

**Maladaptive Perfectionism and Parenting Styles as Determinants of Moral Decadence
among Senior Secondary School Students in Oyo Town, Oyo State**

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**Being a MEd Post-field Presented to the Department of Arts & Social Science Education,
Faculty of Education, Lead City University, Ibadan, Nigeria**

**In Partial Fulfillment of the Requirements for the Award of Master of Education
Degree (MEd) in Guidance and Counselling**

2023

Certification

This is to certify that Roseline Temitope, OYALAKUN with Matriculation number. LCU/PG/002497 carried out this research work titled 'Maladaptive Perfectionism and Parenting Styles as Determinants of Moral Decadence among Senior Secondary Students in Oyo Town, Oyo State' in the Department of Arts and Social Science, Faculty of Education, Lead City University, Ibadan, Oyo State, for the award of Master of Education Degree (M.Ed) in Guidance and Counselling and that this work has not been previously submitted.

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Dedication

This research work is dedicated to God Almighty the giver of life and to my Husband Jethro Tolulope Oyalakun.

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Acknowledgement

I hereby expressed a gratitude to this noble institution, Lead City University for giving me a platform to conduct this research and to all the schools where data were collected.

I am incredibly grateful to my thesis supervisor Dr. Sabina Obi for her guidance, expertise, and unwavering support throughout the entire process.

Additionally, I extend my heartfelt appreciation to Prof. Donald A. Odeleye, the Dean of the Faculty of Education, the Head of Department of Arts and Social Science Education, Dr. Oluyomi Pitan, the Provost of the Postgraduate College, Prof. Afolakemi O. Oredein, the Head of Department of Science Education Prof. Philias O. Yara, the Internal-External Examiner, Dr. Lydia T. Dada. I appreciate greatly the contributions of the following lecturers- Prof Senimetu Ileuma, Dr. Toyin Oyedele, Dr. Ukamaka E. Akuche, Dr. Adepeju O. Oti, Dr. Monilola D. Oyetade, Dr. Christianah O. Sam-Kayode, Dr. Adeyemi A. Ebo, Dr. M. Mojirade Ayantunji, Dr. Olabisi T. P. Killian, Dr. Seyi David, Dr. Deborah O. Ayeni, Dr. Omobola O. Gambo, Dr. Morakinyo K. Oloyede, Dr. Yejide A. Ibikunle, Miss Adedolapo Awoniyi, Mr. Moyosore O. Beckley, Mr. Oluwaferanmi E. Adejuwon, and Miss Omelihu G. Oduali. Finally, a special thanks go to the sponsor, my husband Jethro Oyalakun, my children (Beloved, Glory and Wisdom), siblings, friends, colleagues at work, colleagues in the department and those who have, in one way or the other contributed to the success of this work. God will increase you all.

Even though the above mentioned institutions persons have assisted in the process of this research work, I alone stand responsible for the errors, if any found in the work.

Abstract

Moral decadence among young people especially students in the secondary schools, is nearing crisis point. This study therefore, investigated maladaptive perfectionism and parenting styles as determinants of moral decadence among senior secondary school students in Oyo Town, Oyo State. The study adopted the descriptive survey research design. Six hundred and ninety eight males and female senior secondary school students in class Two (SSS 2) were selected using the multistage sampling procedure. Data were generated with a questionnaire on Maladaptive Perfectionism, Parenting Styles and Moral Decadence ($\alpha = .796$). Data were analyzed using descriptive and inferential statistics at 0.05 level of significance. The results revealed that: there is a high level of moral decadence ($\bar{x}=2.86$) among senior secondary school students in Oyo Town; there is a very high level of maladaptive perfectionism secondary school students in Oyo Town ($\bar{x}=4.04$); the authoritarian parenting style is the most used parenting style by the parents of senior secondary school students ($\bar{x}=3.88$), maladaptive perfectionism and parenting styles significantly jointly influence moral decadence of senior secondary school students in Oyo Town ($F_{(2,682)} = 435.779$; $R^2 = .595$); parenting styles ($\beta = .729$, $t = 11.346$) and maladaptive perfectionism ($\beta = 0.22$, $t = 3.337$) significantly relatively influence moral decadence of senior secondary school students in Oyo Town. It is recommended among others that, the level of moral decadence among senior secondary school students in Oyo Town should be reduced by counselling psychologists in collaboration with other critical stakeholders.

Keywords: Maladaptive Perfectionism, Parenting Styles, Moral Decadence, Senior Secondary School Students.

Word Count: 248

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Chapter One

Introduction

1.1 Background to the Study

The prevalence of moral decadence among adolescents has emerged as a significant concern, as it appears to be supplanting moral integrity and proficiency in contemporary times. This worrisome trend is evidenced by a multitude of signs pointing towards a decline in moral values. The advancement of technology has led to a growing ambiguity in distinguishing between ethical acceptability and evil. The issue of moral decadence among secondary school pupils, particularly young people, is reaching a critical level. Evidently, a significant percentage of secondary school students partake in behaviours that can be deemed immoral, including engaging in dangerous sexual behaviour, displaying violence, demonstrating a strong inclination and propensity to use psychoactive substances, exhibiting rebelliousness, expressing both active and passive aggression, participating in cultism and gangsterism, and engaging in examination malpractice, among other activities. If no action is taken to ameliorate the circumstances surrounding these vices, society will incur significant costs, as seen by the elevated occurrence of criminal behaviour and delinquency among adolescents, namely those enrolled in secondary education.¹

According to several stakeholders, there is a prevailing belief that moral decadence has overtaken moral competence in contemporary society. This detrimental phenomenon is often seen as the underlying cause of several significant issues that have recently plagued the nation. Young individuals no longer prioritize contemplating the means by which their future might be secured and actualized, or exploring novel avenues for the betterment of society. Instead, their focus has shifted towards amassing personal wealth through any available methods and attaining significant financial control at a tender age¹. The current state of moral

decadence has reached such a significant level that the household, traditionally regarded as the nurturing environment for life, is ironically transforming into a breeding ground for moral deterioration. Numerous households are presently experiencing upheaval, whereby parents encounter challenges associated with a dearth of moral ascendancy. There is a noticeable deficiency in character and integrity among a significant number of young individuals, leading to an inquiry into the responsible parties involved in the upbringing of these individuals who exhibit poor manners and behaviour. Numerous parents are commonly perceived as being preoccupied with mere survival, resulting in limited availability to impart positive behavioural guidance to their children. The prevalence of parental involvement in drug addiction, commercial sex labour, ritual killings, cybercrime, and bribery within the community is a source of considerable disappointment. Consequently, the process of moral decline initiates within the household, exerting an influence on individuals from their early years through adolescence, ultimately extending into adulthood¹.

When children commence their educational journey, which often serves as their initial exposure to the external environment, they encounter a formidable challenge in the form of interacting with individuals hailing from diverse backgrounds. As a result, disputes replace innocence, endangering students, teachers, and schools, undermine the power of education to promote moral uprightness. Students in Nigeria today are seen creating and belonging to cult groups, even at the secondary school level. Teachers are particularly terrified of this organization and are unable to enforce discipline because it is frequently seen staging regular fights and other acts of violence among juvenile cult members. Due to an increase in recent disciplinary issues among teenagers enrolled in secondary schools, especially in Oyo State. With their bad attitudes and attacks on their teachers, which are a sign of moral degradation, many of these students now pose a severe threat to society.

It has also been observed that issues surrounding moral decadence have been sidelined. The major focus nowadays especially among critical stakeholders is academic achievement of students. Students are often encouraged to narrow their energy on excelling in academics and remain silent on their present and future behaviour in the area of moral development. Little wonder most awards in school in the present time are on achievement in various school subjects, leaving out aspects of conduct, uprightness, godliness, and positive behaviour devoid of intention to use drugs, gangsterism, examination malpractices, truancy, social media addiction, bullying and victimization, pre-marital sexual behaviour. With this in schools, many students may rightly develop intellectual capacity or pursue academic achievement, while being open to adopting behaviours that are morally wrong. Moral competence as seen by educationists should be the bedrock of academic achievement, albeit both are to be developed to bring a fully-functioning individual. It is no gain saying that morality is a part of cognitive development, and adolescents have as one their developmental task, achieving a morally desirable behaviour. The presence of moral education and counselling has been observed to yield a beneficial effect on students' academic performance, while the presence of immorality has been found to have a notable detrimental effect. For instance, a student who possesses a strong sense of moral responsibility tends to exhibit a proactive approach towards their studies, whereas a student who has been exposed to a permissive environment and lacks respect for authority tends to assign less importance to their education. As a result, moral decadence can be argued to have a significant impact on secondary school pupils' intellectual ability.²

Over time educationists have reported school rioting, students caught cheating in exams, bullying and victimization in secondary schools and fights between gangs this is as a result of moral breakdown that begins from childhood.² Secondary school pupils are exempt from the

difficulties of growing up because they are still adolescents and have not reached adulthood. If children are not helped to discover their true identities, the issue of role confusion may arise. Adolescence is that crucial time when childhood ends and adulthood begins, hence it is characterized by various storm and stress experiences. They tend to wait for parent acceptance, and they also influence by their peer pressure, seek for autonomy and these influences their moral judgments. Moral decadence among adolescents among many other indications presents itself as risky sexual behaviour, bullying and victimization and substance use intention.

Risky sexual behaviour is observed to be another example of moral decadence among senior secondary school students³. Many factors could be attributed to this laxity, including the widespread notion that sexuality education encourages promiscuity among adolescents. In the absence of knowledge from the expected or appropriate sources, these boys and girls seek information from their classmates, films, the internet, and mass media. Adolescents are influenced by this misinformed knowledge to copy and put into practice what they see, hear, or read from other sources. These promote risky sexual behaviour, which can lead to undesired pregnancies, abortions, early marriage, motherhood, and contact with Sexually Transmitted Infections (STIs). Adolescents are a vital group of people in society and the country at large who need to be protected from the hazards and implications of dangerous sexual practices early and often, while yet placing boundaries on their actions³.

Bullying and victimization in secondary schools may signal serious mental health problems both the bullies and the victims. Students who continually oppress or victimize other students more often than not battle with feelings of inadequacy, low self-esteem and being constantly exposed to bad models in their immediate environment. On the other hand, students who are bullied and victimized also will to a great extent, suffer perceived peer/social rejection,

isolation, psychological withdrawal, extreme fear in the school and poor academic engagement. Bullying is a social process in which a student in a less powerful position is purposely and persistently tormented or excluded by other pupils^{4,5}. According to some researchers, bullying refers to the deliberate intention to inflict immediate harm through physical or verbal actions, such as threatening with a weapon, engaging in bodily aggression (e.g., striking or kicking), engaging in verbal aggression (e.g., name-calling), and engaging in destructive behaviours (e.g., stealing or damaging property)⁵. Relational bullying is a form of aggression wherein harm is inflicted onto the victim by a third party, such as the victim's social network, friendships, social support, or acceptance within a peer group. Bullying and victimization are prevalent phenomena within educational settings, taking several forms. These include the perpetration of harm onto a specific student through the involvement of a third party, the undermining of the targeted individual's reputation and social connections, and the utilisation of collusive communication actions^{5,6}.

While bullying is typically a temporary occurrence, empirical studies indicate that a small yet significant portion of students' experience chronic bullying, which is linked to severe and enduring outcomes^{7,8,9}. This study addresses contemporary behavioural and identity concerns, as well as the enduring consequences of post-traumatic stress disorder. Young people who are victimized present themselves in the school environment as individuals who lack popularity, feel invisible, experience unhappiness, perceive themselves as undesired, go unrecognized, and perceive their safety to be compromised¹⁰. Research has indicated that students who experience bullying or victimization are at a heightened risk of developing significant maladjustment problems. These problems encompass a range of negative psychological outcomes, including but not limited to depression, anxiety, thoughts of suicide, withdrawal from social interactions, difficulty regulating emotions, diminished self-esteem,

feelings of isolation, rejection by peers, limited social connections, increased absenteeism, and a decline in academic achievement^{7,11, 12}. Moreover, the long-term consequences of bullying can have a lasting impact on an individual's mental health, leading to the development of psychiatric problems in adulthood. This can manifest as enduring internal victimization, wherein an individual continues to experience psychological distress associated with being a victim¹³. In general, the consequences of bullying give rise to a significant societal issue, and individuals who experience bullying are unquestionably perceived as genuine victims, but not in a legal context¹⁴.

Based on prior scholarly investigations, bullying and victimization are forms of antisocial behaviour characterized by group dynamics, wherein the victim is commonly perceived by a collective of bullies as being distinct, peculiar, or deviant in some manner. Consequently, the victim is seen as a disruptive force that poses a threat to the established social order, thereby justifying the hostile treatment they receive^{15,16}. Adolescents exhibiting moral deterioration within educational institutions are shown to align themselves with peer groups characterised by conformity, so posing a threat to the well-being and security of fellow students. The phenomenon of bullying and victimization has been shown to be associated with the emergence of gangsterism, cultism, and violent groups, which are often utilized by political figures to instigate disorder within the community. Based on the preceding discussion, it is evident that if the issue of bullying and victimisation, often dismissed as a trivial aspect of adolescence, is not addressed by relevant parties, it has the potential to give rise to subsequent complications that can impact a wide range of individuals.

Substance use intention among senior secondary school students is indicated as a form of moral decadence. The tendency or demonstrated interest in using substances which may include prescription drugs, alcohol, tobacco, opioids and their derivatives, inhalants,

stimulants, additive candies, marijuana, analgesics including tramadol, cough syrups including codeine, and other psychoactive drugs. As much as secondary school students may not have access to some classes of psychotropic substances, it is evidently true that they can abuse over-the-counter medications and prescription drugs. They can also have access to alcoholic herbs and concoctions sold at motor parks and streets which is usually affordable and readily available. Being exposed to bad models who use substances; celebrities (entertainers) and sports men and women, including footballers who endorse brands can trigger interest and loyalty from secondary school adolescents. Also, second hand smoking puts adolescents at risk of consequences and increase the intent to smoke and experience the effect of the smoked substance. There are some substances disguised as beverages which are indeed alcoholic, there are chewable marijuana made in the form of candies observed to be commonly used among students, both boys and girls. Some adolescents may even nurse the ambition to use substances when they are able to afford them or when they are of legal age. Substance use intention is one of the emerging research areas in addiction and mental studies, with students being the focal point. According to researchers, insufficient work has been done to scientifically analyze students' willingness and attitudes of using drugs, resulting in a research void in this field¹⁷. The issue of substance use among adolescents holds significant importance within the realm of public health due to the potential ramifications it poses on various aspects of individuals' lives, including their physical and mental well-being, interpersonal connections, professional trajectories, and the broader societal fabric. Adolescence is a critical period of development during which young individuals face heightened susceptibility to shifting from clearly defined behavioural objectives of refraining from substance use to intentions that encompass experimenting with substances and, in numerous instances, actual involvement with substances¹⁸. Early substance use is linked to

unfavourable consequences across the lifespan and is recognized to have an impact on social, academic, and interpersonal domains¹⁹. Substance use intention among adolescents crucially points to public health emergency because adolescents who aspire to use substances are at risk of causing harm to themselves and to others in the form of antisocial behaviours including school dropout, mania, depression, anxiety, seizure disorder, suicide, rape, theft, arson and vandalism. The higher the intention to use drugs and substances among secondary school students, the higher the number of drug peddlers in the society to meet up with the demands and this further compound the problem of moral decadence.

Parenting styles is a crucial yardstick in developing a child's morality. The styles towards child nurturing is more important in the child's development. When parents approach parenting with a good parenting style, their children experience overall wellness, including inner calm. On the contrary, the scenario increases the number of people who are not at peace with themselves and will not be at peace with society. The prevalence of maladaptive perfectionism in contemporary society can be attributed to the widespread moral breakdown. This phenomenon is often observed due to a lack of parental involvement and neglect in fostering moral development in children. The primary cause of this neglect is the prioritization of materialistic pursuits by parents, leading to the manifestation of maladaptive behavioural traits and attitudes in their offspring. Insufficient parental compassion and care may prompt children to seek gratification from their peers, perhaps exposing them to deleterious behaviours. Consequently, individuals may exhibit disobedience, immorality, and involvement in antisocial behaviours, including but not limited to engaging in risky sexual practices, perpetrating or experiencing bullying and victimization, participating in gambling activities, consuming alcohol, cigarettes, and illicit substances, as well as engaging in theft.

Due to their negative conduct, these adolescent individuals have the potential to become disruptive and detrimental constituents of their communities, as well as to their parents.

The influence of parental styles surpasses that of social and environmental factors, exerting a significant impact on various aspects of individuals' social, emotional, and cognitive functioning. The child's future is significantly influenced by parental styles, encompassing parenting tactics, values, and beliefs. Parental values encompass the moral principles, emotional attachments, and cognitive processes held by parents. Certain parental value systems can be considered positive, exemplified by the presence of strong moral principles, integrity, reverence for elders, diligent work ethic, a profound sense of duty, and emphasis on education. Conversely, there are negative value systems that include traits such as deceit, dishonesty, corruption, and envy. There exist discernible forms of value system imposition exerted by parents onto adolescents, creating a figurative burden onto the child's psyche, with the expectation that they conform to these values.

Based on the findings of the study, it can be observed that children engage in the act of imitating their parents. In order to equip their children for a prosperous future, it is advisable for parents to capitalize on favourable parental attitudes. The younger generation possesses the potential to greatly contribute to a nation's progress, provided they acquire a strong foundation in constructive moral behaviour. This is crucial for their overall success and fulfilment in various aspects of life. The moral decadence of a child is influenced by the level of values and beliefs held by their parents. The practice of absentee parenting, characterised by the reliance on home movies or hired assistance to facilitate a child's development while parents are engrossed in fulfilling the demands of providing food, clothing, shelter, and other basic necessities, is insufficient in fostering the proper upbringing of children. The ultimate consequence will be the abandonment of children to provide for themselves and an increased

susceptibility to engaging in unethical behaviour. The absence of good parenting styles in the lives of children is commonly regarded as a form of parental inadequacy, when parents neglect their responsibilities as guardians, caregivers, and positive role models for their children²⁰.

When parents are unwilling to perform their parental duties, this poses a serious challenge to the society. This may be due to various indices like social pressure, mental breakdown, financial hardship and misdirected priorities. Many adolescents who are constantly left alone to navigate life without parental emotional and social support and involvement may develop behaviours that are undesirable and morally wrong. According to a commonly held adage, the concept of charity is said to originate inside the confines of one's own household. This adage implies that a kid is likely to replicate the errors or missteps made by their parents at some point in their lives. The styles exhibited towards the infant exert a substantial influence on the child's development of personality. Several factors contribute to the development of an individual's self-esteem. The development of an individual's self-worth is influenced by feedback, reinforcements, and diverse learning situations. Consequently, the parenting styles assumed predominantly by parents towards their children hold considerable importance. The child encounters challenges in adapting to the physical and social environment that has encompassed them from the time of their birth, and it is the parents who offer the greatest assistance in this regard. Parents, specifically, serve as role models who have a significant impact on the formation of a child's personality.

The perspectives that parents embrace during the upbringing of their children exert a substantial influence on the children's formative years and ethical aptitude. Children develop their own sense of self through internalizing their parents' interests and behaviours towards them, so constructing a distinct sense of identity. This process contributes to the formation of

their subjective experience of selfhood. When confronted with a problem affecting their offspring, parents often employ similar strategies to those employed by their own parents. Due to the limited access to other learning methods, children tend to imitate the errors made by their parents. The parenting styles exemplifies the familial inclination towards fostering a helpful environment for their children's educational endeavors. The parental perspectives on moral development, whether characterized by negativity or positivity, have the potential to hinder the acquisition of moral competence in their offspring. In situations where children have limited parental support, their diminished levels of motivation and self-esteem can be mitigated by the positive attitude exhibited by their parents⁵. This can yield several benefits for the children, including an enhancement in their moral development and a heightened inclination to cultivate self-efficacy. The responsibility for revitalizing the nation's fortunes lies with the parents. The emergence of global leaders can be facilitated if parents assume the task of fostering and raising children with robust moral capabilities.

The significance of maladaptive perfectionism in the formation and perpetuation of moral decay among students in educational settings is of utmost importance due to its impact on performance outcomes. The presence of maladaptive perfectionism has been found to elicit numerous impulsive inclinations and perpetually place teenagers in a state of heightened alertness. This phenomenon is clearly seen in the way that young individuals react to societal pressures, often disregarding moral considerations. Fundamentally, contingencies and consequences following behavioural emission determine the likelihood of repeating such behaviour. No doubt, young people are expected to be of good behaviours and attain high academic outcomes especially if they are in school. Expectations from self and others may bring about adolescents striving for great feats and being sensitive to feedbacks in their social environment. The responses of individuals to positive and negative feedback can vary

significantly based on their behavioural and personality traits, including perfectionism²¹. Adolescents frequently display perfectionism, which is a behavioural pattern and personality trait characterized by a relentless pursuit of flawlessness and the establishment of exceedingly high performance standards²². Additionally, those exhibiting perfectionism tend to engage in unduly critical evaluations of their own behaviours. Regarding the findings of factor analysis of a research, perfectionism can be delineated into two distinct dimensions: an adaptive dimension and a maladaptive dimension²³.

Perfectionism exhibits an adaptive characteristic in relation to the pursuit of perfection, which involves establishing elevated personal benchmarks for one's performance and actively endeavoring to improve²³. Moreover, this dimension is linked to good psychological outcomes, including positive effect, happiness, life satisfaction and self-esteem^{24,25,26}. The maladaptive aspect of perfectionism is characterized by various behavioural facets that are associated with evaluative concerns. These include an excessive preoccupation with avoiding mistakes or errors, engaging in self-critical evaluations of one's performance, engaging in harsh self-verbalisations, experiencing doubts about one's actions, reacting negatively to mistakes, experiencing negative emotions due to the discrepancy between actual and expected performance outcomes, and fearing negative evaluations²⁷. The aforementioned element has been associated with adverse psychological outcomes, such as depression, anxiety, and diminished self-esteem^{28,29,30}.

The primary distinction between these two cohorts is in their evaluative preoccupations towards performance outcomes. Consequently, maladaptive perfectionists exhibit heightened apprehension around subpar performance and the receipt of unfavorable results^{23,27}. Within the general populace, irrespective of idiosyncratic variances and personality traits such as perfectionism, the disclosure of negative feedback has the potential to elicit emotional

reactions, such as impulsivity, as opposed to rational replies^{31,32}. Impulsivity is a complex construct characterized by a tendency to prioritize immediate benefits above long-term consequences, a quick reaction to stimuli without adequate preparation, and an inability to regulate a pre-existing response^{33,34}. Based on the preceding information, it is evident that unrealistic expectations from both oneself and others, coupled with impulsive behaviour, can potentially lead secondary school students to develop a mental state characterised by an excessive preoccupation with achieving perfection and attaining various forms of success, such as acquiring wealth, gaining social acceptance, and being perceived as having achieved a certain level of status. The trait of perfectionism might potentially influence an individual's desire for constant control, the utilization of medications to bolster confidence for specific actions, and the pursuit of unfamiliar pursuits as a means to establish competence. According to reports, engaging in impulsive behaviour has the potential to initiate actions without prior consideration or anticipation. The association between self-reported impulsivity and distinct dimensions of perfectionism has significant implications for individuals, leading to severe consequences³⁵.

Based on available evidence, it is evident that the observed decline in moral values among secondary school pupils poses significant difficulties to society. The parenting approaches employed by caregivers in the upbringing of their children may be responsible. Maladaptive perfectionism may serve as an additional component that potentially elicits risky sexual behaviour, bullying and victimisation, and intention to engage in substance use. It is crucial to take into account the parental element in relation to adolescents, since they are raised inside families and are influenced by their parents or foster parents. Additionally, the personal component of maladaptive perfectionism should be considered, as it has been found to contribute to moral decadence among adolescents. The study of senior secondary school

students in a region such as Oyo Town, which exhibits similarities to cities characterized by high levels of criminality, aggression, monstrous behaviours, sexual perversion, and drug peddling and abuse, is crucial due to their significant impact on the present-day society and their potential influence on future societal outcomes.

1.2

Statement of

the Problem

Senior secondary school students who were previously acknowledged for their moral integrity and notable academic accomplishments are presently observed to consistently display behaviours indicative of moral decay. These behaviours include engaging in sexual risky behaviours, expressing intentions to use substances, employing offensive language towards teachers, engaging in bullying and victimizing their peers, as well as participating in examination malpractices. One of the most concerning issues is the prevalence of adolescents participating in illicit sexual activity with their peers. It is documented in research that sexual interactions are on the rise among students, with statistics by the Nigerian Demography and Health Survey which announced 10.1% of teenage pregnancy between the ages of 15 and 17 which results into unplanned pregnancy and untimely drop out from school¹⁰. Substance use results to social vulnerabilities including stressors and socially toxic environment for adolescents³⁶. Students consume widely, narcotic medications at home such as tobacco, nicotine, heroine and tranquilizers³⁷. Also, secondary school students can be observed to be exhibiting monstrous behaviours, unleashing physical and relational bullying and victimizing fellow students. This study is filling gaps in literature as it addressed multiple elements of moral decadence among secondary school students.

The impact of parental styles on the moral competence of teenagers in secondary schools has been extensively acknowledged by numerous researches. It is anticipated that parents will

select the most optimal among three distinct parenting approaches in order to enhance the moral aptitude of teenagers. However, it is important to note that there is no significant evidence to suggest that the level of moral competence displayed by teenagers in Oyo Town is influenced by the parenting practices of their parents. This study aimed to examine the relationship between maladaptive perfectionism, parenting styles, and moral decadence among Senior Secondary School students in Oyo Town, Oyo State.

1.3. Aim and Objectives of the Study

The study aimed at investigating maladaptive perfectionism and parenting styles as determinants of moral decadence in senior secondary schools in Oyo Town, Oyo State.

Specifically, this study sought to:

- i. identify the level of moral decadence among senior secondary school students in Oyo Town, Oyo State;
- ii. ascertain the state of maladaptive perfectionism among senior secondary school students in Oyo Town, Oyo State;
- iii. assess the most prevalent parenting style as perceived by senior secondary school students in Oyo Town, Oyo State;
- iv. determine the joint influence of maladaptive perfectionism and parenting styles on moral decadence of senior secondary school students in Oyo Town, Oyo State; and

v.

examine the

relative influence of maladaptive perfectionism and parenting styles on moral competence of senior secondary school students in Oyo Town, Oyo State.

