

Chapter One

Introduction

1.1 Background to the Study

Adolescence is a period characterized by exploration and experimentation, yet for some students, it also brings behaviours that challenge established rules, social norms, and expectations. Deviant behaviour during this stage may manifest as disobedience, aggression, or disregard for school and societal regulations. While these behaviours can sometimes appear subtle, they have the potential to disrupt the learning environment and strain interpersonal relationships. Factors within the home and community, particularly the ways in which children are guided and supervised, play a significant role in shaping such actions. Understanding deviant behaviour is therefore essential for creating supportive environments that foster positive development and responsible decision-making among young people, which highlights the rationale for this study.

The researcher observed that deviant behaviours among students often appear in multiple forms, including habitual lateness, absenteeism, bullying, verbal aggression toward peers and teachers, engagement in substance use or theft, misuse of digital platforms through cyberbullying or online harassment, and open defiance of school rules and social norms. Locally, studies in Ibadan South-West, Oyo State, report that verbal, physical, and academically-related deviant behaviours are common among in-school adolescents and are closely associated with poor academic engagement¹. Beyond Nigeria, research in Bungoma County, Kenya, found high incidences of property theft (95.6 %) and substance abuse (64.8 %) among secondary school students, with peer pressure (83.3 %) and drug use (53.6 %) identified as key antecedents². Similarly, in a European context, studies in Luxembourg

documented various forms of violent and aggressive behaviours in schools, highlighting that such acts are not isolated and occur across different cultural and educational settings³. These cross-national observations indicate that deviant behaviours among students are widespread, emphasizing the global significance of the issue.

Given the widespread nature of deviant behaviours among students, it becomes necessary to understand the concept more precisely within the school context. Deviant behaviour is broadly defined as any action that violates formal rules, social norms, or accepted standards of conduct within a community or institution. Scholars note that it refers to “acts, beliefs and characteristics that violate major social norms, and attract, or are more likely to attract, condemnation, stigma, social isolation, censure, and/or punishment by relevant audiences⁴.” It is a behaviour that departs from the normative standards governing acceptable and unacceptable conduct in society⁴. From a psychological and educational lens, deviant behaviours during adolescence manifest when young individuals respond to the dynamic tensions of this developmental period by engaging in acts contrary to institutionalised expectations⁵. Thus, in the context of schools the term captures a range of activities both overt and covert that defy the formal rules of the school as well as the informal norms of peer and community life. Thus, this study measured deviant behaviour through two distinct dimensions: academic misconduct and aggressive behaviour.

Academic misconduct refers to any intentional act by a student that violates the rules, standards, or ethical principles of an educational institution in order to gain an unfair advantage⁶. It encompasses behaviours such as cheating in examinations, plagiarism, unauthorized collaboration, false representation of one’s work, and other forms of dishonest academic practices that breach the ethical standards of educational institutions.

On the other hand, aggressive behaviour refers to any verbal, non-verbal, or physical act by a student that is intended to inflict harm, injury, intimidation or domination over others⁷. Studies show that such behaviour among adolescents features actions like kicking, hitting, throwing objects, yelling, name-calling and other forms of hostility⁸. Similarly, a study found that exposure to violent media correlates positively with aggressive conduct in secondary-school students in Kwara State⁹.

Adolescent deviant behaviour arises from a complex web of influences that reach far beyond individual traits and extend into familial, peer, educational, and digital domains. On the individual front, characteristics such as low self-control and high sensation-seeking have been linked to an increased risk of misconduct¹⁰. Peer influence represents another significant vector, as adolescents may imitate or feel compelled by friends to engage in behaviours that contravene established norms¹¹. School-related factors including the quality of teacher supervision, the robustness of disciplinary policy, and the prevailing school climate have the capacity to either deter or magnify deviant tendencies¹². Within this multi-layered framework, this study concentrated specifically on parenting style and social media usage as key predictors of deviant behaviour among junior secondary school students, recognising these as critical but often under-explored dimensions of the phenomenon.

