

**PARENTAL ATTITUDE AND SOCIAL MEDIA ADDICTION AS PREDICTORS OF
SECONDARY SCHOOL STUDENTS' DEVIANT BEHAVIOUR IN DELTA STATE**

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CERTIFICATION

We, the undersigned, certify that this research work was carried out by Okeoghene Joyce ESIERE, in the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City, Edo State, Nigeria.

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DEDICATION

This research work is dedicated to God Almighty, the creator of heaven and earth for His grace and divine providence throughout the study.

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ABSTRACT

The study investigated parental attitude and social media addiction as predictor of secondary school students' deviant behavior in Delta State. Seven research questions were raised to guide the study and seven hypotheses were formulated and tested at 0.05 alpha level of significance.

The study adopted a descriptive survey design using a correlational approach. The population of the study comprised four thousand, six hundred and twenty nine (4,629) students from twenty four (24) public junior and senior secondary schools. The sample size for the study was made up of 581 secondary school students' in Delta State which was drawn from 257 and 324 in JSS2 and SSI respectively. A simple random sampling technique was used. A self-structured questionnaire titled; Parental Attitude Social Media Addiction and Deviant Behaviour Questionnaire (PASMADBQ) were used to obtain information from the respondents. The reliability coefficient index for .733, .750 and .873 respectively. It showed that the instrument was reliable. The data collected was analysed using simple linear regression, multiple linear regression and fisher Z transformation statistics.

The findings of the study revealed that parental attitude and social media addiction significantly predict secondary school students' deviant behaviour in Delta State. Secondly, there is no difference in the relationship between parental attitude and students' deviant behaviour based on sex and age. Lastly, there is no difference in the relationship between social media addiction and students' deviant behaviour based on sex and age in Delta State. Based on the findings, it was recommended that parents should regulate and monitor the use of social media by their children in order to counter deviant behaviour attributed to social media at tender age. School authorities should engage students more closely in order to get information on and assist in behaviour modification. School counsellors should be at the forefront in adopting social media channels as a new way of routinely advising and mentoring students.

CHAPTER ONE

INTRODUCTION

Background to the Study

Deviant behaviour, also known as deviant action, are actions that violate social norms or expectations. Deviant behaviour, according to Idris (2016) is any behaviour exhibited by members of a group or society which is at variance with established rules of the group or society. There are behavioural norms to which people are expected to conform to in a larger society as well as norms established within the school system. Whenever an individual's behaviour is at variance to these generally acceptable norms, deviancy is observed. Deviant behaviour, therefore, connotes a departure from acceptable norms established within the family unit, school, community, social organization and in the larger society. Deviant behaviours could take many forms within and outside the school system. Examples of deviant behaviours include hostility, stealing and robbery, sexual perversions, temper tantrums, drug abuse, burglary, fraud, truancy, cheating, rudeness, wanton destruction of school properties among others. Social media has brought with it both blessing and moral challenges. While it is undeniably a profound tool for learning and knowledge-sharing, it is also fraught with negative implications on the behaviour of students in and out of the school setting. Social media addiction could be defined as the excessive usage of the internet and software applications for social interaction and networking. Simply put, it is the excessive use of digital technologies like Twitter, Facebook, WhatsApp, Instagram, mobile phones and all other forms of social media. According to a recent study Ifinedo (2016) young individuals pervasively use social media for a variety of reasons including entertainment, identity formation, social enhancement and maintaining interpersonal connections. In order to ensure

that a balance is struck in the use of social media by secondary school students, parents and other educational stakeholders usually play their individual and collective roles.

Parents as the primary caregivers, contribute immensely to the behaviour of the secondary school students. Research on modeling has shown that when parents are held in high esteem and are the main sources for reinforcement, their children are more likely to model them (Sayi & Icen, 2019). If a parent acts in a negative way, the child is more likely to follow their parent's negative attitude. They are also more likely to generalize this attitude to the rest of the society. Thus, parents seem to have much influence over their children's behaviour. From birth, a parent will mould and shape behaviours suitable to the norms of society through childbearing. However, there might be certain parenting techniques or attitudes that are of greater impact on a child's behaviour. Apparently, the most crucial of them all is parental support. Parental support can be seen as behaviours toward the child, such as praising, encouraging, and giving affection. Through parental support, a child is shown that he or she is valued and loved. In various studies, it has been found that support from parents bonds the adolescent to institutions and builds their self-control. This building of self-control could hinder deviant behaviours from forming.

Parents must use effective discipline and problem-solving techniques in order to prevent deviant behaviours from occurring. Effective discipline is recognizing deviant behaviours and keeping track of when they occur. Consistent discipline must be insured at the sighting of these behaviours in order to prevent their development. However, overly harsh punishments do not seem to stop the behaviour; they tend to enhance it. The child may view the punishment as unfair and unjust and this can cause them to act out. Monitoring involves the awareness of where the child is, who their friends are, and what they do in their free time. Problem solving skills could also play important role in child's development of communication. A lack of communication can cause a child to be defensive, reject their

responsibilities, and increase their anger. These traits can influence delinquent behaviours and the association with deviant peers. Coercive parenting exacerbates the negative traits influencing delinquency. This type of parenting is characterized by explosiveness and threats that are normally coupled with little consistency or follow-through. Parents, who engage in positive parenting by continually supporting their child's pro-social behaviours, may likely experience strong bonds with their child. Parents who do not reinforce positive behaviours and who do not effectively punish deviance are more likely to experience weak bonds with their child. It is through these weak bonds that a child is more likely to participate in deviant behaviours. The valued goals for a child are the feeling of being loved and supported. This is their expectation from the parents. When the child does not experience these expectations, they are likely to experience anger and frustration, which can lead into deviant behaviours. Coercive parenting that consists of low monitoring and support and ineffective discipline with overly harsh punishments, influences deviant behaviour among adolescents.

Attitude can be defined as a disposition towards someone or something or a general preparedness to perform an action. Parental attitude, therefore, refers to a disposition or a response style in child-rearing to promote growth and development (Bae, 2015). It refers to a general attitude exhibited in the rearing of children by parents. Parental attitude could be manifested in several ways, such as being authoritarian, authoritative or permissive. Authoritarian, authoritative and permissive parents differentially influence children. Authoritarian parents are demanding with low responsiveness. They provide little warmth acceptance and involvement in their relationship with their children. Such parents fail to portray attitude that favour positive development of their children. Permissive parents on the other hand, are less demanding and are highly responsive. They are warm and nurturing but fail to set healthy boundaries or standards for their children. This, however, may not lead to well-adjusted personality of their children as these parents are highly responsive to their

children's emotional needs and fail to set boundaries or are not consistent in enforcing already set boundaries. An Authoritative parenting style or attitude is characterized by high responsiveness and high expectations. Authoritative parents are warm and responsive to their children's emotional needs while holding their children to high standards. They set limits and are very consistent in enforcing the boundaries. Permissive parenting is positively and significantly correlated to promiscuous and don't care attitude leading to poor academic performance and tendencies to cheat in exams. A parental attitude that favours the development of a well-adjusted personality is characterized by showing understanding, love and interest in a child as an individual. Some parents may be so busy that they get home exhausted from work and they end up giving in to every demand of their children. Such parents have therefore little control of their children which leads to children being exposed to uncensored television programmes and pop music which teach them behaviours that are socially unacceptable. Many children go unpunished for their mistakes simply because the parents do not want to upset them.

Poor parental attitude appears to result in divorce thus, culminating in children's deviant behaviours. Many children who have watched their parents having severe conflicts among themselves are very likely to experience stress leading to feelings of low-esteem. The conflict between parents may also spill over and decrease the quality of parenting, weakening the bonds between the child and the parents. With these bonds weakened, self-control decreases, causing the adolescent to act out and engage in deviant behaviours. Irreconcilable differences among parents usually lead to divorce. Once the parents are divorced, the child may live in two separate households. This would not only weaken the child's bonds to each parent, but it can also result in ineffective parenting. This may lead to difficulties in the monitoring and supervision of the child thereby leading to deviant behaviours.

Social media addiction is a behavioural addiction that hinders one's life and function due to an extreme level of dependence on social media platforms. It could be characterized as one immersed in the virtual world at the cost of engaging in daily life and fulfilling social obligation (Yi et al., 2023). With the world in the midst of social media revolution, it is more than obvious that social media like Facebook, Twitter, LinkedIn, Orkut, Myspace, and Skype among others are now seen as promising means of information acquisition and dissemination, which every student embrace. Chukwuere and Chukwuere (2017) stated that the online world has changed dramatically due to the invention of social media, which makes young men and women to exchange ideas, feelings, personal information, pictures and videos at an astonishing rate. As a medium of information sharing, the social media contributes through its immediacy to a healthy and direct relation between students and their teachers/facilitators in an online environment. However, it is pertinent to emphasize that social media, like two sides of a coin, brings with it both negative and positive implications. It helps people to be better informed, enlightened and keeps abreast with world's development. At the same time, it has also exposed many in-school adolescents to several vices such as bullying, sexting, academic distractions, and psychological distress, among others which can be referred to as deviant behaviours. Parents and the social media are blessings to children and the society at large. However, when parental attitude is not right and social media usage by children is not controlled, they tend to have grave consequences in the lives of secondary school students. Secondary school children, irrespective of their sex or age, tend to act out as a result of low level of support from their parents or poor monitoring techniques. Therefore, appropriate parenting styles or attitudes should be adopted after due consideration coupled with a well-monitored and healthy social media usage if deviant behaviours must be reduced or eliminated in the lives of secondary school children. That way, the educational goal of raising

youths worthy in character and learning capable of building their immediate communities and the nation would be satisfactorily achieved.

A proper understanding of the connections between age, sex and deviance can be of great help in preventing and reducing/eliminating deviant behaviours in the lives of students in secondary schools. Of equal importance is good understanding of the manifestations of deviance among students as they grow from lower adolescence (between 10 – 13years old), middle adolescence (between 14 – 18 years old) and late adolescence (between 19 – 21 years old). 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. Since a lot of physiological and psychological changes do take place in children during these periods, it is very necessary to help school children cope with the temptations of capitulating to deviant behaviours owing to the natural changes that do occur in them. If children are not properly guided at these phases in life, they are very likely to be misled by whatever they see in the social media.

Gender is one of the factors that have been mentioned in literature to have significant influence on the development of deviant behaviour in students. Different cultures and social environments may have some roles that they expect male and female students to play which may predispose them to deviance if not properly guided. Sex stereo-type manifestation of deviant behaviour traits is common in the society and they sometimes differ in their tendency to engage in deviant behaviour. Boys by their very nature may exhibit more physical, verbal aggression and thuggery while deviant behaviour in girls is maybe more subtle, indirect and relational involving harmful manipulation of others. Besides, there may be more involvement of boys than girls in such deviant behaviours as stealing, kidnapping, rape, fighting and violence while more girls than boys involvement in antisocial behaviours like prostitution, lesbianism, frequent running away from home, child theft and child trafficking. Parents must

keep their eyes on their children for the betterment of the individual students and the larger society.

Statement of the Problem

The prevalence of deviant behaviour among secondary school students is becoming a major source of concern to many stakeholders in the educational sector. It has been observed that quite a number of secondary school students indulge in activities and/or behaviours which are not under the control of the school system. This can be attributed to different factors. Mustafaoglu et al. (2018) stated that usage of digital technology does have a lot of negative effects on children's development, behaviour and health. Parents have tremendous influence on their children behaviour through parenting techniques and some children indulge in unacceptable behaviours due to poor parental attitudes. Through the influence of the attitude of their parents and social media usage, a lot of students have been introduced into cults, truancy, drinking, smoking, stealing, fighting, bullying, cheating in exams, vandalism, drug abuse, disobedience, sexual immorality among others. It is pertinent to note that students' deviant behaviours are capable of undermining the very ideals of education, making them difficult, if not impossible to be achieved.

The Federal government, through the Federal Ministry of Education formally introduced civic education into the secondary school curriculum, among other things, in order to control the menace of deviance among secondary school children (Enyiaka et al., 2018). Despite the efforts made by government to curb deviant behaviours among secondary school students, the situation appears not to be abating as desired. The results of deviance among secondary school students in Delta State has led to students' vandalization of school properties, being oppositional with school authorities, poor academic performance, school-drop out among others which in turn has led to increased crime rate in the society. Could it be that these students don't have parents? If they do, what kind of parental attitude do they

display towards these students? Or does the social media usage create deviance in students? It is in view of the above that the researcher seeks to investigate parental attitude and social media as predictors of secondary school students' deviant behaviour in Delta State.