1.4

Research

Questions

The following research questions are answered in this study:

1. What is the level of moral decadence among senior secondary school students in Oyo Town, Oyo State?
2. What is the state of maladaptive perfectionism among senior secondary school students in Oyo Town, Oyo State?
3. What is the most prevalent parenting style as perceived by senior secondary school students in Oyo Town, Oyo State?

Hypotheses

The following null hypotheses were tested in this study at 0.05 level of significance:

H₀₁: There will be no significant combined influence of maladaptive perfectionism and parenting style on moral competence of senior secondary school students in Oyo Town, Oyo State.

H₀₂: There will be no significant relative influence of maladaptive perfectionism and parenting style on moral competence of senior secondary school students in Oyo Town, Oyo State.

1.5

Scope of the

Study

This study examines the relationship between maladaptive perfectionism, parenting styles, and moral decadence among senior secondary school students in Oyo Town. The research will be carried out in Oyo Town, located in Oyo state, Nigeria. The geographical coverage encompassed the four local government areas inside Oyo town, specifically Afijio, Atiba, Oyo East, and Oyo West. The study included a diverse group of participants, encompassing both male and female senior secondary school students in class II (SSS 2) located in Oyo Town, which is situated in Oyo State, Nigeria.

1.6 Significance of the Study

The implications of the study's findings would hold significance for various stakeholders, including students, parents, teachers, educational psychologists, the community, government officials, educational planners, administrators, policy makers, and publishers.

The research is expected to yield positive outcomes for students by enhancing their moral competence, ultimately leading to a decrease in moral decadence within their ranks. This measure is expected to mitigate the occurrence of underperforming students and decrease the rate of school dropouts resulting from expulsion owing to antisocial behaviour, instances of teenage pregnancy, or struggles with substance abuse. Additionally, the data presented in the research should serve as a catalyst for students to embrace commendable traits, exhibit self-control, and demonstrate appropriate conduct. It will also assist individuals in making decisions that align with societal norms and discourage irrational decision-making in their

daily lives. Ultimately, this can contribute to a decrease in the prevalence of social crime within our society over an extended period. The findings of this study are expected to serve as a catalyst for parents to enhance their understanding of the potential hazards associated with negligent parenting. The study aims to provide guidance to teachers and school administrators in raising awareness about the detrimental impact of moral decay. Additionally, it seeks to ensure that instructors are equipped with up-to-date strategies to effectively address the issue of moral decay among adolescents.

It is imperative for school counselors to enhance their attentiveness and understanding of the underlying factors contributing to the reduction in moral competence, hence leading to the emergence of moral decadence. This will provide them with sufficient opportunities to develop strategies for addressing maladaptive perfectionism within the student population. This study will provide valuable insights for policy makers, as it will allow them to enhance the moral competence of workers, so contributing to the improvement of their overall standards. Furthermore, forthcoming scholars will discover the knowledge derived from this study to be valuable. The provided materials will serve as references to establish a fundamental basis for conducting further study on moral competence. The findings of this study are expected to have significant implications for authors and publishers, as they can utilize the results to publish research papers, textbooks, and other educational materials in the fields of adolescent and educational psychology. This contribution will ultimately promote the development of high moral competence among students in senior secondary schools. This study holds potential significance for governmental entities, as it aims to uncover the impact of moral decadence and parental attitude constraints on education. The timely discovery of such effects is crucial for the continued progress and success of the education system.

of the Study

The present study was constrained by limitations in both time and financial resources. The researcher encountered limitations in terms of available resources, particularly during the field work phase. Nevertheless, notwithstanding these limitations, the findings of the study are deemed to possess validity.

1.8 Operational Definition of Terms

The following terms are defined according to their contextual use in this study:

Moral Decadence: This refers to behaviours that are monstrous and injurious to wellness of senior secondary school students resulting in societal ill. In this study, moral decadence is considered in risky sexual behaviour, bullying and victimization and substance use intention.

Risky Sexual Behaviour: This refers to behaviours of senior secondary school students regarding sexual experimentation and engaging in sexually gratifying activities.

Bullying and Victimization: These refer to repeated aggressive behaviour perpetuated by senior secondary students in Oyo Town on other students in the form of physical and relational oppression.

Substance Use Intention: This refers to senior secondary school students' tendency to use substances including alcohol, tobacco, and other psychoactive drugs, while being aware of the effects of these substances.

Maladaptive Perfectionism: This means senior secondary school students' traits of excessive high personal standards resulting from unrealistic self and others' expectations and impulsive behaviour.

Parenting Styles: Refer to the nurturing practices and styles adopted by parents of senior secondary school students in Oyo Town. These styles include authoritative, authoritarian and permissive parenting styles.

Authoritative Parenting Style: this parenting style refers to the parenting method of parents taking the lead in collaborative running of the home, effective communication regarding rules and exceptions and giving room for children's feedback and identity.

Authoritarian Parenting Style: This style of parenting demonstrates the use strict pattern of enforcing rules, overly punishing behaviour and criticizing harshly where parents are detached from emotions of children.

Permissive Parenting Style: This parenting style refers to the method that parents use in nurturing children characterized by 'everything goes' attitude, and in most cases the children shape the tone of the home and are allowed liberty to activities at home

Senior Secondary School Students: These are male and female adolescents in class II (SSS 2) in public senior secondary schools in Oyo Town, Oyo State.

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Chapter Two

Literature Review

This chapter reviewed literature conceptually, theoretically and empirically. Also relevant theories to moral decadence, maladaptive perfectionism and parenting style were reviewed.

All these reviews were done under the following sub-headings:

2.1. Conceptual Review

2.1.1. Moral Decadence

2.1.1.1. Risky Sexual Behaviour

2.1.1.2. Drug Use Intention

2.1.1.3. Bullying and Victimization

2.1.2. Maladaptive Perfectionism

2.1.3. Parenting Style

2.1.4. Adolescence

2.2. Theoretical Framework

2.2.1. Kohlberg Moral Development Theory

2.2.2. Social Learning Theory by Albert Bandura

2.2.3. Self Determination Theory by Ryan & Deci

2.3. Review of Empirical Studies

2.3.1. Maladaptive Perfectionism and Moral Decadence

2.3.2. Parenting Styles and Moral Decadence

2.3.2.1. Parental Belief System and Moral Decadence

2.4. Conceptual Framework

2.5. Summary of Gaps in Reviewed Literature

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2.1. Conceptual Review

2.1.1. Moral Decadence

Morality is an affective state that is intricately connected with cognitive processes¹. Morality refers to the adherence of individuals to societal norms and standards of behaviour. Morals can be defined as a collection of principles and standards that are used to evaluate behaviour. Ethics is commonly seen as an individual's personal set of values that pertains to matters of morality and distinguishing between right and wrong². The act of instructing and exemplifying a particular understanding of ethical conduct. Morality can be perceived as an individual's inherent disposition or behavioural patterns. Virtue can be characterized as a collection of beliefs, ideals, values, and an intrinsic guiding principle. The user's text is too short to be rewritten academically. Morality serves as a means to offer an alternative to the prevalence of violence and dishonesty that pupils encounter in their surroundings².

Morality serves as a means to offer an alternative to the prevalent instances of violence and dishonesty that pupils encounter in their surroundings. If students were exposed to moral curricula at home, it is possible that there would be a reduction in the occurrence of these difficulties. The presence of moral values serves as a means to mitigate the negative influences experienced by senior secondary students. Morality entails the cultivation of virtuous qualities, adherence to proper social conduct, and the practice of ethical principles, all of which contribute to the development of an individual who is well-disciplined and highly regarded within society³. Decadence refers to a condition characterized by a decline or deterioration, particularly stemming from an excessive manifestation of moral corruption or self-indulgence. It also encompasses the phenomenon of exhibiting defiance or experiencing

a decline from a superior to an inferior state in terms of quality, character, or energy. Decadence is commonly perceived as a manifestation of deteriorating moral standards or a deterioration thereof. Decadence can be interpreted as a temporal juxtaposition or evaluation, wherein an individual, a community, or an artist deviates from ideals such as well-being, virtue, and tradition. Furthermore, it might be characterized as a manifestation of moral depravity or societal degradation. According to the Oxford English Dictionary, the term "hedonism" pertains to behaviours, attitudes, and other manifestations that demonstrate a belief in standards, particularly with regard to morality, as well as an inclination towards seeking pleasure and pursuing employment, rather than prioritizing more weighty matters. This statement characterizes a deficiency in both ethical and cognitive self-control. Decadence refers to a temporal contrast or comparison. Moral degeneration refers to the deterioration and decline of moral values, resulting in the failure to uphold principles of healthy morality. There seems to be a decline in moral standards, characterized by a deterioration and collapse in the adherence to societal values, beliefs, norms, and ethical standards within the context of group social living. Within the realm of education, the term "moral misconduct" is utilized to describe this phenomenon. Deviant behaviour in the educational setting is characterized by a display of moral deficiencies. Moral decadence refers to the manner in which individuals in a certain culture lead their lives, characterized by a deficiency in both moral and intellectual self-control, as well as an excessive indulgence in lavish and self-centered behaviours. The user's text is too short to be rewritten academically⁴. Moral decay refers to the societal phenomenon characterized by the inability to keep and maintain a state of sound morals. The phrase "total reduction in the moral values of a particular society" refers to the comprehensive decline in ethical principles and standards within a specific community. Moral decay refers to the decline in the ethical norms within a

certain society. The topic of moral decay has been a subject of controversy due to the society's failure to recognize the distinction between moral rightness and wrongness. Morality can be defined as a system of behavioural norms established by a collective or community, predicated on the notion that ethical behaviour should adhere to a prescribed set of principles. Hence, based on the aforementioned definition, morality may be seen as a collection of principles governing behaviour that is established by a collective entity, such as a group, society, or nation, and is deemed acceptable by its constituents. The user's text is too short to be rewritten in an academic manner. The causes of moral decline among adolescents encompass various social, economic, cognitive, and technological factors. Social factors encompass influences such as peer pressure and an unstable home environment. Economic factors relate to poverty and its impact on moral development. Cognitive factors involve the need for belonging, driven by both physical and psychological needs. Technological factors encompass influences from media and the internet. Despite the government's efforts to promote moral uprightness in Nigeria through the implementation of various programs such as the War Against Indiscipline (WAI), the establishment of the Independent Corrupt Practices and Other Related Offences Commission (ICPC), and the creation of the Economic and Financial Crimes Commission (EFCC), among others, our society continues to suffer from moral decay. The user's text is too short to be rewritten in an academic style³.

The observed increase in moral decay inside Nigeria can be attributed to the collective consequences arising from the ineffectiveness of many social institutions, including the family, educational institutions, and religious establishments, non present-day Nigeria. The prevalence of moral decay presents numerous obstacles to the advancement of the family as a multifaceted unit within society, encompassing social, economic, political, religious, and educational dimensions. The observable phenomenon of consistent and gradual decline in

values can be attributed to immoral behaviours and their detrimental effects on individuals, organizations, and interpersonal connections. The promotion of moral degeneration does not align with the objectives of moral education, which seeks to embody and encapsulate national integrity and profound ethical principles in individuals. Moral degeneration poses a hindrance as it fails to foster a profound motivation and pursuit of a shared national revival towards the restoration of ethical principles and values⁴.

The absence of moral conduct in a society is an indicator that the society is going to fail. The norms one cherished are being maligned due to civilization, some persons branding same as barbaric, primitive and old fashioned in Nigeria has been changed by youth as a result of civilization, they exhibit immoral action in a bid to move with the global trend, they copy lifestyles exhibited by the western world and jettisoned those aspect of our cultural values, this is because they are now imitating and consuming European culture, their languages, dress, food to mention but few. The rising wave of sexual promiscuity, indecent dressing, drug addiction, cultism, disrespect for elders, all these as a result of decayed moral values among our youths.

Being moral entails exhibiting discipline, intelligence, and sociability within the context of communal existence. An individual's moral compass encompasses their personal beliefs regarding ethical principles and their steadfast commitment to fulfilling their obligations. Moral consciousness encompasses a framework of concepts, emotions, and internal motivations that determine the distinction between ethical and unethical actions. Moral decadence refers to the manner in which individuals in a certain culture exhibit a lifestyle characterized by a dearth of moral and intellectual discipline, as well as an excessive indulgence in lavish self-gratification.

Moral decay is a phenomenon characterized by the erosion of societal norms, values, goals, intentions, interests, reasons, feelings, and moral dilemmas. The presence of moral degradation is pervasive throughout several domains of our public sphere, and the prevalence of rampant corruption is readily apparent. For example, individuals employed in office settings may perceive it as customary to accept bribes prior to carrying out official duties. The Nigerian youth population has increasingly embraced anti-social behaviours as a means of attaining wealth, which can be attributed to a deficiency of moral instruction. Hence, acts such as theft, prostitution, political corruption, militancy, kidnapping, and similar activities. In contemporary times, there has been a notable emergence of significant revenue streams in Nigeria. The prevailing demographic of young individuals involved in activities such as militancy, thuggery, gangsterism, cultism, and other manifestations of anti-social behaviour often include individuals who harbor grievances towards the existing social structure and experience various forms of deprivation. The provision of access to high-quality education is therefore considered a potential remedy for addressing the socioeconomic challenges within a society and promoting enhanced human development. The present generation of Nigerian youngsters is experiencing a condition of perplexity due to the contradictory messages they receive from their parents and elders, as well as the influence of several mass media platforms like radio, video, television, books, newspapers, and computer networks. Instead of subjecting themselves to the authority and guidance of their elders and parents, the younger generation tends to prioritize individual autonomy and the freedom to live according to one's own preferences³.

Adolescence is a developmental stage that typically occurs between childhood and adulthood. It is characterized The concept of moral decadence pertains to the personal endeavor of adolescents as they navigate their own developmental challenges, aiming to internalize moral

concerns. The user's text is too short to be rewritten academically. Many adolescents exhibit antisocial conduct as a result of their familial background, with some coming from broken or dysfunctional households that are unable to provide even the most fundamental necessities such as food, clothing, and parental affection. Family instability is a significant contributing factor to the moral decline observed among senior secondary students. If parents neglect their duty to provide guidance, discipline, and affection to their children, it is probable that the youngsters will deviate from moral principles. The presence of low moral standards and hypocrisy creates an environment in which adolescents are more likely to engage in moral decay, leading them to adopt a façade of conformity. Senior secondary pupils find themselves at the stage of puberty, a period characterized by numerous problems. This particular phase is commonly referred to as adolescence, a period that has been labeled by certain psychologists as a time of turbulence and tension. Numerous transformations take place in an individual's life during this period, and if not properly supervised, they may lead to the development of maladaptive behaviours. Individuals at this developmental stage exhibit characteristics of egocentrism and self-centeredness. Individuals often exhibit a tendency to pursue pleasurable experiences while actively avoiding situations that may cause discomfort or anguish. Hence, their objectives do not lie in moral degradation. At this level, the student places attention on meeting their physical survival and safety needs. Their primary concern lies in pursuing activities that cater to their personal satisfaction, prioritizing materialistic desires over moral necessities. At this stage, individuals tend to place their trust in individuals or environments that are capable of fulfilling their needs. Furthermore, the manifestations of moral decay encompass the following phenomena: cultism, sexual assault, academic dishonesty, adolescent pregnancy, student involvement in prostitution, sexual harassment, illicit trading of academic grades, student protests, substance misuse,

inappropriate attire, and others. Moral decay is observed across various civilizations and cultures, spanning from industrialized to non-industrialized regions. Behaviours indicative of immorality, such as rape, sexual abuse, drug misuse, school violence, and killings, have become prevalent among young individuals worldwide⁴.

Based on the aforementioned points, it is evident that the inclusion of moral education in the school curriculum is vital and should be integrated into individuals' everyday routines. Moral education constitutes an integral aspect of citizenship education. The individual expressed the notion that the moral progress of society is intricately intertwined with the moral advancement and educational upbringing of its constituents. The purpose of moral education is to enhance individuals' social attitudes and foster their capacity for empathy towards others. The objective is to provide support to individuals in making ethically sound choices rooted in their personal convictions, as opposed to conforming to societal expectations⁴. Consequently, the acquisition of moral education is necessary in order to cultivate individuals who possess both intrinsic worth and ethical conduct, so contributing positively to society.

Morality also serves as a means to offer an alternative to acts of violence and deceit. Promoting moral degeneration entails cultivating the growth of fair-minded discernment and selfless conduct within the senior secondary school student population. The primary objective of every parent is to facilitate the cultivation of the principles of universal justice and universal love inside these students. Children allocate a substantial portion of their time in the company of their parents, who meet their requirements and aspirations. Consequently, parents bear the obligation of imparting moral education to their children, as well as instructing them on distinguishing between beneficial and detrimental aspects⁵

One effective approach to fostering moral degeneration in adolescents does not include the development of a teaching package that exclusively concentrates on this topic. Alternatively,

opting for a full and holistic youth development program is a more favorable decision. Given the significant impact that parents have on the moral development of adolescents, it is imperative to provide them with education on the authentic understanding of moral decadence, the developmental trajectory of morality, and effective strategies for cultivating moral development in their children. In order to effectively address the issue of moral decline among adolescents, it is imperative to include parental education into educational programs focused on developing ethical values^{5,6}. A moral milieu fosters individuals with moral character, while a corrupt milieu tends to facilitate the susceptibility of individuals to engage in corrupt behaviour. In essence, it is crucial to cultivate an atmosphere that prioritizes equity and fosters compassionate behaviour, particularly for individuals in their formative years who may be more susceptible to external influences and have yet to fully develop their decision-making abilities. According to Bronfenbrenner, a society characterized by political pluralism is conducive to the advancement of moral development at its highest stage⁷. Individuals may engage in altruistic behaviour primarily motivated by the desire to obtain social favor or to evade potential sanctions imposed by authoritative figures. Individuals often assume responsibility for the well-being of a select few individuals who have major importance in their lives, such as their parents, who possess a notable impact on their day-to-day existence. Orientation on Survival and Safety Individuals at this particular developmental stage prioritize their physical survival and safety requirements exclusively, as outlined in Maslow's hierarchy of basic needs. The morally correct course of action involves prioritizing actions that promote the satisfaction of one's own survival and safety requirements, frequently at the detriment of others, regardless of whether they are lacking in fundamental necessities or not. In alternative terms, individuals would exhibit a propensity to prioritize materialistic and lower-level demands over spiritual and higher-level needs⁷

2.1.1.1 Risky Sexual Behaviour

Despite the implementation of several prevention and education initiatives aimed at secondary school students, a significant number of individuals within this age group continue to participate in behaviours that expose them to the risk of contracting HIV. These behaviours encompass recurrent engagement in alcohol and substance experimentation before to engaging in sexual activity, involvement in sexual encounters with several partners, and irregular adherence to safe sex practices. The confluence of these high-risk activities gives rise to heightened apprehension regarding the transmission of HIV within this demographic. The present study, as described in this article, investigated the correlation between substance use during the adolescent stage and engagement in HIV risk behaviour among young adults aged 19 to 21, taking into account their educational background, specifically whether they had pursued higher education or not. The findings of the study suggest a positive correlation between early initiation of alcohol and marijuana consumption and engaging in more risky sexual behaviours.⁷ There are several causes that can be attributed to this laxity, one of which being the prevailing notion that providing sexuality education to adolescents may potentially promote promiscuous behaviour. In the lack of information derived from reliable or authoritative sources, these individuals turn to their peers, films, the internet, and mass media as alternative sources of information. The dissemination of inaccurate information influences young individuals to emulate and implement content they consume through various mediums. These behaviours promote sexual activities that carry significant risks, including but not limited to unintended pregnancies, abortions, premature marriages, early parenting, and the transmission of sexually transmitted infections (STIs). Adolescents represent a crucial demographic within society and the nation as a whole, warranting safeguarding against the potential hazards and

consequences associated with engaging in risky sexual behaviours.⁷ This necessitates the provision of timely and correct sexual education to equip them with the necessary knowledge and understanding. It is imperative that adolescents undergo this process in order to thrive and achieve successful maturation into adulthood. This study thus centers its attention on the attitude of individuals. Sexual activity comprises a wide range of behaviours that serve to fulfill an individual's sexual desires and requirements. The examination of sexual behaviours has been conducted within the framework of sexual practices, sexual relationships, reproductive health, sexually transmitted infections (STIs), and contraception. Sexual activity and the expression of sexuality are commonly observed phenomena. However, it is important to consider the context in which sexual behaviour occurs, since this might potentially render the conduct aberrant or associated with risks. The field of literature has extensively examined a range of risky activities, leading to ongoing speculation regarding the precise definition of "high-risk sexual behaviour (HRSB)." The user's text does not contain any content to rewrite. Researchers have provided a definition for risky sexual conduct, also known as high risk sexual behaviour, as engaging in sexual behaviours that increase the individual's vulnerability to acquiring sexually transmitted infections (STIs), including the human immunodeficiency virus (HIV), so impacting their overall health. Researchers in this particular setting have mostly directed their attention towards the examination of unprotected sexual intercourse and engagement in sexual activities with several sexual partners⁷.

There are multiple factors associated with engaging in dangerous sexual activities. The factors encompassed in this list consist of inconsistent condom usage, alcohol consumption, the use of multiple substances, depressive symptoms, limited social support, recent involvement in the criminal justice system, cohabitation with a partner, and experiences of intimate partner violence and childhood sexual abuse⁸. Additional investigation is required in

order to identify the precise causal connection between these variables and the engagement in high-risk sexual activities. The reduction of sexual health risks can be achieved by the use of many strategies, such as engaging in motivational exercises, developing assertiveness skills, and implementing educational and behavioural treatments. Counselling interventions have been devised and executed for those with severe mental illness, with the potential to enhance participants' cognitive understanding, attitudes, beliefs, behaviours, and practices, including the cultivation of assertiveness skills. Moreover, such interventions have shown promise in mitigating the occurrence of dangerous sexual behaviours⁹.

Numerous scholarly investigations have been conducted pertaining to the administration of precarious sexual conduct among adolescent individuals, primarily emphasizing the mitigation of sexually transmitted illnesses (STIs), notably including HIV¹⁰. The findings of a meta-analysis examining preventive treatments targeting teenagers provide empirical evidence for the efficacy of these programs in promoting positive outcomes, including reduced incidence of sexually transmitted infections (STIs), increased utilization of condoms, and decreased or postponed engagement in penetrative sexual activities¹¹. The results indicated that the majority of therapies were implemented in a group setting and encompassed psychoeducational sessions on HIV/AIDS. Additionally, these interventions included active training in interpersonal skills, with some interventions also incorporating self-management skills training and providing information and demonstrations on condom usage. There exists empirical evidence indicating that the implementation of family interventions may yield advantageous outcomes in terms of mitigating the occurrence of risky sexual behaviour during the early stages of adulthood. The number is the numerical representation of a quantity¹². Risky sexual conduct may pose potential hazards or risks. Engaging in sexual intercourse without the use of a condom, engaging in oral-genital contact,

initiating sexual activity during adolescence, having multiple sexual partners, engaging in sexual activity with a partner who is at a higher risk for sexually transmitted infections due to their multiple sexual partners or existing infections, participating in unprotected anal intercourse without the use of a condom and appropriate lubrication, engaging in sexual activity with a partner who has a history of injecting drugs, and involvement in the sex industry. The numerical value provided by the user is^{13, 14}.

Engaging in risky sexual behaviour can result in significant repercussions for both individuals involved and their respective partners. These conditions may occasionally encompass cervical cancer, ectopic pregnancy, and infertility¹⁵. There is a correlation between individuals who have a greater prevalence of body art, such as body piercings and tattoos, and engaging in risky sexual conduct¹⁶. The phenomenon of engaging in sexual activity at a young age, participating in unprotected or non-traditional forms of sexual intercourse (such as anal or oral), displaying inconsistent condom usage, having sexual intercourse with multiple partners (whether protected or unprotected), engaging in sporadic or transactional sexual encounters, or engaging in sexual activity with individuals who inject drugs or while under the influence of psychoactive substances, particularly intoxicants, can potentially lead to the contraction of sexually transmitted infections (including HIV/AIDS), unintended or premature pregnancies (or the subsequent termination of pregnancies), as well as interpersonal or legal disputes¹⁶.

2.1.1.2 Drug Use Intention

Based on empirical research and documented cases of drug abuse in Oyo state, it can be inferred that the views and attitudes of secondary school students towards illicit substances may have been significantly shaped by the dynamic social environments they encounter. The prevalence of psychoactive substance use among secondary school children has emerged as a

significant subject of public apprehension. Despite the concerted efforts made by the various levels of government in Nigeria and the National Drug Law Enforcement Agency (NDLEA) to mitigate the influx, there has been a persistent increase in the incidence of drug-related cases, notably among students in secondary schools. The early initiation of gateway substances, including alcohol and cigarettes, is associated with an increased likelihood of eventual engagement with more potent illicit drugs. Certain adolescents experiment with substance use, but then discontinue or occasionally engage in such behaviour without experiencing adverse outcomes. Some individuals acquire a substance addiction that compels them to engage in the use of more dangerous substances, resulting in significant detrimental effects on their own well-being, as well as that of their family and community¹⁷.

The utilization of substances for non-medical purposes, namely for social reasons, has been extensively documented in academic literature. When compared to other developing nations, Nigeria exhibits a notable prevalence of substance abuse, particularly in relation to hazardous drugs such as alcohol, cigarettes, cannabis, benzodiazepines, cocaine, and opioids. The presence of a wide range of psychoactive substances in Nigeria can be attributed to its dissemination among the country's streets, facilitated by drug traffickers who utilize Nigeria as a conduit for transporting drugs from South East-Asia (specifically the Golden Triangle) and South America (including Bolivia, Peru, and Brazil) to Europe and North America. A notable occurrence is observed among individuals in the younger demographic, namely among students attending secondary school. The prevalence of this phenomenon can be attributed to elements such as the inclination for exploration and experimentation, as well as the influence of peer pressure^{16,18}.

2.1.1.3 Bullying and Victimization

Bullying victimization can be distinguished from fighting or taunting by the presence of a power imbalance between the abuser and the victim¹⁸. Bullying victimization is distinct from other forms of victimization as it has an inherent power asymmetry between the offender and the victim¹⁹. Bullying victimization among children and adolescents is a prevalent issue of worldwide public health significance, recognized as a behaviour associated with adverse psychological and social outcomes in youth. There exists empirical data indicating that the experience of being victimized by bullying throughout childhood and adolescence can have enduring effects that extend into adulthood. Bullying victimization is commonly defined as the experience of enduring recurrent unfavorable behaviours from one or more individuals, characterized by a power disparity between the perpetrator(s) and the target¹⁹.