Parenting style refers to consistent patterns of attitudes, behaviours and practices that parents use in socialising their children, shaping not only daily routines but also broader character and behavioural outcomes. According to a large-scale empirical study among adolescents, parenting styles can significantly predict externalising and internalising problem behaviours for example, parental rejection was shown to be positively related to adolescents' externalising (acting-out) and internalising (inward-directed) problems, with the

adolescent's self-control mediating that relation¹³. Another study found that supportive parenting characterised by warmth, responsiveness and autonomy-support was positively associated with adolescent emotional well-being through satisfaction of basic psychological needs, whereas thwarting parenting characterised by rejection, chaos or coercion was linked with emotional ill-being via frustration of those needs¹⁴. Moreover, research focusing on problematic behaviours like substance abuse and eating disorders found that ineffective parenting styles (particularly permissive and uninvolved) are linked to increased risk of such outcomes among young people¹⁵. This study focused on authoritarian style and permissive style as indicators of parental style.

The authoritarian parenting style is characterised by very high levels of control and demand, with correspondingly low levels of warmth and responsiveness¹⁶. For example, in a large sample of Chinese children, authoritarian parenting was found to significantly hinder children's peer interactions, especially among younger children and boys¹⁷. Similarly, research examining parenting styles and adolescent mental health found that adolescents who reported an authoritarian style exhibited higher stress levels and poorer psychosocial adjustment compared to other styles¹⁸. Essentially, under authoritarian parenting the parent's focus is on obedience, conformity and rule-following, often with punitive discipline, rather than on discussion, autonomy support or emotional nurturing. This approach may produce compliance but is also linked to limited social competence, increased internalising or externalising problems, and reduced capacity for self-regulation.

The permissive parenting style is characterised by high emotional responsiveness and warmth, but very low levels of demand, control or consistent disciplinary boundaries¹⁹. A South African study of adolescents noted that permissive parents are nurturing and

responsive to their children's emotional and physical needs, but they tend not to enforce clear expectations or boundaries²⁰. Another recent study found a significant positive correlation between permissive parenting and adolescent anxiety and behavioural problems, suggesting that children raised with fewer rules or supervision may struggle with self-regulation and behavioural conformity²¹. Thus, permissive parenting offers affection and freedom, but the lack of structure, limit-setting and consistent discipline may leave adolescents without clear behavioural expectations, increasing the risk of impulsive, norm-violating or deviant behaviours.

Social media usage refers to the frequency, duration, type, and manner in which individuals engage with social networking platforms, apps, or online communities²². It encompasses not only the amount of time spent but also the nature of the interaction (e.g., posting, liking, commenting, sharing), the content consumed (e.g., entertainment, information, social connection), the devices used (smartphones, tablets, computers), and behavioural patterns (e.g., continuous checking, secret or hidden accounts). For example, a study of early adolescents in the United States found that 69.5 % of children aged 11-15 had at least one social media account, many with multiple platforms, illustrating how widespread usage has become²³. Another qualitative study of Indonesian adolescents and their parents described how social media was used for social connection, information-seeking, and pleasure, showing that usage is multidimensional rather than purely recreational²⁴.

In the context of adolescent behaviour, social media usage thus constitutes a significant environmental, technological and social factor: it shapes how young people connect with peers, how they perceive norms, how they are exposed to models of behaviour (positive or negative), and how they may be influenced to adopt or internalise behaviours visible or

celebrated online. Frequency of use and content engagement serves as indices to measure social media usage in this study.

Frequency of use refers to how often, and in what intensity, an adolescent engages with social media platforms over a given period (e.g., hours per day, visits per day, or “almost constant” use). Evidence shows substantial variation: for instance, a report found that about 16 % of U.S. teens aged 13-17 say they use TikTok “almost constantly,” and 58 % use it daily²⁵. Another study of adolescents in high-achieving U.S. schools found that higher frequency of digital media use was significantly associated with internalising (e.g., withdrawal, anxiety) and externalising behaviours (e.g., aggression), with online behaviours such as social comparison and negative feedback mediating these associations²⁶.

Content engagement on the other hand refers to how adolescents interact with social media content beyond mere frequency to include patterns such as liking, commenting, sharing, self-presentation, lurking (viewing without interacting), and selective exposure to particular types of content²⁷. It represents the active and emotional involvement of users in online activities, shaping their cognitive, social, and behavioural responses to media exposure²⁴. In this study, content engagement therefore denotes the level of interaction and responsiveness that students exhibit toward social media content ranging from passive consumption to active participation, which may in turn shape their attitudes, peer relations, and behavioural tendencies, including deviant behaviour. Against this backdrop, this study investigated parenting style and social media usage as predictors of deviant behaviour among junior secondary school students in Oyo East Local Government Area, Oyo State.