Research Questions

The following research questions were raised to guide the study:

1. Will parental attitude predict secondary school students' deviant behaviour in Delta State?
2. Do social media predict secondary school students' deviant behaviour in Delta State?
3. Do parental attitude and social media predict secondary school students' deviant behaviour?
4. Is there a difference in the relationship between parental attitude and students' deviant behaviour by sex?
5. Is there a difference in the relationship between parental attitude and students' deviant behaviour by age?
6. Is there a difference in the relationship between social media and students' deviant behaviour by sex?
7. Is there a difference in the relationship between social media and students' deviant behaviour by age?

Hypotheses

The following hypotheses were formulated and was tested at 0.05 level of significance.

1. Parental attitude will not significantly predict secondary school students' deviant behaviour in Delta State.
2. Social media will not significantly predict secondary school students' deviant behaviour in Delta State.

3. Parental attitude and social media will not significantly predict secondary school students' deviant behaviour in Delta State.
4. There is no significant difference in the relationship between parental attitude and students' deviant behaviour by sex?
5. There is no significant difference in the relationship between parental attitude and students' deviant behaviour by age?
6. There is no significant difference in the relationship between social media and students' deviant behaviour by sex?
7. There is no significant difference in the relationship between social media and students' deviant behaviour by age?

Purpose of the Study

The purpose of this study is to find out if parental attitude and social media usage are predictors of secondary school students' deviant behaviour in Delta State. Specifically, the study seeks to:

- Determine if parental attitude predicts secondary school students' deviant behaviour in Delta State.
- Ascertain if social media predicts secondary school students' deviant behaviour in Delta State.
- Determine whether parental attitude and social media predict secondary school students' deviant behaviour in Delta State.
- Determine whether there is difference in the relationship between parental attitude and students' deviant behaviour by sex.
- Determine whether there is difference in the relationship between parental attitude and students' deviant behaviour by age.

- Determine if there is difference in the relationship between social media and students' deviant behaviour by sex.
- Determine if there is difference in the relationship between social media and students' deviant behaviour by age.

Significance of the Study

The outcome of this study is expected to be of immense benefits to students, teachers, school administrators, parents, counsellors, and the larger society. It is hoped that the findings and recommendations of this study will be of great benefits to students. It will help enhanced students understanding on parental attitude and social media as predictors of deviance behaviour. Thus, they may be able to develop appropriate behaviours that will help them achieve their academic, career goals and become better citizens of their nations.

It is expected that the findings of the study will be of benefit to secondary school teachers by giving them an enhanced understanding of the root influence of students' deviant behaviour. This will help them to ensure discipline and/or proper classroom management. It will help them in proffering solutions to the unruly behaviour often manifested by some of the students under their control. Improvement in students' behaviour will in turn enhance the teaching-learning process.

It is hoped that the findings of this study will assist school administrators in the day to day running of the school. Reduction of deviant behaviour among school children will help the school to achieve set goals. The results of this study will arm the school administrators with updated information on the root cause and help them devise means of curbing deviant behaviour among secondary school children which will lead to quality feedback to parents of students under their care.

It is also hoped that the findings of the study will help parents to understand how their attitude and social media usage affect the behaviour of their children, either for good or bad. A positive change in the behaviour of their children will have a ripple effect on the academic performance and the social interaction of their children thereby giving them value for the resources they put into their children's education.

It is expected that the findings of this study will help school counsellors to render psychological services – school-based guidance and counselling to students that can reduce deviant behaviours to the barest minimum. From the findings of this study, these counsellors will be equipped with more insight into the way poor parental attitude and social media addiction influence deviance among children in secondary schools.

The larger society will benefit from the findings of this study. Students who engage in deviant behaviour often become a threat to people around them and the general public. This is because they may later degenerate into committing worse crimes like armed robbery and terrorism. It is expected that the results of this study will help in curbing this menace among secondary school children hence nipping more vicious crimes in the bud before they have any chance of being exhibited. Finally, this research will richly add to the existing body of educational literature by filling the gap created by other researchers and will be harnessed by incoming researchers for further research in this area of study.

Scope and Delimitation of the Study

The study shall focus on parental attitudes and social media addiction as predictors of secondary school students' deviant behaviours in Delta State. The study shall be delimited to sampled junior and senior secondary school students in Ethiope East Local Government Area, Delta State.

Definition of Terms

The following terms have been defined as used in the work:

Adolescence – This refers to young students between the ages of 10 to 19 years.

Attitude – It refers to a set of emotions, beliefs, and behaviour towards a particular object, person, or event.

Deviant Behaviour – This refers to actions that violate social norms or societal expectations.

Internet – It refers to a global computer network providing a variety of information and communication facilities.

Parents – This refers to father, mother or guardians of students.

Social Media – It refers to websites and software applications that enable users to create and share content or to participate in social networking.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, the review of related literature was discussed in the following sub-headings:

- Theoretical Framework
- Concept of Deviant Behaviour
- Types of Deviant Behaviour
- Concept of Parental Attitude
- Concept of Social Media
- Parental Attitude and Deviant Behaviour
- Social Media and Deviant Behaviour
- Age Differences and Deviant Behaviour
- Sex Differences and Deviant Behaviour
- Summary of Reviewed Literature

Theoretical Framework

The theoretical framework adopted for this study is the Social Learning Theory (SLT) developed by Bandura (1977). Social Learning theory is based on the principles of behavioural psychology, which postulates that a person's behaviour is learned and maintained by its consequences and rewards. Students, thus learn deviant and criminal behaviour by observing other people and witnessing the rewards or consequences that their behaviour receives. The social learning theory is composed of three (3) concepts: imitation, differential association, and differential reinforcements. The theory postulated that to imitation is the engagement in behaviour after observing the behaviours of role models. These role models are significant others whom a particular student admires, has a personal relationship and with

whom he/she has directly observed behaviour. The observation of prominent models in primary groups and in the media affects both prosocial and deviant behaviour of individuals.

According to this theory differential association is the process in which individuals are exposed to definitions favourable and unfavourable to deviant behaviour. Differential association includes both interactional and normative dimensions. Interactional dimensions are the direct association and interaction with peers who engage in certain kinds of behaviour as well as the indirect association and identification with more distant reference groups in the social media and the like. Normative dimensions refer to patterns of norms and values than an individual is exposed to through these associations. Specific groups that a student is in differential association with typically provide essential social contexts in which all concepts of social learning operate. These groups expose definitions and present models to imitate deviant or conforming behaviour to individuals in differential association (Akers et. al., 2017; Cochran et. al., 2017). Similarly, primary groups of friends and family are the most important influences for differential association.

The theory also postulated that differential reinforcement is the balance between anticipated and/or actual rewards and punishments which are the consequences of certain behaviours. In addition, an individual's commitment to engage in deviant behaviour will depend on past, present and future rewards and punishments of their behaviour. The likelihood that an offending student will engage in deviant behaviour depends on whether or not they receive positive or negative reinforcements. Positive reinforcement occurs when one's deviant behaviour will be committed or repeated is based on the rewarding outcomes of the behaviour. For instance, earning money, eating food, or gaining a pleasant feeling from engaging in deviant behaviour is considered positive reinforcement. In contrast, negative reinforcement is the likelihood that a certain action will be conducted when the individual can avoid unpleasant events.

Punishment may also be positive, in which unpleasant consequences are related to behaviour or negative, in which a pleasant consequence or reward is removed. The greater the amount of reinforcement an individual receives for their behaviour, the more frequently the behaviour is reinforced, and the higher the probability that the behaviour will be committed or repeated. Reinforcers and punishers can be social and non-social. Social reinforcements refer to the peer, family, or other social context in which the actions take place. One's learned moral attitudes and other social variables affect how much one experiences the intrinsic effects of substance use or committing certain acts as pleasurable and enjoyable or as frightening and unpleasant. Non-social reinforcement refers to unconditioned physiological and physical stimuli. In addition, self-reinforcement refers to the individual exercising self-control, reinforcing, or punishing one's own behaviour by taking the role of others.

Social learning theory emphasizes exposure to role models' behaviour. Social learning theory postulated that behaviour is directly determined by specific environmental influences. According to this model, behaviours such as examination malpractices, cultism and alcohol use are learned through the observation of others engaged in behaviour and subsequent modelling of the behaviour. Bandura modified the classic social learning theory of Akers (1977) by including other mediating constructs, such as outcome expectations and self-efficacy. Outcome expectations are the adolescent's beliefs about the likely social, personal and physiological consequences of drug use, for example. Bandura added to the theory then that observing role models who use drugs will not only directly affect adolescents' own drug behaviour, but will also shape adolescents' outcome expectations. Bandura postulated that if an adolescent perceives that there was a positive outcome when the role model engaged in the behaviour, the adolescent will be more likely to engage in the behaviour him or herself.

Additionally, role models help shape the adolescent's self-efficacy, that is, the confidence (or lack of confidence) in one's ability to do something or to learn something new. Seeing others (especially if they are similar to one) perform and succeed increases the observer's confidence in trying the task. For example, when an adolescent observes his peers purchase and inhale cigarettes, it provides him with the necessary knowledge and skills to obtain and use tobacco (use self-efficacy). It is important to note that while social learning theory emphasizes social contacts with others, the direct influences of parents and peers are considered the primary social factors. Adolescents are viewed as being most likely to imitate the behaviour of those with whom they have the greatest amount of contact.

Bandura's Social Learning Theory is relevant to this study in that it helps to explain how individuals' behaviour can be influenced by others – parents, peers and the social media community. It has been used widely to explain all forms of deviant, criminal, and delinquent behaviours. According to the theory, there are three components of social learning: differential association, imitation, and differential reinforcement. Specifically, individuals' deviant behaviours are learned by secondary school students from association and/or interaction with parents and the social media among others. This learning process can be direct because the students are exposed to the norms and attitudes that support a particular behaviour (for instance, cyber-loafing) when they observe that others engage in the behaviour. Consequently, the students may define the behaviour as acceptable or desirable and imitate the behaviour. If parents are aggressive, children may tend to copy their aggression. Adolescents who associate with deviant individuals or content on social media tend to be more deviant in their beliefs and actions themselves. These associations and/or affiliations provide environment for the learning and reinforcement of both beliefs and behaviour which are at variance with that of the school environment and the general society.

Concept of Deviant Behaviour

According to Rubington and Weinberg (2011) deviance is an alleged breach of a social norm. Jensen (2011) described deviant behaviour as the action that violates the normative standards governing acceptable and unacceptable conduct in society. Deviant behaviour refers to non-compliance to the norms and regulations of the society, culture, organization, institution and legislation (Reena & Sam (2022). Adolescents' deviant behaviour continues to receive attention from different stakeholders, including scholars, in the attempt to enhance their health and well-being. According to the United Nations Children's Fund (UNICEF, 2020), adolescents are young people between the ages of 10 and 19 years. Adolescence is a critical transition period between childhood and adulthood, where there is rapid growth and significant changes in the physical, psychological, emotional, intellectual and social domains (Lau & Yuen, 2013; Bolu-Steve & Esere, 2017). It is a period characterized by stress and tensions due to inner emotional instability, and as a result of conflicting external experiences (Oni, 2010). During these years, 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 (Bolu-Steve & Esere, 2017; Herington & Van De Fliert, 2018), which ultimately impede their well-being. This behaviour can be described as deviant behaviour, which is any violation of norms, in terms of behaviour, attitude or condition (Adler & Adler, 2015).

Sociologists also define deviant behaviour as “acts, beliefs and characteristics that violate major social norms, and attract, or are more likely to attract, condemnations, stigma, social isolation, censure, and/or punishment by relevant audiences” (Goode, 2015). Suleiman (2011) defined deviant behaviour as an antisocial behaviour that hinders the effective functioning of a person with others in society, impedes one from meeting their needs and has a negative effect on the well-being of others. Deviant behaviour is considered through a

social process and communication (Franzese, 2015 as cited in Rachel et al., 2022). Furthermore, what is considered as deviant behaviour varies between audiences, social circles, settings, circumstances, and situations (Goode, 2015). This implies 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 (Goode, 2007). 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. In the case of this study, deviant behaviour is defined as the actions in which adolescents engage that are contrary to the societal norms and expected standards, for example, substance abuse, crime, gangsterism and being a school dropout.