Physical bullying is the most conspicuous manifestation of bullying. The phenomenon of youngsters employing physical behaviours in order to establish authority and exert control over others is observed. Bullies generally exhibit physical attributes such as increased size, strength, and aggression in comparison to their counterparts. Physical bullying encompasses a range of aggressive behaviours, such as kicking, striking, punching, slapping, shoving, and other forms of physical assault²⁰. Physical bullying stands out among many forms of bullying due to its overt nature. Consequently, it is the foremost association that arises in individuals' minds when contemplating the concept of bullying. Moreover, schools have historically allocated more attention to this sort of bullying compared to other forms that are less conspicuous. Physical bullying encompasses any form of bullying that result in bodily harm or the intentional destruction of someone's property. Physical bullying encompasses several forms of aggressive behaviour, such as theft, pushing, assault, confrontation, and deliberate acts of property damage. The occurrence of physical bullying is typically not the initial

encounter with bullying for the victim. Bullying often originates in alternative manifestations and subsequently escalates into acts of physical aggression. The primary means employed by the aggressor while engaging with their target is the utilization of their own physical form, or alternatively, an item wielded as a tool of aggression. Due to the presence of teenage bias, certain cohorts of young individuals may engage in the deliberate targeting and social exclusion of a fellow peer. This might potentially result in the subject being subjected to ridicule, torment, and physical aggression from their peers. The phenomenon of physical bullying often exhibits a pattern of escalating severity and can result in adverse or even lethal consequences. Consequently, there is a collective effort among individuals to promptly intervene and prevent its further progression, in order to mitigate potential future escalation²¹. Verbal bullying is a prevalent kind of bullying. This includes non-physical forms of bullying, which can be perpetrated through verbal communication, vocal expressions, or various forms of body language. Bullying often starts at this juncture and encompasses a range of potential manifestations, which may include but are not limited to: The act of using insulting name-calling and nicknaming. Engaging in the dissemination of rumors or engaging in deceitful behaviour with regards to another individual, engaging in an act of expressing an intention to do harm or inflict damage against an individual. Engaging in the act of raising one's voice or communicating with another individual using a discourteous or disagreeable manner of speech, particularly in the absence of valid explanation. Engaging in mockery of an individual's vocal characteristics or way of speech, engaging in light-hearted banter or jesting with an individual, to inflict torment onto an individual, one may employ non-verbal communication through bodily movements, such as the utilization of a certain hand gesture commonly referred to as the "middle finger." Engaging in the act of ridiculing someone by verbally attacking them with derogatory remarks. The key tool employed by those engaging

in verbal bullying is their vocal communication. In several contexts, individuals of both genders partake in the act of verbal bullying; however it is observed that females have a higher propensity for engaging in this behaviour. Typically, females tend to employ a more nuanced approach when expressing derogatory remarks compared to their male counterparts. Females employ verbal bullying and social exclusion tactics as a means of asserting dominance and exerting control over others, sometimes with the intention of impressing others whom they idolize. Nevertheless, there exist a considerable number of guys who possess the necessary proficiency to employ verbal tactics in order to assert dominance, and who have been accustomed to relying on verbal means to circumvent the potential consequences associated with engaging in physical harassment against others²².

Relational bullying, sometimes referred to as social aggression, is a form of bullying when individuals utilize their interpersonal connections to inflict harm against others²³. The term "also" is employed to denote a form of bullying that aims to detrimentally impact an individual's reputation or social standing, so establishing a connection to the tactics employed in physical and verbal bullying. Relational bullying, a form of bullying commonly observed among young individuals, exhibits a higher prevalence rate among girls. Social exclusion, often known as "left out" or slighting, is a prevalent form of relational bullying. Relational bullying can be employed by individuals with the intention of enhancing their social status and exerting influence over others. In contrast to physical bullying, relational bullying is characterized by its covert nature and can go unnoticed over an extended duration²⁴.

Cyberbullying refers to the utilization of technology as a means to engage in activities that involve harassment, threats, embarrassment, or the deliberate targeting of an individual. Engaging in cyber-harassment or cyberstalking towards an adult can be regarded as a criminal offense, carrying legal consequences that may include imprisonment²⁵. The scope of

bullying encompasses several forms of electronic communication, including email, instant chat, social networking platforms like Facebook, text messaging, and cell phones. According to research findings, the prevalence of cyberbullying appears to be more pervasive among secondary school students compared to their elementary school counterparts. One of the most severe ramifications associated with bullying is the profound emotional distress and potential for suicidal ideation. This phenomenon is not limited just to those in their youth, but also extends to those in their adolescence and adult years. Depression is a debilitating mental health condition that has a widespread impact on individuals around the globe. Through the eradication of bullying and the implementation of comprehensive education programs aimed at fostering acceptance of individual differences, it is plausible to assert that a significant reduction in suicide rates might be achieved. According to a self-report study conducted by high school students in New York, those who were subjected to bullying showed a higher prevalence of depressive symptoms and psychological distress compared to those who did not encounter bullying²⁶. Approximately 75% of incidents involving school shootings have been shown to have a correlation with pupils who have experienced harassment and bullying inside the educational setting. When adolescents perceive a lack of concern from others towards their well-being, a state of intense anger emerges, leading to incidents of violence within educational institutions. The potential to preserve human lives exists through the pedagogical approach of imparting knowledge to youngsters on the significance of demonstrating respect and embracing acceptance.

When someone is bullied, they acquire a great mistrust of other people. This may not be apparent in the student's early years, but as they grow and mature and begin to form interactions with others, this deep-seated mistrust for people begins to surface and can have long-term bad consequences for friendships and relationships. Children who are bullied have

a more difficult time remembering knowledge throughout the day. When kids are continually concerned about when and where they will be bullied next, adolescents spend less time learning. Bullying has a deleterious impact on the receptors in the brain. This results in inattention and despair. Nearly 24% of youngsters are bullied at school on a regular basis. These children reported "lower academic achievement" and a "greater dislike of school." Approximately 18% of students reported moderate bullying at school, as well as decreased academic achievement and dislike of school. It may surprise you to find that one in every ten kids in Oyo state who dropped out did so because they were bullied. Why would someone want to go to a location where they can't be welcomed for who they are every day if they can't be accepted for who they are? These bullied children miss out on opportunities to grow and profit from their education.

2.1.2 Maladaptive Perfectionism

Maladaptive perfectionism is a departure from previously acceptable behaviour. It has also been viewed as a significant threat that comes as a result of the utter breakdown of moral decadences. Perfectionism is a psychological trait characterised by high performance standards and an overly critical self-evaluation⁶. Perfectionism is defined as having both adaptive and maladaptive components. The former may assist individuals in doing well, feeling fulfilled, and achieving goals, all of which have been linked to favourable results. However, perfectionism can be harmful when people fixate on the gap between their lofty goals and their actual performance^{6,7}. This form of maladaptive perfectionism has been linked to a range of unfavorable consequences, such as addictive tendencies, unrealistic expectations, self-critical assessments, and inflexible gambling behaviours. The characterization of maladaptive perfectionism may provide challenges due to variations in cultural standards. Each culture possesses an own collection of accepted behavioural patterns

and traditions. The numerical value provided by the user is ⁷. What appears normal in one culture may be aberrant in another. However, maladaptive behaviour can be defined as a movement away from age-long modest behaviour, which has an impact on both individual and society development⁸. That is, any maladaptive activity is one that is opposed to the widely accepted pattern of behaviour for the individual's age and surroundings, and it has a negative impact on him and others around him. Cheating, risky sexual activity, drug use intentions, examination malpractice, cultism, aggressiveness, bullying, and property destruction are only a few examples of maladaptive behaviour in secondary school.

Maladaptive perfectionism often stems from several psychological factors, including but not limited to, a fear of failure, feelings of unworthiness, poor self-esteem, and unpleasant events throughout infancy. Sadness, anxiety, obsessive-compulsive disorder, eating disorders, and even suicidal ideation are frequently linked together. The pursuit of perfection in one's behaviours can result in persistent personal ambiguity and the development of obsessive self-criticism. When these attributes coexist, they are commonly referred to as perfectionism. There exists a subset of individuals who hold the belief that any failure to meet a high standard of conduct in all aspects of their behaviour carries a detrimental connotation for their personal image²⁷.

The individual who exhibits perfectionist tendencies assumes the role of establishing criteria for perfection that are expected to be adhered to by others. In instances where these standards are not met, it is commonly perceived as a personal deficiency or shortcoming^{100,101}.

Nonetheless, the inclination towards perfectionism can yield detrimental effects when individuals become too preoccupied with the disparity between their ambitious objectives and their tangible achievements. The presence of maladaptive perfectionism has been found to be associated with a range of detrimental consequences, such as the development of

addictive behaviours. Prior studies have demonstrated that maladaptive perfectionism is associated with a predictive influence on many addictive behaviours, such as alcohol-related issues, disordered gambling, exercise addiction, and job addiction¹⁰². An individual who is maladaptive displays the following characteristics: The individual has difficulties in establishing and sustaining suitable interpersonal connections with both classmates and teachers. Furthermore, they frequently have a somber or discontented demeanor in environments when their peers exhibit enthusiasm and contentment. Truancy is a common occurrence observed among persons who exhibit maladaptive tendencies. These individuals often display improper behaviour in usual situations and tend to rely heavily on both instructors and peers. He seldom initiates a new undertaking without the assurance or support of others. Symptoms commonly associated with anxiety include task avoidance, negative reactions, low self-esteem, and heightened anxiety levels.

A recurring observation in the literature is the robust correlation between maladaptive perfectionism and elevated levels of depressive symptoms²⁷. Numerous cross-sectional studies have indicated that clinically depressed individuals exhibit elevated levels of various facets of maladaptive perfectionism when compared to individuals without any clinical conditions²⁸. Additionally, longitudinal investigations have demonstrated that maladaptive perfectionism is a significant predictor of heightened depressive symptoms over time in non-clinical populations²⁹. In a longitudinal research spanning four years, a cohort of 150 people from a community-based sample was examined. The study aimed to investigate the relationship between self-critical perfectionism and the onset of depressive symptoms, with a focus on the mediating role of reactions to everyday stresses.

Research suggests that there may be a significant correlation between maladaptive perfectionism and depressive symptoms, particularly among Asian foreign students³⁰. A

cross-sectional examination was conducted on a sample of 189 international students from China and Taiwan who were studying in the United States throughout the period of the study. The findings revealed that a decrease in maladaptive perfectionism had a role in reducing the impact of acculturative stress on depressive symptoms. The authors propose that Asian foreign students who exhibit high levels of maladaptive perfectionism may interpret the challenges associated with studying abroad as a reflection of personal inadequacy, hence heightening their vulnerability to experiencing sadness (Author citation). In a recent cross-sectional study conducted in Australia, researchers examined the relationship between maladaptive perfectionism, acculturative stress, and depressive symptoms among 384 Asian international students. The findings revealed that lower levels of maladaptive perfectionism played a mitigating role in the impact of acculturative stress on depressive symptoms. Notably, this effect was more pronounced among international students who had a longer duration of stay in Australia. Previous studies conducted in this particular field have shown results indicating the absence of significant disparities in the assessment of maladaptive perfectionism and depressive symptoms between Asian foreign students and domestic (North American) student cohorts³². Additionally, a study conducted on a group of foreign students enrolled at an Australian institution revealed that there was no significant relationship between maladaptive perfectionism and psychological distress, as measured by a comprehensive assessment that included items related to depressive symptoms³³. Nevertheless, it is important to acknowledge that the aforementioned studies were subject to certain inherent constraints. These limitations primarily revolved around the relatively small sample sizes of international students that were examined, as well as the utilization of basic statistical techniques such as Pearson product-moment correlations and standard multiple regression to substantiate their hypotheses. Consequently, the generalizability and robustness

of their findings may be compromised to some extent. It is noteworthy to mention that a significant number of research conducted in this particular domain have provided support for the perspective that there exists an indirect relationship between maladaptive perfectionism and symptoms of depression. These studies propose that this correlation may be influenced by other processes. Self-esteem and internalized shame are two possible elements that may serve as mediators.

There exists a well-established association between low self-esteem and depression, as evidenced by longitudinal studies that have demonstrated the role of negative self-evaluations in both the development and persistence of depressive symptoms³⁶. Subsequently, scholarly investigations in the domain of perfectionism have examined and substantiated the role of self-esteem in moderating the association between maladaptive perfectionism and depression³⁷. Initial investigations conducted using samples of American college students revealed that there was a moderating effect of low self-esteem on the relationship between maladaptive perfectionism and symptoms of depression³⁴. These findings have been corroborated by more recent cross-sectional research conducted on adult populations in community settings. The results of this study indicate that individuals with maladaptive perfectionism may possess a conditional perception of their self-worth, rendering them more susceptible to experiencing psychological discomfort, such as sadness, when faced with adverse occurrences or negative evaluations of their performance. As of now, there has been a lack of study that has categorized maladaptive perfectionism into parental and intrapersonal subtypes, and then examined the possible connections between these factors among domestic and Asian overseas university student populations.

Shame has been found to have a correlation with depressive symptoms, and it has been specifically identified as a contributing factor to the mental health challenges experienced by

Asian foreign college students. In a study conducted in Italy, it was shown that Asian foreign students exhibited higher levels of guilt, which were both more acute and long-lasting, in comparison to their Italian domestic student counterparts^{39,40}. According to sociological and anthropological studies, there appears to be a strong association between internalized shame and several Asian cultures. This is supported by the presence of various terms for different types of shame in Asian languages, the acceptance of shame-based parenting methods within these cultures, and a collective sense of self that is fundamentally reliant on obtaining the validation of others⁴¹. While there is a connection between shame and perfectionism, the examination of shame's possible role as a mediator in the relationship between maladaptive perfectionism and depression has only been explored in a single research. The relationship between maladaptive perfectionism and depression was found to be impacted by both internalized shame and self-esteem³⁵. However, this discovery was observed exclusively in females and did not manifest in men. To date, there is a lack of empirical research examining the relationships among Asian foreign students, as well as a dearth of studies investigating possible cross-cultural variations in these interactions by comparing groups of domestic and Asian international university students. Moreover, previous studies have not shown any evidence of parental or intrapersonal subtypes of maladaptive perfectionism in relation to these mediators.

Unrealistic expectations assume a level of control over a situation that the student does not have. They are repeatedly disappointed since their expectations have not been satisfied. If you see that any of your expectations are on the unreasonable side of the spectrum, following tips can help you reframe them; engage in some self-exploration. Expectations are frequently formed by the visions that others have for you. Allow yourself to appreciate what you have, and concentrate on what you have accomplished. Being unable to view things as they truly are

because they are centred on what is desired or hoped for rather than what is possible or likely is not rational and acceptable. A goal or target that is realistic is one that you can reasonably expect to achieve. Unfulfilled future aspirations give rise to emotions such as depression, worry, a sense of inadequacy, frustration, and pessimism. In the absence of any preconceived notions or anticipations, one would approach situations in a reactive manner, addressing them as they unfold. The process of accepting the current state of affairs would be significantly facilitated if individuals did not have any preconceived notions or anticipations. And as a consequence, you would experience more happiness. The unrealistic aspect lies in the belief that one should not be required to make any changes in order to achieve their objective. If one is not inclined to question and modify the attitudes, beliefs, and behaviours that have contributed to their "stockiness," they will persist in generating same outcomes.

It has been stated that people have diverse expectations throughout their lives. You grow into them as you become older. Many of your expectations are ones you are unaware of. They are usually modeled after their parents, authoritative figures, and other life events. Certain expectations can have a good impact on individuals, serving as a source of motivation that enables them to surmount obstacles and actively pursue their desired goals. However, unrealistic expectations can cause friction, misunderstandings, dissatisfaction, and other problems. As an adult, you have the opportunity to examine your values and beliefs and determine whether you have unrealistic expectations. It's fine if you do. There are things you may do to change your thinking and increase your happiness. For example, it is widely held in schools that every great student must have higher expectations. Unfortunately, praying and hoping will only go you so far. Nothing is certain. If you truly desire something, go after it and act on it. Unrealistic expectations develop when a student believes he or she must be the greatest in all courses or that he or she must always outperform others. Friendships, for example, are taken into account. Because their

father never cleaned the dishes, your roommate never thinks about doing them. Even if this is an unspoken expectation, it indicates that your flat mate expects someone else to do it. As you can expect, this might produce conflict among the other people who live in your house. A more reasonable expectation would be for everyone in the house to share the chore of cleaning the dishes. Recognizing and changing your behaviour in response to false expectations is a sign of emotional maturity.

Another prevalent idea is that the more money you make, the more successful you will be. Making money is fantastic, but wealth might leave you impoverished in other areas of your life. Instead of chasing money, you can focus on delivering value to others while keeping a healthy lifestyle. The trick is to become aware of your expectations and determine whether they are healthy. Your expectations will be healthy if they are: respectful, fair, compassionate, considerate, well-thought-out, realistic, and honest. Your expectations may not change immediately, but if you work on it, you will get the results you have been hoping for over time. It's not always easy, but letting go of excessive expectations can bring huge rewards and a refreshed sense of serenity. You are not alone if you are feeling emotional anguish or finding it especially difficult to change your excessive expectations. A licensed mental health professional can be of assistance.

In her initial statement, she expressed the belief that establishing elevated benchmarks for oneself might yield advantageous outcomes. She further posited that these expectations serve as a source of motivation and inspiration, so facilitating the attainment of personal objectives. We also express apprehension on the possibility of failing to establish rational expectations, which may result in a lack of progress towards achieving our objectives. According to Morris, it is also posited that inflated expectations serve as a protective mechanism. We express apprehension over the potential consequences of compromising our standards, since it may render us vulnerable to exploitation and damage by external entities. Nevertheless, it is

unnecessary to impose impractical demands in order to ensure our safety. In contrast, the speaker underscored the need of disengaging from introspection and directing attention on the immediate present, particularly in relation to interpersonal interactions. The act of attentively observing our experiences in real-time provides us with a more comprehensive understanding of our safety compared to relying solely on preconceived assumptions.

It is a common phenomenon for individuals to possess unreasonable expectations. As per the perspective of a clinical psychologist based in Bethesda, it is argued that the most impractical expectation lies in the notion that individuals should refrain from harboring unreasonable expectations. The statement under consideration pertains to an inherent aspect of the human condition. Nevertheless, it should be noted that harboring impractical expectations does not provide advantageous outcomes. Conversely, these negative consequences might manifest in the erosion of interpersonal connections, the derailment of personal objectives, and the potential for an unhealthy trajectory in one's life. Unrealistic expectations can have detrimental effects as they create a situation where both individuals and others are predisposed to experiencing failure. According to the speaker, when individuals or others fail to meet their inherent expectations, they tend to draw inaccurate inferences, experience negative emotions, and engage in detrimental behaviours. Nevertheless, it is unnecessary to impose impractical demands in order to ensure our safety. In contrast, she underscored the need of redirecting our attention away from internal ruminations and towards the immediate present, particularly in relation to interpersonal interactions and how one is treated. The act of attentively observing our ongoing experience yields a greater amount of information on our safety compared to relying just on preconceived expectations.

Unreasonable self-expectations might be counterproductive. Despite the inherent difficulty, it is essential to focus on the process of abandoning such attachments. It is important to bear in

mind that individuals have the capacity to establish novel regulations and convictions that effectively motivate, bolster, and cater to their own well-being and interpersonal connections. Self-punitive behaviour refers to the inclination of an individual to deliberately subject themselves to hardship and actively seek out unpleasant circumstances as a means of alleviating an underlying sense of unconscious guilt⁴³. Within the context of the second topography of the mental machinery, further analysis has ascribed the phenomenon of self-punishment to the actions of an exceptionally uncompromising superego, to which the ego acquiesces. Drawing upon the concepts of "the necessity of punitive measures" and "self-inflicted penalization". The previous focus was centered on the experience of unconscious guilt and the masochistic tendencies inherent in the ego, which seeks punishment, whether it is administered by the superego or external sources. In contrast, the latter perspective highlights the superego's role in carrying out punitive actions, to which the ego willingly submits. The superego, in turn, derives its power from the transformation of sadism into self-directed sadism. Punishment at that time was administered without reliance on an external entity, but rather via the involvement of the internal topographical dualism of the ego-superego. Several events and symptoms were observed that indicated a manifestation of self-punishment. The inquiry pertained to the development of symptoms and posited that it represented a reconciliation between the libido and the inclination for self-punishment, rooted in antagonistic emotions. The motivations of libido and want fulfillment can be understood as acting through a process of summation, resulting in a form of punishment. Following this, the whole discipline of pathology and its associated afflictions began to be examined via the lens of self-punishment, with the aim of appeasing unconscious emotions of guilt.

Obsession neurosis is characterized by the association between self-reproach and self-punishing behaviour, which can be traced back to the repression of aggressive, hostile, and harsh emotions. Within the context of melancholia, it is possible for individuals to have an urge towards self-punishment, which may ultimately result in the act of suicide. During a state of melancholia, individuals may experience the incorporation of the lost thing and the potential emergence of sadistic tendencies towards this object. The emergence of sadism is hindered by the presence of guilt in those who have melancholy tendencies, unless introjections are present. Following the process of introjections, the manifestation of sadism can persist without restraint, as it concurrently functions as an assault on the individual, therefore transforming into a form of self-inflicted punishment. In the context of a secondary topography, the superego was ascribed the function of imposing punishment upon the ego, resulting in a state of tension and responsibility between these two psychological entities⁴³.

Furthermore, it was underscored that certain behaviours may be driven by the pursuit of retribution. As an illustration, the transgressive individual seeks to fulfill a craving for masochistic gratification through the acquisition of punishment. Freud had a particular fascination with a phenomenon he referred to as the negative therapeutic reaction. This phenomenon involves the patient's suppressed sadistic tendencies leading them to undermine the progress of their own treatment, so seeking retribution against the therapist while simultaneously subjecting themselves to self-inflicted punishment⁴³. Recent scholarly studies have made efforts to establish a clearer distinction between guilt and moral masochism. In a schematic manner, it may be posited that neurotic guilt is characterized by the dominance of sadism within the superego, whereas moral masochism entails the ego's eroticization of the experience of guilt. The inclination towards punishment is subsequently depersonalized in a regressive manner, evolving into the origin of masochistic gratifications⁴³.

Distortive Feelings is how we interpret event and our mind can play trick on us, they make something true even though it is true. It affects a person sense of pride and self esteem distortive feelings is a faulty of inaccurate thinking, perception or belief. It means discounting the positive comment or evaluation but focus on a single piece of negative feedback. Rigidity, also known as mental rigidity, refers to a persistent incapacity of an individual to be open-minded or empathetic towards alternative perspectives or feelings. This trait is defined by a lack of willingness to concede or acknowledge differing viewpoints. Additionally, it might denote the inclination towards perseveration, a condition characterized by the incapacity to alter habits and the difficulty to adapt established conceptions and attitudes ⁴⁵. Rigidity is a cognitive trait that has been present in human cognition from ancient times. The investigation of rigidity has been the subject of systematic inquiry, with its origins dating back to the work of Gestalt psychologists in the late 19th to early 20th century^{46,47}. After conducting extensive study for over a century, a substantial body of evidence has been accumulated, providing established and unequivocal facts on the subject area. However, significant disagreement persists over some fundamental characteristics of rigidity. In the initial phases of conceptualizing rigidity, it is commonly seen as a unidimensional spectrum that spans from complete rigidity to utmost flexibility. One notable example is provided by Kurt Goldstein, who described it as the "adherence to a current performance in an insufficient manner". Another instance is articulated by Milton Rokeach, who defined it as the "inability to alter one's mindset when objective circumstances require it" Rokeach, ⁴⁸. Stiffness has been categorized into distinct levels by certain researchers in order to facilitate its definition⁴⁹. There is a consensus among scholars that the demonstration of mental or behavioural sets serves as a commonly accepted indicator.

Lewin and Kounin established a theory of cognitive rigidity, commonly referred to as the Lewin-Kounin formulation, drawing on a Gestalt perspective. This theory was employed to elucidate the occurrence of inflexible, repetitive, and unchanging behaviour observed in individuals with mental disabilities⁵⁰. The concept posits that the observed phenomenon is attributable to a heightened level of rigidity or limited permeability inside individuals' interpersonal boundaries, hence exerting an impact on their behaviour⁵⁰. Lewin's perspective on the extent of difference among children placed significant emphasis on rigidity. The author suggested that a kid with intellectual disabilities can be distinguished from a typically developing child due to their diminished capacity for dynamic cognitive reorganization⁵¹.

Mental sets refer to a form of cognitive inflexibility in which an individual's behaviour or beliefs are influenced by previous experiences⁵². Confirmation bias is a cognitive bias wherein individuals tend to form assumptions on problem-solving approaches without adequately analyzing all pertinent data. Cognitive flexibility might be considered as the antithesis of the aforementioned concept. The recognition of these mental groups is not always conscious on the part of the individual. Within the field of psychology, mental sets are frequently examined during the problem-solving process, with a particular focus on the transition from specific mental sets to the development of insightful solutions. The process of overcoming mental rigidity to effectively address difficulties often unfolds in three distinct phases: first, individuals exhibit a predisposition to approach problem-solving in a rigid and inflexible manner; subsequently, they attempt to resolve problems by relying on strategies that have proven successful in the past, only to encounter failure; finally, they come to the realization that finding a solution necessitates the adoption of novel and innovative approaches. The efficient shifting between mental sets for varied contexts relies heavily on high executive functioning components, namely the relationship between working memory

and inhibition⁵⁵. There is considerable variability in mental states across individuals, as evidenced by a research that observed a diverse range of cautious and hazardous approaches in response to a reaction time test ⁵⁶.

The acquisition of rigidity as a behavioural inclination can occur through learning processes, such as when an individual is exposed to parental, managerial, or instructional figures who consistently exhibit stiff behaviours towards them. Rigidity exhibits three discernible stages of varying severity, however it is not obligatory for the condition to advance through each stage. The initial phase entails adopting a fixed perspective that promotes adherence to established beliefs and resists openness to novel alternatives. Another factor to consider is the necessity of safeguarding one's self-esteem. The third phase pertains to its integration within an individual's personality, as substantiated by the domains of perception, cognition, and social connections. In addition to the aforementioned external behaviours, individuals may also exhibit internalizing behaviours such as persistently repeated behaviour, difficulties arising from unfulfilled expectations, perfectionism, compulsions (as shown in individuals with obsessive-compulsive disorder), and perseveration. The preoccupation with achieving perfection. Mental rigidity is often associated with a strong inclination towards cognitive closure, wherein individuals tend to provide premature explanations for phenomena with unwavering certainty, finding solace in resolving cognitive dissonance as they perceive it to be synonymous with discovering the truth⁵⁸. If the act of rectifying their unintentional misattributions leads to the reinstatement of uncertainty, there is less incentive to engage in such corrective actions.

