better choices, they are invested in making kids feel sorry for their mistakes. Children who grew up with strict authoritarian parents tend to follow rules most of the time. Thus, their obedience comes at a price.

He also maintained that children of authoritarian parents are at a higher risk of developing self-esteem problems because they believed that their opinions are not

valued. Authoritarian parents are unresponsive to their children‘s needs and are generally not nurturing. Children of authoritarian parents tend to have an unhappy disposition, less independent, appear insecure, possess lower self-esteem, exhibit more behavioural problems, perform worse academically, have poorer social skills and are more likely prone to mental issues. They may also become hostile or aggressive (Ibimiluyi, 2020). Rather than think about how to do things better in the future, they often focus on the anger they feel toward their parents. Since authoritarian parents are often strict, their children may grow to become good liars in an effort to avoid punishment (Smetana, 2017).

While the structures and rules of authoritarian parents are necessary for healthy child development, all good things can be overdone. It is important to balance out the provided structure with open communication, so that the child knows exactly why it is important for them to follow the rules placed in front of them. Children of authoritarian parents are prone to having low self-esteem, being fearful or shy, associating obedience with love, having difficulty in social situations, and possibly misbehaving when outside of parental care (Smetana, 2017). Permissive or Laissez-faire Parenting Style: Permissive or laissez-faire parents are those who impose few restrictions, rules or limits on their children. Sharma and Raju, (2023) stated that permissive or laissez faire parenting is without well-defined or clear-cut goals and such parents play a passive role in the rearing of children. Utti (2019) in a research conducted on the relationship between parenting styles and students‘ academic achievement, found that, laissez-faire parenting had more negative effects on the students‘ academic achievement. Several researches had shown that adolescents from

laissez-faire parenting are more prone to delinquent behaviours and health problems than those from the other forms of parenting homes.

Sharma, and Raju, (2023) conducted a study on Authoritarian parenting style as correlate of deviant behaviour among adolescent. 404 sample sizes were used for the study. 6 research questions and 6 research hypotheses were designed and formulated for the purpose of the study. Regression statistic was used for the analyses of the study. The result shows that Authoritarian parenting style significantly correlates deviant behaviour among adolescent.

Duroasro (2019) carried out a study on strategies for managing deviant behaviour among in-school adolescents as expressed by secondary school counsellors in Kwara State. The study adopted the descriptive survey research design method. The target population for this study consisted of secondary school counsellors in the state. Purposive sampling technique was used to select 70 respondents from each of the three senatorial districts in Kwara State. The questionnaire titled "Strategies for Managing Deviant Behaviour Questionnaire" was administered to the school counsellors. Both descriptive and inferential statistics were used for the data analysis. The findings revealed that deviant behaviour is caused by a lack of effective parental upbringing. It was also found that Permissive parenting style significantly affectdeviant behaviour. Sharma, & Raju, (2023) found in their study that Permissive parenting style significantly correlate deviant behaviour among adolescent. The most important in the behaviour of adolescent is the parenting style. Idris (2021) asserted that parenting style is very crucial in adolescent behaviour. The study of Eschleman (2021) showed

that authoritarian parenting style significantly influence deviant behaviour among adolescent.

Permissive Parenting Style

Permissive parenting, also known as indulgent parenting is another potentially harmful style of parenting. These parents are responsive but not demanding. These parents tend to be lenient while trying to avoid confrontation (Eschleman 2021). Boroffice, (2021) argued that permissive parents are typically warm and nurturing, often holding minimal expectations for their children. The author added that in permissive parenting style, parents impose few rules and maintain open communication, allowing their children to navigate situations independently. This lack of expectation usually leads to infrequent disciplinary actions, as permissive parents often take on a more friend-like role than that of traditional authority figures. Chuks (2021), maintained that these children enjoy considerable freedom, making decisions about their bedtime, homework, and screen time on computers and televisions. Such extensive freedom may foster negative habits, as parents often provide little guidance on moderation. Overall, while children of permissive parents typically possess good self-esteem and decent social skills, they may also be impulsive, demanding, selfish, and struggle with self-regulation (Sanders and Turner 2018)

The benefit of this parenting style is that they are usually very nurturing and loving. The negatives, however, outweigh this benefit. Few rules are set for the children of permissive parents and the rules are inconsistent where they do exist. This lack of structure causes these children to grow up with little self-discipline and self-

control. Some parents adopt this method as an extreme opposite approach to their authoritarian upbringing, while others are simply afraid to do anything that may upset their children (Eschleman 2021). Permissive parents usually take on more of a friendly role than a parent role. They often encourage their children to talk with them about their problems, but they usually do not put much effort into discouraging poor choices or bad behaviours. Kids who grow up with permissive parents are more likely to struggle academically. They may exhibit more behavioural problems as they do not appreciate authority and rules. They often have low self-esteem and may report a lot of sadness. They are also at a higher risk for health problems, like obesity, because permissive parents struggle to limit junk food intake. They are even more likely to have dental cavities because permissive parents often do not enforce good habits, like ensuring a child brushes his/her teeth regularly (Idris 2021).

The development and cultivation of deviant acts have been blamed on parenting styles. Lawal and Usman (2020) observed that the child receives his/her first lessons on obedience, politeness, tolerance, co-operation and consideration for others from his/her parents, brothers, sisters, playmates and general conditions at home. It can be said that it is what parents impact on their children that are reflected in their lives as they mature into adult members of the society. It is therefore possible that parenting styles may have positive or negative influence on students' behaviour.

Wilson (2019) carried out a study on strategies for managing deviant behaviour among in-school adolescents as expressed by secondary school counsellors in Kwara State. The study adopted the descriptive survey research design method. The target population for this study consisted of secondary school counsellors in the state.

Purposive sampling technique was used to select 70 respondents from each of the three senatorial districts in Kwara State. The questionnaire titled "Strategies for Managing Deviant Behaviour Questionnaire" was administered to the school counsellors. Both descriptive and inferential statistics were used for the data analysis. The findings revealed that deviant behaviour is caused by a lack of effective parental upbringing. It was also found that Permissive parenting style significantly affectdeviant behaviour, Idris (2021) found in his study that Permissive parenting style significantly correlate deviant behaviour among adolescent.

Okorodudu (2022) conducted a study on how parents influence deviant behavior among adolescents: An Analysis of their Family Life, Community, and Peers. The main purpose of the study was to determine the prevalence of behavioural deviance and perceived parenting styles among higher secondary school students. Descriptive survey was employed as the design. The sampling procedure adopted by the investigator was random sampling (Simple). 403 Higher secondary school students of district Baramullah comprise the sample of the study. Parenting Style Scale by Gupta & Mehtani (2017) and Behaviour Deviance Scale by Chauhan and Aurora (1989) were utilized to collect the data. The collected data was analysed with the use of percentage and frequency counts. It was inferred from the analysis that behavioural deviance is prevalent among 16.27 % of adolescent students and Permissive parenting style significantly correlate deviant behaviour.

Also, Ekoja and Adole (2020) carried out a study on influence of parenting styles on adolescent deviancy in delta central senatorial district. The study investigated the influence of parenting styles on adolescents' delinquency. Descriptive survey study

was used to carry out the study. Four hundred and four (404) sample sizes were used for the study. 6 research questions and 6 research hypotheses were designed and formulated for the purpose of the study. Regression statistic was used for the analyses of the study. Irrespective of gender, location and age, the results of the analyses show that permissive parenting style effectively predicts adolescents' deviancy while authoritarian and authoritative did not.

Personality Characteristics and Deviant Behaviour among Adolescent

Personality is the dynamic organization within the individual of those psychological systems which establish his typical behaviour, thoughts, and actions. Personality usually refers to what, is unique about a person, the characteristics that distinguish people. According to Ibuchin (2021), personality is one's unique or characteristic pattern of behaviour and all the positive and negative traits of the individual, whether consistent or non-consistent which are observable and can be measured in the individual. The author added that thoughts, emotions, and behaviours as such do not constitute personality type, but rather, the dispositions that underlie these elements. This suggests in simple language that personality is the whole of a person's outstanding characteristics, physiology, drives, levels of aspirations, emotional and social traits, interests, attitudes and the like. llesanmi (2019), defined personality as the more or less stable and enduring organization of a person's character, temperament, intellect and physique which determine his unique adjustment to the environment.

Personality characteristics also known as personality traits have been indicated as one of the most significant predictors of individual outcomes and behaviours (Youn

and Fumio, 2019; Abdullah and Marican, 2016; Forrester, 2016). Traits refer to the ways of perceiving, thinking, and behaving toward the environment and oneself (Youn & Fumio, 2019). Personality Characteristics or traits indicate how we cope with stressful experiences in our life (Feist et al., 2019). Stressful life experiences and how people cope with them play a vital and important role for certain behaviours (Aleksic & Vukovi, 2018). On the other hand, Castillo (2019) stated that personality characteristics or traits could be defined as the way an individual's mental world is set in a world that is stable and consistent over time.

Personality is defined in Poropat (2019) as more or less stable internal factors that make one person's behaviour consistent from one time to another and different from the behaviour other people would manifest in comparable situations. The keywords here are stable, internal, consistent and different. It begins with the assumption that personality is more or less stable. Secondly, personality is internal. It is located inside the individual. It is not available for direct observation but can be measured indirectly by making observations of that which is available externally. Consistency refers to the similarity between a person's behaviour on two different occasions. Finally, personality makes a person's behaviour different from the behaviour of other people which they would manifest in comparable situations.

Allport (2018) sees personality as the dynamic organization within the individual of those psychophysical systems that determine his characteristics behaviour and thoughts. This suggests in simple language that personality is the whole of a person's outstanding characteristics, his physiology, drives, levels of aspirations, emotional and social traits, interests, attitudes and the like. This definition implies that personality is

an important aspect of social behaviour and ultimately will influence scholastic success, the life of adolescents and their social adjustment.