1.2 Statement of the Problem

Despite the increasing attention on adolescent behaviour in schools, deviant behaviours among junior secondary school students in Oyo East Local Government Area remain a significant concern in Oyo State, Nigeria. Such behaviours including truancy, verbal and physical aggression, examination malpractice, substance use, and misuse of digital platforms have been observed to disrupt learning, strain peer and teacher relationships, and undermine academic achievement. Several factors have been implicated in shaping adolescent deviant behaviours, including individual traits, peer influence, school climate, parenting practices, and social media exposure. However, there is limited empirical evidence in Oyo East Local Government Area, Oyo State, on how specific parental style and students' engagement with social media jointly predict deviant behaviour. While parenting style has been associated with adolescents' moral development, self-regulation, and behavioural outcomes, and social media usage has been linked to both positive and negative behavioural patterns, the interactive effect of these two factors on deviant behaviour in junior secondary schools has not been fully explored. This gap is particularly important given the pervasive use of social media among adolescents and the diversity of parenting style within the local context. Therefore, this study sought to investigate parenting style and social media usage as predictors of deviant behaviour among junior secondary school students in Oyo East Local Government Area, Oyo State.

1.3 Aim and Objectives of the Study

The aim of this study is to investigate parenting style and social media usage as predictors of deviant behaviour among junior secondary school students in Oyo East Local Government Area, Oyo State. The objectives are to;

- i. determine the level of deviant behaviour (academic misconduct and aggressive behaviour) among junior secondary school students in public schools within Oyo East Local Government Area, Oyo State.
- ii. identify the most prevalent parenting style (authoritarian style and permissive style) among parents of junior secondary school students in public schools within Oyo East Local Government Area, Oyo State.
- iii. ascertain the level of students' social media usage (frequency of use and content engagement) among junior secondary school students in public schools within Oyo East Local Government Area, Oyo State.
- iv. examine the combined influence of parenting style and social media usage on junior secondary school students in public schools within Oyo East Local Government Area, Oyo State.
- v. examine the relative influence of parenting style and social media usage on junior secondary school students in public schools within Oyo East Local Government Area, Oyo State.

1.4 Research Questions

1. What is the level of deviant behaviour (academic misconduct and aggressive behaviour) among junior secondary school students in public schools within Oyo East Local Government Area, Oyo State?
2. What is the most prevalent parenting style (authoritarian style and permissive style) among parents of junior secondary school students in public schools within Oyo East Local Government Area, Oyo State?

3. What is the level of students' social media usage (frequency of use and content engagement) among junior secondary school students in public schools within Oyo East Local Government Area, Oyo State?

1.5 Hypotheses

H₀₁: There will be no significant combined influence of parenting style and social media usage on junior secondary school students in public schools within Oyo East Local Government Area, Oyo State.

H₀₂: There will be no significant relative influence of parenting style and social media usage on junior secondary school students in public schools within Oyo East Local Government Area, Oyo State.

1.6 Significance of the Study

This study is valuable to a range of stakeholders, including teachers, parents, policymakers, counsellors, and researchers who are concerned with promoting positive behaviour and effective learning among adolescents.

To begin with, the study will be of immense benefit to educational administrators and policymakers. By identifying the influence of parenting practices and social media usage patterns on students' behavioural tendencies, the research will provide evidence-based insights that can guide the formulation of effective school behaviour management policies. These insights can help schools strengthen guidance and counselling programmes, improve digital citizenship education, and promote collaborations between parents and teachers to address behavioural challenges among adolescents.

Teachers and school counsellors will also find the study useful in understanding the underlying factors that contribute to students' deviant acts such as academic misconduct, aggression, truancy, or disrespect for authority. Knowledge of how parenting styles and online engagement shape students' behaviour will enable them to develop more effective classroom management strategies, apply preventive interventions, and provide counselling support that encourages responsible conduct and emotional regulation.

The study further holds significance for parents and guardians, who play a central role in shaping children's attitudes and behaviour. By revealing how authoritarian or permissive parenting styles relate to deviant tendencies, the study helps parents reflect on their approaches to child-rearing and adjust where necessary to promote balance between discipline and emotional warmth. It will also raise awareness of the need for parental monitoring of social media use, especially as digital interactions increasingly influence adolescents' moral, social, and psychological development.