Adolescents globally continue to engage in socially unacceptable behaviour that is harmful to their well-being and that of society. Some researchers identified the different types of deviant behaviour among in-school adolescents; these include truancy, examination malpractice, substance abuse, bullying, vandalism and sexual immorality (Rachel et al., 2022; Ponfua 2015). The literature from various contexts indicates the involvement of young people in deviant behaviour. For example, in America, a study revealed that young people are involved in deviant behaviour including the use of dangerous substances that have a significant impact on their health (Parks, 2013). Studies in China also show that adolescents are engaging in risky behaviour, such as substance abuse, vandalism, gang violence, and theft (Lu et. al. 2013; Cheung, 2014). This affects their behaviour in the present, which will have repercussions in the future, for themselves, their families and the whole society.

According to some researchers, Dyregrov et al. (2013) Richardson (2014) Ryan and Shim (2012) Deviant behaviour is an activity which conflicts with the societal norms. It can be described as engagement of people in criminal offences, antisocial and unethical

behaviour. It could also be any form of behaviour that contravenes the rules and regulations or even laws that govern an establishment. Deviant behaviour varies from one society to another. It is certain that what might be seen as normal behaviour in another community might be seen as abnormal in another. For example, in the Eastern parts of Nigeria, young adults can greet their elderly ones by just a handshake without prostrating. This would not be seen as morally acceptable unlike the South-Western states where it might be labeled as “one who does not respect his/her elders”. Opong (2008) opined that deviant behaviour is a disease that is against transparency, justice and fair play. Mwathi (2020) defined deviant behaviour as that behaviour that contradicts the norm of the society which could be in the form of vandalism, disobedience, drug abuse, truancy among others. He went further to emphasize that deviant behaviour is a common phenomenon among students in schools which has led them to sexual immorality, cheating in exams and other heinous crimes in the school.

According to Aute et al. (2020) deviant behaviour connotes any conduct that deviates from 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. This may bring us to other definitions from some scholars. In the opinion of Angel (2016), 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. The real issue is socially disruptive or undesirable problem behaviour in the eyes of others. This is what is meant by “objective” assessment. However, additionally, perpetrators, themselves, may also find their own behaviour personally (“subjectively”) disturbing and feel unhappily handicapped or disadvantaged by what they do or have done. They too may, as a consequence, be unable to enjoy their lives or perform their essential

work or family duties responsibly. This is commonly observed, for instance, in individuals who engage in compulsive behaviours such as: substances users, gamblers and others affected by one or more of the so-called “addictions”.

Whatever the case, when behaviour committed by individuals or groups reaches a level where lives are adversely impacted to the point of interfering with individual happiness or the ability to perform necessary tasks, we define this as “deviant behaviour”.

Types of Deviant Behaviour

Ibuchim (2016) identified a number of deviant behaviours that are prevalent in our schools. 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 students, examiners and other agents during and after examination with intention to have undue advantage and earn unmerited grade. It has been discovered and announced almost every year that most students in our schools at various levels indulge into examination malpractice which contravenes the examination act 1999. It could be said that Exam malpractice make students get undeserved high grade which might make the various examinations bodies to cancel or mark down certain centers where such anomalies are committed. Most times, this action might affect all candidates who may be in that particular examination centre.

Truancy: This being away from home and school during school hours. Sometimes, the student in question might pretend going to school from home. This habit makes student to spend their time in inappropriate places which could lead to drug abuse in male and unwanted pregnancies in females. Similarly, Dike (2015) explained that, truancy involves leaving the school premises and coming back any time without permission.

Bullying: This is an aggressive behaviour. It is behaviour with the intention to hurt another (Eyiah, 2012). Some students bully other students a way of showing superiority over the younger or tender ones. Antiri (2016) 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: Pere (2014) states that there is prescribed time for resumption of school but some students often come to school late when 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. This behaviour if not checked could give rise to other unwanted behaviours in students and may affect their academic performances in school.

Drug Abuse: This is indiscriminate use of drugs without doctor's prescription or use of drugs other than their main purpose. Chamberlin (2015) opined that students in school and outside the school setting have been found smoking Indian hemp, cigarette, heroine 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 objectives. Some students may involve in cultism to compensate their academic inadequacy.

Sex Offences: This involves various degrees of sexual misconduct exhibited by students which include, masturbation, lesbianism, homosexual, premarital sex and abortion. This may affects their academic performances and may lead to dropping out of school.

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

Concept of Parental Attitude

The term parent refers to one who is one of the progenitors of a child; a father or mother. Also, in extended use: a woman or man who takes on parental responsibilities towards a child, e.g. a stepmother, an adopted father (Davies, 2010). A parent is a father or mother; one who begets or one who gives birth to or nurtures and raises a child; a relative who plays the role of guardian (Vocabulary.com). According to Velnampy (2008), attitudes refer to the feelings and beliefs that largely determine how individuals perceived their environment; commit themselves to intended actions, and ultimate behaviour. Attitude is a mental and neutral state of readiness organized through experience exerting a directive or dynamic influence upon individual's response to all objects or situations with which it is associated (Abdulsalami, 2015 as cited in Salami and Abdulsalami, 2016).

Parental attitude, therefore, refers to a disposition or a response style in child-rearing to promote growth and development (Bae, 2015). It refers to a general attitude exhibited in the raising of children by parents. Parental attitude could be manifested in several ways, such as being authoritarian, authoritative permissive and uninvolved. Authoritarian, authoritative permissive and uninvolved parents differentially influence children.

Authoritarian Parental Attitude

This parental attitude involves the use of strict discipline style with little negotiation. Punishment is common. Communication is mostly one way from parent to child. Rules usually are not explained. Parents with this attitude style are typically less nurturing. Expectations are high with limited flexibility. Parents using the authoritarian (“rigid ruler”) approach are low in support and high in demandingness. These parents expect and demand obedience because they are “in charge” and they do not provide any explanations for their orders. Parents also provide well-ordered and structured environments with clearly stated rules.

Authoritative Parental Attitude

This parental attitude style is reasonable and nurturing with clear expectations. Children with parents who demonstrate this style tend to be self-disciplined and think for themselves. This style is thought to be most beneficial to children. Disciplinary rules are clear and the reasons behind them are explained. Communication is frequent and appropriate to the child’s level of understanding. In general, children tend to develop greater competence and self-confidence when parents have high-but reasonable and consistent- expectations for children’s behaviour, communicate well with them, are warm and responsive, and use reasoning rather than coercion to guide children’s behaviours. Parents who use this style are supportive and show interest in their kids’ activities but are not overbearing and allow children to make constructive mistakes.

Permissive Parental Attitude

This kind of parental attitude mostly allows children do what they want, and offer limited guidance or direction. The discipline style is the opposite of strict. They have limited or no rules and mostly let children figure problems out on their own. Communication is open but these parents let children decide for themselves rather than giving direction. Parents in

this category tend to be warm and nurturing. Expectations are typically minimal or not set by these parents. Such children tend to rank low in happiness and self-regulation, and are more likely to have problems with authority, involving themselves in immoral and fraudulent activities.

Uninvolved Parental Attitude

This type of parental attitude gives children a lot of freedom and generally stays out of their way. Some parents may make a conscious decision to parent in this way, while others are less interested in parenting or unsure of what to do. No particular discipline style is utilized. An uninvolved parent lets a child mostly do what they want, probably out of a lack of information or caring, communication is limited. This group of parents offers little nurturing. There are few or no expectations of children. Children reared by parents who are low in both support and demandingness tend to rank lowest across all life domains, lack self-control, have low self-esteem, and are less competent than their peers. Parents using the uninvolved approach or attitude are neglectful or rejecting of their children and do not provide most, of the necessary parenting responsibilities (Li, 2023).

Adolescents are noted to be engaging in deviant behaviours and one of the most noted reasons for this is a reduced amount of parental supervision or monitoring. Since parents, at times, are unable to monitor their adolescent children, the adolescents end up engaging in deviant behaviour.

Concept of Social Media

Social media can be defined as interactive technologies that facilitate the creation, and sharing of information, ideas, interests, and other forms of expression. It is the term often used to denote new forms of media that involve interactive participation among individuals or groups (Nyongesa et al., 2019). Often the development of media is divided into two different

ages, the broadcast age and the interactive age (Manning, 2014). In the broadcast age, media were almost entirely centralized where one entity such as a radio or television station, newspaper company, or a movie production studio disseminated messages to many people. Feedback to media outlets was usually indirect, delayed, and impersonal. Mediated communication between individuals typically took place on a much smaller level, usually via personal letters, telephone calls, or sometimes on a slightly larger scale through means such as photocopied family letters (Wright & Webb, 2011).

With the rise of digital and mobile technologies, interaction on a large scale became easier for individuals than ever before; and as such, a new media age was born where interactivity was placed at the centre of new media functions. One individual could now speak to many, and instant feedback was a possibility. Citizens and consumers used to have limited and muted voices, now they could share their opinion with many. The low cost and accessibility of new technology also allowed more options for media consumption than over before – and so instead of only a few news outlets, individuals now have the ability to seek information from several sources and to dialogue with others via message forums about then information posted. At the core of this on-going revolution is social media (Manning, 2014).

According to Kaplan and Haenlein (2010), social media is the interaction among people, through which they create, share and/or exchange information and ideas in virtual communities and networks via social media sites. According to Bertot et. al. (2010), the concept of social media is based on four main pillars covert strengths: partnership, participation, enablement and time. Through the use of social media, users achieve some form of sanctioning that allows a free forum for interaction (Duggan & Smith, 2014). Social media networks are designed for the intention of communal acquaintances (Eijkman, 2009). Today's students are accessing Facebook and Twitter to connect and share information with those around them (Virkus, 2008). Social media encompasses a wide range of tools and apps

such as wikis, blogs, video sites and other forms of online interactions. The widely used social media channels in Africa, including Nigeria, are Twitter, Facebook, LinkedIn, Instagram, WhatsApp, Snap Chat, online dating sites, YouTube and Viber (Social Bakers, 2013).

Odukoya et al. (2018) explored parental monitoring and substance use among youths, a survey of high school adolescents in Lagos State, Nigeria. This was a cross-sectional survey of 437 in-school adolescents randomly selected from two schools in Mushin Local Government Area of Lagos State, Nigeria. Information on socio-demographic characteristics, the three domains of parental monitoring practices (Parental monitoring; negotiated unsupervised time and parental trust) and substance use were elicited using a modified version of parental monitoring practice scale and the Youth Risk Behaviour Surveillance System (YRBSS) questionnaire. Independent t-tests and logistic regression models were used to assess relationship between parental monitoring practices and substance use.

Parental Attitude and Deviant Behaviour

Parents act as role models and educators for their children, as they create home environments that convey parental values. Studies (Stone et al. 2012; Tharp and Noonan 2012; Lam et al. 2014; Mair et al. 2015) indicate the role of parents in shaping the behaviour of their children. They include Parental bonding, attachment, support, monitoring, and discipline which are associated with decreased incidents of deviant behaviour and on the other hand, the absence of these factors are found to be associated with increased incidents of deviant behaviour. Choe et al. (2013) opined that children of authoritative parents are less antisocial, more adjusted with their class fellows and can solve their problem themselves. It has also been found in a study that authoritarian as well as permissive parenting styles or attitude are contributory factors of antisocial behaviour. While authoritative parenting style or

attitude reduces the chance of antisocial behaviour among children because it fulfils the needs of the children (Baumrind et al. 2010).

Baumrind et al. (2010) investigated the effects of preschool patterns of parental authority on adolescent competence and emotional health and differentiated between confrontive and coercive power-assertive practices which accounted partially for differential long-term effects of the preschool patterns. Participants were 87 families initially studied when children were preschool students, with outcomes assessed during early adolescence. Families were drawn from Baumrind's Family Socialization and Developmental Competence longitudinal program of research. The authors used comprehensive observational and interview data to test hypotheses relating preschool power-assertive practices and patterns of parental authority to the children's attributes as adolescents. Adolescents whose parents were classified as directive, democratic, or authoritative (grouped as balanced-committed) when these adolescents were preschool students were competent and well-adjusted relative to adolescents whose parents were classified as authoritarian, permissive, or disengaged (grouped as imbalanced-uncommitted). Adolescents from authoritarian families were notably incompetent and maladjusted. Variable-centered analyses indicated verbal hostility and psychological control were the most detrimental of the authoritarian-distinctive coercive power-assertive practices. Severe physical punishment and arbitrary discipline were also authoritarian-distinctive and detrimental.