Castillo, (2017) carried out a study on the Relationship between Personality Traits, Deviant Behaviour and Workplace Incivility. The study aimed to identify the relationship between personality traits and workplace incivility and deviant behaviour. This study is a quantitative study, where data is collected using a three-part questionnaire which are demographics, personality inventory and workplace behaviour. The study sample consisted of 97 employees of private organizations around the state of Selangor and the Federal Territory of Kuala Lumpur. Data were then analysed using the Statistical Package for Social Sciences (SPSS) software. Pearson's correlation test and multiple regression tests were carried out to achieve the research's objectives. The results showed that there was a significant relationship between personality traits and workplace deviant behaviour and incivility.

Also, Torrente and Vazsony (2020) conducted a study on Personality, Parenting and Deviance among Spanish Adolescents. The goal of the work was to analyse the personality characteristics and interactions between parents and children that are related to diverse manifestations of deviant behaviour in adolescence, such as alcohol and drug abuse, vandalism, and theft. They also analysed parenting as a moderator in the relationship between personality and antisocial behaviour. The sample is made up of 652 adolescents, 282 boys and 370 girls, mean of 16.93 years (*SD* = 1). The results indicate that extraversion, agreeableness, and conscientiousness are associated with different measures of deviance. Positive parenting processes (closeness, communication) are negatively associated with deviance. Abdullah, Sabitha and Marican (2021) carried

out a study on the Big-five personality traits on deviant behaviour and found that Extraversion, Agreeableness and Neuroticism personality traits significantly correlate with deviant behaviour among adolescents.

Ruwan, Ajodo, &Kwasau (2023) carried out a study on personality as a factor in deviant behaviour among secondary school students in Kaduna State. The study was a cross sectional survey of 300 students who were drawn using simple random sampling techniques from six public schools in Kaduna state. By gender, 180 (60%) were male and 120 (40%) were females and their age ranged from 13-25 years. The Big Five Factor Markers from International Personality Item Pool-IPIP, and the Self-Report Deviant Scale were used to for data collection. Data was analysed using multiple regression to test the hypotheses. The results cl indicated that extraversion, agreeableness, and neuroticism significantly predicted deviant behaviour among government secondary school students in Kaduna state, while openness to experience and conscientiousness did not significantly predict deviant behaviour among government secondary school students in Kaduna State.

Tenibiaje and Tenibiaje (2022) carried out a study on influence personality characteristics on violent behaviour among adolescents in Nigeria. The purpose of the study is to find out how gender and personality characteristics influence violent behaviour among adolescents in Nigeria. A total number of three hundred (300) participants were used for the study. A questionnaire was designed by the researchers to measure the influence of gender and personality characteristics on violent behaviour among adolescents. The questionnaire contained the following items: age, sex, marital status, Big-five personality inventory (48-items) and violent inventory (56-items). Two

hypotheses were tested using independent t-test and multiple regression analysis. In analysing the first hypothesis, it showed personality traits (agreeableness, neuroticism, openness to experience, extraversion and conscientiousness) had a significant influence on violent behaviour among adolescents.

Extraversion personality characteristics or traits:

Extraversion traits measure the interpersonal interaction of individuals toward other people in the form of being outgoing or shy, as well as the capacity for joy (Castillo, 2017). Additionally, those individuals high in extraversion are sociable, outgoing, assertive, un-reserved, and companionable; those low in extraversion tend to be quiet, reserved, and timid (McCrae & Costa, 2019; Forrester et al., 2018). Abdullah, Sabitha and Marican (2021) maintained that, low levels of extraversion, which is introversion, showed uncomfortableness, shyness, unsociability, and reserved personality. There have also been studies that showed evidence that extraversion is significantly linked to maladaptive, antisocial, and deviant behaviour (Abdullah et al., 2021 Ibimiluyi 2020). According to Edwin (2021), extraversion personality traits significantly predict deviant behaviour among students. Aleksic and Vukovi (2018) found that there is no significant relationship between extroversion and deviant behaviour. They also, found that the Extraversion personality trait significantly influences deviant behaviour among adolescents. On the contrary, Santos and Eger (2019) and Abdullah et al., (2021) found extraversion as a valid predictor of deviant behaviour, which associates it with the probability of participating in deviant acts.

Researchers suggested that high levels of extraversion can be associated with an increased likelihood of adolescent deviant behaviour, particularly when combined with

other factors like low conscientiousness or poor impulse control, as extraverts may be more prone to seeking excitement and engaging in risky or socially disapproved behaviours due to their outgoing and thrill-seeking nature (Crnic and Ross 2017, Sanders and Turner 2018 and Youn & Fumio, 2019) However, it's important to note that not all extraverts engage in deviant behaviour, and the relationship is complex and depends on individual circumstances and environmental influences.

Ruwan, Ajodo and Kwasau (2019) carried out a study on Personality as a factor in deviant behaviours among secondary school students in Kaduna state. The study was a cross-sectional survey of 300 students who were drawn using simple random sampling techniques from six public schools in Kaduna state. By gender, 180 (60%) were male and 120 (40%) were females and their ages ranged from 13-25 years. The Big Five Factor Markers from the International Personality Item Pool-IPIP and the Self-Report Deviant Scale were used for data collection. Data was analysed using multiple regression to test the hypotheses. The results indicated that extraversion does not significantly predict deviant behaviour among government secondary school students in Kaduna state.

Ibrahim (2019) carried out a study on personality characteristics and interactions between parents and children that are related to diverse manifestations of deviant behaviour in adolescence, such as alcohol and drug abuse, vandalism, and theft. They also analyse parenting as a moderator in the relationship between personality and antisocial behaviour. The sample is made up of 652 adolescents, 282 boys and 370 girls, a mean of 16.93 years (*SD* = 1). The results indicate that extraversion, agreeableness, and conscientiousness are associated with different measures of deviance.

Otuadah (2018) did a study on the causes of behaviour problems among adolescents. One of aims of the study was to examine if extraversion personality characteristics correlates deviant behaviours among secondary school adolescents in Anambra State. Correlational research design was used in the study with two research questions and two hypotheses. The population of the study is made up of 10,430 SS2 students in the 268 public senior secondary schools in Anambra State. The sample is made up of 480 SS2 students. The study employed multi-stage stratified sampling technique. Three rating scales titled Deviant Behaviours among Secondary School Adolescent Scale (DBASSAS) were used to collect data for the study. The instruments were validated and found to be internally consistent with index of 0.71 for (DBASSAS) using Cronbach alpha statistic. The research questions were answered with Pearson "r" statistic while the hypotheses were tested using t-test significance of correlation at 0.05 level of significance. It was that: there is no relationship between extraversion personality characteristics and deviant behaviour.

Agreeableness personality Characteristic

Agreeableness personality Characteristic refers to the level of compassion within the self to the resentment of an individual and the different effects and behaviour involved. Bowling and Eschleman (2020) stated that agreeable persons are viewed to be pleasant, tolerant, helpful to others, trusting, forgiving, considerate to others, and cooperative. A tendency toward high agreeableness is much more likely to be considered as more cooperative, understanding, warm, sincere, well-mannered, naturally good, compassionate, friendly, and sympathetic; a tendency toward low agreeableness is more likely to be harsh, rude, cold, unsociable, insincere, and unsympathetic

(Forrester et al., 2018). Further, some studies have called low agreeable people unconcerned with others, and therefore can be unfriendly and uncooperative, independent and have poor personal affection toward others (Bodankin&Tziner, 2019). This type of personality (low agreeable) might lead individuals to engage in deviant behaviour and crimes. Poropat (2019) opined that low agreeableness personality traits are generally associated with an increased likelihood of adolescent deviant behavior, as individuals with low agreeableness tend to be less cooperative, empathetic, and concerned with others' needs, making them more prone to engaging in antisocial or disruptive actions.

Amaechi and Onah, (2019) carried out a study on personality factors as correlates of deviant behaviours among secondary school adolescents in Imo State. The aim of the study was to examine personality characteristics as correlates of deviant behaviours among secondary school adolescents in Imo State. This study was conducted using correlational research design with two research questions and two hypotheses. The population of the study is made up of 30,430 SS2 students in the 268 public senior secondary schools in Imo State. The sample is made up of 180 SS2 students. The study employed multi-stage stratified sampling technique. Three rating scales titled Deviant Behaviours among Secondary School Adolescent Scale (DBASSAS) was used to collect data for the study. The instruments was validated and found to be internally consistent with index of 0.71for (DBASSAS) using Cronbach alpha statistic. The research questions were answered with Pearson “r” statistic while the hypotheses were tested using t-test significance of correlation at 0.05 level of significance. It was found among others that: there is a very high

positive relationship between Agreeableness personality Characteristic and deviant behaviour. However, Osman (2021) found that there is an inverse correlation between agreeableness and deviant behaviour. Hence, an individual who possesses a low level of agreeableness is more likely to exhibit aggressive behaviour and more eager to enter a conflict, thus more likely participate in deviant acts. Additionally, Saud (2023) the study, revealed that highly agreeable people are possible to demonstrate lower deviant acts.

Ajodo and Kwasau (2019) carried out a study on Personality as a factor in deviant behaviour among secondary school students in Kaduna state. The study was a cross sectional survey of 300 students who were drawn using simple random sampling techniques from six public schools in Kaduna state. By gender, 180 (60%) were male and 120 (40%) were females and their age ranged from 13-25 years. The Big Five Factor Markers from International Personality Item Pool-IPIP, and the Self- Report Deviant Scale were used to for data collection. Data was analysed using multiple regression to test the hypotheses. The results indicated that extraversion significantly predicted deviant behaviour among government secondary school students in Kaduna state.