When an individual characterized by cognitive rigidity does not fulfill their rigidly held expectations, it is probable that they may exhibit a range of behaviours including aggression, self-harm, depressive symptoms, anxiety, and thoughts of suicide. The latest meta-analysis

conducted on a broad scale highlighted the dearth of theoretical rigor associated with the concept of rigidity, as well as the methodological challenges it presents. Cattell's recognition of the significance of including the personality and broader implications of the rigidity factor(s) independently from perseveration suggests that there is an unresolved issue about the definition of these factors⁶¹. One approach involves employing a range of rigidity-related notions as substitutes for evaluating variations in individual personality rigidity. The absence of tolerance for ambiguity should not be equated with rigidity. The research literature on rigidity and ambiguity intolerance exhibits a close relationship, often resulting in inter-correlation and even being considered synonymous. However, it is important to note that these constructs encompass various personality traits⁶². Therefore, employing Budner's Intolerance of Ambiguity scale, for instance, as a means to assess rigidity lacks sufficient justification. The concept of personality rigidity pertains to the behavioural tendencies of individuals when confronted with circumstances that necessitate a shift in their cognitive or behavioural patterns. This rigidity is characterized by an individual's incapacity or reluctance to embrace change, their inclination towards adhering to predetermined protocols and adhering strictly to established routines, as well as their adherence to a closed-minded perspective and a rigid set of beliefs.

The notion of ambiguity Tolerance refers to the manifestation of individual behaviour in situations characterized by ambiguity and a lack of clarity in the provided information. Individual differences encompass a spectrum that spans from tolerance, referring to the capacity to coexist with ambiguity, to intolerance of ambiguity, which emerges as a tendency to evade situations, individuals, occurrences, or concepts that involve ambiguity⁶³. These two constructs encompass a wide range of reactions to diverse barriers within certain contexts. The perception of resistance to change is not always ambiguous, and the negative response to

ambiguity is not invariably rigid. Assuming that avoidance is a prevalent behavioural reaction, those with inflexible tendencies tend to actively avoid engaging with situations involving change, while those with an intolerant disposition tend to steer clear of interactions that include ambiguity.

Anxiety, here understood as suppressed hostility and basic anxiety in early development, has been linked to rigidity as a defense mechanism against perceived overwhelming threat: "By rigidity in reaction, I mean a lack of that flexibility which enables us to react differently to different situations." All things novel and different that don't match the pattern that has been learnt and reinforced are seen as dangerous by those who lack the flexibility to adapt to them. The closed belief - disbelief system is seen as a means by which an individual can protect themselves from anxiety by associating with an absolute authority or cause. This resistance to change in behaviour often leads to the formation of stereotypical, compulsively adhered habit formations, such as fixed routines in eating habits or in work procedures. Anxiety plays a key role in the development of rigidity symptoms, but it's worth noting that a lack of worry can sometimes lead to more flexible behaviour, since a healthy dose of apprehension is sometimes necessary for growth. Therefore, even if worry usually causes or signals rigidity when severe or long-lasting, this should not be assumed.

2.1.3 Parenting style

A parent's disposition may be seen as a barometer for their parenting style, moral compass, and worldview. A child who is reared with love and support in the least restricted environment has a higher chance of adapting to the sighted world. Therefore, the home is more important than school in shaping the child's social integration. Having a strong sense of self and good morals begins with instilling in a child an outlook on themselves that is healthy, dependable, courteous, and responsible¹². A person's or a group's attitude toward something

is shaped by their prior experiences with that item or by the norms and practices associated with that thing. Therefore, attitude is more than just a characteristic; it may shift throughout time and in response to new information. Four primary parental responsibilities have been recognized by Attitude: educational decision-maker, parent, educator, and advocate. Given the importance of parental attitude, there must be tight collaboration between the home and the school. A child's character is shaped in large part by the parents' example and example. In this context, "parental attitudes" refer to how parents feel and think about their children's potential future professions. In a child's formative years, his parents serve as his key social influences. Parents' outlooks have a major role in shaping their children's identities. The way in which parents think about and approach parenting reflects their values and principles. In a child's formative years, his parents serve as his key social influences.

The term "parenting style" is used to describe the emotional climate and level of authority used by parents in the upbringing of their children¹⁰⁶. Parental care encompasses several aspects, such as parenting style, parental emotions, and the practical administration of children. The primary factors that contribute to assessing the overall adequacy of parenting encompass emotional availability, control, parental psychosocial status, knowledge base, and parental psychosocial status. Emotional availability refers to the level of warmth exhibited by parents. Control pertains to the degree of flexibility and permission granted by parents. Parental psychosocial status refers to the absence or presence of overt disorder in parents. Knowledge base encompasses the parents' comprehension of emotional and physical development as well as fundamental childcare principles. Lastly, parental psychosocial status again refers to the absence or presence of overt disorder in parents⁶⁴. Recent research has provided evidence indicating that the behavioural characteristics observed in contemporary

children, teens, and adolescents may be attributed to the belief systems, values, and practices adopted by their parents ¹⁰⁶.

Baumrind's perspective is widely prominent, since she asserts that parents ought to refrain from employing punitive measures or exhibiting emotional detachment. Alternatively, parents should establish guidelines for their offspring and demonstrate warmth and compassion towards them. The speaker highlighted three distinct parenting styles that have been associated with different aspects of a child's socio-emotional development: authoritarian, authoritative, and permissive. Numerous parents choose for a blend of strategies rather than relying only on a singular strategy, even if one technique has greater prominence. Baumrind thinks that there exists a strong correlation between parenting style and children's behaviour. Various parenting styles can lead to varied child development and consequences. Baumrind first formulated three distinct parenting styles via extensive observation, interviews, and analysis. These styles include authoritative parenting, authoritarian parenting, and permissive parenting¹⁰.

Diana Baumrind is widely recognized for her contributions to the classification of parenting styles. However, it was Maccoby and Martin who further developed this model by introducing a two-dimensional framework. Baumrind's lenient parenting style has been classified into two distinct categories: permissive parenting, which is often referred to as indulgent parenting, and negligent parenting, also known as uninvolved parenting. The four parenting styles referred to as the Diana Baumrind or Maccoby and Martin parenting styles are as follows. The four parenting styles can be categorized as authoritative, authoritarian (also known as disciplinarian), permissive (or indulgent), and uninvolved.

Authoritarian parents exhibit elevated standards for their children's achievements and development, while also demonstrating benevolence and emotional attunement. These

parents create norms and maintain limits via the use of open discussions, guidance, and explanation. These parents provide explanations and justifications for their conduct to their children. Explanations serve to cultivate a feeling of consciousness among young individuals, while imparting knowledge pertaining to principles, ethics, and objectives. The disciplinary strategies employed are characterized by a confrontational approach, as opposed to a coercive one. These strategies are characterized by rationality, negotiation, a focus on achieving desired outcomes, and an emphasis on behaviour regulation. Authoritarian parents exhibit qualities of care and encouragement. Parents value the autonomy of their children, granting them substantial latitude and fostering a culture of independence. Additionally, they possess the ability to engage in bidirectional communication. This particular approach to parenting is commonly referred to as democratic parenting. Children who have parents that exhibit assertive behaviour are highly regarded and appear to experience happiness and a sense of fulfillment. Individuals who exhibit exceptional academic achievement likely to experience enhanced self-esteem, improved mental well-being, reduced prevalence of depression, anxiety, and suicidal behaviours, decreased involvement in delinquent activities, diminished substance abuse, and a lower propensity for engaging in aggressive behaviours.

An additional category of parenting style is characterized as authoritarian parenting. This phenomenon is characterized by a notable presence of stringent parental control measures coupled with limited parental responsiveness. Despite sharing similar names, authoritarian and authoritative parenting styles exhibit substantial differences in terms of parenting beliefs, demands, and practices. Although both parenting styles emphasize the need of setting high standards, authoritarian parents demand unquestioning compliance without providing reasons. The organization strictly enforces regulations and guidelines that limit communication to one-way exclusively. In order to attain behavioural control, these parents employ stringent

disciplinary measures, frequently resorting to severe forms of punishment, including physical punishment. The disciplinary approaches employed have a coercive nature, characterized by arbitrary decision-making, peremptory actions, an overpowering demeanor, and a preoccupation with establishing and enforcing hierarchical divisions.

Diana Baumrind has gained significant recognition for her research in classifying diverse parenting techniques. However, Maccoby and Martin established a two-dimensional framework that subsequently facilitated the further development of the model. Baumrind's conceptualization of a liberal parenting style, characterized by a relaxed attitude, has been dichotomized into two distinct extremes: indulgent parenting and uninvolved parenting. The parenting styles proposed by Diana Baumrind and Maccoby and Martin encompass four distinct methods. Parents can be categorized into four distinct classifications: authoritative, authoritarian, permissive, or uninvolved, depending on their own style to child-rearing.

In addition to exhibiting kindness and emotional attunement towards their children, authoritarian parents often maintain elevated expectations about their children's achievements and personal development. These parents develop and enforce norms and guidelines via the use of consistent communication, instruction, and explanation⁷¹. These parents justify their conduct by providing explanations to their children. The primary objective of offering explanations is to cultivate among young individuals a heightened level of consciousness and to impart knowledge regarding principles, moral standards, and objectives. The employed disciplinary approaches adopt a more assertive approach, prioritizing confrontation rather than compulsion. Behaviour regulation strategies are characterized by their focus on rationality, negotiation, purposefulness, and the achievement of desired objectives. Authoritative parents exhibit caring and supporting attributes. Parents who foster a climate of self-reliance in their children demonstrate their appreciation for their offspring's autonomy by

affording them enough latitude. Furthermore, individuals have the ability to engage in reciprocal communication with one other⁷². The phrase "democratic parenting" is employed to characterize this particular style of child upbringing. Parents who exhibit assertiveness are highly regarded, and their offspring express feelings of happiness and fulfillment. Individuals who excel academically are often shown to have a lower propensity for experiencing mental health challenges such as depression and anxiety. Additionally, they have a reduced likelihood of engaging in hazardous or harmful activities, including substance misuse and criminal conduct. Furthermore, high academic achievers are less prone to displaying violent behaviours towards others⁷³.

Authoritarian parenting is a distinct style to parenting. One characteristic feature of this phenomenon is the simultaneous presence of stringent parental control mechanisms and a dearth of parental response. Despite having similar names, authoritarian and authoritative parenting styles are characterized by distinct attitudes, expectations, and approaches. Both authoritarian and permissive parenting styles emphasize the need of adhering to regulations; nevertheless, it is noteworthy that authoritarian parents do not provide explanations to their children regarding the rationale behind these restrictions⁷⁶. The organization adheres to strict regulations and protocols that enforce the practice of one-way communication exclusively⁷⁷. These parents employ severe disciplinary measures, which may involve physical aggression, with the aim of attaining behavioural regulation in their children. The disciplinary measures employed exhibit an authoritarian inclination, prioritizing the establishment of order and hierarchy through the implementation of strong decision-making, actions, and demeanor.

An alternative interpretation posits that these disparities arise from the influence of education, since greater education cultivates the cognitive adaptability necessary for autonomous reasoning, which parents subsequently anticipate their children to possess for navigating

life's challenges. Both views propose that parental values contribute to the intergenerational transmission of economic position by shaping parents' aspirations for childrearing, which in turn influence the criteria underlying their parenting decisions and behaviours. Parental values have a significant role in shaping the strategies employed by parents to equip their children for their educational and vocational trajectories, as well as their eventual status within the workforce⁷⁸.

Notwithstanding these constraints, our research reveals that parents situated at both ends of the wealth and education spectra exhibit increasingly comparable parenting values. The proposition may be made that parental values are indicative of parents' anticipations for the future prospects of their offspring. This viewpoint implies that parents from various socioeconomic backgrounds currently possess a greater degree of shared expectations, or at the very least aspirations, for their children than in previous times. The presence of this shared characteristic is apparent through the widespread belief among parents, including those from low-income backgrounds, that their children will pursue higher education. Additionally, there has been a notable rise in the amount of time parents dedicate to educational activities with their young children, and this commitment is universally endorsed. Furthermore, lower income and less educated parents acknowledge the increased significance of education in contemporary society⁷⁹.

In educational settings, it is common for educators to establish rules at the outset of the academic year and subsequently employ disciplinary measures if students fail to adhere to these rules. Penalties or consequences often entail the deprivation of activities or privileges that pupils find pleasurable. One possible consequence of disruptive behaviour is the imposition of disciplinary measures such as recess detention or after-school detention. A student who frequently engages in behaviours that divert the attention of their classmates

may experience dissatisfaction upon learning that they will not receive preferential treatment in the classroom at the conclusion of the current month. The concept of punishment encompasses two distinct forms: positive punishment and negative punishment, as shown by distinguishing between the two may provide challenges⁸⁰.

To discourage future instances of bad behaviour, authorities may impose what is called a "positive penalty." The underlying mechanism functions by having the person experience a certain negative outcome after the occurrence of bad conduct. It seems to reason that if someone has a bad outcome, they will be less likely to repeat that conduct in the future. Students who are tardy to class or who do not complete their homework might be required to clean the school's common areas or manage the garden as a form of punishment²⁰. The use of negative punishment, often called negative penalty, is a common tactic in the arsenal of deterrent measures. It's a method whereby one gives up their favorite things one by one. A person's chance of repeating an undesirable action decreases when they are denied access to the stimulus item that motivates that conduct. The word "negative" may seem superfluous, given that punishment is often the result of unfavorable outcomes²⁰. When someone is punished positively, they have something added to their environment; when they are punished negatively, they have something taken away from them. Discarding an eraser at a student who is being disruptive, threatening students with a ruler if they don't behave, or needlessly provoking children for no apparent reason are all examples of negative forms of discipline²¹.

Conversely, delivering a stimulus that causes a decrease in the frequency of a certain activity is what is meant by "positive punishment." Sometimes called "delete fines," negative penalties occur when expected behaviour persists even after a reward is withheld. An obviously audible expression of concern came from the sister of a young person who had

been tormenting her. Because of this, the child's mother hit him repeatedly. There have been no other incidents of the male youngster making fun of his female sister. In contrast, the act entails removing a positive stimulus in order to reduce the occurrence of the activity in the future. An exam cheating incident involving a teenager is discovered. Subsequently, the individual's parents forbade him from using a car and reduced his allowance. The teenager will not be doing any more acts of academic dishonesty on his current exams. Four separate forms of punishments exist. Slapping, pinching, and hitting are all included in the range of motions. This method of punishment has been used throughout history, although not particularly in the classroom. There is a striking lack of evidence of this disciplinary method being used in today's classrooms. This kind of physical activity is rarely used outside of school settings like physical education classes. Students are more likely to refrain from participating in inappropriate behaviour if they fear this kind of discipline will be enforced. Instilling dread in students through this method of discipline may also dissuade them from not achieving the goals set for them.

As a kind of punishment for bad behaviour, giving students extra written assignments is common. It's possible that summarizing parts of a book will be taken as a verbal attack on the author. Instructors are quick to impose such sanctions on their students. Some students may become unruly during class, and professors may resort to using physical stimulation punishment to control the situation. In order to discourage students from participating in inappropriate behaviour, teachers may resort to non-verbal cues such as adopting a severe facial expression, enlarging their eyes, or adopting a gloomy posture. Teachers can use this kind of discipline by putting a student in an awkward situation, such as calling on them in front of the whole class, telling them to leave the classroom, or putting them in close proximity to the teacher. The instructor might also try rewriting the statement several times,

perhaps even more than times. This activity is meant to have students thinking about the consequences of their behaviour¹⁰.

An act or stance taken out of respect with the purpose of encouraging good student involvement and performance is called a reward. In this approach, students are rewarded for positive results while negative actions are ignored. Cookies, candy, more time off, no schoolwork, and other similar incentives are only some of the possible prizes¹⁹. A kind grin, an encouraging nod, or a pat on the back are all examples of non-verbal cues that teachers might use to encourage good behaviour. Praising students for their positive contributions to the classroom or the larger community is a good practice, but it shouldn't be overused. An easy way to show appreciation is to just say something like, "Great job, individuals." Students understand the importance of being acknowledged for their efforts, and they work to improve their demeanor and participation in class. Children benefit emotionally from being praised. Rewarding particular actions with material things is common. Scholarly literature supports several benefits connected with instituting a system of incentives in educational environments, including the capacity to create good feelings in pupils. In the first place, offering incentives may make students happier, which in turn encourages them to study more and do better. Also important in making pupils feel at ease in class is developing strong ties between teachers and their students. Furthermore, this kind of teaching encourages a more positive attitude toward learning and a stronger commitment to studying. It has also been observed that pupils' learning capacities and competence greatly improve while using this method.

Providing an appealing stimulus or result in exchange for the targeted action is an example of positive reward, a type of reinforcement. A good reward might be seen as an unrestricted display of appreciation, a sense of accomplishment, or the conscious attainment of happiness.

For instance, when a person feels that they have made a positive difference in the lives of those around them. In contrast to extrinsic incentives, which come from outside the person performing the action or behaviour, intrinsic rewards come from inside. The term "intrinsic" is used here to indicate that the benefit to the individual doing the action or behaviour is inherent to the activity or behaviour itself. As an example of positive reinforcement in the context of academic teaching, a teacher could hand out cookies to pupils after they've finished their homework. In this setting, you are more likely to initiate the process of doing homework and subsequently encourage this behaviour, so fostering the routine of regularly completing academic tasks.

Punitive Benefits Behaviour can be reinforced in other ways, such as when a negative reinforcement is removed. Negative reinforcement occurs when a punishing stimulus is removed in order to benefit the individual being trained. By preventing or eliminating a negative experience, negative reinforcement enhances behaviour. For example, if the children do not do their homework, the teacher's attitude may be altered if they were to be given a cookie. Students will learn that if they don't finish their homework, they won't get any cookies, reinforcing a positive homework habit.

There have been studies done in a variety of settings looking at how different types of rewards and punishments affect students' ability to learn. The use of incentives and punishments in the classroom in Oyo State was investigated in detail by²¹. Self-introductions, singing performances, and squad jumps are some of the kind of punishments used at this school. The student received this penalty because his efforts fell short of what was expected of him. This research also shows that pupils respond well when they are offered incentives and punishments for their efforts. The kids' renewed interest in education can be attributed to the system of incentives and sanctions. They saw educational pursuits as joyful, engaging,

and positive. They seemed more interested in their work and more committed to their studies. However, according to student responses on the topic of using sanctions in teaching English, students feel ashamed, pessimistic, and concerned²³. Also, there was another research. We investigated the ways in which positive and negative reinforcement affects learning motivation and ultimately leads to a shift in student behaviour. One of the goals of this study was to survey students' perspectives on the efficacy of the present reward and punishment systems in use at four different schools in Oyo State.

2.1.4 Adolescence

Adolescence is the subsequent developmental phase following childhood, often spanning from around 15 to 17 years of age. At this stage, the process of puberty has been completed. During this developmental period, adolescents exhibit a heightened preoccupation with their physical appearance. Individuals devote a significant amount of effort towards engaging in grooming practices, exercising, and modifying their physical appearance. The phase of adolescence is characterized by ongoing transformations and shifts in the relationship between individuals and their surrounding environments¹⁰⁵. The dynamic nature of interpersonal relationships during adolescence is a fundamental aspect of the developmental process. These evolving connections can lead to both favorable and unfavorable consequences. Adolescent development encompasses five primary developmental phases. The changes experienced throughout adolescence may be categorized into five domains: physical, cognitive, emotional, social, and moral and values. The physical domain encompasses hormonal changes and developmental processes. The cognitive domain refers to changes in mental functioning. The emotional domain encompasses emotional experiences and the stress process. The social domain involves the formation of social and romantic relationships. Lastly, the moral and values domain pertains to how teenagers see their role and position in

the world. The five zones frequently intersect and have overlapping characteristics. Hence, it is important for adults to comprehend this intricacy and react in a manner that provides assistance to teenagers.

Here are the summary of developmental stages of adolescence and their nature of changes.

Physical Changes

In the middle adolescence, physical changes happen as a result of the hormones levels. For example we have development of full breast in girls and they may start to be conscious of their body shape. Changes of the voice, appearance of facial hair in boys, growth of hair in the armpit and private part these are primary changes. Secondary sexual characteristics begin to appear increase in height, the boys get deeper voice and facial hair both sexes begin to develop hair in their private part.

Emotional Changes

Hormones exert an influence on the period of adolescence, impacting not only physical but also emotional aspects. Adolescents frequently experience confusion over their societal roles and find themselves pulled between many duties. Individuals often experience heightened emotions in response to various stimuli, including feelings of happiness, excitement, sadness, or anger. The experience of inferiority or superiority can manifest when individuals encounter sexual thoughts, feelings, or desires, perhaps leading to feelings of guilt.

Social Changes

At this stage, adolescents learn to get along with friends of both sexes. They involve with building up feelings of personality such as self esteem, self confidence and begin to set up reasons for doing things. Self perception is critical to them and it foster self acceptance, appreciation and characteristics. It is a stage when they love to search for identity influence by gender, peer, culture and family expect, this stage is also characterized by hazard taken.

Cognitive Changes

This phase involves the establishment of values to shape behaviour. Cognition encompasses the iterative process including mental activities such as thinking, reasoning, and gaining understanding. The notable neurodevelopmental changes occurring in the brain throughout adolescence contribute to the manifestation of moodiness, fatigue, and challenging behaviour in this population. Adolescents, in their pursuit of newfound autonomy, may exhibit a proclivity for engaging in novel experiences and assuming risks, which might manifest as heedless conduct. The influence of peer pressure and the desire for social inclusion can lead individuals to adopt specific behaviours or acquire particular habits that are difficult to overcome.

2.2. Theoretical Review

2.2.1. Kohlberg Moral Development Theory

Kohlberg, born in 1927, was raised in Bronxville, New York, and enrolled at the Andover Academy in Massachusetts, a prestigious private secondary school catering to academically gifted and often affluent individuals. Rather of enrolling in college right away, he chose to contribute to the Israeli cause by assuming the role of Second Engineer on a dilapidated cargo ship responsible for transporting immigrants from various regions of Europe to Israel. Subsequently, in the year 1948, he matriculated in the University of Chicago, where his exceptional performance on admission examinations necessitated the completion of just a limited number of courses in order to obtain his bachelor's degree. This accomplishment was achieved within a span of one year. The individual opted to continue his studies in psychology at the University of Chicago, first contemplating a career path in clinical psychology. Nevertheless, his curiosity quickly shifted towards Piaget's theories, prompting him to engage in interviews with children and teenagers to explore moral quandaries. The

outcome materialized as his PhD dissertation (1958a), which presented the initial iteration of his novel stage theory.

Kohlberg is characterized by his unpretentious demeanor and unassuming nature, while simultaneously embodying the qualities of a genuine academic. He has dedicated considerable time and intellectual effort to extensively pondering a diverse array of topics within the realms of psychology and philosophy. Moreover, his contributions have been instrumental in fostering a greater understanding and recognition of the profound insights offered by esteemed figures in the field of psychology, including Rousseau, John Dewey, and James Mark Baldwin. Kohlberg's academic career includes a tenure at the University of Chicago from 1962 to 1968, followed by his appointment at Harvard University starting in 1968. Kohlberg's (1958a) primary sample consisted of 72 male individuals, encompassing individuals from both middle-class and lower-class backgrounds residing in Chicago. The individuals in question were 10, 13, and 16 years old. Subsequently, the researcher expanded his sample to include younger children, delinquents, as well as boys and girls hailing from various American cities and other nations (1963, 1970).

One of the most renowned hypotheses in the field was formulated by American psychologist Lawrence Kohlberg, who delved into fundamental inquiries. The author's research built upon and extended the earlier work of Jean Piaget, with a particular focus on elucidating the process by which infants learn moral thinking. What were the differences between the two theories? Piaget explicated a dual-phase progression of moral development. Kohlberg's theoretical framework builds upon Piaget's thesis by positing that the formation of morality is an ongoing and continuous process that spans over an individual's whole lifespan. The theory proposed by the individual in question delineates six distinct phases of moral growth that are organized into three separate levels⁹³.

Level 1 – Preconventional

Morality

The initial stage of moral development, known as the pre-convention stage, spans from birth to around nine years of age. At this developmental stage, children's moral decision-making abilities are significantly shaped by external influences. At this juncture, children have not yet established their own individual moral framework, and their understanding of societal norms regarding right and wrong behaviour has not yet become internalized. The moral decision-making of individuals is influenced by the ethical frameworks established by their parents and instructors, as well as the potential repercussions associated with deviating from societal laws and norms. This developmental period is referred to as the Pre-conventional stage, when infants do not autonomously establish their own moral beliefs. Rather, they perceive moral standards and ethics as being imposed by society, and hence feel compelled to adhere to them. There are two distinct stages under the framework of pre-conventional morality⁹³.

Stage-1 Punishment-Obedience Orientation

During the first stage, the moral development of children is primarily influenced by their adherence to rules and the consequences they face for violating those norms. According to Kohlberg's theory of moral development, children at this particular stage exhibit a belief that the norms established by their parents or instructors are rigid and unalterable. They perceive that non-compliance with these rules would result in punitive consequences. Consequently, in order to evade such repercussions, these youngsters adhere to the prescribed moral guidelines. During this developmental stage, children primarily consider the consequences of their acts and determine the moral rightness or wrongness of their behaviour based on the likelihood of receiving punishment. For instance, individuals hold the belief that refraining

from stealing candy is imperative due to the potential consequences of being apprehended by law enforcement and subsequently incarcerated. In the context of Heinz's moral dilemma, children in stage 1 of moral development would argue that Heinz should not engage in theft to acquire the medication, as it violates legal norms. They fail to take into account the critical factor of his wife's imminent perilous condition⁹³.

Stage-2 Individualism-Exchange Orientation

In the second stage, kids realize that everyone has their own unique point of view and that there is more than one correct way to look at a given circumstance. Young children develop a self-centered perspective in which they perform any task with an eye on the rewards or gratifications they will receive. If their parents ask kids to help around the home, for instance, they may demand chocolate or other treats as payment. At this age, most youngsters have a strong sense of self-interest; they do everything for their personal gain first and foremost. At this age, kids start to develop a sense of fair play and justice, thinking things like, "You ruined my painting, and I'll spoil yours too."