Rachel et al. (2022) investigated the contribution of parental factors to adolescents' deviant behaviour in South Africa: Evidence from three rural communities in South Africa. Guided by the qualitative approach, the present study makes use of semi-structured interviews to collect data and thematic analysis to analyse data. The parental factors identified include less parental supervision, a lack of support, an absence of parental discipline, parent's lack of concern and the inability of parents to be role models. These

factors play a role in adolescent deviant behaviour, such as crime, dropping out of school and substance abuse. Result showed that unsupervised time was significantly associated with use of alcohol ($P < 0.05$), marijuana ($P < 0.05$) and cigarette smoking ($P < 0.05$). After controlling for age and gender, one unit increase in parental monitoring reduced the odds of engaging in any substance use by 10% (AOR = 0.90, 95% CI = 0.81-0.99) while a similar increase in negotiated unsupervised time significantly increases the odds of any substance use by 7%. Therefore, by focusing on the family, especially parental behaviour, the potential to reduce adolescent deviant behaviour becomes possible.

Raja and Parveen (2022) examined 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. The results also indicate that permissive parenting style is associated with the highest portion of school-going adolescents who engage in anti-social behaviours, followed by autocratic, uninvolved, and democratic parenting styles. Moreover, the results also reveal that most of the students were raised with democratic parenting style followed by autocratic, uninvolved and permissive parenting style.

Kiran et al. (2019) Parenting Style and Anti-social Behavior: An Exploratory Study of Secondary School Students. The primal objective of present study was to investigate the relationship of parenting style with secondary school students' antisocial behaviour. Population of the study consisted of all students enrolled in public secondary schools of the

Sahiwal division. Random sampling technique was employed for sample selection. Researchers selected all three districts of Sahiwal division i.e. Pakpattan, Okara and Sahiwal. Eight schools from each district were randomly selected as sample of the study. Data were collected from 190 male (95 urban and 95 rural) and 200 female (100 urban and 100 rural) students by using two questionnaires viz. Parental Authority Questionnaire (PAQ) and Sub-Types of Antisocial Behaviour (STAB). Statistical Package for Social Sciences (SPSS) was used for data analysis. Pearson r was run to analyze the data. It was inferred from analysis that majority of public secondary schools students perceive fathers' parenting style to be authoritarian and mothers' to be authoritative. No significant correlation was found between authoritative parenting style and students' antisocial behaviour. Authoritarian as well as permissive parenting styles were significantly correlated with students' antisocial behaviour. To conclude, both authoritarian and permissive parenting styles are the major contributors to lead students towards antisocial behaviour. It is recommended that parents should employ authoritative parenting style in rearing their children.

A study conducted by Mwathi (2020) on perceived causes of deviant behavior among secondary school students in Kebete Sub County, Kiambu County, Kenya. Exploratory approach using survey design was employed. Purposive/judgmental sampling was used to select all schools and all the principals, deputy principals, class teachers and guidance counselor in Kabete Sub County. A questionnaire with a list of possible causes of deviant behavior was administered to the teachers. Data was analyzed by use of descriptive statistic using tables and frequencies. The result showed that majority of the teacher cited major causes of deviant behavior among the students as media/social media (80%), overprotection at home (79%), broken homes (70%)and overloading at school(65%), family conflicts(58%), poverty (57%), parental negligence and exam pressure (55%) and fear and failure(50%). It

was concluded that majority of the teachers perceived that most causes of deviant behavior were home-related.

A study carried out by Igbo and Ihejiene (2014) investigated the Influence of parenting styles on deviant behaviours and academic achievement of secondary school students in Garoua, Northern Cameroun. Ex-post-facto design was adopted for the study. The sample of 350 students was drawn from the population using multi-stage sampling technique. A 45-item instrument tagged 'Parenting Style Questionnaire' and another of 15- item instrument tagged 'Deviant Behavior Questionnaire, all developed on a four point scale by the researchers after extensive review of relevant literature, were used for data collection. Mean and standard deviation were used to answer the research questions while Analysis of Variance (ANOVA) was used to test the research hypotheses. The results of the study showed that parenting styles influence deviant behaviors and academic achievement of secondary school students. Specifically, the results of the two null hypotheses showed that the influence of parenting styles on students' deviant behavior is significant. It was recommended that the government through the relevant agencies should ensure that parents are encouraged to participate in any parenting education programme organized by the government to help in their parenting task.

Allagbé et al. (2021) investigated the representation of deviant behaviour as a decaying social malaise in Chimamanda N. Adichie's Cell One. The study seeks to examine experiential and textual meanings in Cell One. Drawing on Systemic Functional Linguistics for theoretical underpinnings, this study specifically studies how deviant behaviour is formed, sustained and endured in the social world of the story. To reach this goal, five extracts are purposively selected from the story and analysed in consonance with the theoretical requirements of SFL. The findings reveal that deviant behaviour is formed and developed in families with deviant moral values or/and standards, and is sustained by parental inaction,

self-deception, lenient or condoning parenting style, lack of home education, lack of parental restriction, among others.

Social Media and Deviant Behaviour

There is evidence that while social media is used as means of communication, it can as well be used to propagate deviant behaviour among young people. Deviant behaviour is considered to be abnormal or antisocial if it is uncommon or different from the norm and does not conform to what society expects (Thio et al. 2012). Deviant behaviour among young people can be attributed to a combination of several generalized factors (Hinduja & Patchin, 2013). Studies done in United States by (Anderson & Bushman, 2002 as reported in Muia, 2016) have shown that time spent on social media increased by 37% in 2012 compared to 2011. Further, Martinez-Prather and Vandive (2014) pointed out that the usage of social media has fostered communication among adolescents. This has greatly influenced their indulgence into “Sexting” which promotes unethical sexual behaviours. A study carried out by Bolton et. al. (2013) on understanding “generation Y” and their use of social media sites in the United States established that extreme usage of social media sites in the long run contributes to teenagers’ engagement in risky sexual behaviours. In addition, an investigation by Larkin and Dwyer (2016) on the influence of social media sites and fighting among high school girls showed that circulation of fighting videos online has an influence on the desire of young girls to engage in physical fighting with other teenagers.

Chen et al. (2017) conducted a meta-analysis of factors predicting cyber bullying perpetration and victimization in China among the Youth. Specifically, the study identified 16 predictors of cyberbullying perpetration and victimization and examined the magnitude of the effects of these predictors by meta-analyzing 81 empirical studies, which represented a total sample of 99,741 participants and yielded 259 independent correlations. The result revealed that the frequency of social media usage has had the highest influence on cyber

bullying and violent acts among youth. A study by Udris (2014) on cyberbullying and online disinhibiting among Japanese high school students found out that student has a tendency to cling onto social media sites and this seems to have contributed significantly to cyberbullying. According to Ogidefa (2008), detailed information on youth deviant behaviour is lacking in Africa and this is attributed to the absence of reliable databases. However, some of the African countries such as Tanzania, Namibia and South Africa are beginning to collect information to map future trends. Nevertheless, there is evidence of increasing law-breaking among young people. He further argued that victimization surveys in several countries, as well as qualitative observations, suggest law-breaking behaviours among young people (12 – 25 years) in terms of violent behaviour, drug-related and gang activity offences is increasing in developing countries at a much higher rate than in the developed countries.

A study undertaken by Burton and Leoschut (2013) on the National School Violence in South Africa indicated that at least 22.2% of high school students had experienced some form of violence. The highest form of violence meted on the high school students was found to be cyber violence and this was attributed to the high prevalence of online chat rooms and media sites. Findings from a study undertaken by Nwabueze and Aduba-Doris (2014) on the influence of social networking on secondary school students in Enugu State, Nigeria, showed that extensive use of social media sites such as 2go, Facebook and WhatsApp had negatively influenced the behaviour of students.

A survey done by Philista and Arne (2015) in Kibra informal settlement found out that most of the youths in Kibra informal settlement in Nairobi, Kenya, especially boys are being recruited into criminal gangs just after completing primary school. The report further showed that due to the abject poverty in this settlement, most of the young adults start living in streets where they engage in criminal activities as well as being recruited into street gangs. According to the report, drug abuse among secondary school students within Kibra is a

common occurrence. Further, sexual immorality has been propelled by the poverty in the slum and intolerant sexual behaviour has been favoured by the availability of sexual imagery online. Hence, this study will contribute to the body of knowledge by establishing, if any, the association between social media usage and violent behaviour, sexual immorality within the Kibra informal settlement.

A study by Njoki (2014) on the factors leading to antisocial behaviour among youths in the Nairobi west and South C. estates found out that the main deviant behaviours among young youths included negative behaviours and cases of violence. Moreover, the availability of cyber cafes that are not well regulated has made access to pornographic materials online easy to students. She also noted that secondary school students join up estate gangs that prey the estate roads looking for young girls to engage in sexual activities with.

According to Social Bakers (2013), there were 1,886,560 registered Facebook users in Kenya and it ranked sixth in Africa in terms of population usage of Facebook. This has tremendously grown to over 5,000,000 users as of 2015 (Internet World Statistics, 2016). Furthermore, a report titled “How Africa Tweets” by Portland Communications and Tweetmister suggests that in the last quarter of 2014, Nairobi posted 123,078 geo-located tweets making it the sixth most active city on Twitter in the continent (Portland Communication, 2014, as cited in Muia, 2016). Further, a survey conducted by the Consumer Network in Kenya revealed that 87% of Kenyan youth use the internet to access social media (Consumer Network, 2013 as cited in Muia, 2016). This study is expected to establish the extent to which use of social media may be contributing to deviant behaviour among secondary school students.

According to Bareket-Bojmel et al. (2016), the use of online media such as Facebook has prompted youths to become self-derogatory as they seek the acceptance of other users online. This social derogatory has led to increasing negative social consequences such as

posting of nude photos. The authors further highlight the plight teenagers have on social media of being ridiculed due to their complexions, body shapes and weight which has led to growth of violent tendencies among children.

Patton et al. (2014) observed that the frequent sharing of pro-school shooting videos on platforms such as Instagram and WhatsApp have prompted increased violence among youths. Further, the authors acknowledge that the sharing of negative comments online has led to increase in online mentions and interests which may end up provoking negative actions among users. Den et al. (2014) also state that antisocial behaviour has become common among teenagers as a result of the wider accessibility of social media networks.

King and Stones (2013) too noted that use of social media by middle school students and college students make sharing of information about use of drugs among students more readily available. Another study done by Okombe and Ondiek (2013) on pattern of deviant behaviour among urban primary school children in Nigeria highlighted that drug abuse among teenagers has been on the rise in the recent years as a result of the advent of internet usage. The authors argue that drug users have created groups in social media networks that show partaking in drug abuse as a “cool” thing among teenagers hence increasing uptake of drugs.

A study done by Maina (2012) showed that outside their classrooms, students often use internet especially for chatting and sending videos, messages in social media sites to other students during school hours, weekends and even late at night. He further indicated that abuse of alcohol, tobacco and marijuana, mostly accessed at home and school is widely prevalent in public schools in Langata sub-county. Further findings from studies done by Sidze et al. (2015) within Nairobi’s informal settlements show that many of Nairobi’s youths are not only from poor families but also some from middle- and upper-class families are being drawn into substance abuse, sexual immorality and association with criminal gangs.

However, the above study focused on youths in general; this did not specifically take into consideration the students in secondary schools within Nairobi. Hence, in undertaking this research, focus would emphasize on how students are being lured into drug and substance abuse through the use of social media.

Cyber bullying is a form of bullying through electronic media, as well as media devices. It is the most common online risk for all teens and is a peer-to peer risk. Cyber bullying is quite common and can occur to any young person online causing profound psychosocial outcomes including depression, anxiety, severe isolation and tragic suicide (Muinde, 2015). Cyber bullying is at times not taken seriously owing to the virtual aspects of it, however, with the rising trends in cyber bullying, it has attracted interest from different groups (DeHue et al., 2008). Cyber bullying has been propelled by the reduction in cost of smartphone gadgets and reduction in internet costs coupled with increased legislation promoting online privacy (Hinduja & Patchin, 2014).

A recent meta-analysis by Hinduja and Patchin (2014) showed that between 20% - 40% of adolescents reported having a victim of cyber bullying. The majority of cyber victims do not tell their parents and among these cyber victims, the suicidal ideation is higher than among non-victims. In addition, 16% of adolescents have admitted having perpetrated acts of cyber bullying once or more often. Findings from another study done by Alwagait et al. (2015) on the impact of social media and students' academic performances in Saudi Arabia showed that the negative effect of social media usage has continued cyber bullying among students.

Findings from an experimental study conducted by Gritzalis and Stavrou (2015) on the influence of social media on deviant behaviour among middle and high school students in Athens showed that the increasing anonymity of social networking sites such as Facebook and Twitter have increased incidences of cyber bullying and infringement of personal

materials in online communities. The above study was done in a developed country but the current study will be conducted in a third world country and will find out if the results will be interconnected in any way.