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Olu (2020) carried out a study on personality traits as correlates of aggression among in-school adolescents. The descriptive research of the survey type was adopted for the study. The population of the study was all the adolescents, both male (mean=15.58) and female (mean=15.62), in all secondary schools in Ekiti State, Nigeria. A total of 240 adolescents between the ages of 12 and 18 years (mean=15.60) were selected using multistage sampling technique. A self-designed questionnaire titled "Personality Trait and Aggressive Behavior Questionnaire" (PTABQ) was used to elicit information from respondents. The instrument was validated and the reliability was ensured using test re-test method. The reliability co-efficient was 0.85 at 0.05 level of significance. The data collected were analyzed using descriptive analysis for the general question raised while the hypothesis was tested using Pearson Product Moment Correlation at 0.05 level of significance. The result showed that there is significant relationship between agreeableness personality traits and aggressive

behaviour among adolescents. It also revealed that the levels of aggression and openness personality traits are moderate and high respectively.

Openness personality traits

Openness can refer to openness to knowledge - which implies intelligence—and openness to experience, closely related to artistic sensitivity, creativity, and imagination. Ibimiluyi (2020) opined that, people with high levels of openness are more likely to seek out a variety of experiences, be comfortable with the unfamiliar, and pay attention to their inner feelings more than those who are less open to novelty. He added that, they tend to exhibit high levels of curiosity and often enjoy being surprised.

Openness to experience, or simply openness, is a basic personality trait denoting receptivity to new ideas and new experiences. It is one of the five core personality dimensions that drive behaviour—known as the five-factor model of personality. Utti (2019) maintained that, more open minded people tend to prefer variety, seek new experiences and are curious and perceptive to their environment while less open minded people tend to avoid change, dislike disruption and focus on a few specific interests. The author added that, individuals who are open to exploring creative ideas within themselves and bring them to life are highly creative by nature.

Eschleman (2021) sees openness as the ability to adapt one's thinking and behaviour to better fit with changing situations and contexts. The author added that, individuals who are high in openness tend to be more adaptable, allowing them to navigate uncertain and complex situations with greater ease. People high in the trait of openness tend to be more open-minded and willing to embrace new ideas and

novel experiences. They approach unfamiliar things with a level of curiosity. They're also good at thinking about and making connections between different concepts and ideas. Openness to experience is correlated with another psychological trait known as absorption. Abdullah (2021) opined that; environment plays a role in openness development. He added that the way one was parented and his/her interactions with others can both impact how open he/she is to new ideas and experiences.

Pascal (2021), found that there was no significant relationship between openness and deviant behaviour among Government secondary school students. Also, Ruwan, Ajodo, and Kwasau (2019) in their study found that there was no significant relationship between openness and Deviant behaviour among students of government secondary school students in Kaduna state. However, the study of Al-Mutawa and Ibrahim (2019) showed that there is a correlation between openness and deviant behaviour among secondary school students in Kaduna.

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and found to be internally consistent with index of 0.71for (DBASSAS) using Cronbach alpha statistic. The research questions were answered with Pearson "r" statistic while the hypotheses were tested using t-test significance of correlation at 0.05 level of significance. It was that: there is no relationship between openness personality Characteristics and deviant behaviour.

Olu (2020) carried out a study on personality traits as correlates of aggression among in-school adolescents. The descriptive research of the survey type was adopted for the study. The population of the study was all the adolescents, both male (mean=15.58) and female (mean=15.62), in all secondary schools in Ekiti State, Nigeria. A total of 240 adolescents between the ages of 12 and 18 years (mean=15.60) were selected using multistage sampling technique. A self-designed questionnaire titled "Personality Trait and Aggressive Behavior Questionnaire" (PTABQ) was used to elicit information from respondents. The instrument was validated and the reliability was ensured using test re-test method. The reliability co-efficient was 0.85 at 0.05 level of significance. The data collected were analyzed using descriptive analysis for the general question raised while the hypothesis was tested using Pearson Product Moment Correlation at 0.05 level of significance. The result showed that there is significant relationship between openness personality traits and aggressive behaviour among adolescents. It also revealed that the levels of aggression and openness personality traits are moderate and high respectively.

Abdullah, Sabitha &Marican, (2021) carried out a study on the Relationship between Personality Traits, Deviant Behaviour and Workplace Incivility in Kwara State. The study aimed to identify the relationship between personality traits and workplace

incivility and deviant behaviour. This study was a quantitative study, Data was collected using a three-part questionnaire which are demographics, personality inventory and workplace behaviour. The study sample consisted of 97 employees of private organizations around the state of Selangor and the Federal Territory of Kuala Lumpur. Data were then analysed using the Statistical Package for Social Sciences (SPSS) software. Pearson's correlation test and multiple regression tests were carried out to achieve the research's objectives. The results showed that there was a significant relationship between openness personality traits and workplace deviant behaviour and incivility.

Social Media Usage and deviant behaviour among adolescent

The Internet has become the tool used for almost every project or paper that a student will write in high school. In recent studies, adolescents have been shown to be the greatest consumers of the Internet, particularly in social interactions (Lin &Sub-rahmanyam, 2020). Social networking sites as well as email, instant messaging, blogging, and online journals have completely changed the way that adolescents interact and gather information (Raacke&Raacke, 2020). Adolescents have become accustomed to this lifestyle much more than older generations have in recent years.

Teenagers now use the Internet for the majority of their daily activities and information gathering, as opposed to older generations who use resources like television or newspapers. Social networking sites have also been at the centre of concern for many parents because of safety concerns and/or risks. The risks and dangers of teen internet usage are constantly flooding television shows, newscasts, and magazines, always warning parents to educate parents on teen Internet behaviours.

Okpala, Awujo and Okpala's (2019) study indicated that social media viewing can impact both positively and negatively on the behaviour of most adolescents among public secondary school students. Asekun-Olarinmoye, and Omisore (2019) reiterated that uncontrolled exposure to social media and the internet could negatively influence the sexual patterns and behaviour of youths. Cakar (2023) revealed in his study that in children, the social support perceived by the family, peers and teachers significantly predicts behaviour problems. Also, Cheng (2019) found that the main factor in students' deviant behaviour is social network usage. Amaechi, Ekeh, and Oparaji (2022) also found that there is a significant relationship between the students' use of social media and deviant behaviours.

Silas, Ebenuwa-Okoh and Ugoji (2023) pointed out that social media such as Facebook usage, WhatsApp, Tik Tok, Instagram, Twitter, Wechat, Snapchat and YouTube has contributed to the observable shift in the social order of any society like the secondary school system through social crime pictures such as violence, abortion, rape bullying, arrogance, gangsterism, gossiping, improper dressing, truancy, burglary, fighting, lying and glamorization of drugs which are posted on social media (Facebook, Instagram WhatsApp, Internet, Pornographic sites). Barry, (2017) opined that anti-social behaviours are presented on the internet in the lyrics of popular music and video films nowadays. These are made easy with mobile phones that have such facilities since society has come to a point where the idea of living without cell phones seems ludicrous.

Greitemeyer and Sagioglou (2019) asserted that, adolescent students are the most prolific users of phones more than some of their parents. Some parents desired their

children to have a cell phone for communication and security purposes but students took advantage of that by demanding the highest facilitated accessories cell phone to sustain either good or bad motives to interact with friends, neighbours and colleagues within and around his or her jurisdictions. These social networks of interactions have permeated across cultural groups, economic strata educational units and age cohorts. Adolescents and young adults spend a considerable portion of their daily activities interacting through social networking media. Confidentially, they unveil their feelings without much pressure nor influence to loved ones, friends, neighbours and colleagues and at the same way are exposed and addicted to negative behavioural patterns such as cyber-bullying, indecent dressing, vulgarity of languages, online sexual crime, drug abuse, disrespect, dishonesty, stealing, fighting, arrogance, alcoholism, assaults, cultism, lying, aggression and falsification through global social networking of interaction where they exhibit thoughts, feelings, actions, reactions, emotions, pictures, songs/ music which are inimical to school society. These global social networks of interaction help to disseminate information, images, actions, and reactions in a speeding retentive mode into the domains of thousands of individual students not minding the negative effect accorded to students morally, psychologically, socially, physiologically, economically and academically. It is then the purview of criminologists, psychiatrists, psychologists and sociologists to study how these anti-behavioural patterns are created, how they change over time, how they are enforced and what modalities are required to minimize their tendencies.

Social media therefore is an institution of society that has influenced people's attitudes and experiences in more hidden ways. According to Greitemeyer and

Sagioglou (2021), it is the social medium which posts social problems that threaten the smooth operations of other units and the achievement of its aims and objectives. Social media provide much of the knowledge upon which decisions are made and attitudes are formed. Social media is a social system that can energize people into making some decisions and actions or otherwise. Based on this, Alonzo and Aiken (2019) asserted that criminal and deviant behaviour can be taught and reinforced through online interactions. Social media has become an integral part of modern life revolutionizing the way people communicate, share information and interact with one another.

Silas and Ebenuwa-Okoh (2023) carried out a study on Social Media usage (SMU) and Adolescents' Behaviour (AB) among Secondary School Students in Delta State. The study examined the relationship between social media usage and adolescent behaviour among secondary school students in Delta State. In the course of the study, one research question and one hypothesis were tested. The correlational research design was adopted. The population of the study was made up of 72,854 senior secondary school students in Delta State. A sample size of 1,045 students was selected through a multistage sampling procedure. A questionnaire made up of standardised items was used to gather data. The questionnaire was validated by experts' judgement and factor analysis. The Cronbach alpha reliability coefficient was used to estimate the reliability index of the instrument. Pearson's Product Moment Correlation Coefficient of Determination was used to answer the research question, while regression statistics were used to test the hypotheses at the 0.05 level of significance. The findings of the study revealed that a significant positive relationship

exists between social media usage and adolescent behaviour among secondary school students in Delta State.