Level 2 – Conventional Morality

This age marks the beginning of the conventional morality period, which can endure far into adulthood. At this age, kids are concerned with fitting in with their peers and keeping their interactions with adults healthy. They begin to believe that societal norms and values are inherently good for them and everyone else, and so they begin to adhere to them religiously. After internalizing social norms, individuals seldom challenge their validity and adopt a moral reasoning style that is heavily affected by the people and culture around them. It may be seen that the vast majority of adults never move past the conventional morality stage and instead remain stuck in the middle of the moral growth spectrum. Below, we'll break down

the stages that make up this tier: Stage 3 (a solid impersonal connection) and Stage 4 (a focus on keeping the system in working order).

Stage-3 Good Impersonal Relationship

During the third stage of development, individuals, particularly youngsters, exhibit a heightened preoccupation with their public perception and aspire to cultivate a positive reputation within society. Consequently, this period is commonly referred to as the "good-boy good-girl orientation stage." The individuals initiate their understanding of the principles of loyalty, faith, and thankfulness. Individuals' behaviours and ethical choices are shaped by prevailing society norms, standards, and approval. At this juncture in Heinz's predicament, it is notable that some individuals may argue that he acted in accordance with societal norms, driven by a desire to conform to the well-intentioned actions of the majority. He is a morally upright individual who successfully rescued his spouse from a life-threatening situation. The moral behaviour of individuals in stage 3 is mostly shaped by the cognitive orientation of "how do others perceive me?" At this stage, individuals predominantly adhere to prevailing patterns and norms that are commonly embraced by the majority of the population. In the given scenario, a student called Sam becomes aware of instances where senior students engage in the act of bullying towards their junior counterparts. Consequently, Sam expresses a desire to intervene and put an end to these instances of bullying. Nevertheless, when perceiving the lack of assistance from bystanders and their passive observation of the bullying incident, the individual opts to distance themselves from the situation in an attempt to conform to the prevailing majority.

Stage-4: System-maintaining Orientation

Individuals in stage 4 of development have a continued emphasis on seeking approval from their immediate connections or social circles, akin to stage 3. However, their cognitive

perspective expands throughout this stage, as they begin to evaluate various circumstances by taking into account the collective societal viewpoint. The moral conduct of an individual is influenced by the guidelines and regulations set forth by their spouse. However, individuals at stage 4 of moral development would contend that although Heinz desires to preserve his wife's life, procuring the medication through theft contravenes legal statutes. Consequently, Heinz should adhere to the law, as others may also choose to disregard it if they perceive valid justifications for doing so. Rather of prioritizing their interpersonal connections, they direct their attention towards societal matters. The proponents of this viewpoint argue for the preservation of societal norms and regulations, emphasizing the need of demonstrating deference towards authority figures. It is widely believed that adherence to laws and customs is important under all circumstances, as the failure of one individual to comply may potentially influence others to do the same. The majority of individuals remain in this phase throughout their lifetimes, adhering to these customs without question due to their conviction in the indispensability and worthiness of these practices for the effective functioning of society. Individuals at this particular juncture adhere rigorously to established regulations, even in instances where they perceive them as burdensome. Let us use Heinz as a case study: assuming that Heinz had adhered to the ethical principle of refraining from theft in his pursuit of the drug, it is plausible that he may have achieved a favorable outcome¹⁰⁴.

Level 3 – Post Conventional Morality

Post-conventional morality is the ultimate phase of moral evolution and is sometimes denoted as the primary level of moral reasoning. Individuals at this particular stage of understanding have the belief that they are both integral components of society and autonomous entities in their own right. If a rule is deemed beneficial for society, it does not

automatically imply that it is equally advantageous for the individual. It is widely acknowledged that social rules or norms hold significant importance within society. However, this acknowledgment does not exclude the possibility of individuals questioning and challenging these rules. On the contrary, individuals may choose to violate some regulations that they perceive as unjust or incongruent with their own beliefs. At this juncture, an individual's moral compass is not contingent upon societal norms, but rather on abstract principles or universal rules that can be applied across various contexts, ranging from the individual to the societal level. Moreover, individuals at this stage embrace a mindset that prioritizes self-interest over the interests of others, leading to frequent confusion with the initial stage (pre-conventional) of moral development. According to many hypotheses, it is posited that a very limited proportion of the human population, around 10-15%, has attained this particular developmental stage. This is mostly attributed to the absence of the cognitive capacity necessary to grasp morality founded upon abstract concepts, which is seen essential at this time. The individuals in question persist at a level 2 due to their moral framework being predicated on the perspectives of their peers, rather than being guided by their own personal ethical principles.

Stage-5 Social Contract Situation and Individual Rights

Individuals at stage 5 of development have the ability to acknowledge and discern that each person possesses a unique assortment of beliefs, values, and views. Regulations are perceived by individuals as a societal agreement that should be adhered to, rather than a strict decree that must be obeyed without question. The person's perspective suggests that adherence to

laws should be contingent upon their rationality and ability to promote the welfare of both society and the individual. The regulations and social conventions established by a given society are generally intended to promote the overall well-being of its members. However, if these rules fail to adequately address the needs and interests of individuals, prioritizing instead the collective welfare of the community, it becomes necessary to revise or reform such laws, as suggested by proponents of stage 5 moral development. There is a need to modify the legislation in order to align it with the preferences of the majority of the population. The principles of democratic governance are indeed rooted in the moral reasoning framework of this particular stage.

Stage-6 Universal Ethical Principles Orientation

The ultimate stage of moral growth is attained by a limited proportion of individuals. At this stage, individuals adhere to their personal moral principles or convictions, which may or may not align with legal norms. The individuals in question adhere to fundamental human rights, including but not limited to the rights to life, liberty, freedom, free speech, and justice. They exhibit a willingness to contravene established societal norms and regulations in order to safeguard these principles, regardless of potential repercussions such as criticism or legal consequences. Individuals at stage 6 of moral development claim that Heinz would argue for the permissibility of acquiring the drug without remuneration, since he would prioritize the preservation of his wife's life over monetary considerations. Kohlberg proposed the addition of a sixth step in response to his observation that the prevailing ideas held by the majority of individuals may not necessarily guarantee the optimal or most advantageous option for every person. Individuals in this phase engage in an evaluation process to determine the moral validity of their actions, drawing upon universal moral principles such as justice, fairness, and the consideration of other views. Consequently, they often experience feelings of guilt

when they deviate from these universally accepted values. According to Kohlberg's research, it proved to be challenging to find individuals whose behaviour consistently aligned with the six-stage moral reasoning framework.

Problems with Kohlberg's Methods

The created quandaries exhibit a deficiency in ecological validity.

According to Rosen (1980), a significant proportion of the dilemmas discussed are unfamiliar to the general population. In the context of the Heinz problem, it is seen acceptable to inquire about individuals' perspectives of Heinz's moral justification for stealing the medication in order to rescue his spouse. In contrast, the participants in Kohlberg's study exhibited a wide age range spanning from 10 to 16 years. The individuals in question have not entered into matrimony nor have they encountered a situation that closely resembles the one depicted in the tale. What criteria are used to assess the ethical justification for Heinz's decision to engage in medication theft?

2. The Sample is Skewed

Gilligan (1977) argues that Kohlberg's theory, due to its reliance on an exclusively male sample, reflects a male-centric perspective on morality. The moral framework of males is typically grounded in abstract concepts of justice and fairness, whereas that of women is often rooted in compassion and caring. Moreover, the gender bias issue raised by Gilligan serves as a poignant reminder of the persistent gender dispute within the field of psychology. Neglecting to address this issue can significantly influence the outcomes of psychological research.

3. The Dilemmas are Hypothetical (that is, they are not real)

In an authentic scenario, an individual's behaviours will have tangible outcomes, occasionally leading to highly unfavorable repercussions for the individual in question. Would individuals exhibit similar thought patterns when confronted with real-life scenarios? The current state of knowledge on this topic remains uncertain. The reliance of Kohlberg's theory on an individual's reaction to an artificially constructed challenge raises concerns regarding the validity of the research outcomes. Individuals may exhibit varying responses when faced with actual events compared to when they are presented with an artificially constructed challenge inside the controlled environment of a study setting.

4. Inadequate Research Design

The study methodology employed by Kohlberg during the formulation of this hypothesis may not have been optimal for evaluating the uniformity of stage progression among all children. The researcher conducted a cross-sectional study wherein children of diverse ages were interviewed to ascertain their level of moral development. Utilizing a longitudinal research design with the same cohort of children would have been a more optimal approach for examining the uniformity of developmental progression throughout various periods. In a longitudinal study done by Colby et al. (1983), an examination of Kohlberg's concept was undertaken, wherein a sample of 58 male participants from the initial study conducted by Kohlberg was tested. The researcher conducted a total of six assessments over a span of 27 years, and her results provided support for Kohlberg's original discovery that individuals universally progress through the stages of moral growth in a predetermined sequence.

Problems with Kohlberg's Theory

Progression of Moral Development?

According to Kohlberg, there exists a certain perspective; nevertheless, the available information does not necessarily substantiate this assertion. Individuals who employ principled reasoning to justify a judgment within the framework of post-conventional morality stages 5 or 6 typically resort to conventional reasoning, namely stages 3 or 4, when confronted with a different situation. In practical application, it is evident that the process of moral reasoning is predominantly contextual rather than universally applicable. Moreover, it is important to note that individuals may not consistently advance through the various stages. In fact, Rest (1979) conducted research that revealed a regression rate of one in fourteen persons. The available data on different phases of moral growth seems to possess a rather limited strength, leading some to argue that the concept may be influenced by a culturally biased belief in the superiority of American values compared to those of other cultures and nations.

2. Does Moral Judgment Match Moral Behaviour?

Kohlberg did not explicitly posit a direct correspondence between verbal expressions and behavioural actions, however he does suggest a connection between the two. However, Bee suggests that it is important to take into account several more factors. These factors include individuals' habits and behaviours over a period of time, their perception of events as necessitating their involvement, the potential costs and benefits associated with responding in a particular manner, as well as conflicting motivations such as peer influence and self-interest. In general, Bee underscores the notion that moral conduct is influenced to a limited extent by one's comprehension of morality. Furthermore, it is crucial to consider the influence of sociological variables.

3. Is Justice the Most Basic Moral Principle?

This perspective is attributed to Kohlberg. In contrast, Gilligan said that the concept of nurturing and showing concern for others holds equal importance. Moreover, Kohlberg argues that there is a tendency for masculine moral thinking to exhibit greater superiority compared to female moral reasoning. Females exhibit a higher propensity for aligning with stage 3, known as the "good boy-nice girl orientation," under Kohlberg's framework, whereas males tend to gravitate towards stage 4, referred to as the "Law and Order orientation." Gilligan (p. 484) argues that the characteristics historically associated with women, such as their nurturing nature and empathetic concern for others, are the precise qualities that are perceived as lacking in terms of moral growth.

Gilligan asserts that Kohlberg's theory has a gender prejudice. The individual in question disregards the feminine voice associated with the development of compassion, love, and nonviolence that is commonly observed in girls during their socialization process. Gilligan's research revealed a limitation in Kohlberg's theory, since it did not adequately consider the tendency of women to approach moral dilemmas via a 'ethics of care' lens, as opposed to a 'ethics of justice' framework. This observation raises doubts regarding several fundamental assumptions made by Kohlberg.

The Moral Development of Children

At different stages of life is explored through Kohlberg's six-stage theory. In contrast to Piaget's cognitive development theory, Kohlberg's theory of moral development does not categorize moral growth into distinct phases that are determined by age. The individual placed exclusive attention on the progressive sequence inherent in moral growth, wherein an individual progresses to the subsequent stage of moral development only after successfully mastering the preceding stage. Educators possess the capacity to facilitate students'

progression towards higher levels of moral development by a comprehensive examination of each step delineated in Kohlberg's theoretical framework, along with a meticulous analysis of the current stage of moral development exhibited by the student.

2.2.2 Social Learning Theory by Albert Bandura

Albert Bandura is widely regarded as one of the most prominent psychologists of contemporary times. One of his notable contributions to several domains within the study of psychology is the establishment of social learning theory²⁴. The theory under consideration explores the innate tendency of individuals, regardless of age, to acquire knowledge and skills through the process of imitation, which occurs within the context of social interactions and exposure to media stimuli. A significant portion of this theoretical framework originated from the examination of aggressiveness in children, including a notable experiment conducted by the researcher known as the "Bobo doll" experiment, which elucidated distinct behavioural patterns exhibited by children who were exposed to violent behaviour. On this publication, the author and their colleague critically appraised prevailing psychoanalytic concepts and instead embraced a more focused learning perspective rooted on social factors, as elucidated in Social Learning and Personality Development. The author aimed to demonstrate that the acquisition of knowledge is subject to the impact of one's surroundings. Bandura used the term "socio-behaviouristic approach" to describe his novel idea.

Five (5) Key Steps of Albert Bandura's Social Learning Theory

Through Observation

The crux of the social learning theory lies in our capacity to witness specific behaviours and subsequently, after undergoing a sequence of cognitive processes outlined below, emulate them. Nevertheless, as Bandura contends, the mere act of observation alone does not ensure the acquisition of behaviour. In conjunction with observation, he introduced four additional mediating processes. Offspring keenly observe the individuals in their vicinity displaying an array of actions, a concept famously exemplified by the Bobo doll experiment. Young minds selectively attend to certain individuals (referred to as models) and encode their conduct. At a later juncture, they may replicate (i.e., mimic) the observed behaviour, irrespective of whether it aligns with societal gender norms. However, a series of processes exist that heighten the likelihood of a child replicating the behaviour deemed suitable for their gender by their culture.

To begin, the child's inclination to observe and emulate is notably influenced by its perception of similarity to certain individuals. Consequently, it is predisposed to replicate behaviours demonstrated by those of the same gender. Secondly, the child's immediate social milieu responds to its imitative actions with either positive reinforcement or punitive measures. If, for instance, a child mirrors a model's conduct and is met with rewarding consequences, the likelihood of the child persisting in that behaviour increases. Consider a scenario where a parent witnesses a young girl comforting her teddy bear and commends her with, "What a compassionate young lady you are!" This interaction serves as a reward for the child, reinforcing her inclination to repeat the behaviour; in essence, her conduct has been bolstered or 'strengthened.' This reinforcement can manifest in external or internal forms and may be positive or negative in nature. When a child seeks validation from parents or peers,

the approval they receive represents an external reinforcement. Simultaneously, the child's internal sense of happiness derived from being validated constitutes an internal reinforcement. The child is inclined to act in a manner it believes will elicit approval because of its innate desire for such validation.

There are Four Meditational Processes Proposed by Bandura:

1. Paying

Attention

The scholar must be vigilant, for any diversion could potentially taint the caliber of their education. Immersing oneself in the current task emerges as the inaugural stride towards assimilating knowledge. In this manner, the conduct we endeavor to emulate must captivate our focus, leaving no room for external influences to sow seeds of distraction.

2. Retention

To what extent can you recall and faithfully replicate what you've witnessed? The foundation of retention lies in the fidelity with which we remember the behaviour we seek to emulate. A robust memory of this behaviour, one we can readily reference, holds paramount importance. In comprehending the learning process, the crux lies in grasping the essence of the social learning theory.

3. Reproduction

After traversing the preceding stages, we arrive at the ultimate one: the replication of the observed behaviour or task. Once we've engaged in the act of observation, attentiveness, and recollection, we should theoretically possess the capability to execute it ourselves. Nevertheless, meticulous adherence to these steps does not ensure the flawless reenactment of the behaviour, as external factors may exert influence on our performance. Consider, for

instance, an octogenarian woman who gazes upon a young lad executing parkour maneuvers; she may indeed absorb the visual knowledge and grasp the theoretical intricacies, yet her physical limitations may prohibit her from actualizing the same feats.

4.

The

Importance of Motivation

Certainly, the replication of the observed behaviour or task hinges on the individual's volition to undertake it. Motivation, without a doubt, emerges as one of the paramount tenets within the framework of social learning theory; indeed, it serves as the linchpin upon which all other facets depend. Within this realm, both reinforcement and punishment assume pivotal roles. If the observer fails to perceive a favorable outcome associated with the behaviour to which they are attentively attuned, their motivation to emulate it wanes. Now that we have unveiled the mechanics of Bandura's theory, let's contemplate its real-world application, particularly within the realm of education. Undoubtedly, social learning theory holds immense promise in the educational domain, as educators can furnish students with positive role models within a motivating milieu. Another concept stemming from social learning theory, which assumes paramount importance in the context of student learning, is self-efficacy. This concept, denoting the belief in one's own abilities, enjoys a coveted status in Bandura's philosophy. As he aptly puts it: "In order to succeed, people need a sense of self-efficacy, to confront challenges with resilience in the face of life's inevitable obstacles and inequities." It follows that by nurturing students' motivation and fostering their self-efficacy, they will confront challenges with a more sanguine perspective, and this, although it doesn't guarantee success, certainly tilts the odds in their favor.

Meditational Processes

Social Learning Theory (SLT) is frequently likened to a vital 'link' that bridges the realms of classical learning theory, such as behaviourism, and the cognitive approach. The essence of SLT lies in its keen examination of how cognitive elements come into play during the process of learning. Diverging from Skinner's perspective, Bandura asserts that human beings are dynamic information processors who engage in profound contemplation concerning the correlation between their actions and the ensuing outcomes. The phenomenon of observational learning hinges on the orchestration of cognitive processes. These mental faculties step in as intermediaries, actively intervening in the learning journey to decide whether a fresh response will be acquired. Consequently, the act of observing a model's behaviour and directly imitating it does not unfold automatically. There exists a preliminary phase of cogitation prior to imitation, and this intellectual deliberation is christened as meditational processes. This intricate dance unfolds in the interstice between the observation of behaviour, which serves as the stimulus, and the decision to either emulate or abstain from it, which constitutes the response.

Critical Evaluation

The social learning perspective takes a deep dive into cognitive processes, recognizing their pivotal role in determining whether a behaviour should be replicated or not. Consequently, SLT offers a more comprehensive elucidation of human learning by acknowledging the influence of meditational processes. For instance, it brilliantly accounts for the complexities of various social behaviours, including intricate phenomena like gender roles and moral conduct, outshining rudimentary reinforcement-based learning models. Yet, while it capably elucidates some intricacies of behaviour, it falls short in comprehensively explaining the genesis of a broad spectrum of behaviours, encompassing thoughts and emotions. Our

cognitive dominion over behaviour remains substantial, asserting that encounters with violence do not inevitably lead to its replication.

Hence, it comes as no surprise that Bandura felt compelled to refine his theory, culminating in the 1986 transformation into Social Cognitive Theory (SCT), a more fitting descriptor for how we glean insights from our social encounters. Critics have occasionally voiced concerns about social learning theory's overreliance on environmental factors as the predominant influencers of behaviour. This binary portrayal, pitting nature against nurture, belies the intricate tapestry of human conduct. A more plausible view posits that behaviour arises from the interplay between biological predispositions and environmental influences.

Moreover, social learning theory isn't an all-encompassing explanation for every facet of behaviour. It faces limitations, particularly when individuals lack discernible role models to emulate for a specific conduct. Intriguingly, recent strides in neuroscience, including the identification of mirror neurons in primates, provide a biological underpinning for the theory of social learning. These mirror neurons illuminate a neurological basis for imitation, firing both when an individual performs an action and when they observe someone else doing the same, opening exciting new avenues for understanding human behaviour.

Goal of Social Learning Theory

The essence of social learning theory lies in illuminating the multifaceted avenues through which an individual can acquire knowledge. While individuals do make decisions rooted in introspection, the predominant influencer of their behaviour and learning processes is undeniably the environment in which they are immersed.

2.2.2 Self Determination Theory by Ryan and Deci

Self-Determination Theory, conceived by the eminent psychologists Richard Ryan and Edward Deci, emerges as a psychological paradigm that unveils the intricate tapestry of

human motivation. This theoretical marvel germinated from the fertile soil of intrinsic motivation, that innate yearning within us to engage in activities for the sheer joy of doing them, unfazed by any external enticements or rewards. In its essence, Self-Determination Theory postulates that the human spirit is propelled by three fundamental psychological cravings: the thirst for autonomy, the hunger for competence, and the longing for connection⁶. Picture Self-Determination Theory (SDT) as a symphony where individuals are the proactive composers of their own life's opus. This meta-theory orchestrating SDT resonates with the belief that every human being is inherently inclined towards growth, the mastery of challenges, and the graceful assimilation of novel experiences through a volitional lens. However, these organic developmental currents do not flow in isolation; they necessitate an environment that nurtures and sustains them. Regrettably, in many societal milieus, including the hallowed halls of education, these innate inclinations are stifled, resulting in a cacophony of non-compliance, resistance, and disengagement⁷.

For instance, ponder upon the multitudes of high school students who annually opt to part ways with academia before seizing their hard-earned diplomas. To them, schools often appear as fortresses of confinement, stifling their autonomy, or as arenas where their competence feels compromised. Thus, within the framework of SDT, it is the intricate interplay between individuals and their socio-cultural context that unravels the grand tapestry of human development.

The edifice of SDT rests on six intricately woven mini-theories, each tailored to illuminate a distinct facet of the intricate mosaic of motivation and personality dynamics. In the following pages, we embark on a journey through the labyrinth of these mini-theories, unraveling the enigmatic concepts that they harbor – the nuances of regulation types, the intricacies of goals, the elemental psychological needs, and the nurturing balm of autonomy-supportive

behaviours. As we delve deeper, it becomes evident that SDT was not birthed merely as an intellectual exercise; its purpose was to serve as a guiding star, illuminating the path towards a fulfilling existence. Hence, this treatise casts a spotlight on intervention programs within the scholastic realm, meticulously crafted to nurture students' psychological needs and kindle the flames of autonomous regulation⁷. Within the expansive realm of educational psychology, Self-Determination Theory (SDT) assumes a prominent position as a dynamic element, skillfully integrating itself into the very essence of pedagogical application. The significance of Self-Determination Theory (SDT) in the field of school psychology becomes apparent in the context of this diverse environment. SDT serves as a valuable framework for practitioners, offering guidance in promoting the seamless progression of human growth and development.

Autonomous Versus Controlled Motivation at School

Students approach their schoolwork with a variety of motivations, and in the realm of Self-Determination Theory (SDT), these motivations hold the key to the quality of their outcomes. It's fascinating to explore the diverse motives that drive students, which can be grouped based on the level of self-determination they embody. Some of these motivations dance to their own autonomous tunes, while others seem to follow a more controlled rhythm⁸.

Imagine intrinsic motivation as the virtuoso of this orchestra, playing solely for the love of the music. Students who find pure joy and satisfaction in an activity, like the avid reader lost in the world of books, epitomize intrinsic motivation. On the other side of the stage, we have extrinsic motivation, where the reasons for performing an action are more pragmatic than passionate. In SDT's view, extrinsic motivation unfolds in various forms, each with its own degree of self-determination or, in simpler terms, how much it stems from one's inner self. These motivations come in a spectrum from least to most autonomous⁸.

Picture the first two, external regulation and interjected regulation, as the puppeteers pulling the strings. They are motivations that are somewhat controlled, like when students feel external pressure or a sense of guilt compelling them to act.

Now, let's welcome the stars of the autonomous extrinsic motivations: identified regulation and integrated regulation. These are the rebels who march to their own drumbeats. SDT considers them to be the genuine expressions of one's inner desires and values. In this elaborate ballet of motivations, SDT doesn't just label some extrinsic motives as voluntary; it also suggests that students who might not be inherently drawn to a particular subject can still find cognitive, emotional, and behavioural rewards if these extrinsic motives align harmoniously with their sense of self. It's a fascinating exploration of how the mind dances to its own motivational melodies, even within the structured confines of academics

Autonomous and Controlled Goals

In the realm of academic exploration, the research spotlight has primarily illuminated the realm of motivation, distinguishing between the realms of autonomy and control. However, in this quest for understanding, the focal point has often been academic endeavors, neglecting to delve into the aspirations that propel students towards their educational pursuits²⁵. Yet, it is imperative to grasp the profound significance of students' objectives in deciphering their actions. In this context, the Self-Determination Theory (SDT) elegantly categorizes personal aspirations into two expansive domains: the self-driven, autonomous objectives (such as the pursuit of self-acceptance, fostering affiliations, contributing to the community, and safeguarding one's health) and the externally regulated, controlled aspirations (characterized by the quest for financial prosperity, social acclaim, and physical allure).

Fascinatingly, research findings unveil a compelling connection between these divergent goal orientations and the well-being of emerging adults. Those who wholeheartedly embrace

autonomous goals are found to be on a path illuminated by the radiant light of wellness. Conversely, those who tether themselves to the anchor of controlled goals find their well-being adrift in turbulent waters, steadily eroding their sense of equilibrium.

Extending the insights gleaned from investigations into goal content to the realm of learning reveals some intriguing revelations. In a multitude of experimental inquiries, the process of acquiring knowledge be it through studying textual material or engaging in physical exercises, was contextualized within the framework of intrinsic objectives, characterized by notions of community, personal growth, and health, as opposed to the extrinsic pursuits revolving around monetary gains and image enhancement.

The outcomes of these studies unveiled a compelling dichotomy: Intrinsic goals, when juxtaposed with their extrinsic counterparts, emerged as the guiding stars for fostering profound cognitive engagement, superior performance in assessments, and unwavering determination in the pursuit of knowledge. These connections were illuminated by the beacon of students' autonomous motivation. In simpler terms, intrinsic goals acted as catalysts, igniting the flames of autonomous motivation, which, in turn, were closely associated with a pantheon of favorable outcomes. Yet, the influence of autonomous goals extended beyond the cognitive and behavioural domains, spilling into the realm of emotions. Consider, for instance, a diary study conducted among university students, which uncovered a compelling pattern: Those who set their course by autonomous goals at the dawn of the day experienced a sunnier disposition throughout their waking hours, basking in the warmth of positive emotions. Conversely, those who anchored themselves to the rigidity of controlled goals in the morning found their emotional landscape clouded by a storm of negativity²⁶.

In summary, the pursuit of autonomous goals emerges as a potent catalyst for nurturing students' autonomous motivation, thus casting a favorable glow upon their educational

journey and emotional landscape. Conversely, extrinsic goals tend to divert students from these paramount outcomes, ones that hold the key to their future success. As such, it becomes incumbent upon educational professionals not only to bolster autonomous motivation for scholastic endeavors but also to scrutinize the very nature of the objectives that students set for themselves. Consider, for instance, a student driven by the overarching aim of excelling academically; this behaviour could be attributed to the aspiration of mastering the lesson's content, an intrinsic goal, or it could be fueled by the desire to attain the spotlight within the classroom, an extrinsic pursuit. It is worth noting that the latter category of goals is akin to a ticking time bomb, destined to detonate with adverse consequences in the long run¹¹.