For students, the study is expected to enhance self-awareness regarding the potential effects of excessive or unregulated social media use. Understanding how the type and frequency of social media engagement relate to deviant tendencies can encourage students to adopt more responsible online habits, regulate peer influence, and develop a stronger sense of digital discipline.

Lastly, the research will serve as a valuable contribution to the academic community and future researchers. It will enrich the existing body of literature on adolescent behaviour, parenting, and social media within the Nigerian context, offering a foundation for further studies in educational psychology and youth development. The insights generated from this

work may also inspire comparative studies across regions or educational levels, thereby broadening understanding of behavioural issues in diverse learning environments.

1.7 Scope of the Study

This study was delimited both contextually and geographically. Contextually, it focused on examining the predictive influence of two major independent variables—parenting style and social media usage—on the dependent variable, deviant behaviour, among junior secondary school students. Parenting style was examined using two key dimensions: the authoritarian and permissive styles, representing contrasting approaches to child-rearing that differ in control, warmth, and communication. Social media usage, on the other hand, was assessed through two indices, frequency of use and content engagement, which capture how often and in what ways adolescents interact with digital platforms. The dependent variable, deviant behaviour, was operationalized through two observable dimensions: academic misconduct and aggressive behaviour, both of which reflect behavioural tendencies that disrupt learning and social harmony within the school environment.

Geographically, the study was confined to Oyo East Local Government Area of Oyo State, located within the South-West geopolitical zone of Nigeria. The choice of this area was informed by growing concerns among teachers, parents, and community stakeholders about the rising incidence of student indiscipline, aggression, and moral decline in secondary schools within the locality. The study specifically targeted junior secondary school students in public schools, as this developmental stage is critical for behavioural formation and social adjustment.

1.8 Limitation of the Study

Like most empirical investigations, this study was not without limitations. A major limitation encountered in this study was the difficulty some respondents experienced in reading and interpreting the questionnaire items. As junior secondary school students, variations in literacy levels and comprehension abilities sometimes made it challenging for them to fully understand certain questions. This necessitated additional guidance and clarification during the administration of the instrument, which consequently made the data collection process more time-consuming. Nevertheless, efforts were made to ensure that every respondent clearly understood the items before providing answers, thereby enhancing the accuracy and credibility of the responses obtained.

1.9 Operational Definition of Terms

The following terms are defined as they are used in the study.

Deviant Behaviour: It is defined as any action that violates formal rules, social norms, or accepted standards of conduct within junior secondary schools in Oyo East Local Government Area, Oyo State. This study measured deviant behaviour through two distinct dimensions: academic misconduct and aggressive behaviour.

Academic Misconduct: It encompasses behaviours such as cheating in examinations, plagiarism, unauthorized collaboration, false representation of one's work, and other forms of dishonest academic practices by junior secondary school students in Oyo East Local Government Area, Oyo State, that breach the ethical standards of the school.

Aggressive Behaviour: It refers to any verbal, non-verbal, or physical act by junior secondary school students in Oyo East Local Government Area, Oyo State that is intended to inflict harm, injury, intimidation or domination over others.

Parenting Style: It refers to consistent patterns of attitudes, behaviours and practices that parents of junior secondary school students in Oyo East Local Government Area, Oyo State use in socialising their children, shaping not only daily routines but also broader character and behavioural outcomes. This study focused on authoritarian style and permissive style as indicators of parental style.

Authoritarian Style: It is characterised by very high levels of control and demand, with correspondingly low levels of warmth and responsiveness by parents of junior secondary school students in Oyo East Local Government Area, Oyo State.

Permissive Style: It is characterised by high emotional responsiveness and warmth, but very low levels of demand, control or consistent disciplinary boundaries by parents of junior secondary school students in Oyo East Local Government Area, Oyo State.

Social Media Usage: It refers to the frequency, duration, type, and manner in which junior secondary school students in Oyo East Local Government Area, Oyo State engage with social networking platforms, apps, or online communities. Frequency of use and content engagement serves as indices to measure social media usage in this study.

Frequency of Use: It refers to how often, and in what intensity, junior secondary school students in Oyo East Local Government Area, Oyo State engages with social media platforms over a given period (e.g., hours per day, visits per day, or “almost constant” use).