In same vein, Silas, Ebenuwa-Okoh and Ugoji (2023) carried out a study on social media usage and delinquent behaviour among secondary school students in Delta state. In the course of their study, one research question and one hypothesis were tested. The correlational research design was adopted. The population was made up of 72,854 senior secondary school students in Delta State. A sample size of 1,045 students was selected through a multistage sampling procedure. A questionnaire made up of standardised items was used to gather data. The questionnaire was validated by experts' judgement and factor analysis. The Cronbach alpha reliability coefficient was used to estimate the reliability index of the instrument. The Pearson's Product Moment Correlation Coefficient of Determination was used to answer the research question, while regression statistics were used to test the hypotheses at the 0.05 level of significance. The findings of their study revealed that a significant positive relationship exists between social media usage and delinquent behaviour among secondary school students in Delta State.

Also, Molina (2020) in the study found that social media usage correlates with deviant behaviour among adolescents. Kariku (2021) carried out a study on the causes of deviancy and ways to deal with it. In the course of the study, two research questions and two hypotheses were tested. The correlational research design was adopted. The population of the study was made up of 12,854 senior secondary school students. A sample size of 1,285 students was selected through a multistage sampling procedure. The Cronbach alpha reliability coefficient was used to estimate the reliability index of

the instrument. Regression statistics were used to test the hypotheses at the 0.05 level of significance. The findings of the study among others revealed that there is a significant positive relationship between social media usage and deviant behaviour among secondary school students.

Duven and Timm, (2021) carried out a study on the influence of YouTubers on adolescents' identity construction by exploring interactions between YouTubers and adolescents. The study intended to understand the YouTubers' role in adolescents' lives in terms of mindset and daily practices. The study was qualitative research. The data was collected from 10 adolescents through semi-structured interviews to get in-depth information about the identity experiences of adolescents. The data were analysed through the interpretative phenomenological analysis method. The results of the study revealed that YouTubers guided adolescents to become integrated into society by noticing the similar aspects of their identities such as feelings, thoughts, and beliefs. Also, the study showed that there is a correlation between YouTube and deviant behaviour.

Social Networking Sites

The idea of "Social Networking" has existed for several decades as a way for people to communicate in society and build relationships with others. With the increase of technology used for communicating with others and the popularity of the Internet, "Social Networking" has become an activity that is done primarily on the Internet, with sites like Myspace, Facebook, WhatsApp, Twitter, Friendster and Xanga (Coyle & Vaughn, 2018). Social networking sites (SNS) may be defined as Web-based services that allow individuals to, construct a public or semi-public profile

within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system (Boyd & Ellison, 2019).

The Federal Bureau of Investigation estimated that there are over 200 different sites that are used for social networking (Duven&Timm, 2021). Each person who becomes a member of a SNS has the opportunity to create his or her webpage or "profile" which is supposed to be seen as a reflection of that person's personality. By using this personal profile, one can build an entire social network based on his or her personal preferences (Boyd & Ellison, 2019). The idea behind most of this phenomenon, as with many websites, is to help people feel socially connected and part of a community (Coyle & Vaughn, 2020). Participants may connect with other people they know through school, work, or an organization, or they may meet strangers from all over the world (Coyle & Vaughn, 2020). Social status is also a very important part of SNSs because it plays a role in how each individual is viewed on their profile by others. Adolescents and college-aged individuals are especially interested in having a lot of friends because many worry about what others will think if they do not have as many friends as their peers.

Facebook is a website which allows users, who sign up for free profiles, to connect with friends, work colleagues or people they don't know, online. It allows users to share pictures, music, videos, and articles, as well as their thoughts and opinions with however many people they like. It is a social networking site that makes it easy for you to connect and share with family and friends online. Originally designed for college students, Facebook was created in 2004 by Mark Zuckerberg

while he was enrolled at Harvard University. By 2006, anyone over the age of 13 with a valid email address could join Facebook. Today, Facebook is the world's largest social network, with more than 1 billion users worldwide.

Facebook is one of the most popular social media platforms. Facebook users visit the website at least once per day. Also, 40% of social media users think it would be hard to give up social media, which indicates an increase in the number of users declaring it difficult to cease using this type of media (Błachnio, Przepiórka, & Rudnicka, 2023). Notably, however, aside from facilitating communication between users, using Facebook may have negative consequences, including compulsive behaviours. Błachnio, Przepiórka, and Rudnicka, (2023) opined that excessive use of Facebook is referred to as Facebook addiction. They noted that individuals who tend to overuse Facebook feel anxiety and discomfort when they cannot log on. Their more negative mood affects their physical, psychological, interpersonal, social, economic, and family functioning (Andreassen & Pallesen, 2019; Elphinston& Noller, 2021). Also, studies demonstrated links between Facebook addiction and high extraversion, low openness and low conscientiousness (Andreassen et al., 2023; Błachnio, Przepiórka, Benvenuti et al., 2023), deviancy (Brailovskaia& Margraf, 2022)

YouTube is a popular video-sharing platform that allows registered users to upload videos of their own as well as to watch videos posted by other users. There is a wide range of videos available to watch provided by people from all around the world with different backgrounds. Duven and Timm, (2021) stated that YouTube is an online public communications site. The site allows any registered users to upload and have it available to the public their videos for viewing. Anyone who goes to the site

can view the videos that are posted on this site. The videos are anything from beginner videos to more professional videos. According to Coyle & Vaughn, (2020), one can put just about anything he/she wants on the YouTube site. However, the authors stated that negative behaviour can be learned on YouTube if one is not disciplined. On this, Duven and Timm, (2021) found that there is a significant relationship and deviant behaviour among adolescents.

TikTok is a social media platform for creating, sharing and discovering short videos. The app is used by young people as an outlet to express themselves through singing, dancing, comedy, and lip-syncing, and allows users to create videos and share them across a community. TikTok allows users to watch, create, and share short videos online. The app was launched in 2016 by the Chinese technology company ByteDance. With its personalized feeds of quirky short videos set to music and sound effects, the app is notable for its addictive quality and high levels of engagement. However, its Chinese ownership has also made it controversial because of concerns that the Chinese government could use it for propaganda purposes and to collect data on users (Raacke&Raacke, 2020). TikTok's short-form video format lends itself to entertainment and comedy. However, it is increasingly used for infotainment. Influencers who gain a steady audience on TikTok offer snippets of advice and tips along with self-promotion. Beauty, fashion, personal finance budgeting, and cooking are all popular topics for informational videos. Increasingly, the format is used to promote and sell products.

Raacke and Raacke, (2020) maintained that TikTok works by letting users upload content on the app, which it then displays to other users on their “For You

Page" and "Explore Page". The TikTok algorithm personalizes the experience for each user by determining the best content to display to them based on a variety of factors (Bahnweg 2023). Several aspects exacerbate the mental health issues in young people. The first main issue is the adolescent brain. That is, biologically, the prefrontal cortex of the brain, which regulates our thoughts, actions and emotions, is not fully developed in young people until the age of 24-26 (Papaps, 2023). It is highly plausible that unsupervised exposure without responsible input/guidance to unregulated online behaviour can make young people particularly vulnerable.

The issues are further complicated by a lack of trust between adolescents and their adult networks, including parents, teachers and counsellors, which makes them more reliant on peer advice and often peer pressure (Haque, 2023). This dependency has been made much easier with social media apps including TikTok. Moreover, for some adolescents' digital technology provides the perfect environment where they can express themselves without fear of immediate audience backlash. However, it can also be a perfect environment for some to harass and bully others without being seen and identified to the victims. There is ample evidence to suggest that digital technology can also be an unsafe and harmful environment (Papaps, 2023). TikTok can serve as a source of entertainment and create a sense of community during isolation and lockdown periods as a result of Covid-19. However, in the absence of physical contact with peers TikTok could lead to adverse health and social outcomes in young people. In particular, those aged 11 to 17 are susceptible to social influences, and the content they are exposed to on TikTok can lead them down a slippery slope (Olsson,

2021). On this, Papaps, (2023) found that there is a position correlation between TikTok users and adolescent deviant behaviour.

Summary of Reviewed Literature

The review of related literature was organized in subheadings to indicate the areas covered as a way of providing adequate information for the investigation. The literature reviewed focused on the parenting style, personality characteristics and social media usage among adolescents as correlates of deviant behaviour among the adolescents in Edo South Senatorial District. Systematically, the study was hinged on Psychoanalytic Theory by Sigmund Freud. The theory explains that all humans have natural drives and urges that are repressed in the unconscious layer. A child who is improperly socialized then could develop a personality disorder that causes him or her to direct antisocial impulses. The researcher extensively reviewed the concept of Adolescent and deviant behaviour. Also, parenting styles, personality traits and social media usage against adolescent behaviour were reviewed. Other aspects of the review were Authoritarian, Authoritative and permissive parenting styles as elements of parenting style, and Extraversion, Agreeableness and openness personality characteristics as elements of personality characteristics.

Also, the concept of deviant behaviour and adolescents were reviewed by citing different authors. An empirical study of parenting style, personality characteristics and social media usage against adolescent deviant behaviour was also carried out. From the reviewed literature, Abdullah and Marican (2015) carried out a study on the Big-five personality traits on deviant behaviour and found that Extraversion, Agreeableness and openness personality traits significantly correlate with deviant behaviour among

adolescents. Ruwan, Ajodo and Kwasau (2016) conducted a study on Personality as a factor in deviant behaviour among secondary school students in Kaduna State; the result indicated that extraversion, agreeableness, and openness significantly predicted deviant behaviour among government secondary school students in Kaduna State.

Torrente and Vazsonyi (2012) also carried out a study on Personality, Parenting and Deviance among Spanish Adolescents. It was found by the researchers that extraversion and agreeableness are associated with different measures of deviance and parenting style significantly influences deviant behaviour among adolescents. Tenibiaje and Tenibiaje (2014) carried out a study on the Influence of Gender and Personality Characteristics on Violent Behaviour among Adolescents in Nigeria. The result indicates that personality traits (agreeableness, neuroticism, openness to experience, extraversion and conscientiousness) had a significant influence on violent behaviour among adolescents. Titilayo and Abdulkareem (2020) in the same vein carried out a study on parenting styles and adolescents' deviant behaviours in Nigeria: implications for educational stakeholders. It was found by the researchers that parenting style and adolescents' deviant behaviour significantly correlate.