Basic Psychological Needs

Within the academic sphere, there exists a pursuit to comprehend the fundamental incentives that guide students in their educational endeavors. This exploration involves examining whether students are primarily motivated by internal factors, external influences, or a combination of both, as well as investigating the nature of their overarching objectives. Shedding light on these inquiries is the theoretical framework known as Self-Determination Theory (SDT). Within the theoretical framework being examined, a fundamental aspect is the concept of psychological wants, which has been proposed as a clever tool to provide insights into this intricate domain. Self-Determination Theory (SDT) posits the presence of three essential psychological needs: competence, autonomy, and relatedness. These demands are believed to surpass individual eccentricities and assume a universal nature. Within the framework of Self-Determination Theory (SDT), it is important to note that these requirements are not simply subjective perceptions, but rather inherent aspects of human life. They are universally acknowledged as enduring elements that significantly impact our overall well-being and ability to perform well. According to the notion, the degree to which

these requirements are satisfied is closely connected to an individual's overall well-being and effectiveness. On the other hand, the absence of these psychological demands is considered a distressing trajectory that can result in a sense of unease and psychological suffering²⁴. What makes SDT particularly captivating is its assertion that these psychological needs are not beholden to cultural, gender, socioeconomic, or age-related boundaries. They stand as unassailable pillars of human experience, transcending the constraints of circumstance and upbringing. In essence, they are not acquired through learning but rather innate fountains of contentment, fostering students' optimal functioning within the educational milieu.

However, as compelling as this theory is, it also issues a cautionary tale. The thwarting of these psychological needs inevitably ushers in the era of controlled goals and extrinsic motivations, where the self loses its primacy to external influences. Thus, the social tapestry enveloping students, comprising parents, teachers, and peers, takes on profound significance in the quest to nurture and safeguard these fundamental needs. It is within this intricate web of human interaction that the keys to unlocking students' autonomous motivation and fostering their authentic aspirations are to be found²⁷.

Competence

The desire to engage in efficient interactions with one's environment is commonly seen as the need for competency. The desire for growth motivates students to pursue tasks that somewhat exceed their present skill level and participate in activities that will ultimately enhance their talents. Nevertheless, the significance lies not in the mere quantity of aptitude a student possesses, but rather in the subjective perception of one's own competence. The relationship between enjoyment and performance suggests that there are adaptive consequences for children. Without this innate drive, students would be less inclined to engage in behaviours that enable them to overcome challenges²⁴. For instance, research findings indicate that

secondary school pupils in Oyo State who possess a strong belief in their academic competence tend to get higher educational qualifications a decade later. Therefore, in order to achieve full functionality within an educational setting, it is imperative to fulfill the need for competence¹³.

Relatedness

The concept of relatedness underscores the essential requirement for establishing profound and secure emotional connections with important individuals in one's life, as well as experiencing a sense of belonging within larger communities²⁴. Devoid of this intrinsic need, it becomes challenging to rationalize why individuals readily assimilate effective and harmonious interpersonal behaviours within their respective social circles. Fulfilling the need for relatedness also plays a pivotal role in nurturing students' latent abilities. To illustrate, a proclivity for mathematics is more apt to blossom within an environment where children enjoy unwavering support from their parents, whereas an environment characterized by conditional affection or aloof parenting is more inclined to stifle the growth of such potential²⁸.

Autonomy

The notion of autonomy comprises the inherent need to have a perception of agency, willingness, and self-motivated decision in one's behaviours. This approach enables students to view themselves as active agents in shaping their behaviour, ensuring that their actions are in line with their own interests and beliefs. The concept of autonomy is closely connected to the idea of the "self," acting as the central force that combines, initiates, and actively interacts with the social environment. The integrative process, which is central to one's self, plays a crucial role in assimilating new roles, values, experiences, and inclinations within the framework of Self-Determination Theory (SDT). When students are provided with support

for their autonomy, they demonstrate an increased level of autonomy, internalizing different elements of the educational setting that facilitate their voluntary acceptance of school regulations and expectations ⁶. Within the framework of Self-Determination Theory (SDT), it is imperative to acknowledge that autonomy should not be conflated with independence. Individuals have the capacity to demonstrate self-reliance and autonomy, but they may also display a reliance on others for their autonomy. Moreover, it is important to note that autonomy is not only a stage of growth, but rather a fundamental characteristic of human existence that endures from the very beginning of life until its end. It is imperative to note that autonomy should not be erroneously interpreted as a state of disconnection or isolation from those who have substantial importance in one's life. Numerous studies have provided substantial evidence indicating that experiencing acceptance and establishing meaningful connections are closely linked to a deep sense of autonomy²⁹.

2.3 Empirical Review

2.3.1 Maladaptive Perfectionism and Moral Decadence

Recent research in the field of education has placed significant emphasis on examining not just academic accomplishment and moral decadence, but also the presence of maladaptive perfectionism and its relationship with moral decadence. The present cross-sectional study conducted by Fareo was to examine the impact of maladaptive behaviour shown by in-school teenagers on their learning of Biology, as perceived by secondary school teachers in the Gombi Education Zone of Adamawa state. The study revealed that the roots of maladaptive behaviour might be attributed to insufficient parental upbringing. This phenomenon is characterized by a range of adverse outcomes, including a notable prevalence of student failures in external assessments, interruptions to the educational process, compromised cognitive capacities, a rise in the number of students leaving school prematurely, and below-

average academic achievements among adolescents attending educational institutions. Interestingly, the results of the study also revealed that there is no significant difference in the perspectives of male and female educators on the variables contributing to maladaptive behaviour among teenagers in educational settings. Educators mostly rely on reinforcement strategies as a key way to address behavioural disorders. The objective of the study was to include all instructors working in secondary schools within the designated region as the target group. A purposive sample strategy was employed to pick a total of three hundred participants from two Local Government Areas. The data collecting tool utilized in this study was the "Effects of Maladaptive Behaviour Questionnaire," which demonstrated a satisfactory level of reliability with a coefficient alpha of 0.86. In order to conduct data analysis, the researchers utilized various methodologies including frequency counts, direct percentages, and the t-test. In conclusion, it is apparent that there is a growing trend of maladaptive behaviour among adolescents attending school, which has a substantial influence on the educational experience and academic achievement of students ¹⁰⁵.

Foluke N. Bolu-Steve and Mary O. Esere conducted a study that focused on investigating strategies for mitigating aberrant behaviour among teenagers attending schools in Kwara State. Their investigation targeted secondary school counselors inside the state. Using a deliberate sampling technique, a comprehensive selection of 70 participants was meticulously chosen from each of the three senatorial districts in Kwara State. The research instrument utilized in this study, referred to as the "Strategies for Addressing Deviant Conduct Questionnaire," was distributed among the committed school counselors. A combination of descriptive and inferential statistics was utilized to analyze the data. The conclusion of this investigation disclosed that the core cause of deviant conduct originates in the absence of appropriate parental upbringing. Moreover, it has been emphasized that

counselors primarily rely on the use of reinforcement approaches to address behavioural problems. A notable finding from the study was the lack of substantial differences in the viewpoints of counselors on approaches to managing aberrant behaviour in teenagers attending school, regardless of their tenure, religious beliefs, or the educational institution in which they are employed. The authors strongly recommend that counselors continue to educate in-school teenagers on the negative consequences associated with deviant behaviours, in line with their research findings¹⁰⁶.

Considerable scholarly efforts have been devoted to investigating the correlation between moral deterioration and maladaptive behaviours shown by pupils in secondary education. However, this specific study examines the complex relationship between maladaptive behaviours displayed by students in the 8th and 9th grades and the degree to which their fundamental psychological needs for competence, autonomy, and connectedness are met by teachers and peers.

The results of this study shed light on significant, negative associations between maladaptive behaviours shown by children in the classroom setting and the extent to which their basic psychological needs are met by instructors and peers. The significant impact of both instructors and peers on children's maladaptive attitudes towards school and retreat becomes apparent. In the context of negative behaviour, the perceived level of support offered by instructors is identified as a notably influential component, whereas the impact of peers is particularly prominent in relation to delinquent actions. As a result, the researchers have reached a conclusion that establishes a connection between maladaptive conduct and the satisfaction of students' essential psychological needs in the secondary education setting¹⁰⁷.

A research investigation done by John Onyemauche Oparaduru examined the influence of parental rearing styles and family dynamics on the propensity for maladaptive behaviour

among secondary school students in Imo State, Nigeria. The study involved the active participation of a total of 120 students. The study utilized three different assessment tools: the Levenson Self-Report Psychopathy Scale (LSRPS), the Parenting Style Questionnaire (PSQ), and the Hare Psychopathy Checklist-Revised Scale (PCL-RS). These instruments shown high levels of reliability, with coefficients of 0.89, 0.79, and 0.81, respectively. The collected data was submitted to a thorough analysis that included both Descriptive and Inferential Statistics. Each hypothesis was tested at a significance level of 0.05. The results of the investigation revealed the confirmation of one theory and the refutation of another. The analysis revealed that there is no significant difference in the likelihood of engaging in maladaptive behaviour among individuals, regardless of their family situation. Moreover, the results of the study shed light on an interesting aspect, revealing a significant variation in parenting approaches among the individuals in the three experimental groups. A notable demonstration revealed that an intervention strategy that prioritizes self-control produced more effective outcomes in comparison to cognitive restructuring when treating concerns associated with a tendency towards maladaptive behaviour. Based on the aforementioned findings, a significant suggestion that emerges from the study is for parents to cultivate better connections with their adolescent children, therefore integrating them more closely into the familial unit in order to counteract any adverse effects stemming from peer interactions¹⁰⁸.

A scholarly investigation was undertaken by a group of distinguished researchers to explore the topic of Maladaptive Perfectionism and Internet Addiction among Chinese college students. The study presented a model of moderated mediation, which incorporated the variables of depression and gender. The findings of the study revealed a significant association between maladaptive perfectionism and Internet addiction among students. Furthermore, it shed light on an indirect pathway in which maladaptive perfectionism was

found to be a predictor of Internet addiction, with sadness acting as a mediator in this relationship. Gender had a significant and discernible role within the complex network of interactions. The study found that it served as a moderating factor in mitigating the direct effects of maladaptive perfectionism on Internet addiction. However, it did not have the same moderating effect on the indirect influence of maladaptive perfectionism through sadness. Surprisingly, although males exhibit lower scores in Internet addiction relative to females, the influence of maladaptive perfectionism on Internet addiction is found to be more prominent among males than girls. The aforementioned findings not only provide insight into the psychological mechanisms that link perfectionism and Internet addiction, but also provide a substantial contribution to the theoretical progress in the field of addiction research. Furthermore, these findings demonstrate potential for the advancement of therapies targeted at alleviating Internet addiction among Chinese college students¹⁰⁹.

2.3.2 Moral Decadence and Parenting Style

Over the past few decades, a substantial body of research has emerged, providing empirical evidence that parenting strategies significantly influence the development of moral conduct among secondary school kids. However, there is considerable divergence in the definition and evaluation of parenting styles across different research studies. This investigation delves into the distinctions between moral decadence and parenting style concerning parental convictions, principles, and parenting methodologies. Among these factors, parental values emerge as the most influential in the cultivation of moral decadence among students. Following closely behind are beliefs, which also wield considerable influence over the development of moral decadence in students.

A research was undertaken by Olatunji A.O, Afolabi B, and Olatunji S.O to examine the influence of authoritarian, authoritative, and permissive parenting styles on the moral

reasoning of teenagers in Ado Ekiti, Nigeria. The research proposed that the manner in which parents approach parenting would play a substantial impact in forecasting the development of moral thinking in teenagers. In order to collect data, a sample of 200 teenagers was obtained through the utilization of a systematic random sampling technique. The sample was drawn from a population of adolescents attending 10 secondary schools located in Ado Ekiti. The researchers utilized the stratified random sampling method to choose particular groups of teenagers for the study. In relation to the primary outcomes, it can be succinctly concluded that the parenting techniques employed by caregivers of adolescents in Ado Ekiti have minimal or insignificant impacts on the moral reasoning abilities of these adolescents. Remarkably, within the scope of the study, it was seen that the permissive parenting style was the predominant approach adopted by parents in Ado-Ekiti for the purpose of nurturing adolescents¹¹⁰.

Sedef reports on a study on moral decay and parenting strategies carried out at Turkey's Ankara University. Examining students' moral judgment ratings in connection to their parents' parenting approaches, the study found no significant changes. However, when students' moral judgment competence was broken down by high school type, it was found that those who had attended either a scientific high school or a conventional high school had much higher ratings than those who had attended vocational high schools. The study also discovered significant differences in moral judgment ratings according to the parents' degree of education. This highlights the importance of families in shaping their children's social, psychological, and moral identities and suggests that families with more education may provide more opportunity for moral development. In contrast to other studies, this one did not find any statistically significant variations in moral judgment scores according to perceived

economic level. This unexpected result might be attributable to the one-of-a-kind features of the study's subjects or the investigational approach¹¹¹.

The study done by Tan and Yasin (year) explored the significant influence of parental roles and diverse parenting styles on the development of children's moral values. The research utilized an extensive dataset that included reputable sources such as Science Direct, Wiley, Research Gate, Procedia, and Google. This academic undertaking involved a comprehensive analysis of qualitative and quantitative research conducted between 2009 and 2018. The results, skillfully integrated into a cohesive story, depicted a captivating representation of the impact of parental influence on the moral development of children. The essence of their findings highlights the crucial significance of parental influence in moulding the moral underpinnings of their children. The efficacy of moral counselling is contingent upon the active participation of parents within the family domain. It is important for parents to act as role models, transmitting religious beliefs, maintaining regular and substantial communication with their offspring, and cultivating significant opportunities for bonding between children and their grandparents. The study's findings revealed a hierarchical structure of efficacy when examining different parenting techniques. The pinnacle of parenting styles is represented by authoritative parenting, which embodies the ideal method, closely followed by authoritarian parenting. In sharp contrast, it was seen that permissive parenting methods had deficiencies in their capacity to effectively implant and foster moral characteristics in children¹¹².

In a similar context, a separate investigation delved into the realm of "Adolescent Perceptions of Parenting Styles and Their Proclivity for Aggression, Along with Influential Factors." This comprehensive study, conducted by Hulya Kulakci-Altintas and Sultan Ayaz-Alkaya in Turkey, shed light on the pivotal role of parenting styles in adolescents' ability to

forge either nourishing or detrimental connections with their surroundings and in cultivating a propensity for aggressive behaviour. The research aimed to discern how high school students perceived various parenting styles and how these perceptions related to their inclination for aggression, taking into account the factors that exerted influence. Data was meticulously gathered through a combination of questionnaires, the Parenting Style Scale, and the Violence Tendency Scale. The study's findings unveiled that the average scores of students with a democratic outlook surpassed those of their peers with protective or authoritarian tendencies. Several factors emerged as significant determinants of perceived parenting styles, including academic grade level, age, gender, parental education levels, family structure, income, number of siblings, birth order, exposure to domestic violence, and the inclination towards violence. Furthermore, the research revealed that students exhibited a moderate level of aggression tendencies, with those in higher academic grades, older age groups congruent with their academic level, males, students with employed mothers, fathers with less than primary education, families experiencing financial strain, and those exposed to domestic violence showing a heightened predisposition toward violence. Notably, the study highlighted a correlation between increasing levels of democratic parenting styles perceived by students and a decrease in their propensity for violence, whereas protective and authoritarian attitudes were associated with an escalation in violent tendencies. In light of these insightful findings, the author earnestly recommends the implementation of routine family training programs aimed at enlightening parents about the intricate interplay between family dynamics and the propensity for violence. These programs should further seek to fortify communication channels between parents and their children, while simultaneously enhancing the parenting skills of caregivers¹¹³.

In a research endeavor spearheaded by Guliz Kolburan, Itir Tari Comert, Meltem Narter, and Hakan Isozen, the aim was to explore the "Perception of Parenting Styles in Adolescents Across Genders." This comprehensive study illuminated that, alongside the familial structure and dynamics, the attitudes parents exhibit toward their offspring significantly contribute to the development of a child's personality. To carry out this investigation, the researchers employed the "Parenting Styles Scale" developed by Kuzgun and Eldeleklioğlu. The research findings unveiled intriguing insights: when it comes to parental perceptions, males tend to regard their mothers as more authoritarian and protective, while females lean towards perceiving their fathers as more democratic and protective compared to their male counterparts. Furthermore, as adolescents grow older, a noteworthy trend emerges, with adolescents increasingly viewing their mothers as more democratic and their fathers as more authoritarian¹¹⁴.

An academic literature work with a more focused approach examined the subject matter of "Parenting Styles and Their Impact on Adolescent Sexual Behaviour in the Akoko Edo and Estako-West Local Government Areas of Edo State, Nigeria." Martina A. Olubayo-Fatiregun was the researcher responsible for this undertaking. The research design selected for this study was a descriptive survey, developed after careful consideration. The study sample included of 600 parents, who were carefully chosen with deliberate intention. Among them, 350 dads (58.39%) and 250 mothers (41.7%) were included, picked from the aforementioned local government districts. To get valuable insights, a questionnaire that was designed internally and has been verified for its reliability, as evidenced by an exceptional R value of 0.86, was employed to elicit responses from the people involved in the study. The research produced convincing findings, elucidating the importance of four primary factors. Based on the enlightening discoveries of the study, it is advisable to actively pursue the education and

sensitization of parents on the vital significance of actively addressing matters pertaining to teenage sexuality. The promotion of education may be facilitated through several avenues, such as the implementation of mass media initiatives, the organization of conferences, and the facilitation of workshops. Furthermore, it is recommended that the government contemplate the implementation of a compulsory curriculum on adolescent reproductive health throughout all educational institutions, so guaranteeing the dissemination of this crucial knowledge to the younger cohort. Furthermore, it is imperative for the government to actively endorse and provide assistance to enlightenment initiatives carried out by non-governmental organizations (NGOs) and other relevant entities, both at the national and regional levels. The use of a collaborative strategy has the potential to cultivate a heightened level of knowledge and accountability in relation to teenage sexuality, hence yielding advantageous outcomes for society at large¹¹⁴.

The Impact of Parental Pursuit of Perfection and Parenting Approaches on Child Perfectionism." This study's central objective revolved around scrutinizing the intricate interplay between a child's perfectionism and that of their parents. It aimed to assess the tangible support for both the Social Learning Model and the Social Expectations Model, while also probing into how children perceive various parenting styles. The outcomes unveiled a discernible correlation across the majority of dimensions related to perfectionism in parents and their offspring, thus furnishing compelling substantiation for the Social Learning Model. When dissecting the influence of gender in the transmission of perfectionism, it emerged that fathers' perfectionism only correlated with the perfectionism of their sons, whereas mothers' perfectionism showed a resonance with their daughters' pursuit of perfection. These discoveries illuminate a profound comprehension of how the perception of an authoritarian parenting style can catalyze the emergence of maladaptive perfectionism.

Intriguingly, it became evident that both maternal and paternal perceived parenting approaches wield a more pronounced impact on the perfectionism of daughters than on that of sons. In sum, these findings significantly contribute to the broader comprehension of the pivotal role played by parental factors in the intricate tapestry of perfectionism's development¹¹⁵.

Olusegun and Olofintoye (year) conducted a longitudinal research in Ado-Ekiti, Nigeria, with the aim of examining the impact of parental attitudes on the engagement of secondary school pupils in immoral behaviours within the Ado Ekiti Local Government area. The study also examined the influence of students' unethical conduct on their moral behaviour and academic progress. The outcomes of the study revealed a considerable effect of parental perceptions on the moral behaviour of children. Additionally, it was shown that the moral behaviour of students had an impact on their academic achievement. One of the recommendations put out was to incorporate moral conduct as a component in the assessment of students' academic progress, alongside other factors.

Research has indicated that there are consistent associations between parenting styles and levels of parent-adolescent conflict and cohesiveness in research conducted within Western families. Prior studies have indicated that adolescents who are raised by authoritative parents exhibit reduced levels of conflict in terms of both frequency and intensity, while also displaying better levels of cohesiveness, in comparison to those who are raised by authoritarian parents. In contrast to previous scholarly investigations, the present study revealed that adolescents reported similar frequencies of parent-adolescent conflict independent of the type of parenting employed by their parents ¹⁰⁸.

A different study unveiled that lenient parents were inclined to maintain a friendly disposition towards their offspring. These parents grant their children the freedom to

articulate their emotions, shape their viewpoints, and make their own choices. They also demonstrated concern for their child's welfare and exhibited zero tolerance for behaviours like truancy and indolence. Despite being raised by permissive parents, some children resorted to dishonest actions such as cheating on school exams, falsifying their age to access restricted venues, procuring alcoholic beverages, experimenting with cigarettes, and even pilfering money from their parents or other relatives. Utilizing a permissive parenting approach did not exhibit any significant correlation with the development of detrimental behavioural inclinations in their offspring. Therefore, it is advisable to explore alternative factors contributing to maladaptive conduct, as permissive parenting appears to have no discernible impact on such behaviour, and to consider delving into alternative parenting methodologies ¹¹⁰.

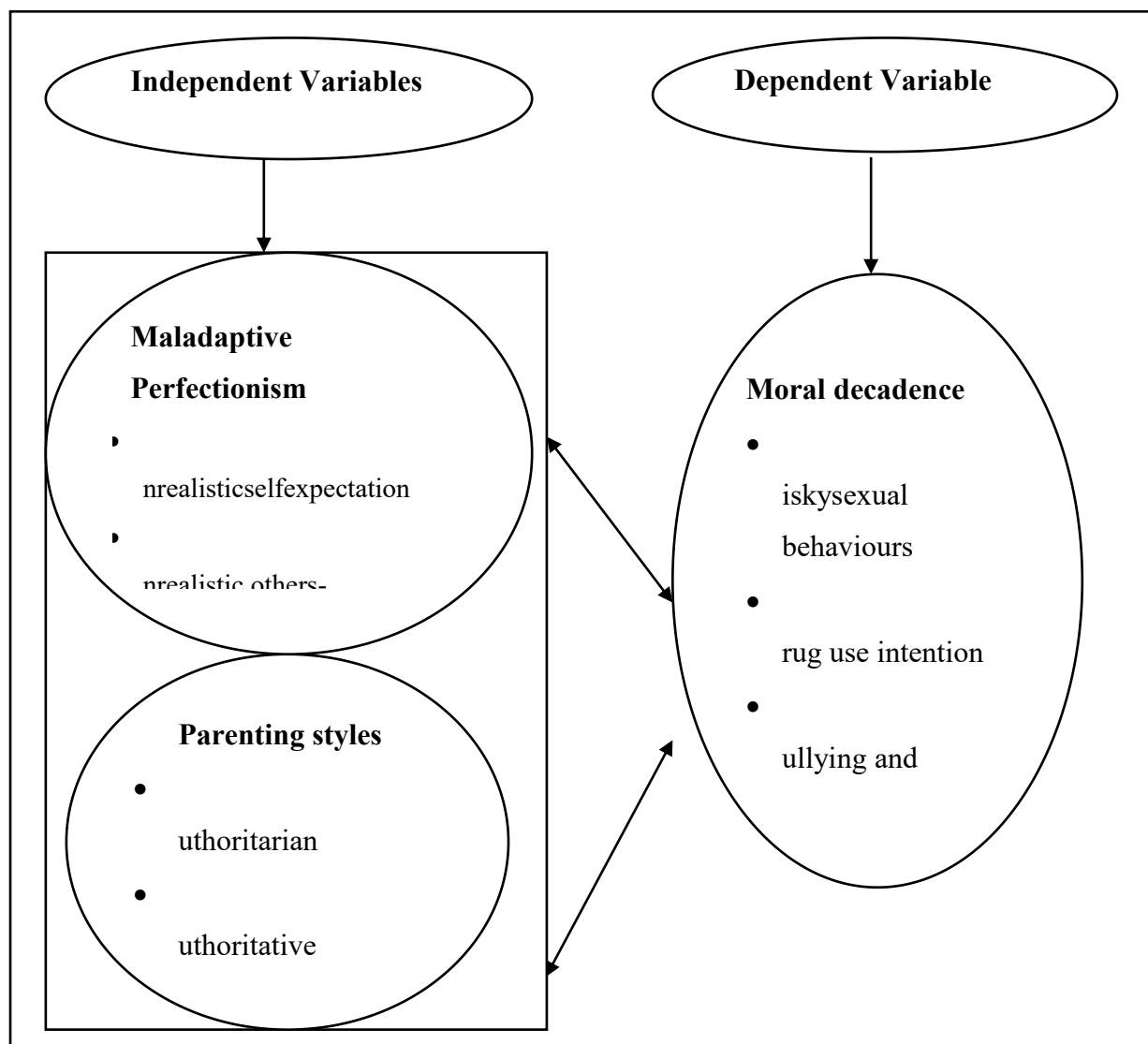
2.3.2.1 Parental Belief System and Moral Decadence

The parental belief system serves as a cognitive framework shaping how mothers and fathers approach their child-rearing practices, as evident in observations¹⁰⁸. The researcher noted that parents tend to stay loyal to their notions regarding child upbringing and growth, maintaining a consistent approach across various developmental stages they examined. Nonetheless, concurrently, these notions undergo transformations in tandem with their children's developmental milestones and the sociocultural shifts within the family unit. In broad strokes, these shifts suggest that parents possess a more nuanced understanding of early childhood, characterized by conventional and typical perspectives. However, when it comes to adolescence, their beliefs tend to veer towards more traditional and stereotypical ideals¹⁰⁹.

In summary, aligning with contemporary trends in family context research as a significant socializing force, there is a growing recognition of the pivotal role parental beliefs play in mediating or moderating children's psychosocial adaptation. This shift underscores the

increasing importance of nurturing parenting skills that facilitate children and adolescents' adjustment, with an emphasis on fostering positivity rather than dwelling on maladjustment. Exploring the potential for family interventions during childhood emerges as an intriguing avenue, one that advocates for a more nuanced perspective of this life stage and advocates for a more constructive, stereotype-free perception of adolescence. Naturally, these interventions should extend beyond merely addressing parental beliefs; they should also aim to cultivate more efficacious parenting methods consistent with styles conducive to children and adolescents' growth and adaptation^{19,33}. Additionally, it's crucial to bear in mind that every family's dynamics must be understood within its unique sociocultural context¹⁰⁹.

2.4. Conceptual Framework



Source: R.T. Oyalakun, 2022.