It has been reported that in the United Kingdom, more than 70% of the total youth population are on one or more social media site (ONS, 2011). In the U.S., at least 66% of youth use online intimidation and bullying (Rideout et al., 2010). Findings from a research study carried out by Burton and Mutongwizo (2009) on cyber bullying and electronic violence against young people in South Africa revealed that 46.8% of the youth admitted to having been victims of cyber bullying which included harassment through instant messaging and circulation of their photos and videos online. The results of the study also indicated that 69.7% of cyber bullying was perpetrated using social media platforms and other instant messaging cellular technologies. A similar study was conducted by Njoroge (2013) on the impact of social media among the youth on behaviour change. Results of the study revealed that 60.3% of the youth spent at least an average of 4 hours online within a day and that the majority of the respondents have been victims as well as perpetrators of cyber bullying. The current study will investigate whether the high school students in Langata Sub-County are infected and affected by cyber bullying.

Kirsh (2011) in his research on the impact of publicized mass murders followed by the killer's suicide in U.S., stated that violence in the social media influences human behaviour in a negative manner. A study conducted by Huesmann and Tylor (2006) on social media and violence had produced similar results. The findings of these studies strongly suggest that violence in the social media influences human behaviour in a negative manner. Furthermore, social media use has been found to result in negative consequences on students' social and academic effort. Violence may contribute to humiliation, disinterestedness,

withdrawal, poor academic performance, high school drop-out rates and even death of affected students (Ruto, 2009).

Violent behaviour is one of the practices that have scared teachers, parents and students. Some students have had to die or suffer permanent deformities. A study undertaken by Kangare (2008) on sexual violence in Kenya asserted that violence has been going on since 1970 especially in boys' schools. In secondary schools, sexual violence has been identified as one of the most teething social problem young females are facing. Sexual violence has made children, girls and women no longer safe in their own homes, schools, work places or on roads. Both studies considered the effect of violence on academic performance and failed to consider if there is any relationship between social media and violence among secondary school students.

According to Omolo (2014) the youths represent majority of the population. This young population is often a good target in social media sites. According to Todd (2009) as cited in Wakoli (2018), the young are bombarded with videos, shows, advertisements and movies with sexual messages. In terms of body image, the social media floods the young girls' minds with images of skinny models. This makes them feel that if they are a few pounds heavier than these images on the websites, then they are unacceptable to the society. This leads to the young girls going into far lengths in order to have better fitting bodies. With regard to sex, three out of four teenagers say that the social media content make it seem normal for youngsters their age to engage in sexual relations. Being open about sex and how they talk to their girlfriends or boyfriends about it is largely because of what they see and hear (M'Imaita, 2011). Thus, the study by Wakoli (2018) observed that mass media targeted adolescents in general in turn making them vulnerable to sexual involvement and all manner of vices. This study therefore will be focusing on social media and how it has impacted on sexual behaviour among secondary school students. King and Stones (2013) posited that the

nudity and sharing of pornographic materials has been on the rise in Australian schools as a result of the availability of social media channels that young adults are exposed to. The authors further noted that sexual orgies are arranged among friends in the social media hence the rise in immorality among college and middle school students. This study adopted an ethnographic survey, unlike the current study which will be descriptive in nature.

Similarly, studies by Patricia and Ndung'u (2014) and Omolo (2014) that focused on immorality among children as young as 15 years old in estates such as Karen and Runda respectively found out that youths are engaged in drug abuse and sexual orgies. The above cited research findings have associated particular anti-social behaviour to social media. As exposed by most of these research findings, children from rich families often communicate with other youths through social media and organize parties without the knowledge of their parents. In these parties, the young minors are known to engage in sex orgies and rampant drug abuses. In summary, the reviewed literature suggests that there is some element of all these four factors in social media sites. The fact that these contents are readily available over the internet; it is assumed that it is available for the youths. The youths are likely to observe and emulate it. The majority of the reviewed studies have exhibited a general lack of in-depth analysis of the influence of social media on some of the major factors of deviant behaviour. Hence, in general, this study will seek to solve the identified gaps and contribute to the body of knowledge.

Odofin and Ofojebe (2020) carried out a study to examine the relationship between social media addiction and deviant behaviour among secondary school students in Delta State. In addition, it examined sex and school types. The population of the study was 26, 428 SS2 students in Delta State. The sample size was 600 students. A correlational research design was used for the study. The data were analyzed using correlational and regression statistics. The results indicated that there is a significant difference between social media addiction and

deviant behaviour of secondary school students. There is a significant correlation between school type and deviant behaviour among secondary school students. There is no significant relationship between sex and deviant behaviour among secondary school students in Delta State.

Age Differences and Deviant Behaviour

Deviant behavior plays a crucial role in the maturation of adolescent youth (Lamb & Sim, 2013). In 2017 almost one-million adolescent youth were referred to the judicial system for alleged participation in criminal behavior (OJJDP, 2018). This statistic, however, provides a limited perspective on the extent to which adolescent aged 18 and under participates in deviant behavior. There is evidence that adolescents are more likely than children or young adults to engage in developmentally problematic behaviours (Loeber & Hay, 1997 as cited in Damron-Bell, 2011). Traditionally, developmental models have characterized adolescence as a period of increased risk taking (Steinberg & Morris, 2001). Research shows that during adolescence, there are increased incidences of norm-breaking behaviour, substance abuse, and risky sexual behaviour (Carlson, 2012; Damron-Bell, 2011).

Smith (2021) conducted a study on patterned adolescent socially deviant behavior. This study employed a non-experimental, correlational research design to examine the relationships between types of socially deviant behaviors and how SDB characteristics changed over time. To accomplish the goals of this study, multiple latent transition analyses (LTA) were conducted using public access data from the National Longitudinal Survey of Youth, 1997 (Bureau of Labor Statistics, 1997). The statistical package SAS® version 9.4 was used to conduct data management functions and the statistical package Mplus® version 8.1 was used to conduct the latent transition analyses. Results from these analyses suggested that adolescent youth aged 13-15 maintained the highest propensity to participate in behaviors that victimized others.

Prevalence patterns of delinquent behaviour suggest that delinquent behaviour is not as common in early adolescence (11 – 14), develops to almost universal prevalence during mid-adolescence (15 – 18), peaks during mid to late adolescent years (18 – 20), and decreases continuously after late adolescence (Arnett, 1999 as cited in Damron-Bell, 2011) . However, Kim and Bushway (2018) Thornberry (2018) noted that Adolescent participating in deviant behaviour, will begin during early-adolescence (ages 12-14), escalate in rate, frequency, and severity by mid-adolescence (ages 14-17), and begin to desist during late adolescence (ages 17 and older). Older adolescents report lower perceptions of risk than those who are younger.

A study carried out by Damron-Bell (2011) on the development of deviant behavior in adolescents: The influence of student characteristics and school climate. Using data gathered from Middle and High School students who completed surveys administered by a large, Midwestern, urban school district, the influence of gender, ethnicity, age, school level free/reduced lunch status, school level performance on standardized testing, and school level perception of school climate on the participation in risky behaviors were examined. One multiple regression was used to examine the extent to which student level data of gender, ethnicity, and age predicted student participation in risky behaviors. Results reflected that gender, ethnicity, and age were significant predictors of participation in risky behaviors such that males more frequently participated in risky behaviors than females, whites more frequently participated in risky behaviors than racial and ethnic minorities, and older students more frequently participated in risky behaviors than younger students.

Moitra and Mukherjee (2012) examined the impact of one of the dimension of parenting practices, parent-adolescent communication, on the development of delinquent behavior. The data was collected from 200 adolescents (100 delinquents and 100 non-delinquents) aged 11-18 years. Results suggested a significant difference between delinquent and non-delinquent adolescents -in terms of their perception of satisfactory parental

communication. Furthermore, age of the adolescent was also related to delinquency and it was observed that early adolescence was a richer breeding ground of delinquency, although a satisfactory parental communication was crucial throughout the adolescent period to serve as a protective factor against delinquency.

Vazsonyi and Jiskrova (2018) examined the development of self-control and deviance from preschool to middle adolescence. The data for this study were based on the National Institute of Child Health and Human Development. Children (N = 1159) from the longitudinal NICHD Study of Early Child Care and Youth Development (SECCYD) were assessed six times, ages 4.5 to 15 years. Latent growth models tested self-control and deviance trajectories, using competing growth functions to capture change over time. The longitudinal, bidirectional self-control-deviance links were examined in a cross-lagged latent model. Findings showed that children's self-control significantly increased during childhood, but stabilized sometime between 8.5 and 10.5 years. Deviance also changed in parallel, but in the opposite direction; some evidence was found of continued change in deviance during early adolescence.

Sex Differences and Deviant behaviour

Sex differences have been observed in patterns of participation in deviant behaviour such as substance use. In fact, it has been suggested by the criminologist Sutherland (Sutherland & Cressey, 1966 as cited in Damron-Bell, 2011) that being male is the single best demographic predictor of criminal behaviour. Boys' beliefs about the acceptability of delinquent acts change significantly during adolescence, such that boys are more likely to endorse beliefs favouring delinquency during adolescence (Zhang et al., 1997 as cited in Damron-Bell, 2011). This may increase delinquent beliefs that would predict subsequent escalations in antisocial and aggressive behaviour. Furthermore, beliefs favouring

delinquency predict subsequent increases in delinquent behaviour during early and middle adolescence (Zhang et al., 1997 as cited in Damron-Bell, 2011).

Sex was also among the strongest predictor of both late adolescent alcohol use, with males more likely to engage in this type of behaviour (Duncan et al., 2002). The research has shown higher rates of alcohol and tobacco use among male youths aged 12 – 17 (SAMSHA, National Survey of Alcohol and Drug Use, 2002 – 2007). Adolescent boys have higher rates of use of alcohol, frequency of use and binge drinking than adolescent girls (Johnston et al., 2004). Dowdell (2006) also reported higher levels of alcohol use among boys than girls. Boys are more likely to endorse beliefs favouring delinquency during adolescence (Damron-Bell, 2011).

Tsvetkova and Antonovna (2013) investigated the prevalence of drug use among university students in Russia. The study used a sample of 1,477 university students aged between 19 -24 years. Data analysis was done through simple distributions and central tendency measures. It was revealed that the prevalence of drug use among male students is higher than female students. The study also revealed that there is a higher social acceptability of drug use among males.

Wepukhulu et al. (2012) carried out research on the influence of socioeconomic status on premarital sex among secondary school students in western Kenya. Using a sample of 284 students who were selected using the systematic random sampling method and data collected through questionnaires, the cross sectional study established that girls are more sexually experienced than boys of the same age and academic level. The study further revealed that a significant association between gender and the attitude of the youth towards premarital sex.

Aute et al. (2020) examined parental attachment, gender and deviant behaviour among secondary school students in Homabay County- Kenya. Quantitative data was

collected using questionnaires and analyzed using descriptive statistical analysis as well as inferential statistics such as Pearson correlation analysis and independent t-test analysis. Qualitative data was collected using structured and unstructured interview guides, FGD and analysis of documents. The documents analyzed included class registers, students' files and house registers in case of boarding schools. Qualitative data was analyzed using thematic framework. The findings proved that gender plays a significant role in deviant behavior as the t-test analysis revealed a statistically significant difference in deviant behavior between the males ($M= 1.93$, $SD =0.685$) and females ($M=1.30$, $SD= 0.524$).

Dullas et al. (2021) conducted a study on the possible predictors of deviant behavior, as well as its association with family satisfaction and personality traits among Filipino adolescents. The study was conducted on 1500 participants' ages 12–19 years old from selected schools in Nueva Ecija. The researchers used the Deviant Behavior Variety Scale (DBVS) by Sanches et al. (2016). It consists of 19 items (minor and severe) of a variety of deviant action such as thefts, drug and alcohol consumption, verbal and physical aggression, possession of weapons, vandalism, truancy, lies and defiance of authority, and selling drugs among adolescents (Sanches et al., 2016). Out of 1500 samples, 1227 met the criteria for the deviant behavior scale. Descriptive and Inferential statistics such as Mean, sd, frequency, percentage, Regression analysis, Pearson-correlation, and Mann Whitney U test were used to analyze this study. The research found that there are differences in levels of deviant behavior (Minor and Severe infractions) among sexes. Results showed that female participants have higher tendency to engage in minor infractions of deviant acts, while males had a higher rate of participation in severe infractions of deviant acts. Moreover, there is a negative/inverse association between family satisfaction and deviant behavior. This implies that respondents who participate more in deviant behaviors are found to be less satisfied with their family life,

while respondents who participate less in deviant behavior are more satisfied in their family life.