A lot of research has been done in this regard by attributing various variables like social and psychological phenomena, *mass media,* religious, Psychological, biological, environmental and others as factors accountable for deviant behaviour among adolescents (Youn and Fumio, 2014; Abdullah and Marican, 2016; Forrester et al., 2016). From the literature reviewed, it was observed that there is a dearth of empirical research documentation on parenting style, personality characteristics and social media usage on adolescent deviant behaviour particularly in Edo South

Senatorial District. Hence, this study hopes to carry out a study that involves the combination of three variables (parenting styles, adolescent personality characteristics and social media usage) as correlates of adolescent deviant behaviour.

CHAPTER THREE

METHODOLOGY

In this chapter, the procedures that were employed in carrying out the study were described under the following sub-headings:

- Design of the Study
- Population of the Study
- Sample and Sampling Techniques
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the Study

The research design for this study was a survey employing the correlational. The correlational research design was adopted for the study because the study seeks to find out the extent to which the independent variables (Parenting style, personality traits and social media usage) will be able to correlate with the dependent variable (adolescent deviant behaviour) to establish their relationship. This study is concerned with the correlation value(s) of the independent variables (Parenting style, personality characteristics and social media usage) for adolescent deviant behaviour (dependent variable).

Population of the Study

The population for this study consisted of all public senior secondary school two (SSS2) students in Edo South Senatorial Districts. Edo South Senatorial District is made up of seven Local Government Areas namely: Egor Local Government Area, Ikpoba- - Okha Local Government Area, Oredo Local Government Area, Orhionmwon Local Government Area, Ovia-North East Local Government Area, Ovia South West Local Government Area and Uhunmwode Local Government Area and there are twelve thousand, eight hundred and seventeen (12,817) Senior Secondary School two (SSS 2) students in the 2023/2024 school year in Edo South Senatorial District.

Sample and Sampling Techniques

The sample for this study was four hundred and five (405) senior secondary school two students who were selected using stratified and proportionate random sampling techniques. .

Step 1: A stratified random sampling technique involving the balloting method was used to select four (two rural and two urban Local Government Areas) out of the seven Local Government Areas of the Edo South Senatorial District. The researcher first divide the Local Government Areas into strata (Urban and Rural Local Government Areas) and then two Local Government Areas were randomly selected from each strata using balloting.

Step 2: Proportionate stratified random sampling technique was used to select six (6), eleven (11), seven (7) and nine (9) schools from Egor, Ikpoba-Okha, Ovia South West and Uhunmwonde Local Government Areas respectively representing 50% of schools from each of the four local government areas. This gave a total of 33 schools that were chosen for this study.

Step 3: Proportionate stratified random sampling technique was used to select 10% of students from each of the sampled schools making a total of four hundred and five (405) students for the study (See table 6 page 105).

Research Instrument for the study

Two research instruments were used for this study, a questionnaire titled "Parenting Styles, Personality Characteristics and Social Media Usage Questionnaire (PSPCSMUQ)" and an adapted Deviant Behaviour Variety Scale (DBVS; Sanches et..al, 2016). The first instrument "Parenting Styles, Personality Characteristics and Social Media Usage Questionnaire" was constructed by the researcher with the supervision of the two supervisors based on reviewed literature. It consists of thirty-five (35) items with 15 items for Parenting styles (Authoritarian parenting style 5 items, Authoritative parenting style 5 items and Permissive parenting style 5 items), 15 items for

Personality Characteristics (Extraversion personality 5 items, Agreeableness personality 5 items and openness personality 5 items) and 5 items for social media usage.

The second instrument 'Deviant Behaviour Variety Scale' consists of 10 questions that were adapted from the Deviant Behaviour Variety Scale (DBVS; Sanches et..al, 2016) self-report but items 3, 5, 7, 8, 9, 10 and 13 of the self-report scale were modified to suit the study. The items on the two instruments were on modified 4-point Likert's type ranging from Strongly Agree, Agree, Disagree and Strongly Disagree for which the respondents indicated their opinions.

Validity of the Instrument

The instruments titled Parenting Style, Personality Characteristics and Social Media Usage Questionnaire and the Deviant Behaviour Variety Scale were scrutinized and validated by three experts in the Department of Educational Evaluation and Counselling Psychology. Their suggestions, comments and observation made were effected in the final copy of the questionnaire.

Reliability of the Instrument

To determine the reliability of the instruments, the researcher administered the instruments to twenty (20) students in public senior secondary schools in Edo South Senatorial District who will not be part of the sample that will be used. Their responses were subjected to Cronbach alpha method of reliability and reliability coefficients of .82, .79, .87 and .84 for Parenting Style, Personality Characteristics and Social media usage Questionnaire and Deviant Behaviour Variety Scale were obtained respectively which indicated a high level of internal consistency for the items to be used.

Method of Data Collection

The researcher used research assistants to administer the validated instrument to the respondents. The research assistants were briefed on the aims of the research work and trained on how to administer the instruments to explain specific features of the instrument to the respondents to enable them to provide necessary responses on each item on the instruments. The instruments were administered and retrieved on the same day to reduce losses.

Method of Data Analysis

To analyse the data that were generated from the study, first, the positive statements were awarded 4, 3, 2, and 1 while negative statements were reversed. Pearson Product Moment correlation was used to test hypotheses 1 to 7 while regression was used to test hypotheses 8 to 11 and all the hypotheses were tested at 0.05 level of significance.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

In this chapter results of the analysis and discussion of findings of this study are presented:

Presentation of Results

Hypothesis 1: *Authoritarian parenting style does not significantly relate to deviant behaviour among adolescents in Edo South Senatorial District.*

Table 1: Showing a Correlation between Authoritarian parenting style and deviant behaviour among adolescents' in Edo South Senatorial District

Variables			N
r	sig.(2-tailed)	Decision	
Authoritarian parenting style			
			405
.72	.000	Significant	
Deviant Behaviour			

$\alpha = 0.05$

Table 1 above shows r value of .72 and a *p*-value of 0.000. Since the *p*-value is less than the alpha level the null hypothesis which states that Authoritarian parenting style does not significantly relate to deviant behaviour among adolescent in Edo South Senatorial District is rejected in favour of the alternative hypothesis. Hence, Authoritarian parenting style significantly correlates deviant behaviour among adolescent in Edo South Senatorial District. Also, the r- value of 0.72 shows that there is a positive relationship between the independent variable (Authoritarian Parenting style) and the dependent variable (deviant behaviour).

Hypothesis 2: *Authoritative parenting style does not significantly relate to deviant behaviour among adolescents in Edo South Senatorial District.*

Table 2: Showing a Correlation between Authoritative parenting style and deviant behaviour among adolescents' in Edo South Senatorial District

Variables			N
	r	**sig.(2-tailed)**	**Decision**
Authoritative parenting style			405
	.83	.064	Not significant
Deviant Behaviour			

α = 0.05

Table 2 above shows r value of .83 and *p*-value of 0.06. From the analysis, the r of 0.83 shows that, there is a high correlation between the variables (Authoritative parenting style and deviant behaviour). Testing at 0.05 level of significance, the *p*-value is greater than the alpha level, hence, the null hypothesis is retained. Therefore, Authoritative parenting style does not significantly relate to deviant behaviour in adolescent in Edo South Senatorial District.

Hypothesis 3: *Permissive parenting style does not significantly relate to deviant behaviour among adolescents in Edo South Senatorial District.*

Table 3: Showing a Correlation between Permissive parenting style and deviant behaviour among adolescents' In Edo South Senatorial District.

Variables			N
	r	**sig.(2-tailed)**	**Decision**
Permissive parenting style			405
	.64	.013	Significant
Deviant Behaviour			

α = 0.05

Table 3 above shows r value of .64 and *p*-value of 0.013. Testing at 0.05 level of significance, the *p*- value (.013) is less than the alpha level; hence the null hypothesis which states that Permissive parenting style does not significantly relate to deviant behaviour in adolescent in Edo South Senatorial District is rejected. Hence, permissive parenting style significantly relate to deviant behaviour among adolescent in Edo South Senatorial District. Also, the r of 0.64 shows that the correlation between the variables (permissive parenting style and adolescent deviant behaviour) is high.

Hypothesis 4: *Extraversion personality characteristics does not significantly relate to deviant behaviour among adolescents in Edo South Senatorial District.*

Table 4: Showing a Correlation between Extraversion as adolescents' personality and deviant behaviour among adolescents' in Edo South Senatorial District

Variables			**N**
r	**sig.(2-tailed)**	**Decision**	
Extraversion personality			
			405
.88	.063	Not significant	
Deviant Behaviour			

α = 0.05

Table 4 above shows r value of 0.88 and p-value of 0.063. Testing at an alpha level of 0.05, the *p*- value is greater than the alpha level hence the null hypothesis which stated that Extraversion personality does not significantly relate to deviant behaviour in adolescent in Edo South Senatorial District is retained. Therefore, Extraversion personality characteristics does not significantly relate to deviant behaviour in adolescent in Edo South Senatorial District. Also, the r of 0.88 shows that, there

is a high positive correlation between the variables (extraversion personality and deviant behaviour among adolescent).

Hypothesis 5: *Agreeableness personality characteristics does not significantly relate to deviant behaviour among adolescents in Edo South Senatorial District..*

Table 5: Showing a Correlation between agreeableness adolescent personality and deviant behaviour among adolescents' in Edo South Senatorial District

Variables			**N**
	r	**sig.(2-tailed)**	**Decision**
Agreeableness personality			
			405
	.77	.000	Significant
Deviant Behaviour			

α = 0.05

Table 5 above shows r value of 0.77 and p-value of 0.000. Testing at an alpha level of 0.05, the *p*- value is less than the alpha level. Therefore, the null hypothesis which states that Agreeableness does not significantly relate to deviant behaviour in adolescent in Edo South Senatorial District is rejected. Hence, Agreeableness personality characteristics significantly correlate deviant behaviour in adolescent in Edo South Senatorial District. Also, the r of 0.77, shows that the correlation between the dependent variable (adolescent deviant behaviour) and the independent variable (agreeableness adolescent personality characteristics) is positively high.