Figure 2.1: Conceptual model for the study of relationship among maladaptive perfectionism, parenting styles and Moral decadence of Senior Secondary School Students in Oyo Town, Oyo State, Nigeria. (Source R.T Oyalakun, 2022).

The figure above shows the various possible factors that determines the moral decadence of senior secondary school students; they include maladaptive perfectionism and parenting style. The arrow shows the pattern of links among the variables. It is established that mal-adaptive perfectionism and parenting style, are factors responsible for moral decadence and it has a great influence on moral decadence of senior secondary school student.

2.5 Summary of Reviewed Literature

After the review of the most recent literature available on the main and sub-variables of this study, multiple sources have suggested similar points; moral decadence is often directly impacted by maladaptive perfectionism and parenting style. These sources also highlight that parent and educators have realized the importance of the subject and learn to use them to benefit the students. The parent endeavors to provide the right parenting style for their children while the educators will help to eradicate maladaptive perfectionism behaviours among the secondary school students.

However it is essential to note that there yet many factors that can affect a student moral decadence. Across Nigeria today there yet many parent and teachers that are unaware of how to help the adolescence build a sustainable moral decadence. The relevant Literature on maladaptive perfectionism, parenting style and moral decadence has been reviewed in the study.

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Chapter Three

Methodology

This chapter provides a comprehensive discussion of the methodologies employed in conducting the present study. The methodologies are presented under various subheadings, including design, study population, sample and sampling techniques, instrument, method of

data collection, validity of the instrument, reliability of the instrument, method of data collection, and method of data analysis.

3.1. Research Design

The present study utilized a descriptive survey research approach to examine the relationship between maladaptive perfectionism and parenting style as factors contributing to moral decadence. A descriptive survey is a method of data gathering that involves the use of a questionnaire to gather information from a carefully selected sample that is representative of a larger population, allowing for the generalization of the data analysis conclusions. This is considered appropriate because it can generally be used to effectively investigate problems in their realistic settings. The approach employed in the correlation study involved examining the relationships between variables, without affording the researcher the ability to modify or control any of the variables under investigation. A correlation refers to a quantitative assessment of the strength and/or direction of the association between two or more variables¹. The direction of a connection might be either positive or negative.

3.2. Population of the Study

This study's population consisted of all 6,363 pupils in all public Senior Secondary II Schools in Oyo Town. These are Afijio, Atiba, Oyo East, and Oyo West local governments. In Oyo Town, Oyo State, Nigeria, there are 6,363 pupils in 34 public secondary schools. Because they have settled into Senior Secondary School and are not taking any final exams at this level, the populations of SS II students were evaluated.

Table 3.1. Summary of Population of SS 2 Students in Oyo Town

LGAs	Total Numbers of Public secondary Schools	Total Numbers of SS2 Students
Afijio	17	1,152

Atiba	13	2,125
Oyo East	9	1,592
Oyo West	11	1,494
Total	34	6,363

Source² The Teaching Service Commission, Zonal Office, Oyo State, 2022.

3.3. Sample and Sample Techniques

Purposive sampling techniques was used in choosing the sample schools. Oyo Town is grouped into four local governments namely Afijio, Atiba, Oyo east, and Oyo west. Thus in order to maintain the consistence in the selection process and to further ensure true representation of the sample, purposive sampling was used to select one school in each local government that met the following criteria in considering the sample school. The school must;

- Be a public co-education school.
- School with highest population in each local government.
- Have been graduating students for at least ten years.
- Be in good location with high population.

According to the criteria above four schools were used in each local government.

Table 3.2. Sample Selection for the Study in Secondary Schools in Oyo Town.

Sampled School	Total Numbers of SS2 Students	Sampled SS2 Students
----------------	-------------------------------	----------------------

Afijio Local Govt.	196	132
Baptist Secondary School, Oke- Isanmi Ilora		
Atiba Local Govt.	397	199
Oranmiyan Secondary School I, Oyo		
Oyo East Local Govt	447	211
Olivet Baptist high, Oyo.		
Oyo West Local Govt	259	157
Community High School, Awumoro.		
Total	1,299	699

Source² The Teaching Service Commission, Zonal Office, Oyo State, 2022.

3.3.1 Sample Size formula for selected public secondary from Afijio LGA

n = Sample Size

N = Population

e = 0.05

n = 132

Sample Formular for Selected School in Atiba L.G.A

n = Sample Size

N = Population

$e = 0.05$

$n = 199$

Sample Formular for Selected School in Oyo East L.G.A

n = Sample Size

N = Population

$e = 0.05$

$n = 211$

Sample Formular for Selected School in Oyo West L.G.A

n = Sample Size

N = Population

$e = 0.05$

n = 157

3.4. Research Instruments

The researcher made use of questionnaire that contains Adolescent Perfectionism Scale (APS), Parenting Styles Scale (PSS) and Moral Decadence Scale (MDS) to collect the needed primary data for the study. This instrument has four Sections; Section A covered the bio-data (socio-demographic data) requesting for the respondents' gender, age, school, and local government area.

Section B which is named Adolescent Perfectionism Scale (APS) with 22 items on five point response format listed 1 – false, 2 – it mostly false, 3 - neither true or false, 4 – mostly true, 5 – very true of me. For example, 'I try to be perfect in everything I do' 1 – false, 2 – it mostly false, 3 - neither true or false, 4 – mostly true, 5 – very true of me.

Section C which is named Parenting Style Scale (PSS) which is designed for senior secondary school students. The survey has 20 items measuring parenting style parameters on a four – point response format ranging from; 1. Not appropriate at all, 2. Slightly appropriate, 3. Partially appropriate, 4. Very appropriate, and 5 - Completely appropriate. Parental style Scale developed by Kuzgun and Eldeklioglu was used in the study in order to determine the parenting styles that the students perceive³. The scale determines perceived parenting styles through items and three sub-scales, including permissive parenting style (1 - 10 items), authoritative parenting style (11 - 15 items), and authoritarian parenting style (16 - 20 items). High scores from the scales indicate that the parenting style of the dimension is high.

Section D is named Moral Decadence Scale (MDS) a self-developed scale to measure moral decadence of the respondents. The scale has 27 items on a four-point response format. It has

three (3) items sub-scales Risky Sexual Behaviours items 1 – 10, Bullying / Victimization items 11 – 18, Drug Use Intention items 19 – 27. Keys: Strongly agree = SA, Agreed – A, Disagree = D, Strongly disagree = SD

3.5. Validity of the Instrument

The scales have been validated and their psychometric properties established. The face, content and construct validity have been ascertained. These were established through the judgment of experts in psychometrics, tests and measurement, with inputs from the researcher's supervisor. It was ensured items on the instrument are suitable, appropriate and adequate to elicit needed information from respondents. The research instrument was subjected to proper validation with the assistance of the supervisor in order to ensure that the instrument sub-scales actually measure what they are expected to measure.

3.6. Reliability of the Instrument

The reliability of the instrument was determined with the use of Cronbach's Alpha in SPSS v.23 software, in order to access and establish the reliability, or internal consistency of the scales and items. Cronbach's Alpha was used in the study to assess the inter-correlation of the items of the scales. A pilot study was conducted to establish the reliability coefficients of the scales. Thirty questionnaires were administered on thirty male and female senior secondary 2 students from a public secondary school in Ibadan South-West Local Government Area of Oyo Town, Oyo State, Nigeria, which was not part of the study. The Cronbach alpha coefficient obtained was $\alpha = .796$.

3.7. Method of Data Administration and Collection Procedure

The researcher introduced herself as a student of Lead City University to appropriate authorities in secondary school from which respondents were sampled. This facilitated collection of data for the study. The data collection exercise was carried out by the researcher

with the help of two research assistants who were engaged and trained to assist in the administration and collection of the questionnaire across the selected local government areas.

3.8. Method of Data Analysis

Descriptive statistics and inferential statistics of frequency, percentage, mean, standard deviation was used to analyze the demographic information of the respondent and multiple regression analysis will be used to answer the research question and hypotheses.

Completed and returned questionnaires were sorted and collated. 698 questionnaires were administered. The scores were then inputted for analysis. Data was analyzed using mean mode and regressions were used to analyze both the research questions and hypotheses at 0.05 level of significance.

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Chapter Four

Results and Discussion of Findings

This chapter presents the results and discussion of findings. The answers to the research questions and results of tested hypotheses are presented. The analysis of data and discussion of findings were presented in this chapter in the following order:

4.1. Questionnaire Return Rate

4.2. Demographic Data Analysis

4.3. Answers to Research Questions

4.4. Tests of Hypotheses

4.5. Discussion of Findings

4.1. Questionnaire Return Rate

Table 4.1 Questionnaire Return Rate

Number Distributed	Number Returned	Percentage
699	685	98.1%

Source: Field Survey, 2023

4.2 Demographic Data Analysis

Table 4.2.1 Gender Distribution of Students

Sex	Frequency	Percentage %
Male	332	48.5%
Female	353	51.5%
Total:	685	100

Table 4.2.1 showed the students respondents according to the gender, the male students were 332 (48.5%), while the female were 353 (51.5%). The implication of this result showed that majority of the respondents are female students. The probable reason for this may be because in the present time, boys are observed to be more out of school serving as apprentices, doing commercial motorcycles (Okada) business, being truants or working on farms.

4.3 Answers to Research Questions

Research Question One: What is the level of moral decadence among secondary school students in Oyo Town?

A. Risky Sexual Behaviour	Strongly Agree	Agree	Disagree	Strongly Disagree	SD
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1. Kissing and smooching are harmless	228 (33.0%)	305 (44.2%)	70 (10.1%)	82 (11.9%)	1.9	0.956
2. There is no need for creating boundaries in my relationship with the opposite sex	98 (14.2%)	250 (36.2%)	105 (15.2%)	232 (33.6%)	1.6	1.086
3. I can control myself even under the influence of drugs or substances	165 (23.9%)	190 (27.5%)	110 (15.9%)	220 (31.9%)	1.5	1.171
4. It is okay to have romantic relationship	180 (26.1%)	105 (15.2%)	229 (33.2%)	171 (24.8%)	1.5	1.127
5. One can have sexual intercourse so far there is love	340 (49.3%)	113 (16.4%)	120 (17.4%)	112 (16.2%)	2.1	1.152
6. Sexual relations with a close friend is good provided there is protection	285 (41.3%)	200 (29.0%)	78 (11.3%)	122 (17.7%)	2.0	1.114
7. There is nothing like sexual violence in school since students have their freedom	310 (44.9%)	190 (27.5%)	77 (11.2%)	108 (15.7%)	2.1	1.093
8. I like to attend parties where they serve alcohol and have excited people	335 (48.6%)	175 (25.4%)	80 (11.6%)	95 (13.8%)	2.2	1.073
9. I have intense sexual fantasies	140 (20.3%)	150 (21.7%)	285 (41.3%)	110 (15.9%)	1.6	0.990
10. I intend to explore sexual relation with my boyfriend/girlfriend, as it is actually ideal	280 (40.6%)	195(28.3%)	120 (17.4%)	90 (13.0%)	2.1	1.053
B. Bullying/Victimization						
1. I tease other student by saying awful thing to them	380 (51.1%)	150 (21.7 %)	84(12.2%)	71 (10.3%)	2.2	1.021
2. I push/shove students in my school and class	65 (9.4%)	360 (52.2%)	210 (30.4%)	50 (7.2%)	1.6	0.752
3. I make rude comment about other student	410 (59.4%)	110 (15.9%)	88 (12.8%)	77 (11.2%)	2.4	1.057
4. I use swear words on others	216 (31.3%)	210 (30.4%)	99 (14.3%)	160 (23.2%)	1.9	1.143
5. I get into physical combats with a	330	120	100	135	2.1	1.189

students I don't like	(47.8%)	(17.4%)	(14.5%)	(19.6%)		
6. I say things about others looks and appearances	420 (60.9%)	120 (17.4%)	50 (7.2%)	95 (13.8%)	2.3	1.083
7. I hit students who are not my friends	313 (45.4%)	212 (30.7%)	110 (15.9%)	50 (7.2%)	2.2	0.942
8. It is okay to fight to show confidence	150 (21.7%)	310 (44.9%)	120 (17.4%)	105 (15.2%)	1.9	0.969
9. I must always dominate and be in charge of other students	447 (64.8%)	107 (15.5%)	46 (6.7%)	65 (9.4%)	2.4	1.005
C. Substance Use Intention						
1. People who use drugs have confidence in the society	220 (31.9%)	230 (33.3%)	100 (14.5%)	135 (19.6%)	1.8	1.099
2. Using drugs is good so far they make you feel good	320 (46.4%)	120 (17.4%)	105 (15.2%)	140 (20.3%)	2.2	1.196
3. Drugs can help improve relations among people	325 (47.1%)	110 (15.9%)	95 (13.8%)	155 (22.5%)	1.8	1.227
4. I would like the opportunity to get high on drugs	130 (18.8%)	325 (47.1%)	120 (17.4%)	110 (15.9%)	1.8	0.956
5. Smoking is actually not wrong for students	165 (23.9%)	105 (15.2%)	305 (44.2%)	110 (15.9%)	1.5	1.026
6. There is so much pleasure in drinking alcohol	102 (14.8%)	153 (22.2%)	325 (47.1%)	105 (15.2%)	1.5	0.915
7. Use of illicit drugs can be for good reasons	75 (10.9%)	210 (30.4%)	305 (44.2%)	95 (13.8%)	1.6	0.857
8. Taking alcoholic beverages is harmless	310 (44.9%)	127 (18.4%)	106 (15.4%)	142 (20.6%)	2.3	1.194
9. Young people need substances to be socially competent	218 (31.6%)	310 (44.9%)	72 (10.4%)	85 (12.3%)	2.0	0.959

Weighted Average Mean =2.86

Threshold: Mean < 1.0 (Very Low) 1.0-1.99 (Low), 2.00-2.99 (High), ≥ 3.00 (Very High)

From the result regarding the level of moral decadence among senior secondary school students in Oyo Town, the weighted average mean got from the analysis shows high level of moral decadence. This result means that senior secondary school students in Oyo Town are at risk of in terms of sexual behaviour, exhibit bullying and victimization traits towards other people and show high tendency to use psychoactive substances. Thus, the students are morally decadent and incompetent because the indicators in this study point to the areas of sexual activity, aggressive and antisocial behaviour and certain likelihood to use alcohol, tobacco and other psychotropic drugs.

Research Question Two: What is the state of maladaptive perfectionism among secondary school students in Oyo Town?

Table 4.3.1: Table showing the State Of Maladaptive Perfectionism among Secondary School Students in Oyo Town

S/N	Items	False	Mostly false	Neither true or false	Mostly true	Very true		SD
1.	I try to be perfect in everything	20 (2.9%)	35 (5.1%)	47 (6.9%)	265 (38.7%)	318 (46.4%)	4.2	0.979
2.	I feel that I have to do my best all the time	16 (2.3%)	40 (5.8%)	95 (13.9%)	127 (18.5%)	407 (59.4%)	4.3	1.051
3.	I don't always try to be the best	315 (46.0%)	210 (30.7%)	117 (17.1%)	18 (2.6%)	25 (3.6%)	4.8	1.024
4.	I cannot stand to be less perfect	42 (6.1%)	30 (4.4%)	120 (17.5%)	187 (27.3%)	306 (44.7%)	4.0	1.162
5.	I always try for the top score on a test	24 (3.5%)	20 (2.9%)	67 (9.8%)	162 (23.6%)	412 (60.1%)	4.3	1.008
6.	People expect more from me than I am able to give	22 (3.2%)	25 (3.6%)	60 (8.8%)	265 (38.7%)	313 (45.7%)	4.2	0.970
7.	Other people think that I have failed if I do not do my very best all the time	115 (2.2%)	74 (10.8%)	25 (3.6%)	215 (31.4%)	356 (52.0%)	4.2	1.070
8.	My teachers expect my work to be perfect in all my subject.	24 (3.5%)	31 (4.5%)	54 (7.9%)	156 (22.8%)	420 (61.3%)	4.3	1.036
9.	My parents do not always expect me to show disciplined in everything I do.	416 (60.7%)	110 (16.1%)	107 (15.6%)	20 (2.9%)	32 (4.7%)	1.7	1.112
10.	My family expect me to be perfect and show moral virtues.	05 (0.7%)	18 (2.6%)	25 (3.6%)	219 (32.0%)	418 (61.0%)	4.4	0.754

11. I feel that people asks too much of me	20 (2.9%)	110 (16.1%)	150 (21.9%)	190 (27.7%)	215 (31.4%)	3.7	1.158
12. I get upset if there is even one mistake in my work at school	14 (2.0%)	44 (6.4%)	160 (23.4%)	120 (17.5%)	347 (50.1%)	4.1	1.084
13. I get mad at myself when I make a mistake	24 (3.5%)	35 (5.1%)	86 (12.6%)	210 (30.7%)	330 (48.2%)	4.1	1.052
14. I feel that I have to do my best all the time	25 (3.6%)	50 (7.3%)	72 (10.5%)	120 (17.5%)	418 (61.0%)	4.2	1.130
15. I feel obsolete when misbehave at home	27 (3.9%)	50 (7.3%)	56 (8.2%)	210 (32.1%)	315 (48.5%)	4.1	1.093

Weighted Average Mean =4.04

Source: Field Survey, 2023.

Threshold: Mean < 1.0 (Very Low) 1.0-1.99 (Low), 2.00-2.99 (High), ≥ 3.00 (Very High)

From the result regarding the state of maladaptive perfectionism among senior secondary school students in Oyo Town, the weighted average mean got from the analysis reveals a very high state of maladaptive perfectionism. This result connotes that senior secondary school students in Oyo Town have excessively high personal standards characterized by controlling behaviour preoccupation with flawlessness, and overly critical self-evaluations. These students have performance outcome criticism fear and extreme difficulty in balancing expectations and outcomes in life.

Research Question 3: What is the most prevalent parenting style used by parents of secondary school students in Oyo Town?

Table 4.3.2: Table Showing the Most Prevalent Parenting Style used by Parents of Secondary School Students in Oyo Town

Authoritati ve Parenting	Never	Seldom	Sometimes	Often	Always	SD
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Style Items

1.	My parent gives me confidence and make me feel loved.	52 (7.6%)	43 (6.3%)	65 (9.5%)	105 (15.3%)	420 (61.3%)	4.2	1.272
2.	Explains why I should or should not be involve in pre-sexual matters.	25 (3.6%)	210 (30.7%)	352 (51.4%)	75 (10.9%)	23 (3.4%)	2.8	0.810
3.	Encourages me to state my opinion when there is a discussion at home.	55 (8.0%)	110 (16.1%)	340 (49.6%)	150 (21.9%)	30 (4.4%)	3.0	0.936
4.	Has given me the belief that I am important and valuable.	18 (2.6%)	65 (9.5%)	110 (16.1%)	147 (21.5%)	345 (50.4%)	4.1	1.130
5.	Listen to what I have got to say about daily events carefully and gives	15 (2.2%)	40 (5.8%)	75 (10.9%)	345 (50.4%)	210 (30.9%)	4.0	0.920

me
explanatory
replies.

Weighted
Average
Mean
=3.62

Authoritari
an
Parenting
Style Items

SD

1.	My85 (12.4 %)	74(10.8%)	98 (14.3%)	110 (16.1%)	318 (46.4%)	3.7	1.445
parents have been indifferent whenever I needed to talk about my problems about sexual experience.							
2.	My63(9.2%)	89 (13.0.%)	85 (12.4%)	325 (47.4%)	123 (18.0%)	3.5	1.192
parents have forced me prefer the profession that s/he wants.							
3. I cannot	44 (6.4%)	86 (12.6%)	80 (11.7%)	40 (5.8%)	435 (63.5%)	4.1	1.352
pay interest to sexual matters in their presence as they are							

very
conservativ
e in such
issues.

4.	Our	43 (6.3%)	75 (10.9%)	178	63 (9.2%)	326	3.8	1.305
	relationship			(26.0%)		(47.6%)		
	is too							
	official for							
	me to open							
	up.							

5.	My	5 (0.7%)	20 (2.9%)	60 (8.8%)	280	320	4.3	0.805
	parents talk				(40.9%)	(46.7%)		
	to me with							
	a strong							
	and							
	commandin							
	g voice.							

Weighted
Average
Mean
=3.88

Permissive
Parenting
Style Items

SD

1.	My	95 (13.9%)	215	141	110	124	2.5	0.859
	parents		(31.4%)	(20.5%)	(16.1%)	(18.1%)		
	ignore my							
	bad							
	behaviour.							

2.	My	168	85 (12.4%)	70 (10.2%)	328	34 (5.0%)	2.9	1.335
	friend's	(24.5%)			(47.9%)			
	input							
	overrules							
	my parent's							
	decision.							

3.	My	21 (3.1%)	28 (4.1%)	187	405	44 (6.4%)	3.6	0.794
	parents							

cover up (27.3%) (59.1%)
 for me
 when I do
 something
 wrong.

4. My309 217(31.7%)50 (7.3%) 59 (8.6%) 51 (7.4%) 2.0 1.235
 parents are(45.1%)
 not after
 strong
 virtues.

5. My40 (5.8%) 84 (12.3%) 95 (13.9%) 121 345 3.9 1.287
 parents will (17.7%) (50.4%)
 give in to
 me when I
 cause
 commotion
 .

Weighted
 Average
 Mean
 =2.98

Source:
 Field
 Survey,
 2023.

Threshold: Mean < 1.0 (Very Low) 1.0-1.99 (Low), 2.00-2.99 (High), ≥ 3.00 (Very High)

From the result, it is revealed senior secondary school students in Oyo Town perceive that the authoritarian parenting style is the most prevalently used parenting style by their parents. This result means that the students perceive their parents to most of the times, use strict pattern of enforcing rules, overly punish behaviour and criticize harshly. This parenting style is perceived by students to showcase behaviour of parents being constantly disconnected from the personality and emotions of children in the home.

4.4 Tests of Hypotheses

H₀₁: There will be no significant joint influence of maladaptive perfectionism and parenting styles on moral decadence among senior secondary school students in Oyo Town, Oyo State.

Table 4.4.1: Joint Influence of Maladaptive Perfectionism and Parenting Styles on Moral Decadence among Senior Secondary School Students in Oyo Town

Model Summary						
Model			R	R Square	Adjusted R Square	
1			.770 ^a	.596	.595	
a. Predictors: (Constant), Maladaptive perfectionism, Parenting styles						
ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	295.049	2	147.525	435.779	.000 ^a
	Residual	230.878	682	.339		
	Total	525.927	684			
a. Dependent Variable: Moral decadence						
b. Predictors: (Constant), Maladaptive perfectionism, Parenting styles						

Source: Field Survey, 2023.

There is significant joint influence of maladaptive perfectionism and parenting styles on moral decadence among senior secondary school students in Oyo Town, $p < 0.05$. Therefore, the null hypothesis was rejected. It was also revealed that 59% of the observed variation is accounted for by the independent variables (maladaptive perfectionism and parenting styles) when considered together. The other percentage is caused by other variables that are extraneous to this study.

H₀₂: There will be no significant relative influence of maladaptive perfectionism and parenting styles on moral decadence among senior secondary school students in Oyo Town, Oyo State

Table 4.4.2: Relative Influence of Maladaptive Perfectionism and Parenting Styles on Moral Decadence among Senior Secondary School Students in Oyo Town

Coefficients
Standardized

Unstandardized Coefficients		Coefficients			
Model (Constant)	B	Std Error	Beta(β)	T	Sig
Maladaptive	5.661	.110		51.252	.000
Perfectionism	.021	.061	.022	3.337	.000
Parenting Styles	.584	.051	.729	11.346	.000

Source: Field Survey, 2023.

The result showed significant relative influence of maladaptive perfectionism and parenting styles on senior secondary school students' moral decadence in Oyo Town at 0.05 level of significance. However, parenting styles has a higher relative contribution ($\beta=.729$, $t=11.346$, $p<.05$) than maladaptive perfectionism($\beta=0.22$, $t=3.337$, $p<.05$). this simply means that parenting styles of parents of senior secondary school students contributes more to their level of moral decadence than the maladaptive perfectionism traits they possess.

4.5 Discussion of Findings

The initial research inquiry in this study revealed a notable prevalence of moral decay among senior secondary school pupils residing in Oyo Town. This research examines moral decay by focusing on three key areas: hazardous sexual activity, bullying and victimization, and desire to use substances. The results revealed high level of moral decadence in the aforementioned indicators. This results connotes that senior secondary school students are morally incompetent, show present moral decadence and have high prognosis for future moral rot. This finding does not mean well for a society that wants to be healthy going by the consequences of risky sexual behaviour problems, bullying and victimization implications and the myriads of challenges with intention and actual use and abuse of substances. The probable justification or this finding could be that the nature of today's society expressed in

parents over focusing on material provision to the detriment of quality family time and involvement, and the presence of the media, most especially the social media and the advocacy for fast-paced lifestyle and achievement.

The phenomenon of moral decay among adolescents might be attributed to the inclination of secondary school pupils to engage in risky behaviours due to their youthful enthusiasm. Nevertheless, parents who fail to provide sufficient quality time to their children and actively participate in their upbringing are sometimes subjected to more criticism. Certain parents hold the belief that their sole responsibility towards their children is to furnish them with financial resources and material possessions. They disregard emotional and social support for their children through parental involvement, cohesion, family conferencing and being parts of their adolescents' lives in both high and challenging times. Some parents do not know their children's friends, meanwhile peer influence is seen nowadays as another parenting mode. It is established that secondary school students place very high value on friendship at the adolescence stage of life, and may prefer to be with friends than family members. This results to school students taking advice from one another and giving peer support which may be biased, subjective and immature, not forgetting that friends are also growing and developing, transiting to adults. Many parents are seen to abandon children in the guise of searching for means of livelihood. The resultant effect would be students bowing to peer pressure and relying to informal sources of help because their friends will not direct them to the school counselling psychologists.

The media, especially social media can also be responsible for the high level of moral decadence. There are many social media sites which fan the flames of the fast-paced lifestyle advocated for through normalizing maladaptive perfectionist traits of get-rich syndrome, globalization, unreal contents. Many secondary school students are exposed to media

contents that are unrealistic and toxic even to their level of maturation. There are pornographic sites, violence (aggression, bullying and victimization) promotion blogs, pages of entertainers including musicians, actors and comedians, pages of politicians, all displaying contents with strong language and messages of moral rot and misplacement of priorities and lack of values. Students view these media messages normalizing use of substances, illicit sexual experiences and aggression and take them in hook, line and sinker. Interestingly, many secondary school students tow career paths as they see some modeled flourishing careers in the social media. Physical, relational and cyber bullying are all learnt from movies and other media content.