Shek and Lin (2016) carried out a longitudinal study to examine the changes in delinquent behaviour during the high school years and its socio-demographic, personal, and family correlates among 3328 adolescents selected across 28 government-aided secondary schools in Hong Kong. It was found that male adolescents exhibited higher levels of delinquent behaviour as well showed a greater increase in delinquent behaviour when compared with female adolescents. Also, to understand processes that contribute to adolescents' risk-taking behaviours, McCoy et al. (2017) reviewed 26 qualitative studies on gender differences in adolescents' susceptibility to deviant peer pressure. It was found that male adolescents appear to be more susceptible to peers influences that encourage risk-taking behaviours when compared with female adolescents. Though, they found no consistent gender differences in susceptibility to such peer influences and only two studies out of 26 studies reviewed suggested that female adolescents are more prone to deviant peer pressure than male adolescents. Oyeyemi et al (2018) found significant gender difference in deviant behaviour of students. Male students were found as exhibiting more deviant behaviours than their female counterparts. Similarly, the findings of Aute et al (2020) suggest that gender contributes to the deviant behaviour of students. In their study carried out among 512 secondary school students in Homabay County in Kenya, it was found that boys are more deviant than girls.

In a study conducted by Daniels (2012) students' behavior scores were broken down by gender, with males reporting more deviance when using the internet and computers than females. The data also demonstrated a statistically significant link between gender and perceived deviance, indicating that when using the internet and computers, males are more likely than females to participate in deviant conduct. According to the data, 27.9% of males

and 12.6 percent of females admitted to being deviant. There were twice as many guys as females who claimed deviation when it came to using the internet and computers. In this section of the inquiry, there was no distinction between men and women.

Historically, researchers have hypothesized that an antisocial behaviour is more consistent with behaviour considered appropriate for boys and inconsistent with behaviour considered appropriate for girls (Heimer, 1996 as cited in Damron-Bell, 2011). Consequently, such behaviours may be reinforced by boys in the peer group (Heimer, 1996 as cited in Damron-Bell, 2011). Additionally, mothers may tolerate and sometimes encourage risky behaviours to a greater extent in their sons than their daughters in playground situations both when they are teaching the child a new skill and also in free play sessions. Although the differences in the encouragement may be a response to biological traits in boys and girls, the attitudes and behaviours of those who encourage risk behaviour in boys but not in girls, may be internalized by children, in turn shaping future behaviour.

Summary of Reviewed Literature

In this study, related literature was reviewed under some subheadings in order to provide enough information for proper investigation. The theoretical framework adopted for this study is the Social Learning Theory (SLT) developed by Bandura (1977). It has been used widely to explain all forms of deviant, criminal, and delinquent behaviours. Social Learning theory is based on the principles of behavioural psychology, which postulates that a person's behaviour is learned and maintained by its consequences and rewards. Students, thus learn deviant and criminal behaviour by observing other people and witnessing the rewards or consequences that their behaviour receives.

From the reviewed literature, it was shown that deviant behaviour is a behaviour or action of individual or group that are not in conformity with the acceptable standards of the

society. In schools, deviant behaviour of students is understood in relation to the existing schools' rules and regulations. Peer pressure and school-related factors have great consequences on the academic well-being of students. It is therefore imperative for government, parents and school owners and administrators to put adequate measures in place to curb the trend of deviant acts in our schools because of its increasing rate in our societies. The relationship between parental attitudes was shown. The influence of social media on students' deviant behaviour was shown as well. The issues of sex and age differences in relation to deviant behaviour were explained.

It is on record that some studies (Dullas et al. 2021; Aute et al. 2020; Damron-Bell 2011; Njoki 2014; Tsvetkova & Antonovna 2013) have been carried out previously in order to reduce the deviance phenomenon. Nevertheless, there appears to be a concern among the stakeholders in the educational sector on the need to put in more efforts in order to curb the ever-increasing deviant behaviour of students in schools especially adolescents. To the best of the knowledge of the researcher, there has not been any investigation on Parental Attitude and Social Media as Predictors of Secondary School Students' Deviant Behaviour in Delta State. Hence the researcher seeks to determine whether parental attitude and social media are predictors of deviant behaviour among secondary school students in Delta State.

CHAPTER THREE

METHODOLOGY

In this chapter, the methods and procedures employed in the study was discussed under the following subheadings:

- 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

In this study, descriptive survey design, using a correlational approach was used. This approach seeks to find the relationship between the independent variables (Parental attachment and social media addiction) and the dependent variable (Students' deviant behaviour) considering the following intervening variables of parent socio-economic status, sex and age. This design was chosen for the study because it helps to collect information on the variables of the study without any manipulation and report the findings as observed.

Population of the Study

The population of the study is made up of junior and senior secondary schools (J.S.S. 2 & S.S. 1) in Ethiope East Local Government Area, Delta State. Ethiope East Local Government Area has a total population of four thousand six hundred and twenty nine (4,629) students of twenty four (24) public junior and senior secondary schools. (Delta State Ministry of Education, 2023).

Table 1

Distribution Table Showing the Total Number of Schools and Students in Public Junior II and Senior Secondary Schools I in Ethiopia East Local Government Area.

S/N	NAME OF SCHOOLS	JUNIOR CLASS (J.S.S. 2)			SENIOR CLASS (S.S. 1)		
		M	F	TOTAL	M	F	TOTAL
1.	Abraka Grammar School, Abraka	80	95	175	115	145	260
2.	Agbon College, Okpara Inland	60	65	125	79	74	153
3.	Agbon Secondary School, Isiokolo	43	36	79	60	65	125
4.	Baptist Medical Centre, Eku	46	50	96	87	58	145
5.	Egbo Commercial Grammar School, Egbo Kokori	32	47	79	98	79	177
6.	Ekpan Ovu Secondary School, Ekpan Ovu	89	92	181	79	89	168
7.	Eku Girls Secondary School, Eku		95	95		100	100
8.	Erho Secondary School, Abraka	79	62	141	92	87	179
9.	Ibruvwe Secondary School, Samagidi Kokori	27	31	58	35	53	88
10.	Igun Secndary School, Igun	43	65	108	120	100	220
11.	Isiokolo Girls Secondary School, Isiokolo	85	70	155	79	80	159
12.	Kokori Girls Secondary School, Kokori		92	92		120	120
13.	Kokori Mixed Secondary School, Kokori	44	49	93	92	71	163
14.	Ojeta Secondary School, Abraka	58	76	134	86	72	158
15.	Okpara Boys Secondary School, Okpara Inland	90		90	97		97

16.	Okpara Mixed Secondary School, Okpara Waterside	46	50	96	87	58	145
17.	Okurekpo Secondary School, Okpurekpo	82	84	166	111	98	209
18.	Orhoakpo Secondary School, Orhoakpo	53	71	124	86	103	189
19.	Otorho Secondary School, Otorho, Abraka	32	42	74	53	51	104
20.	Ovorie Secondary School, Ovorie	52	55	107	76	98	174
21.	Ovu College, Urhodo Ovu	48	62	110	72	91	163
22.	Ovu Grammar School, Ovu Inland	86	100	186	120	144	264
23.	Umiaghwa Secondary School, Oria Abraka	87	100	187	114	150	264
24.	Urhuoka Secondary School, Urhuoka Abraka	120	99	219	106	115	221
TOTAL				1963			2666

Source: Ministry of Education, Delta State, 2023

Sample and Sampling Techniques

This study covered 5 public (junior and senior) secondary schools in Ethiope East Local Government Area, Delta State with a sample of 581 respondents. The sample size was selected using simple random sampling technique. The researcher randomly sampled 5 public (junior and senior) secondary schools in Ethiope East Local Government Area through balloting. To use this procedure, each school was given a number that was written on a piece of paper. These pieces of papers were placed in a bowl from which one piece of paper was picked at a time without replacement and then recorded and five schools was selected in the process. The researcher used 30% of the sampled population in JSS 2 (856) and SS1 (1082) to sampled out 257 and 324 in JSS2 and SS1 respectively, with a total sampled size of 581.

Table 2

Sample Distribution of Five Public Junior and Senior Secondary School (JSS 2 & SSS 1) in Ethiope East Local Government Area.

S/N	Name of Schools	JSS2		Total	Sample size	SS1		Total	Sample size	Total sample size
		M	F			M	F			
1	Abraka Grammer School	80	95	175	53	115	145	260	78	131
2	Erho S/S	79	62	141	42	92	87	179	54	96
3	Ojeta S/S	58	76	134	40	86	72	158	47	86
4	Umiaghwa S/S	87	100	187	56	114	150	264	79	135
5	Urhuoka S/S	120	99	219	66	106	115	221	66	132
	Total	424	432	856	257	513	569	1082	324	581

Research Instrument

The research instrument for the study was a self-structured questionnaire titled; Parental Attitude Social Media Addiction and Deviant Behaviour questionnaire (PASMADBQ). The questionnaire was divided into three sections; Section A comprised respondents' demographic profile. Section B had items which elicit response on respondents' parental attitude. Section C had items which elicit response on respondents' social media addiction. Section D had items which elicit response on the extent respondents involve in deviant behaviour. The questionnaire employed a four point Likert scale; Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1) for Section B (Parental attitude towards children) and Section C (Social media usage); Always (4), Sometimes (3), Rarely (2), Never

(1) for Section D (Deviant behaviour) all for positively worded items and reverse for all negatively worded items.

Validity of the Instrument

The face and content validity of the questionnaire was established by the researcher's Supervisor and two other test experts in the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin. The observations and corrections made by the experts were effected in the final copy of the instrument.

Reliability of the Instrument

The reliability of the instrument was determined by administering the instrument to 30 students who are not part of the study. Cronbach Alpha statistics was used to analyze the data. The reliability co-efficient value of .733, .750 and .873 was obtained for parental attitude, social media usage and deviant behavior respectively. This implies that the instrument is reliable.

Method of Data Collection

The instrument was presented to the students in their various schools; the researcher got permission from the school principals and the class teachers before presenting the instrument to the students. The researcher engaged a research assistant who was trained by the researcher on how to administer the instrument so as to ensure efficient handling and return of the instrument. The researcher briefly explained the content of the questionnaire to the students before presenting it to them. The researcher waited to collect the questionnaire from the students at the completion on the same day.

Method of Data Analysis

Data were analyzed inferentially, hypotheses one and two (1 & 2) were tested using simple linear regression, hypotheses three (3) were tested using multiple linear regression while hypotheses four to seven (4-7) was tested using fisher' Z test.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with the presentation of results, interpretation of results and discussion of findings.

Presentation of Results

Hypothesis One

Parental attitude will not significantly predict secondary school students' deviant behaviour in Delta State.

Table 3: Summary of ANOVA on the Simple Linear Regression Estimate of Parental Attitude Prediction and Secondary School Students' Deviant Behaviour

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	4.342	1	4.342	26.192	.000 ^b
Residual	95.979	579	.166		
Total	100.321	580			

The data presented in Table 3 reveals that the ANOVA summary of parental attitude prediction of secondary school students' deviant behaviour is statistically significant $F=26.192$, $p = .000 < .05$. Thus, the null hypothesis is rejected. This means that parental attitude significantly predicts secondary school students' deviant behaviour in Delta State.

Table 4: Simple Linear Regression Coefficients on Parental Attitude Predicting Secondary School Students' Deviant Behaviour

Model	r	r ²	Adjusted r ²	Unstandardized Coefficients		Standardized Coefficients	T	Sig
				B	Std. Error	Beta		
(Constant)				2.311	.094		24.603	.000
Parental Attitude Towards Children	.208	.043	-.042	.165	.032	.208	5.118	.000

a. Dependent Variable: Deviant Behaviour in School

The data in Table 4 shows that parental attitude significantly predicts secondary school students' deviant behaviour in Delta State such as parental attitude towards children (p

= .000). The adjusted R square value is -.042, which indicates that -4.2% of the variance in students' deviant behaviour is explained by parental attitude. From the overall model analysis, the null hypothesis is rejected.

Hypothesis Two

Social media will not significantly predict secondary school students' deviant behaviour in Delta State.

Table 5: Summary of ANOVA on the Simple Linear Regression Estimate of Social Media Addiction Predicting Secondary School Students' Deviant Behaviour

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	4.586	1	4.586	27.733	.000 ^b
Residual	95.736	579	.165		
Total	100.321	580			

The data output presented in Table 5 depicts that the ANOVA summary of social media prediction on secondary school students' deviant behaviour is statistically significant $F=27.733, p = .000 < .05$). Thus, the null hypothesis is rejected. This means that social media significantly predicts secondary school students' deviant behaviour in Delta State.