Hypothesis 6: *Openness personality characteristics does not significantly relate to deviant behaviour among adolescents in Edo South Senatorial District.*

Table 6: Showing a Correlation between agreeableness adolescent personality and deviant behaviour among adolescents' in Edo South Senatorial District

Variables			**N**
	r	**sig.(2-tailed)**	**Decision**
Openness personality			
			405

.73	.003	Significant
Deviant Behaviour		

α = 0.05

Table 6 above shows r value of 0.73 and p-value of 0.003. Testing at an alpha level of 0.05, the *p*- value is less than the alpha level, the null hypothesis which states that openness personality characteristics does not significantly relate to deviant behaviour in adolescent in Edo South Senatorial District is rejected in favour of the alternative hypothesis. Hence, opening personality characteristics significantly relate to deviant behaviour among adolescent in Edo South Senatorial District. The r of 0.73, shows that the correlation between the independent variable (openness adolescent personality characteristics) and dependent variable (Deviant Behaviour in Adolescent) is positive.

Hypothesis 7: *Social media usage does not significantly relate to deviant behaviour among adolescents in Edo South Senatorial District.*

Table 7: Showing a Correlation between Social Media Usage and Deviant Behaviour among and among adolescents' in Edo South Senatorial District

Variables			**N**
	r	**sig.(2-tailed)**	**Decision**
Social media Usage			
			405
	.79	.003	Significant
Deviant Behaviour			

α = 0.05

Table 7 above shows r value of 0.79 and p-value of 0.003. Testing at an alpha level of 0.05, the *p*- value is less than the alpha level the null hypothesis which states that social media usage by adolescents does not significantly relate to deviant behaviour in adolescent in Edo South Senatorial District is rejected in favour of the alternative hypothesis. Hence, social media usage by adolescents significantly relate to deviant behaviour among adolescent in Edo South Senatorial District. The r-value of 0.79, shows that the correlation between the independent variable (social media usage by adolescents) and dependent variable (Deviant Behaviour in Adolescent) is positive.

Hypothesis 8: *Parenting styles, Personality characteristics and social media usage by adolescents do not significantly relate to deviant behaviour in adolescents in Edo South Senatorial District.*

Table 8: Model Summary of Regression Analysis of Parenting styles, personality Characteristics and social media usage on deviant behaviour among adolescents' in Edo South Senatorial District.

Model	**sum of squares**	**df**	**mean square**	**F**	**Sig (2-tailed)**	**Decision**
Regression	5898.059	3	1966.020			
Residual	324.968	401	.810			
	2426.004	.023	significant			
Total	6223.027	404				

r = .974, **r^2** = .949, **Adjusted** R **Square** = .949, **Standard Error** = .904

a. **Dependent Variable**: Deviant Behaviour

b. **Predictors**: (Constant), Social Media, Parenting styles, Personality Traits

Table 8 shows r value of .974 and r^2 value of .949 (94.9%). From the table, it was revealed by the r^2 value, that 94.9% variation in the dependent variable (Deviant behaviour) can be account for by the independent variables of parenting styles, personality traits (characteristics) and social media usage by adolescents. The table also shows an F value of 2426.004 and a p value of .023. Testing at an alpha level of .05 the p value (0.02) is less than the alpha level (0.05), so, the null hypothesis which stated that Parenting styles, Personality characteristics and social media usage do not significantly predict deviant behaviour in adolescents in Edo South Senatorial District is rejected in favour of the alternative hypothesis. Hence, parenting styles, Personality characteristics and social media usage significantly predict deviant behaviour in adolescents in Edo South Senatorial District.

Table 9: Parameter Estimate of Regression Analysis of the prediction of Parenting styles,Adolescents' personality Characteristics and social media usage on deviantbehaviour among adolescents

Model	unstandardized coefficient		t	sig.	standardized coefficient
	B	std Error			Beta
Constant1	.388	.355			
	3.908	0.000			
Parenting style	.023	.008			.032
	2.827	0.005			
Personality Traits	.199	.007			.316
	26.681	0.000			
Social media usage	.915	.011			.833
	84.172	0.000			

Dependent variable: Adolescent Deviant Behaviour

Table 9 shows β- value of 0.032, t-value of 2.827 and p-value of .0.005 for parenting styles, β- value of 0.316, t-value of 26.681 and p-value of .0.000 for personality traits and also, β- value of 0.833, t-value of 84.172 and p-value of 0.000 for social media usage.

From the table, it was concluded that, at alpha level of 0.05, parenting styles, personality traits and social media usage are all significant predictors of adolescent deviant behaviour in Senior Secondary schools in Edo South Senatorial District. Looking at Beta coefficients summative in Table 12, parenting styles was 0.032, personality trait was 0.316 and social media usage was 0.833. By these summative beta coefficients values for each of the variables; it therefore revealed that social

media usage by adolescent influences deviant behaviour among adolescent most, followed by personality traits and the least predictor is parenting style.

Discussion of Findings

The result of hypothesis 1 (Table 1), revealed from the analysis that, there is a positive high correlation between Authoritarian parenting style and deviant behaviour among adolescent in Edo South Senatorial District. This means that Authoritarian parenting style significantly correlate deviant behaviour among adolescents. This correlation could be as a result of the punishment the adolescents received from their parents. For example, the authoritarian parents instead of disciplining their children in love whenever they did wrong or misbehave they would rather punish them by withdrawing affection from their children. Some become angry with their children not allowing them to express their feeling but expect a total compliance and complete obedience to their wishes. This implies that, children who are raised with authoritarian parenting styles end up having behaviour that deviates from the social norm of their society. The authoritarian parenting style children feel constantly criticized and not confident in their abilities due to the high expectations and lack of positive reinforcement. This finding agreed with the finding of Sharma, and Raju, (2023) who found that Authoritarian parenting style significantly correlates deviant behaviour among adolescent. Duroasro (2019) findings further supported this finding by establishing that authoritarian parenting style significantly predicts deviant behaviour among adolescent. And Eschleman (2021) finding also supported this finding that authoritarian parenting style significantly influenced deviant behaviour among adolescent. However, the finding disagreed with Okorodudu (2023) finding, who found that

authoritarian parenting style do not significantly predicts deviant behaviour among adolescent. The finding has been able to establish that children who grew up with strict authoritarian parenting style tend to follow rules most of the time.

From hypothesis 2 (Table 2), the result revealed that Authoritative parenting style does not significantly relate to deviant behaviour in adolescent. This implies that children who are raised with authoritative parenting style do not deviant from the social norm of the society. This could be attributed to the fact that in authoritative parenting, children‘s opinions are valued and respected. Children are encouraged to decide and accept responsibility for their actions and decisions. The parents listen to their children’s concerns, and take them into account. They help kids figure out what went wrong, and explain the consequences of good and bad behaviour. As a result, they feel comfortable in expressing their opinions and are likely to be of good behaviour. This could also be that authoritative parents invest time and energy in preventing behaviour problems before they manifest. They reinforce good behaviour, like praise and reward systems, and also use positive discipline strategies This finding is in consonant with the finding Ibimiluyi (2020) who found that, authoritative parenting style does not significantly predict deviant behaviour among adolescent. Okorodudu (2023) finding further supported this finding. In his study on the influence of parenting styles on adolescents’ deviancy, he found that authoritative parenting style does not significantly predict deviant behaviour among adolescent. However, the finding contradicts the findings of Abdullah, Sabitha and Marican (2021) and Amaechi and Onah, (2019) who independently found that Authoritative parenting style significantly predict deviant behaviour. This study has been able to establish that Authoritative

parenting style does not significantly predict deviant behaviour among adolescents in Edo South Senatorial District.

Finding from Hypothesis 3 (Table 3) revealed that permissive parenting style has a positive correlation with deviant behaviour among adolescent in Edo South Senatorial District. This implies that when children are raised with permissive parenting style they grow up deviating from the social norm of the society. From the analysis, it was revealed that permissive parenting style significantly relate to deviant behaviour among adolescents. This could be attributed to the fact that, parents using permissive parenting style usually take on more of a friendly role than parent role. They often encourage their children to talk with them about their problems, but they usually do not put much effort into discouraging poor choices or bad behaviours. Parents impose few rules and maintain open communication, allowing their children to navigate situations independently. This lack of expectation usually leads to infrequent disciplinary actions, as permissive parents often take on a more friend-like role.

Permissive parents encourage their children to talk with them about their problems, but they usually do not put much effort into discouraging poor choices or bad behaviours which may lead to deviant behaviour among their children. The finding agreed with the finding of Idris (2021), who found that, permissive parenting style significantly affect deviant behaviour among adolescents. And also, the finding of Okorodudu (2022) further supported this finding, the author found that Permissive parenting style significantly correlate deviant behaviour. On the contrary, the finding disagreed with the finding of Ekoja and Adole (2020) who found that, permissive parenting style do not significantly influence deviant behaviour among adolescents.

This study has been able to establish that children raised with permissive parenting style enjoy considerable freedom, making decisions about their bedtime, homework, and screen time on computers and televisions. Permissive parents tend to be lenient while trying to avoid confrontation. Such extensive freedom may foster negative habits, as parents often provide little guidance on moderation.