The reasons for high level of moral decadence are numerous; nevertheless, these reasons could point to where interventions can begin from. For instance, a study emphasizes the importance of saving pupils and students from moral decadence and social vices¹. It indicates that moral decadence is a significant issue affecting students' behaviour and well-being. Furthermore, the National Policy on Education in Nigeria recognizes the need to address moral education in schools. This acknowledgment implies that moral decadence among students is a recognized concern in the education system².

To address the high level of moral decadence, interventions that promote moral development and character education can be implemented. Previous study highlighted the importance of socialization and the role of schools in fostering moral judgment and behaviour³. Implementing programs that emphasize positive youth development and moral education, such as the P.A.T.H.S. to Adulthood program may be beneficial in cultivating moral competence among students in Oyo Town⁴. The finding that authoritarian parenting style is perceived as the most prevalent and the high level of moral decadence among senior secondary school students in Oyo Town is consistent with previous research (Source). It

highlights the need for interventions that address parenting practices and promote moral education in schools to foster positive moral development and mitigate moral decadence among students.

The result of the second research question in this study revealed that senior secondary school students in Oyo Town have a very high state of maladaptive perfectionism. This finding connotes that senior secondary school students who are predominantly in the late adolescence stage of life more often than not experience inner pressure for perfection. High maladaptive perfectionism among these adolescents can be characterized by striving for unrealistic achievement and attainment of feats to be seen as successful even when they can run the course of smoothly and still succeed. A probable reason for this finding can be the subjective pressure from self and others in the environment which may also add to the high state of maladaptive perfectionism. Subjective pressure from family (parents and siblings), friends and peers in school in the social environment comes initially from a place of concern and motivation, but when it becomes too intense, adolescent can get a wrong message that they have to be flawless and perfect thereby becoming maladaptive. The cultural context and societal standard for success may also trigger the trait of maladaptive perfectionism. The developmental tasks of adolescents require them to prepare for the future in terms of marriage and family life, career and socially responsible behaviour, and all these may gear adolescents to the extreme if there is no parental regulation and effective emotional support. Again, if the identity formation or development during adolescents is not attained, secondary school students may have role confusion and adopt wrong patterns of goal orientation and achievement. Negative behaviour modelling also can increase the state of maladaptive perfectionism where secondary school students are fans and followers of entertainers and influential celebrities who display lifestyle of affluence and perfection. All the signals in the

environment from vicarious learning and social expectations processes that mount pressure concerning achievements can be the reason for the high state of maladaptive perfectionism.

The present findings are consistent with prior research, since the authors examined the correlation between maladaptive perfectionism, impostorism, and cognitive distortions in a sample of pre-clinical medical students. The results of their study revealed a significant correlation between maladaptive perfectionism and heightened mental health concerns among the student population. This suggests that individuals who exhibit elevated levels of maladaptive perfectionism may experience adverse consequences on their overall psychological state and welfare⁴.

Furthermore, the Adaptive/Maladaptive Perfectionism Scale, which measures different dimensions of perfectionism. It was found out that maladaptive perfectionism was associated with negative psychological outcomes such as anxiety, depression, and low self-esteem. This supports the notion that high levels of maladaptive perfectionism can be harmful to individuals' mental health⁵. Additionally, another finding also explored the relationship between perfectionism, negative motives for drinking, and alcohol-related problems. Their findings suggested that maladaptive perfectionism was associated with higher levels of alcohol-related issues, indicating that maladaptive perfectionism may contribute to engaging in unhealthy behaviours as a means of coping with the pressure of high standards⁶.

Perfectionistic tendencies in adolescents have been linked to the nurturing patterns of parents. For example, research examined parents' attitudes towards the learning orientation of higher secondary school students. The study found that authoritarian parenting styles, characterized by high control and low warmth, were associated with higher levels of maladaptive perfectionism among students. This suggests that parenting styles that emphasize strict standards and lack emotional support may contribute to the development of maladaptive

perfectionism in adolescents⁷. The finding that senior secondary school students in Oyo Town have a very high state of maladaptive perfectionism is consistent with previous research. It highlights the need for interventions and support systems aimed at addressing maladaptive perfectionism among students, as high levels of maladaptive perfectionism can have negative consequences on their mental health and well-being. Additionally, promoting parenting styles that foster a supportive and nurturing environment may be beneficial in preventing the development of maladaptive perfectionism in adolescents.

The answer to the third research question revealed that senior secondary school students in Oyo Town perceive the authoritarian parenting style as the most prevalently used parenting style by their parents. Justifiably, typical Nigerian parents in the present time would want to instill discipline in their children in order to bring them up as responsible adults, considering the ills in the society. However, the method of handling children to instill discipline may not be effective and sustainable owing to the fact that adolescents have their peculiarities and demand understanding from parents. Some parents believe that children are to be seen and heard, and this may make communication in the home to be one-way traffic resulting to giving orders and commands at home.

Going by the phenomena in the social environment including the social media, many parents believe that control and fear appeal messages will work best for adolescents. Oyo Town is regarded as a traditional environment with conventions and rather more traditional approach than egalitarian attitudes toward life. This coupled with the fact that many people just get married without pre-marital or marriage counselling sessions, let alone parenting education, thus parents may not be well-informed about how to parent. The word 'Parent' for many people observably is regarded only as a title and not a responsive and responsible call to action to bring about personal and social adjustment in children. Many parents even do social

comparisons, they compare their children with others, thereby setting these youngsters up for a life of competition and rivalry which does not augur well for young people.

The finding suggests that although parents of senior secondary school students in Oyo Town use other styles of parenting, the authoritarian parenting style is the most dominant. Parents are perceived to always shut teenagers up, give rules without explanations and command children against their most times in order for the parents to be seen as the lords of the house as it were. Authoritarian parenting style may have some advantages at certain age of children in the home, but in the long run, the consequences outweighs the merits. When parent use the authoritarian parenting style predominantly, it leaves children clueless as regards their roles at home, their place in running the home and their identity in the family if they have to be ordered around with no regard for their feelings. Considering the impact of parenting styles on adolescent development, a study confirmed that authoritarian parenting styles, characterized by high control and low warmth, were associated with higher levels of maladaptive perfectionism among students⁷. The perception of the authoritarian parenting style being prevalent among parents in Oyo Town suggests that this parenting style may contribute to the high levels of maladaptive perfectionism observed in the first research question in this study.

Hypotheses 1 result showed that there is a significant joint influence of maladaptive perfectionism and parenting styles on moral decadence among senior secondary school students in Oyo Town. The result means that both maladaptive perfectionism and parenting styles are risk factor for moral decadence. From the result, both amount to about 60% in contributing to moral decadence, other contributing factors of course, are not considered in this study. The high and positive influence of both personal trait and parental factors to moral decadence points to the critical nature of the two independent variable among adolescents.

The reason this finding could be so is alluded to the morality is a cognitive component even though many regard it as highly religious. Nonetheless, cognition is both nature and nurture interplay. Moral competence and otherwise thus plays out among secondary school students, from their personality make up and parental upbringing. The finding implies that when considering morality and moral development of adolescents, students' dispositional factors are culpable, so also with contextual factors of the kind of home they come from and nurturing practices of their parents or as perceived by children. This finding aligns with previous studies that have examined the relationship between these variables. The study investigates the association between maladaptive perfectionism and mental health issues among pre-clinical medical students⁴. Their findings demonstrated the detrimental effects of maladaptive perfectionism on individuals' well-being. Additionally, previous findings indicated that authoritarian parenting styles, characterized by high control and low warmth, were associated with higher levels of maladaptive perfectionism among students. This suggests that parenting styles can contribute to the development of maladaptive perfectionism, which in turn may influence moral decadence⁴.

Furthermore, previous studies have also examined the relationship between parenting styles and moral development in adolescents. The work emphasizes on the role of socialization and the influence of parenting on moral judgment and behaviour. Authoritarian parenting styles, with their emphasis on control and obedience, may hinder the development of moral autonomy and lead to moral decadence among adolescents³. The finding that 59% of the observed variation in moral decadence is accounted for by the independent variables of maladaptive perfectionism and parenting styles when considered together highlights the importance of considering multiple factors in understanding moral decadence among students. This result suggests that both maladaptive perfectionism and parenting styles contribute

significantly to the level of moral decadence observed in senior secondary school students in Oyo Town.

To address these findings, interventions can be implemented that target both maladaptive perfectionism and parenting styles. For instance, promoting awareness and providing support to students in managing their perfectionistic tendencies can be beneficial. Additionally, parenting programs that promote positive and authoritative parenting styles, characterized by warmth, support, and appropriate guidance, can be implemented to foster moral development and reduce moral decadence among students. The finding of a significant joint influence of maladaptive perfectionism and parenting styles on moral decadence among senior secondary school students in Oyo Town is consistent with previous research (Source). It underscores the need for comprehensive interventions that address both individual factors (such as maladaptive perfectionism) and environmental factors (such as parenting styles) to effectively reduce moral decadence and promote positive moral development among students.

The result of the second hypothesis in this study revealed that there is a significant relative influence of maladaptive perfectionism and parenting styles on moral decadence among senior secondary school students in Oyo Town, with parenting styles having a higher influence than maladaptive perfectionism. This finding may be so due to the manner some parents handle moral development. It is quite disheartening that many parents in Nigeria, and Oyo Town in particular push moral development of their children to churches or mosques or even to traditional worship centres as the case may be. In actual fact, morality is not regarded as a cognitive process, and even researches are not abundant in this area like academic performance. We can induce from the finding that parents have so much to do in the overall development of children. In many developing countries where there are high fertility rates,

many parents just give birth and get celebrated for being parents to the relegation of how well they bring children up to be fully-functioning individuals in the society. Parenting styles are demonstrated with this finding to be a huge risk or protective factor for moral decadence.

Prior academic inquiries have illuminated the profound influence of parental approaches on diverse facets of adolescent maturation, notably their moral evolution. The present investigation delved into the intricate interplay between altruistic and malevolent conduct, personality predispositions, and interpersonal dynamics within the milieu of Chinese youth. The findings illuminated that the distinct modes of parenting, specifically the authoritative paradigm marked by abundant support and affection, correlated with favorable consequences, encompassing elevated levels of benevolent conduct and enhanced peer affiliations. In stark contrast, the authoritarian parenting model, characterized by rigorous governance and meager emotional warmth, bore an association with adverse outcomes, manifesting as heightened levels of malevolent behaviours. This, in turn, underscores the pivotal role of parenting methodologies in sculpting the moral comportment and ethical principles within the adolescent cohort⁸. Furthermore, a study conducted revealed the impact of parenting styles on maladaptive perfectionism in pupils. Authoritarian parenting methods were found to be connected with greater levels of maladaptive perfectionism. This research implies that parents' parenting styles can contribute to the development of maladaptive perfectionism, which can then promote moral decadence⁷.

Considering these previous studies, it is not surprising that parenting styles have a higher influence on moral decadence than maladaptive perfectionism in the present study. Parenting styles provide the broader context in which moral values and behaviours are nurtured, and they have a significant impact on shaping the attitudes and behaviours of adolescents. Authoritarian parenting styles, characterized by strict control and low warmth, may limit

opportunities for moral autonomy and decision-making among students, potentially leading to moral decadence. While maladaptive perfectionism is an important factor to consider, it appears that the parenting styles adopted by parents have a stronger influence on moral decadence among senior secondary school students in Oyo Town. This finding emphasizes the crucial role of parenting practices in fostering positive moral development and reducing moral decadence among students.

In order to effectively respond to these results, it is imperative that treatments concentrate on the promotion of good parenting styles that emphasise warmth, support, and appropriate direction. Parenting programmes that aim to equip parents with the essential skills and information required to facilitate the moral growth of their children can be effectively implemented. Furthermore, the establishment of school settings that provide support and nurture, while also reinforcing healthy moral beliefs and behaviours, can serve as a valuable complement to parental efforts in mitigating moral decay among pupils. The discovery that parenting styles exert a greater impact on moral decline compared to maladaptive perfectionism among senior secondary school students in Oyo Town aligns with other studies. This highlights the importance of parental practises in influencing the moral conduct and values of teenagers. Through the implementation of interventions that focus on parenting styles and the promotion of healthy moral development, it is possible to successfully address and reduce moral decay among pupils. This, in turn, may contribute to the cultivation of a more wholesome moral atmosphere within schools and communities.

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Chapter Five

Conclusion

This chapter presents the summary of findings, conclusion, recommendations made, contribution of study to knowledge and suggestions for further researches to advance the frontiers of knowledge in this area of research inquiry.

5.1 Summary of Findings

According to the demographic data, there were more female respondents than male respondents. Male students made up 332 (48.5%), while female students made up 353 (51.5%). The students varied in age from 14 to 17 ($\bar{x}=15.82$, $SD=4.14$).

The study found that senior secondary school students in Oyo Town have a high level of moral decadence ($\bar{x}=2.86$) and a very high level of maladaptive perfectionism ($\bar{x}=4.04$), while the authoritarian parenting style ($\bar{x}=3.88$) is the most commonly used style by parents of senior secondary school students in Oyo Town.

The null hypothesis result was rejected $F(2, 682)= 435.779$, $Adj.R^2 = 0.595$, $p<0.05$). This revealed a joint influence of maladaptive perfectionism and parenting styles on moral

decadence among senior secondary school students in Oyo Town, as well as a significant relative influence of maladaptive perfectionism and parenting styles on moral competence among senior secondary school students in Oyo Town at the 0.05 level of significance. However, parental styles had a greater relative influence ($\beta = .729$, $t = 11.346$, $p < .05$) on pupils' moral competence in Oyo Town than maladaptive perfectionism ($\beta = 0.22$, $t = 3.337$, $p < .05$).

5.2 Conclusion

It is concluded in this study that the level of moral decadence among senior secondary school students is high, the state of maladaptive perfectionism among them is very high while the authoritarian parenting style is prevalently used by their parents. It is also concluded that although both maladaptive perfectionism and parenting styles have influence on moral decadence among senior secondary school students in Oyo Town, Oyo State, parenting styles showed to have higher influence on moral decadence than maladaptive perfectionism.

In the light of these findings seeing the high manifestation of moral decadence among secondary school, this issue of moral decadence should not be overlooked because this may lead to low academic performance of the student, dropout in education and they can develop to become problem citizens in the society and constitute negative models even to the younger generation coming after them.

5.3 Recommendations

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

1. Counselling psychologists should collaborate with other critical stakeholders to reduce the level of moral decadence among secondary school students. This can be done by organising school-based programmes like peer education, and periodic lectures on the advantages of optimal moral development and competence.
2. Adolescent and youth counselling psychologists particularly should to advocate for balance in parenting. This is because a parenting style that shows great promise for overall mental health and wellness, good academic performance and good quality of life will be the best for senior secondary school students. Since there is no one-size-fits-all in parenting styles, parents in their nurturing practice must adapt styles that are adequately suited to their children's personality and bring desired results. Also, these professionals should organize interventions programmes to reduce maladaptive perfectionistic traits in adolescents through the use of cognitive restructuring strategy, functional analytic psychotherapy and motivational enhancement therapy.
3. Moral behaviour should be one of the factors used to assess pupils' educational achievement. In addition to abilities in knowledge, attitudes, and skills, school pupils must be evaluated in the area of behaviours that demonstrate moral competence.
4. Teachers are to be sensitized to the existence of factors that directly or indirectly affect academic performance such as moral decadence and move to work with parents to ensure home-school collaboration for better academic engagement and overall performance of students. The Parents-Teachers' Association meetings can also be instrumental to achieving desired goals in this regard.
5. School administrators should enforce that guidance and counselling features in the school timetable in order to assist the students combat educational, vocational/career

challenges and most especially personal and social challenges that may culminate in maladjustment moral decadence.

5.4. Contribution to Knowledge

The study has confirmed that both maladaptive perfectionism and parenting styles are risk factors for moral decadence among senior secondary school students in Oyo Town.

This study has also contributed to knowledge because it showed that parenting styles majorly and more significantly influence moral decadence of senior secondary school students in Oyo Town.

The study has also contributed to knowledge in the area of ascertain the level of a multiple elements of moral decadence and development of a scale of measurement for moral decadence which was a major gap in literature in that regard.

5.5 Suggestions for Further Studies

The study was carried out to investigate ‘Maladaptive perfectionism and parenting styles as determinant of moral decadence among senior secondary students in Oyo Town, Oyo State. The following research topics are suggested;

- i. Maladaptive Perfectionism and Internet Addiction as determinants of Student’s Moral Decadence in Oyo Town, Oyo State.
- ii. Parenting Styles and Adolescent Addictions as Determinants of Students moral Decadence in Oyo Town, Oyo State.
- iii. Maladaptive Perfectionism and Home factors as Determinants of Students Moral judgment in both private and public schools in Oyo Town, Oyo State.

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Appendix I

Lead City University, Ibadan

Faculty of Arts & Education

Department of Arts and Social Sciences Education

Maladaptive Perfectionism, Parental Style and Moral Decadence Questionnaire (MPPSMCQ)

Dear Respondent,

This questionnaire is designed to elicit information on Maladaptive Perfectionism, Parental Style and Moral decadence among senior secondary school students in Oyo, Nigeria. This research is purely for academic purpose.

You are implored to fill the questionnaire with sincerity and honesty, as your responses will be used for research purpose only. Please be assured of confidentiality.

Section A: (Personal Data)

Please fill the gap below as applicable to you. Gender Female () Male ()

Age: _____

Name of School: _____

Class: _____

Local Government Area: _____

Section B: Adolescent Perfectionism Scale (APS)

This is an opportunity to learn more about yourself. It's not a quiz. There are no correct solutions, and everyone will have a different opinion. Make sure your responses reflect how you truly feel. Please do not discuss your responses with anybody else. We will keep your responses confidential and will not reveal them to anyone. When you're ready, read each line below and circle a number from "1" to "5" to indicate your answer. Each statement has five possible answers, which are mentioned below:

KEYS: 1 = False—Not at all true of me; 2 = Mostly False; 3 = Neither True Nor False; 4 = Mostly True 5 = Very True of me

Items	1	2	3	4	5
1. I try to be perfect in everything I do					
2. I want to be the best at everything I do					
3. My parents don't always expect me to be perfect in everything I do.					
4. I feel that I have to do my best all the time					
5. There are people in my life who expect me to be perfect					
6. I always try for the top score on a test.					
7. It really bothers me if I don't do my best all the time					
8. My family expects me to be perfect					

9. I don't always try to be the best.
10. People expect more from me than I am able to give
11. I get mad at myself when I make a mistake
12. Other people think that I have failed if I do not do my very best all the time
13. Other people always expect me to be perfect.
14. I get upset if there is even one mistake in my work
15. People around me expect me to be great at everything.
16. When I do something, it has to be perfect.
17. My teachers expect my work to be perfect.
18. I do not have to be the best at everything I do
19. I am always expected to do better than others.
20. Even when I pass, I feel that I have failed if I didn't get one of the highest marks in the class.
21. I feel that people ask too much of me.
22. I can't stand to be less than perfect

Section C: Parenting Styles Scale (PSS)

Here is a list of statements that illustrate how parents educate their children and how they act as they assist youngsters in developing social behaviour. You must read these statements, analyze how closely they mirror your parents' behaviours when educating you, and mark the appropriate option on the form.

KEYS: 1. Not appropriate at all 2. Slightly appropriate 3. Partially appropriate 4. Very appropriate 5. Completely appropriate.

Please be sincere as you mark these, because your answers will only be used for research purposes and not be notified to any institution or person. If you wish to know about the result, you will be informed.

Parenting Styles

1 2 3 4 5

Permissive Parenting

1. My parent cover up for me when I do something wrong.
2. Will give in to my decision because they didn't want to offend me.
3. I get angry to get my parent's attention.
4. Will find it hard to say no to my request.
5. Will set no cause for my misdeed
6. Will give in to me when I cause commotion.
7. Will ignore my bad behaviour
8. Will not set high standard for me
9. My friend's input overrule my parent decision
10. My parents are not after strong virtues

Authoritative Parenting

11. We are on friendly terms when we are together.
12. Explains me why I should or should not do things.
13. I can easily discuss my problems with him/her.
14. Has given me the belief that I am important and valuable.
15. Tries to take my opinion as much as possible.

Authoritarian Parenting

16. Has always acted cold and aversive whenever I needed to be physically and emotionally close.
17. Always tells me that s/he wants my own good and s/he can only know what is good for me.
18. Our relationship is always too official for me to open up.
19. Has always compared me with other children around and commented that they were better than I am.
20. Strictly controls where I spend my money.

Section D: Moral Decadence Scale (MCS).

Keys: Strongly agree = SA, Agreed – A, Disagree = D, Strongly disagree = SD

D. Risky Sexual Behaviour	SA	A	D	SD
1. Kissing and smooching are harmless				
2. There is no need for creating boundaries in my relationship with the opposite sex				
3. I can control myself even under the influence of drugs or substances				
4. It is okay to have romantic relationship				
5. One can have sexual intercourse for there is love				

6. Sexual relations with a close friend is good
provided there is protection
7. There is nothing like sexual violence in school
since students have their freedom
8. I like to attend parties where they serve alcohol
and have excited people
9. I have intense sexual fantasies
10. I intend to explore them sexual relation with my
boyfriend/girlfriend is actually ideal

A. Bullying/Victimization

10. I tease other student by saying awful thing to
them
11. I push/shove students in my school and class
12. I make rude comment about other student
13. I use swear words on others
14. I get into physical combats with a student's I
don't like
15. I say things about others looks and appearances
16. I hit students who are not my friends
17. It is okay to fight to show confidence
18. I must always dominate and be in charge of other
students

B. Drug Use intention

19. People who use drugs have confidence in the
society

- 20. Using drugs is good so far they make you feel good
- 21. Drugs can help improve relations among people
- 22. I would like the opportunity to get high on drugs
- 23. Smoking is actually not wrong for students
- 24. There is so much pleasure in drinking alcohol
- 25. Use of illicit drugs can be for guide reasons
- 26. Taking alcoholic beverages is harmless
- 27. Young people needs to be socially competent

Do Not Copy, Lead City University, Nigeria

Bio-Data

A. Personal Data

- Name: Roseline Temitope Oyalakun
- Address: No. 5, Omowumi Street, Oke Boda, Awe, Oyo, Oyo State.
- Email Address: roselinejethro1@gmail.com
- Phone Number: 07069688771
- Date and Place of Birth: 5th February, 1980, Oyo.
- Nationality: Nigerian
- Marital Status: Married
- No. of Children & their Ages: Three Children & 12 Years, 10 Years, and 8 Years
- Name and Address of Spouse: Pastor Jethro Tolulope Oyalakun and No. 5, Omowumi Street, Oke Boda, Awe, Oyo, Oyo State.
- Email Address: joyalakun@gmail.com
- Phone Number: 08066219316
- Name and Address of Next of Kin: Pastor Jethro Tolulope Oyalakun and No. 5, Omowumi Street, Oke Boda, Awe, Oyo, Oyo State.

B. Educational Background

Educational Institutes Attended with Dates and Qualification:

- St. Francis Abiodun Atiba Memorial Nursery and Primary School, Primary six(6) Leaving Certificate (1986-1991)

- St. Bernadines Grammar School, Oyo, O'Level (1991-1997)
- Anglican Methodist Secondary School, Oyo, O'Level (1997-1998)
- Oyo State College of Education, NCE, Agricultural Science (1998-2001)
- University of Ado-Ekiti, Nigeria: B.Ed Guidance and Counseling (2007-2011)
- Lead City University M.Ed Guidance and Counseling

C. Awards and Fellowships

- Senior Prefect Girl, 1997 Award

D. Work Experiences and Dates

- Date of assumption of duty at the current Establishment: 10th November, 2005.
- Status on first Appointment: Class Teacher
- Present position: Principal Tutor Grade I
- Date of Last Promotion: 1st January, 2021.
- Date of confirmation of appointment: July 2006
- Subject Teacher: Nesto College, Oyo (2010-2011)
- Tescom Teacher, Durbar Grammar School, Oyo (2011-2021)
- Tescom Teacher, Olivet Baptist Junior High School, Oyo (2021 till date)
- School Counselor: Atiba University, Oyo (2023 till date)

E. Membership of Academic Professional Body

- Teachers Registration Council of Nigeria (TRCN)
- Nigerian Association of Pastoral Counselors (NAPCOUN)

F. Publications

- Published Referred Conference Proceedings: Sabina N. Obi and Roseline T. Oyalakun (2022) Menace of Substance Abuse among Secondary School Students in Nigeria: Implication for Mental Health counseling. 5th Biennial International Conference of the Faculty of Education (FACAEC)

Theme: Pragmatic Human Capital for Sustainable Development held at the International Conference Centre, Lead City University, Ibadan June 6th -8th, 2022.

- **Journals**

Sabina Nwakaego Obi & Roseline Temitope Oyalakun (2022) Counseling Interventions for Health Behaviours among University Students in Nigeria. Journal of Arts and Social Science Education I(1), 118-128.

Creative Work, Author: Children Literatures. Title: The Brilliant Boy and Mothers Love.

G. Major Conferences and Workshops Attended

- NAPCOUN International Conference 2021 & Foundation
- Fellowship/ Honorary Fellowship Award Ceremony. Theme: Optimising Pastoral Care and Human Connectivity for sustainable Development held at the International Conference Center Ibadan

- Faculty of Arts and Education, Lead City University 5th Biennial International Conference of Education (FACAEC) Theme:. Pragmatic Human for Sustainable Education held at the International Centre Lead City University Ibadan. June 6th 8th, 2022.

H. Service Outside the University

- Service Director, Welfare and Family Network (2012- Till date)
- School Counselor, Olivet Baptist Junior High School, Oyo. (September 2023 till date)
- School Counselor, Atiba University Oyo, Oyo State (2023 till date)

I. Extra Curricular Activities

- Writing, Reading, and Public Speaking

J. Name and Address of Referees

- Professor Temitope Oyedepo (Director of Academic Planning Adeleke University Ede, Osun State) Email: topeoyedepo@adekunleuniverty.edu.ng
- Mrs. Olutoyin Olayinka Ogunleke (Principal Olivet Baptist Junior High School, Oyo, Oyo State.

Signature

Date

The University Compliance Certificate

This is to certify that the thesis (Maladaptive Perfectionism and Parenting Styles as Determinants of Moral Decadence among Senior Secondary Students in Oyo Town Oyo State) by **Roseline Temitope OYALAKUN with the Matric Number LCU/PG/002497** in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria is in full compliance with the approved University Format and Style.

Signature

Date

Do Not Copy, Lead City University, Nigeria