Table 6: Simple Linear Regression Coefficients on Social Media Addiction Predicting Secondary School Students' Deviant Behaviour

Model	r	r ²	Adjusted r ²	Unstandardized Coefficients		Standardized Coefficients	T	Sig
				B	Std. Error	Beta		
(Constant)				2.370	.080		29.492	.000
Social Media Addiction	.214	.046	-.044	.143	.027	.214	5.266	.000

a. Dependent Variable: Deviant Behaviour in School

The data in Table 6 shows that social media significantly predicts secondary school students' deviant behaviour in Delta State such as social media usage ($p = .000$). The adjusted R square value is -.044, which indicates that -4.4% of the variance in students' deviant behaviour is explained by social media usage. From the overall model analysis, the null hypothesis is rejected.

Hypothesis Three

Parental attitude and social media will not significantly predict secondary school students' deviant behaviour in Delta State.

Table 7: Summary of ANOVA on the Multiple Linear Regression Estimate between Parental Attitude and Social Media Addiction and Students' Deviant Behaviour

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	8.650	2	4.325	27.270	.000 ^b
Residual	91.671	578	.159		
Total	100.321	580			

Table 7 depicts that the ANOVA summary of multiple linear regression based on school students' deviant behaviour as predicted by parental attitude and social media is statistically significant $F = 27.270$, $p = .000 < .05$. Thus, the null hypothesis is rejected. Therefore, parental attitude and social media significantly predict secondary school students' deviant behaviour in Delta State.

Table 8: Multiple Linear Regression Coefficients of Parental Attitude and Social Media

Model	Prediction on School Students' Deviant Behaviour							
	r	r ²	Adjusted r ²	Unstandardized Coefficients		Standardized Coefficients	T	Sig
				B	Std. Error	Beta		
(Constant)				1.925	.118		16.307	.000
Parental Attitude Towards Children	.294	.086	.083	.160	.032	.201	5.062	.000
Social Media Usage				.138	.027	.207	5.212	.000

a. Dependent Variable: Deviant Behaviour in School

Data in Table 8 show that parental attitude and social media were statistically significant such that parental attitude yielded a p-value of .000 while for social media

indicated a p-value of .000. The adjusted R square value is .083, which indicates that 8.3% of the variance in secondary school students' deviant behaviour is explained by parental attitude and social media. From the overall model analysis, the null hypothesis is rejected. Therefore, the results reveal that social media have more predictive school students' deviant behaviour with a superior beta value.

Hypothesis Four

There is no significant difference in the relationship between parental attitude and students' deviant behaviour by sex?

Table 9: Fisher Z Statistic Showing Significant Difference in the Relationship Between Parental Attitude and Students' Deviant Behaviour By Sex

Size	N	R	Zr	Z.Cal	Z.Tab	Decision
Male	280	0.20	0.20			
				-0.25	1.96	Significant
Female	301	0.22	0.22			

The data analysis of Table 9 revealed significant difference in the relationship between parental attitude and students' deviant behaviour by sex. The Table showed that the correlation coefficient value of parental attitude and students' deviant behaviour among male students is 0.20 while that of female students is 0.22. The z-calculated value of -0.25 is less than the critical value of -1.96. Consequently, the null hypothesis is rejected. To this end, there is a significant difference in the relationship between parental attitude and students' deviant behaviour by sex.

Hypothesis Five

There is no significant difference in the relationship between parental attitude and students' deviant behaviour by age?

Table 10: Fisher Z Statistic Showing Significant Difference in the Relationship Between Parental Attitude and Students' Deviant Behaviour By Age

Age	N	R	Zr	Z.Cal	Z.Tab	Decision
11-15YRS	237	0.23	0.23	0.49	1.96	Significant
16-19YRS	344	0.19	0.19			

The data analysis of Table 10 depicted significant difference in the relationship between parental attitude and students' deviant behaviour by age. The Table showed that the correlation coefficient value of parental attitude and students' deviant behaviour for students within the age range of 11-15yrs is 0.23 while those within the age range of 16-19yrs is 0.19. The z-calculated value of 0.49 is less than the critical value of 1.96 which implies that the hypothesis is rejected. Thus, there is a significant difference in the relationship between parental attitude and students' deviant behaviour by age.

Hypothesis Six

There is no significant difference in the relationship between social media and students' deviant behaviour by sex?

Table 11: Fisher Z Statistic Showing Significant Difference in the Relationship Between Social Media Addiction and Students' Deviant Behaviour By Sex

Size	N	R	Zr	Z.Cal	Z.Tab	Decision
Male	280	0.20	0.20	-0.25	1.96	Significant
Female	301	0.22	0.22			

The data analysis of Table 11 showed significant difference in the relationship between social media and students' deviant behaviour by sex. The Table showed that the correlation coefficient value of social media and students' deviant behaviour among male students is 0.20 while that of female students is 0.22. The z-calculated value of -0.25 is less than the critical value of -1.96. Consequently, the null hypothesis is rejected. To this end, there is a significant difference in the relationship between social media and students' deviant behaviour by sex.

Hypothesis Seven

There is no significant difference in the relationship between social media and students' deviant behaviour by age?

Table 12: Fisher Z Statistic Showing Significant Difference in the Relationship Between Social Media Addiction and Students' Deviant Behaviour By Age

Age	N	R	Zr	Z.Cal	Z.Tab	Decision
11-15YRS	237	0.23	0.23	0.25	1.96	Significant
16-19YRS	344	0.19	0.21			

The data analysis of Table 12 indicated significant difference in the relationship between social media and students' deviant behaviour by age. The Table showed that the correlation coefficient value of social media and students' deviant behaviour for students within the age range of 11-15yrs is 0.23 while those within the age range of 16-19yrs is 0.19. The z-calculated value of 0.25 is less than the critical value of 1.96 which implies that the hypothesis is rejected. Thus, there is a significant difference in the relationship between social media and students' deviant behaviour by age.

Discussion of Findings

Hypothesis one findings depicted that parental attitude significantly predicts secondary school students' deviant behaviour in Delta State. This finding is in agreement with the findings of Kiran et al (2019) that authoritative and permissive parenting style will significantly correlate with students' anti-social behaviour. This also corroborate with the findings of Igbo and Ihejiene (2014) that the influence of parenting style on students deviant behaviour is significant. This could be as a result of the absence or limited supervision or monitoring of secondary school students which provides them with the opportunity to engage in crime and other forms of deviant behaviour. Recently, some parent leave early to work before their children wakes up while some parents comes back later while their children are

already asleep. In this case, there is little or no supervision or monitoring of student school work and students behaviour.

The results of hypothesis two indicated that social media addiction significantly predicts secondary school students' deviant behaviour in Delta State. This finding corroborates with that of Krish (2011) which strongly suggested that violence in social media influence human behaviour in a negative manner. This also in consonant with the findings of Chen et al (2017) which showed that the frequency of social media usage has the highest influence on cyber bullying and violent act among youth. This further agrees with Abudsdoris (2014) that the extensive use of social media site such as twitter, facebook and whatsapp had negatively influenced the behaviour of students. This may be attributed to the level of exposure to social media through smart phone which are now easily accessible to secondary school students. Recently, secondary school students now have mobile phones because most assignment are now online but at the end of the day they are caught up with the latest happenings on social media.

The findings of hypothesis three showed that parental attitude and social media significantly predict secondary school students' deviant behaviour in Delta State. This findings aligns with that of Aute et al (2020) that there is a significant negative correlation between parental attachment and deviant behaviour among secondary school student. This implies that the attachment between the parents and their children influences the behaviour of the children. The reason behind this could be as a result of parents not understanding and resultantly neglecting their duties as primary educators of their children at home leading to the problem of children being left to their own devices. Children with phones are no longer monitored, spending most of their time on social media as well as being exposed to some sites and violent movies that they are not supposed to visit.

The data analysis of hypothesis four revealed that there is a significant difference in the relationship between parental attitude and students' deviant behaviour by sex. Specifically, indicating that girls are more deviant than boys. This finding is supported by Aute et al. (2020) which revealed a statistically significant difference in deviant behaviour by sex. However, this is not in agreement with the findings of Oyeyemi et al (2018) found a significant gender difference in deviant behaviour of students with male students exhibiting more deviant behaviours than their female counterparts. This could be that parents groom or train their children with different attitude or style based on their sex. Before now, girls appeared to be monitored by their parents much more than boys but now, due to change in time, parent's attention and supervision are now focus on boys because they believe that the boys are the ones to carry their names and legacy.

The findings of hypothesis five revealed that there is a significant difference in the relationship between parental attitude and students' deviant behaviour by age. The finding corroborate with Montrachet and Mukherjee (2012) stating that age of adolescent was also significantly related to delinquent behaviour as early adolescence was a richer breeding ground of delinquent behaviour. This could be that throughout the adolescent stages of growth and development, two or more parental attachment style was used by the parents. At early age, parents tend to be permissive or authoritarian in their attitude towards their children and later become authoritative as their children grow older.

The findings of the data output of hypothesis six indicated that there is a significant difference in the relationship between social media and students' deviant behaviour by sex. Specifically, indicating that girls are more deviant than boys. This finding is not in agreement with that of Daniels (2012) who found a statistically significant link between sex and deviance indicating that when using the social media and computer, male are more likely than female to participate in deviant conduct. This may be attributed to the recent trends on social

media, girls too are now actively involved in social media contents negatively (smoking, clubbing, fraud, posting of nude pictures among others) in order to achieve material accumulation and social acceptance. The use of social media has prompted girls to become self-derogatory as they seek the acceptance of other users online.

Results in hypothesis seven depicted that there is a significant difference in the relationship between social media addiction and students' deviant behaviour by age. This finding corroborate with the study carried out by Smith (2021) who found that adolescent youth age 13-15 years maintained the highest propensity to participate in behaviour that victimised others. School factor could be the reason for this finding being that public junior secondary schools in Ethiope East Local Government Area, Delta State are unconducive, have overcrowded classrooms, no strict rules and regulations as well as lateness or absenteeism demonstrated by teachers has created room for deviant behaviour among students as junior secondary students now have the opportunity to access their social media while in school. On the other hand the senior secondary school students are occupied by too many school tasks to be completed as they prepare ahead for their SSCE exam and so decrease their chance in social media addictrion and deviance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter covers summary, conclusion and recommendation.

Summary

This study investigated the parental attitude and social media addiction as predictors of secondary school students' deviant behaviour in Delta State. Seven research questions were raised to guide the study and seven hypotheses were formulated and tested at 0.05 level of significance. The study adopted a correlational survey research design. The population of the study comprised four thousand, six hundred and twenty nine (4,629) students from twenty four (24) public junior and senior secondary schools. The sample size for the study was made up of 581 secondary school students' in Delta State which was drawn from 257 and 324 in JSS2 and SS1 respectively. A simple random sampling technique was used.

The instrument used for data collection was a self-structured questionnaire titled; Parental Attitude Social Media Addiction and Deviant Behaviour questionnaire (PASMADBQ). The questionnaire consisted of thirty items covering parental attitude, social media addiction and deviant behaviour which the respondent were expected to tick to the columns that most applicable to them. For the purpose of scoring the various items on the instrument, the response levels of four point likert scale; Strongly Agree (SA) Agree (A) Disagree (D) and Strongly Disagree (SD) were weighed as 4, 3, 2, and 1 point respectively.

The instrument was validated by the researchers' supervisor and two other experts and Cronbach alpha statistics was used to determine its reliability coefficient and it was found to have a value of .773, .750 and .873 for parental attitude, social media addiction and deviant behaviour respectively. The questionnaire was administered to the respondents by the

researcher with the help of research assistants who were briefed on how to administer the instrument. The data collected was analyzed using simple linear regression, multiple linear regression and Fisher Z transformation statistics. The hypotheses were tested at 0.05 level of significance. The major findings of the study were as follows:

1. Parental attitude significantly predicts secondary school students' deviant behaviour in Delta State.
2. Social media addiction significantly predicts secondary school students' deviant behaviour in Delta State.
3. Parental attitude and social media addiction significantly predict secondary school students' deviant behaviour in Delta State.
4. There is no difference in the relationship between parental attitude and students' deviant behaviour by sex.
5. There is no difference in the relationship between parental attitude and students' deviant behaviour by age.
6. There is no difference in the relationship between social media addiction and students' deviant behaviour by sex.
7. There is no difference in the relationship between social media addiction and students' deviant behaviour by age.

Conclusion

It was concluded that parental attitude and social media addiction are predictors of secondary school students' deviant behaviour in Delta State.