From the result in hypothesis 4 (Table 4), extraversion personality characteristics has a positive correlation with deviant behaviour among adolescents in Edo South Senatorial District. However, the p value of the analysis revealed that Extraversion personality characteristics does not significantly relate to deviant behaviour in adolescents. This implies that, deviant behaviour among adolescents is not as a result of extraversion personality characteristics of the adolescent. This finding supported the findings of Otuadah (2018) and Ruwan, Ajodo and Kwasau (2019) who independently found that, extraversion does not significantly predict deviant behaviour among government secondary school students. The finding disagreed with the finding of Ibrahim (2019) who found that; extraversion is associated with different measures of deviance. This study has been able to establish that extraversion personality characteristics do not significantly influence deviant behaviour.

The result of hypothesis 5 (Table 5) revealed that agreeableness personality characteristics has a positive correlation with deviant behaviour among adolescent in Edo South Senatorial District. In other words, students who have agreeableness personality characteristics tend to deviate from the existing social norms of their society. This could be attributed to the fact that individuals with low agreeableness tend to be less cooperative, empathetic, and concerned with others' needs, making

them more prone to engaging in antisocial or disruptive actions. This finding is in consonant with Amaechi and Onah, (2019) who found that there is a correlation between agreeableness personality Characteristic and deviant behaviour. Also; the finding of Olu (2020), who found that there is significant relationship between agreeableness personality traits and aggressive behaviour among adolescents. However, the finding disagreed with the finding of Osman (2021) found that there is no correlation between agreeableness and deviant behaviour. This finding has been able to establish that agreeableness personality characteristics influence deviant behaviour among adolescents.

Hypothesis 6 (Table 6) revealed that openness personality characteristics has a positive correlation with adolescent deviant behaviour in Edo South Senatorial District. Openness personality characteristics significantly relate to deviant behaviour among adolescent. This means that adolescents that have openness personality characteristics or traits deviate from the social norm of the society. That is, an individual who possesses openness personality characteristics is more likely to exhibit aggressive behaviour and more eager to enter a conflict, thus more likely participate in deviant acts. This finding supports the finding of Al-Mutawa and Ibrahim (2019), who found that openness personality characteristics significantly predicted deviant behaviour among government secondary students in Kaduna. This finding is further supported by Olu (2020) finding, who found that there is a significant relationship between openness personality traits and deviant behaviour among adolescents in Ekiti State. However, the finding disagreed with the finding of Pascal (2021) who found that there was no significant relationship between openness and deviant behaviour among adolescents.

Based on this finding, it is established therefore that, adolescents with open personalities may be influenced negatively.

The finding from hypothesis 7 (Table 7) revealed that social media usage by adolescent significantly correlates with deviant behaviour among adolescent in Edo South Senatorial District. The correlation implies that, deviant behaviour among adolescents is influenced by the social media usage. This could be attributed to the fact that social media has a number of content which contribute to students being influenced in deviant behaviours. For example, nude photos, some violent videos among others that are constantly shared or posted on social media.This implies that; uncontrolled exposure of adolescent to social media and the internet have negative influence on their behaviour. Silas, Ebenuwa-Okoh and Ugoji (2023) supported this finding by unveiling that social media such as Facebook usage, WhatsApp, Tik Tok, Instagram, Twitter, Wechat, Snapchat and YouTube has contributed to the observable shift in the social order of any society like the secondary school system through social crime pictures such as violence, abortion, rape bullying, arrogance, gangsterism, gossiping, improper dressing, truancy, burglary, fighting, lying and glamorization of drugs which are posted on social media.

This could also be that as adolescents and young adults spend a considerable portion of their daily activities interacting through social networking media, confidentially, they unveil their feelings without much pressure nor influence to loved ones, friends, neighbours and colleagues and at the same way are exposed and addicted to negative behavioural patterns such as cyber-bullying, indecent dressing, vulgarity of languages, online sexual crime, drug abuse, disrespect, dishonesty, stealing, fighting, arrogance, alcoholism, assaults, cultism, lying, aggression and falsification through global social networking of interaction where they exhibit thoughts, feelings,

actions, reactions, emotions, pictures, songs/ music which are inimical to schools and society. The finding is in agreement with the findings of Cheng (2019) who found that, the main factor in students' deviant behaviour is social network usage. The finding also supported the finding of Amaechi, Ekeh, and Oparaji (2022) who found that there is a significant relationship between the students' use of social media and deviant behaviours. The finding is further supported by Silas and Ebenuwa-Okoh (2023) finding, who found that social media usage significantly influenced deviant behaviour among adolescents in Delta State. This finding has been able to establish that social media usage significantly influence deviant behaviour among adolescents.

Finally, the finding of hypothesis 8 (table 8) revealed that, parenting styles, adolescent personality characteristics and social media usage by adolescent significantly predict senior secondary school students' deviant behaviour in Edo South Senatorial District. This implies that, parenting styles, adolescent personality characteristics and social media usage by adolescents are contributing factors to deviant behaviour exhibited by the senior secondary school students in Edo South Senatorial District. The finding also revealed that among these three factors (parenting styles, adolescent personality characteristics and social media usage by adolescents) social media usage is the highest predictor of deviant behaviour among adolescent. It can be said that it is what the parents impact on their children that are reflected in their lives as they mature into adult members of the society. Personality characteristics of adolescents are crucial in their behaviour and uncontrolled exposure to social media and the internet by the adolescents could negatively influence their behaviour. Based on this finding, this study has been able to establish that parenting style, adolescents' personality

characteristics and social media usage significantly influenced deviant behaviour among adolescents in Edo South Senatorial District

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter, the summary, conclusion and recommendations based on the findings are presented:

Summary

This study sought to assess parenting styles, adolescent personality characteristics and social media usage as correlate of deviant behaviour among the adolescents in Edo South Senatorial District. Specifically, the study determined whether Authoritarian parenting, Authoritative parenting, permissive parenting, Extraversion personality, Agreeableness personality, Openness personality and social media usage significantly correlate deviant behaviour among adolescent in Edo South Senatorial District. To guide and carry out the study effectively, eight (8) research questions were raised and eight (8) corresponding hypotheses were formulated and tested. A review of related literature was carried out. The study was hinged on Psychoanalytic Theory and empirical studies of some related work on parenting styles, personality characteristics and social media usage on deviant behaviour among adolescent was cited. The research design was a survey research design of a correlational approach. The sample of the study consisted of four hundred and five (405) public senior secondary school students selected using stratified and proportionate random sampling techniques. Two research instruments (adapted Deviant Behaviour Variety Scale (DBVS; Sanches et..al, 2016) and a questionnaire titled "Parenting Styles, Personality Characteristics and Social Media Usage Questionnaire, "PSPCSMUQ") were used for the study. The data

collected were analyzed using Pearson Product Moment correlation and linear regression to test the hypotheses. All the hypotheses were tested at 0.05 level of significance.

Findings of the research work are presented on the basis of data gathered and result determined through the instrument used as follows:

1. Authoritarian parenting style significantly correlates deviant behaviour among adolescent in Edo South Senatorial District.
2. Authoritative parenting style does not significantly relate to deviant behaviour in adolescent in Edo South Senatorial District.
3. Permissive parenting style significantly relate to deviant behaviour among adolescent in Edo South Senatorial District.
4. Extraversion personality does not significantly relate to deviant behaviour in adolescent in Edo South Senatorial District.
5. Agreeableness personality characteristics significantly correlate deviant behaviour in adolescent in Edo South Senatorial District.
6. Opening personality characteristics significantly relate to deviant behaviour among adolescent in Edo South Senatorial District.
7. Social media usage by adolescents significantly relate to deviant behaviour among adolescent in Edo South Senatorial District.
8. Parenting styles, adolescents Personality characteristics and social media usage significantly predict deviant behaviour in adolescents in Edo South Senatorial District. But social media usage by adolescent predicted deviant behaviours among adolescent than personality characteristics and parenting styles while

parenting style is the least predictor among the three variables (parenting style, personality characteristics and social media usage).

Conclusion

Based on the findings of this study, it was concluded that parenting Styles, Personality Characteristics and social media usage by adolescent correlate deviant behaviour in adolescent in Edo South Senatorial District significantly. Authoritarian and Permissive parenting styles significantly correlate deviant behaviour in adolescent in Edo South Senatorial District while Authoritative parenting style does not. Also, Agreeableness and Neuroticism personality Characteristics significantly correlate deviant behaviour in adolescent in Edo South Senatorial District but Extraversion Personality characteristics does not and social media usage by adolescents significantly correlates deviant behaviour among adolescent in Edo South Senatorial District.

Recommendations

Based on the findings of the study, the following recommendations were made.

1. Parents should be positively oriented in their styles of child's parenting which will make their adolescents socially competent and goal – directed. Dialogue, communication, explanations and establishment of good and cordial relationships between parents and adolescents that could enhance positive and effective parenting should be employed by parents.
2. Government should establish psychological service centres in schools and engage the services of psychologists to counsel and modify the negative traits of deviant students. This will help in reducing the occurrences of deviant activities

among secondary school students. Also, Governments should build more Juvenile training institutions like Borstal training institution in Kaduna where psychologists are employed to carry out psychological diagnosis, assessment, counselling and psychotherapy aimed at modifying personality of students thereby exposing them to social skills, rehabilitation, and reformation.

3. School administrators should take the personality traits of prospective candidates seriously during school admission to minimise deviant behaviour in schools.
4. School counsellors should provide frequent counselling services for adolescents, information that could help them identify their personality types and the counsellor should also encourage parents to expose their children especially adolescents to sound formal education as well as training them in right social norms/values.
5. Relevant stake holders such as the telecommunication service providers should do their best to filter the content of the social media available to the student at secondary school level in the country. Also, training should be provided for the secondary school students on better usage of the social media

Contributions to Knowledge

The study has established that:

1. Parenting styles, adolescent personality characteristics and social media usage significantly correlate deviant behaviour among adolescent. As social media usage being the highest predictor followed by personality characteristics and then parenting styles.

2. Authoritarian parenting style, permissive parenting style, agreeableness personality characteristics and neuroticism personality characteristics significantly correlate deviant behaviour among adolescent while authoritative parenting style and extraversion personality characteristics do not.
3. Social media usage predicts deviant behaviour most followed by personality characteristics and then parenting style.

Suggestions for Further Study

Based on the experiences gained from this study, further study should be carried out in the following areas:

1. Parenting style, personality characteristics and social media usage as correlate of deviant behaviour among senior secondary schools in Edo North and Central Senatorial Districts of Edo State.
2. Deviant behaviours in senior secondary schools: Implication for counselling.
3. Strategies for managing deviant behaviour among senior secondary school students in Edo State.

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APPENDIX A

DEPARTMENT OF EDUCATIONAL EVALUATION AND COUNSELING PSYCHOLOGY, FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY

"Parenting Style, Adolescent Personality Characteristics and Social Media Usage Questionnaire (PSPCSMUQ)"

Part A

Instruction: Your responses are strictly for research purpose. Please, kindly tick (√) any of the columns that best describe your responses using the following keys. All information given will be treated with confidentiality.

SA=Strongly Agree, A= Agree, D=Disagree, SD=Strongly Disagree

ITEM ON PARENTING STYLE

S/N	Authoritarian parenting style	SA	A	D	SD
1	My parents punish me by withdrawing affection from me whenever i misbehave.				
2	My parents become angry with me whenever i make mistake misbehaviour.				
3	My parents don't typically explain the rationale for rules and expectations but expect my strict compliance and complete obedience to their wishes.				
4	My parents do not allow me to express my feelings				
5	My parents forbid me from having play dates with my peers.				
	Authoritative parenting style	**SA**	**A**	**D**	**SD**
6	My parents take my wishes and feelings into consideration before they ask me to do something.				
7	My parents provide me with reasons for the expectations they have for me				
8	My parents encourage me to talk about my feelings.				
9	My parents try to help when I am scared or upset				
10	My parents respect my opinions and encourage me to				

	express them, even if they are different from theirs.				
	Permissive parenting style				
11	My parents are reluctant to impose limits on me.				
12	My parents ignore my misbehaviour.				
13	My parents bribe me to get me comply with their wishes				
14	My parents reject the notion of keeping me under control.				
15	My parents are emotionally supportive.				
	PERSONALITYCHARACTERISTICS **Extraversion Personality**	**SA**	**A**	**D**	**SD**
16	I have many friends.				
17	Being around others helps me feel energized and excited.				
18	I enjoy being the centre of attention and popular with many friends.				
19	I like talking with people without being aggressive.				
20	I am an outgoing and sociable.				
	Agreeableness Personality	**SA**	**A**	**D**	**SD**
21	I easily get along well with others.				
22	I like to resolve conflict whenever I have one with my friend(s).				
23	I easily empathize with people.				
24	I like being kind and have regard for others				
25	I do not like judging others.				
	Openness Personality	**SA**	**A**	**D**	**SD**
26	I listen to multiple viewpoints or try new things.				
27	I am an imaginative, creative and insightful person.				

28	I enjoy thinking about theoretical ideas.				
29	I appreciate being around diverse groups of people.				
30	I am good at coming up with new ideas.				
	Social Media Usage				
31	I have a smart/browsing phone.				
32	I have access to the internet.				
33	I do not have a social media account.				
34	My role models are internet friends.				
35	I watch different videos including action films on social media.				

Section B

Deviant Behaviour Variety Scale (DBVS) self-report

S/N	Deviant Behaviour	SA	A	D	SD
1	I have skipped classes because I don't feel like going, to stay with friends.				
2	I like coming late to school.				
3	I have written things on classroom walls.				
4	I have not stolen something (e.g. textbooks, notebook, biro, etc) that belong to people in the school.				
5	I do not always like disturbing the class while my teacher is teaching.				
6	I like hitting people with no just reason.				
7	I like taking drugs like alcohol, Indian hemp and so on before coming to school.				
8	I do cheat during examinations if I don't know the answer to the question.				
9	I sometimes sneak out of school to be with friends.				

10	I like to smoke with my friends.				

Adapted from DBVS; Sanches et..al, 2016**.**

APPENDIX B

Reliability of "Parenting Style, Adolescent Personality Characteristics and Social media usage (PSPCSMU)"

Scale: Parenting Style Reliability

[DataSet1]

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.821	15

Reliability

[DataSet2]

Scale: Personality characteristics Reliability

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.793	15

Reliability

[DataSet3]

Scale: Social Media Usage Reliability

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.868	5

Reliability

[DataSet4]

Scale: Deviant Behaviour Variety Scale (DBVS) self-report Reliability

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.843	10

APPENDIX C

Analysis of Data Output

Correlations between Authoritarian parenting style and deviant behaviour

Correlations

		Authoritarian parenting style	Deviant behaviour
Authoritarian parenting Style	Pearson Correlation	1	.78
	Sig. (2-tailed)		.000
	N	405	405
Deviant behaviour	Pearson Correlation	.78	1
	Sig. (2-tailed)	.000	
	N	405	405

Correlations Authoritative parenting style and deviant behaviour

Correlations

		Authoritative parenting style	Deviant behaviour
Authoritative parenting Style	Pearson Correlation	1	.43
	Sig. (2-tailed)		.123
	N	405	405
Deviant behaviour	Pearson Correlation	.43	1
	Sig. (2-tailed)	.123	
	N	405	405

Correlations permissive parenting style and deviant behaviour

Correlations

		Permissive parenting style	Deviant behaviour
Permissive parenting style	Pearson Correlation	1	.64
	Sig. (2-tailed)		.013
	N	405	405
Deviant behaviour	Pearson Correlation	.64	1
	Sig. (2-tailed)	.013	
	N	405	405

Correlations Extraversion personality characteristics and deviant behaviour

Correlations

		Extraversion personality	Deviant behaviour
Extraversion personality	Pearson Correlation	1	.88
	Sig. (2-tailed)		.063
	N	405	405
Deviant behaviour	Pearson Correlation	.88	1
	Sig. (2-tailed)	.063	
	N	405	405

Correlations Agreeableness personality characteristics and deviant behaviour

Correlations

		Agreeableness personality	Deviant behaviour
Agreeableness personality	Pearson Correlation	1	.79
	Sig. (2-tailed)		.000
	N	405	405
Deviant behaviour	Pearson Correlation	.79	1
	Sig. (2-tailed)	.000	
	N	405	405

Correlations Openness personality characteristics and deviant behaviour

Correlations

		Neuroticism personality	Deviant behaviour
Openness personality	Pearson Correlation	1	.73
	Sig. (2-tailed)		.003
	N	405	405
Deviant behaviour	Pearson Correlation	.73	1
	Sig. (2-tailed)	.003	
	N	405	405

Correlations Social media usage by adolescent and deviant behaviour

Correlations

		Neuroticism personality	Deviant behaviour
Social media usage	Pearson Correlation	1	.87
	Sig. (2-tailed)		.000
	N	405	405
Deviant behaviour	Pearson Correlation	.87	1
	Sig. (2-tailed)	.000	
	N	405	405

PARENTING STYLE, PERSONALITY TRAITS AND SOCIAL MEDIA USAGE

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.974[a]	.949	.949	.904

a. Predictors: (Constant), Social Media, Parenting style, Personality Traits

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5898.059	3	1966.020	2426.004	.000[b]
	Residual	324.968	401	.810		
	Total	6223.027	404			

a. Dependent Variable: DBVS

b. Predictors: (Constant), Socialmedia, Parentingstyle, Persoalitytrait

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.388	.355		3.908	.000
	Parenting style	.023	.008	.032	2.827	.005
	Personality Traits	.199	.007	.316	26.681	.000
	Social Media	.915	.011	.833	84.172	.000

a. Dependent Variable: Deviant Behaviour

APPENDIX D

Population distribution of Students by Local Government Areas in Edo South Senatorial District

S/N	L.G.A	No. of Schools	Number of Male	Number of Female	Total
1	Egor	12	844	1019	1863
2	Ikpoba-Okha	21	1595	2311	3906
3	Oredo	13	838	1976	2814
4	Orhionmwon	27	378	414	792
5	Ovia North East	25	673	783	1456
6	Ovia South West	14	440	377	817
7	Uhunmwode	17	520	659	1169
	Total				**12817**

Source: Ministry of Education Edo State, Benin City (2024)

Sample Distribution of the Students in Egor Local Government Area

S/N	School Name	No. of Students	Sampled students (10%)
1	School A	130	13
2	School B	100	10
3	School C	176	18
4	School D	160	16
5	School E	138	14
6	School F	154	15
	Total	**858**	**86**

Sample Distribution of the Students in Ikpoba-Okha Local Government Area

S/N	School Name	No. of Students	Sampled students (10%)
1	School A	124	12
2	School B	158	16
3	School C	148	15
4	School D	272	27
5	School E	186	19
6	School F	182	18
7	School G	240	24
8	School H	264	27
9	School I	252	25
10	School J	160	16
11	School K	83	8
	Total	**2069**	**207**

Sample Distribution of the Students in Ovia South West Local Government Area

S/N	School Name	Number of Students	No of Sampled students (10%)
1	School A	82	8
2	School B	65	7
3	School C	50	5
4	School D	38	4
5	School E	70	7
6	School F	81	8
7	School G	50	5
	Total	**436**	**44**

Sample Distribution of the Students in Uhunmwonde Local Government Area

S/N	SCHOOL NAME	Sampled Schools	Sampled students (10%)
1	School A	50	5
2	School B	102	10
3	School C	27	3
4	School D	121	12
5	School E	102	10
6	School F	105	11
7	School G	39	4
8	School H	52	5
9	School I	80	8
	Total	**678**	**68**

Summary of Sample Distribution of Students by Local Government Areas

S/N	L.G.A	Sampled Schools	Sampled students (10%)
1	Egor	6	86
2	Oredo	11	207
3	Ovia South West	7	44
4	Uhunmwode	9	68
	Total	**33**	**405**