Recommendations

Based on the findings of the study and the conclusion, the following recommendations were made:

- Parents should regulate and monitor the use of social media by their children in order to counter deviant behaviour attributed to social media at tender age.
- School authorities should engage students more closely in order to get information on and assist in behaviour modification.
- School counselors should be at the forefront in adopting social media channels as a new way of routinely advising and mentoring students.

Contribution to Knowledge

The study has successfully contributed the following knowledge, particular to Edo State: Parental attitude and social media addiction significantly predict secondary school students' deviant behaviour in Delta State. Secondly, there is no difference in the relationship between parental attitude and students' deviant behaviour based on sex and age. Lastly, there is no difference in the relationship between social media addiction and students' deviant behaviour based on sex and age in Delta State.

Suggestion for Further Studies

The following areas have been suggested for further research:

- Researchers should examine the effect of guidance and counselling on the deviant behaviour among secondary school students.
- Researchers should also investigate the extent to which teachers are aware of the influence of social media on deviant behaviour among secondary school student
- A replication of the study should be carried out in other local government areas of Edo States as well as other state of the federation. This would help confirm or refute the present findings.

- Further studies can include more variables such as family type, family conflict, peer group and other variables that may be perceived to influence students' deviant behaviour.

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APPENDIX A

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

Parental Attitude Social Media Addiction and Deviant Behaviour Questionnaire
(PASMADBQ)

Dear Respondent,

This questionnaire is designed to assess the influence of parental attitude and social media on deviant behavior of students. Kindly reflect on each of the items and tick (√) in the box the most applicable item to you. Be assured that information supplied is for academic by you shall be used for academic purpose only and treated with utmost confidentiality.

Thanks for your cooperation.

SECTION A: Demographic Data of Respondent

Class: JSS 2 [] SS 1 []

Sex: Male [] Female []

Age: 11 – 15years [] 16 – 19 years []

SECTION B: PLEASE SELECT THE OPTION THAT BEST DESCRIBES YOUR AGREEMENT WITH THE STATEMENT BELOW.

KEY: SA – Strongly Agree A – Agree D - Disagree SD – Strongly Disagree

SECTION B: Parental Attitude Subscale

S/N	PARENTAL ATTITUDE TOWARDS CHILDREN	SA	A	D	SD
1.	My parents always show interest in my school activities				
2.	My parents allow my friends to visit me				

3.	My parents do not give me pocket money to school				
4.	My parents always discipline me whenever I do wrong				
5.	I do not receive gifts from my parents.				
6.	I always receive reward for my positive behaviour from my parents.				
7.	My parents give me everything I need from them.				
8.	I prefer to be with my friends than being with my parents.				
9.	My parents allow me access to social media freely				
10.	My parents make out time to advise me on good behaviour.				

SECTION C

S/N	SOCIAL MEDIA ADDICTION	SA	A	D	SD
1.	I am always on social media platforms (e.g., Facebook, Twitter, Instagram, WhatsApp, Snapchat, Tiktok).				
2.	I use snapchat to snap pictures				
3.	I use social media to connect with friends and classmates through whatsapp.				
4.	With the help of social media I get to know what is happening in our society.				
5.	I use Facebook application any time I like.				
6.	I use social media to bullying my friends on whatsapp.				
7.	I use social media to watch movies.				

8.	I use social media for online dating.				
9.	I use social media to post photos and videos.				
10.	I do not use social media to hack into other people account.				

SECTION D: Please indicate the extent to which **you have been involved** in the following behaviours.

S/N	Deviant Behaviour in School	Always	Sometimes	Rarely	Never
11.	I like fighting in school				
12.	I like to forcefully collect my schoolmate things				
13.	I enjoy leaving school before closing				
14.	I enjoy being rude to my teachers.				
15.	I often get involved in examination malpractices.				
16.	I prefer coming late to school				
17.	I enjoy staying away from school				
18.	I prefer telling lies in school				
19.	I like to dress indecently				
20.	Disrespecting school authority				

APPENDIX B

OUTPUT OF RELIABILITY

Reliability

[DataSet1] C:\Users\PC\Documents\spss reliability\data entry for 30.sav

Scale: PARENTS ATTITUDE

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.733	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
VAR00001	30.3667	8.654	.326	.548	.722
VAR00002	30.2667	8.133	.445	.558	.702
VAR00003	30.1667	8.695	.437	.407	.706
VAR00004	30.2000	7.890	.565	.709	.682
VAR00005	30.2333	9.633	.123	.235	.745
VAR00006	30.2333	8.944	.299	.441	.725
VAR00007	30.2000	7.476	.628	.661	.668
VAR00008	30.2667	9.099	.258	.323	.730
VAR00009	30.1000	8.990	.271	.421	.729
VAR00010	30.3667	7.964	.535	.645	.687

Reliability

[DataSet0] C:\Users\DON 1\Desktop\reliability.sav

Scale: SOCIAL MEDIA ADDICTION

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.750	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item1	30.5333	9.223	.315	.744
item2	30.4667	8.671	.449	.724
item3	30.3333	9.333	.408	.730
item4	30.3667	8.309	.597	.700
item5	30.4333	10.392	.071	.769
item6	30.3667	8.999	.450	.724
item7	30.3333	7.885	.729	.678
item8	30.5333	9.982	.145	.765
item9	30.3000	9.252	.366	.735
item10	30.5333	8.326	.574	.703

Reliability

[DataSet0] C:\Users\DON 1\Desktop\RELIABILITY.sav

Scale: DEVIANT BEHAVIOUR

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.873	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
D1	13.7000	27.390	.614	.860
D2	13.7667	27.771	.574	.863
D3	13.0667	24.754	.600	.862
D4	13.8667	28.395	.679	.861
D5	13.5333	24.395	.823	.841
D6	13.1000	24.714	.646	.857
D7	13.4333	26.806	.492	.869
D8	13.6333	23.757	.865	.837
D9	13.7667	31.082	.047	.898
D10	13.7333	24.892	.775	.846

APPENDIX C

DATA OUTPUT OF HYPOTHESES

Hypothesis One

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Parental Attitude Towards Children ^b	.	Enter

a. Dependent Variable: Deviant Behaviour in School

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.208 ^a	.043	.042	.407

a. Predictors: (Constant), Parental Attitude Towards Children

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.342	1	4.342	26.192	.000 ^b
	Residual	95.979	579	.166		
	Total	100.321	580			

a. Dependent Variable: Deviant Behaviour in School

b. Predictors: (Constant), Parental Attitude Towards Children

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.311	.094		24.603	.000
	Parental Attitude Towards Children	.165	.032	.208	5.118	.000

a. Dependent Variable: Deviant Behaviour in School.

Hypothesis Two

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Social Media Usage ^b	.	Enter

a. Dependent Variable: Deviant Behaviour in School

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.214 ^a	.046	.044	.407

a. Predictors: (Constant), Social Media Usage

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.586	1	4.586	27.733	.000 ^b
	Residual	95.736	579	.165		
	Total	100.321	580			

a. Dependent Variable: Deviant Behaviour in School

b. Predictors: (Constant), Social Media Usage

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.370	.080		29.492	.000
	Social Media Usage	.143	.027	.214	5.266	.000

a. Dependent Variable: Deviant Behaviour in School

Hypothesis Three

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Social Media Usage, Parental Attitude Towards Children ^b	.	Enter

a. Dependent Variable: Deviant Behaviour in School

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.294 ^a	.086	.083	.398

a. Predictors: (Constant), Social Media Usage, Parental Attitude Towards Children

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.650	2	4.325	27.270	.000 ^b
	Residual	91.671	578	.159		
	Total	100.321	580			

a. Dependent Variable: Deviant Behaviour in School

Correlations^a

	Parental Attitude Towards Children	Deviant Behaviour in School
Parental Attitude Towards Children	1	.196**
		.001
	280	280
Deviant Behaviour in School	.196**	1
	.001	
	280	280

b. Predictor s:
(Constant), Social Media Usage, Parental Attitude Towards Children

** . Correlation is significant at the 0.01 level (2-tailed).

a. GENDER = MALE

GENDER = MALE

Descriptive Statistics^a

	Mean	Std. Deviation	N
Parental Attitude Towards Children	2.86	.521	280
Deviant Behaviour in School	2.78	.417	280

a. GENDER = MALE

GENDER = FEMALE

Descriptive Statistics^a

	Mean	Std. Deviation	N
Parental Attitude Towards Children	2.86	.526	301
Deviant Behaviour in School	2.79	.415	301

a. GENDER = FEMALE

Correlations^a

		Parental Attitude Towards Children	Deviant Behaviour in School
Parental Attitude Towards Children	Pearson Correlation	1	.219**
	Sig. (2-tailed)		.000
	N	301	301
Deviant Behaviour in School	Pearson Correlation	.219**	1
	Sig. (2-tailed)	.000	
	N	301	301

** . Correlation is significant at the 0.01 level (2-tailed).

a. GENDER = FEMALE

Age = 11-15YRS

Descriptive Statistics^a

	Mean	Std. Deviation	N
Parental Attitude Towards Children	2.85	.503	237
Deviant Behaviour in School	2.78	.431	237

a. Age = 11-15YRS

Correlations^a

		Parental Attitude Towards Children	Deviant Behaviour in School
Parental Attitude Towards Children	Pearson Correlation	1	.231**
	Sig. (2-tailed)		.000
	N	237	237
Deviant Behaviour in School	Pearson Correlation	.231**	1
	Sig. (2-tailed)	.000	
	N	237	237

** . Correlation is significant at the 0.01 level (2-tailed).

a. Age = 11-15YRS

Age = 16-19YRS

Descriptive Statistics^a

	Mean	Std. Deviation	N
Parental Attitude Towards Children	2.86	.537	344
Deviant Behaviour in School	2.79	.406	344

a. Age = 16-19YRS

Correlations^a

		Parental Attitude Towards Children	Deviant Behaviour in School
Parental Attitude Towards Children	Pearson Correlation	1	.193**
	Sig. (2-tailed)		.000
	N	344	344
Deviant Behaviour in School	Pearson Correlation	.193**	1
	Sig. (2-tailed)	.000	
	N	344	344

** . Correlation is significant at the 0.01 level (2-tailed).

a. Age = 16-19YRS

GENDER = MALE

Descriptive Statistics^a

	Mean	Std. Deviation	N
Social Media Usage	2.89	.617	280
Deviant Behaviour in School	2.78	.417	280

a. GENDER = MALE

Correlations^a

		Social Media Usage	Deviant Behaviour in School
Social Media Usage	Pearson Correlation	1	.203**
	Sig. (2-tailed)		.001
	N	280	280
Deviant Behaviour in School	Pearson Correlation	.203**	1
	Sig. (2-tailed)	.001	
	N	280	280

** . Correlation is significant at the 0.01 level (2-tailed).

a. GENDER = MALE

GENDER = FEMALE

Descriptive Statistics^a

	Mean	Std. Deviation	N
Social Media Usage	2.91	.631	301
Deviant Behaviour in School	2.79	.415	301

a. GENDER = FEMALE

Correlations^a

		Social Media Usage	Deviant Behaviour in School
Social Media Usage	Pearson Correlation	1	.224**
	Sig. (2-tailed)		.000
	N	301	301
Deviant Behaviour in School	Pearson Correlation	.224**	1
	Sig. (2-tailed)	.000	
	N	301	301

** . Correlation is significant at the 0.01 level (2-tailed).

a. GENDER = FEMALE

Age = 11-15YRS

Descriptive Statistics^a

	Mean	Std. Deviation	N
Social Media Usage	2.85	.625	237
Deviant Behaviour in School	2.78	.431	237

a. Age = 11-15YRS

Correlations^a

		Social Media Usage	Deviant Behaviour in School
Social Media Usage	Pearson Correlation	1	.226**
	Sig. (2-tailed)		.000
	N	237	237
Deviant Behaviour in School	Pearson Correlation	.226**	1
	Sig. (2-tailed)	.000	
	N	237	237

** . Correlation is significant at the 0.01 level (2-tailed).

a. Age = 11-15YRS

Age = 16-19YRS

Descriptive Statistics^a

	Mean	Std. Deviation	N
Social Media Usage	2.94	.621	344
Deviant Behaviour in School	2.79	.406	344

a. Age = 16-19YRS

Correlations^a

		Social Media Usage	Deviant Behaviour in School
Social Media Usage	Pearson Correlation	1	.205**
	Sig. (2-tailed)		.000
	N	344	344
Deviant Behaviour in School	Pearson Correlation	.205**	1
	Sig. (2-tailed)	.000	
	N	344	344

** . Correlation is significant at the 0.01 level (2-tailed).

a. Age = 16-19YRS