Content Engagement: It refers to how junior secondary school students in Oyo East Local Government Area, Oyo State interact with social media content beyond mere frequency to include patterns such as liking, commenting, sharing, self-presentation, lurking (viewing without interacting), and selective exposure to particular types of content.

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Chapter Two

Literature Review

This chapter contains review of related literatures. It was presented in the following subheadings:

2.1 Conceptual Review

2.1.1 Deviant Behaviour

2.1.1.1 Academic Misconduct

2.1.1.2 Aggressive Behaviour

2.1.2 Parenting Style

2.1.2.1 Authoritarian Style

2.1.2.1 Permissive Style

2.1.3 Social Media Usage

2.1.3.1 Frequency of Use

2.1.3.2 Content Engagement

2.2 Theoretical Framework

2.2.1 Baumrind's Parenting Styles Theory

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2.3 Review of Empirical Studies

- 2.3.1 Parenting Style and Deviant Behaviour
- 2.3.2 Social Media Usage and Deviant Behaviour
- 2.4 Conceptual Model**
- 2.5 Summary of Gaps in Literature Reviewed**

2.1 Conceptual Review

2.1.1 Deviant Behaviour

Deviant behaviour is broadly understood as any action, attitude, or characteristic that diverges from the norms, rules, or expectations established by a society or social group¹. It is a form of conduct that challenges the established patterns of behaviour and, in doing so, may attract social disapproval, criticism, or sanctions. Deviance is not limited to acts that are formally illegal or criminal; rather, it encompasses a wide spectrum of behaviours, including those that violate informal social norms such as manners, etiquette, moral expectations, or cultural values². For example, behaviours such as lying, cheating, stealing, or disrespecting authority may not always result in legal punishment, yet they are widely recognised as deviant because they contravene the standards of acceptable conduct upheld by a community or society. In this sense, deviant behaviour is defined not solely by the act itself but also by how society perceives and responds to it, highlighting the relational and socially constructed nature of deviance.

Deviant behaviour can manifest in multiple spheres of human activity, including academic, social, emotional, moral, and even digital contexts. In schools, students may engage in

deviant acts such as truancy, academic dishonesty, bullying, or disruptive conduct in class, all of which interfere with the learning environment and challenge institutional rules. Socially, deviant behaviour may take the form of aggressive interactions, peer conflicts, anti-social tendencies, or withdrawal from group participation, reflecting difficulties in adhering to the norms governing interpersonal relationships. Emotionally or psychologically, deviance may be observed in rebellious attitudes, persistent defiance, or behaviours that reflect maladjustment to societal expectations. With the rise of technology and social media, deviant behaviour has also extended into digital spaces, including cyberbullying, exposure to inappropriate content, or addictive online engagement that disrupts social and academic life. These varied manifestations underscore that deviant behaviour is not a monolithic concept but a complex, multifaceted phenomenon influenced by multiple social, cultural, and individual factors.

Importantly, what is considered deviant is often relative and context-dependent. Behaviour that is acceptable in one cultural, temporal, or social setting may be viewed as deviant in another³. For instance, certain expressions of individuality, such as unconventional dress, appearance, or lifestyle choices, may be celebrated in one subculture while condemned in the broader society. Similarly, behaviour considered minor or harmless by some may provoke strong negative reactions in other contexts. This relativity highlights the socially constructed nature of deviance, emphasizing that it is the societal reaction and the normative framework against which behaviour is measured that define what is deviant, rather than the inherent qualities of the behaviour itself.

While deviant behaviour is often perceived negatively due to its potential to disrupt social harmony, it can also serve positive social functions⁴. In some cases, acts of deviance

challenge outdated, unfair, or restrictive norms, encouraging social reflection and adaptation. For example, individuals who question rigid rules or advocate for social change may initially be labelled as deviant, yet their actions can lead to societal improvement or innovation. This dual aspect of deviance, as both disruptive and potentially transformative illustrates its dynamic and complex nature, making it a critical area of study in understanding social behaviour, conformity, and the maintenance of order. In essence, deviant behaviour is a mirror through which societies assess, regulate, and reinforce their expectations, values, and rules, providing insight into both the boundaries of acceptable conduct and the processes through which social norms evolve.

While deviant behaviour is often perceived primarily as a negative phenomenon that threatens social order, challenges norms, or undermines accepted standards, it is important to recognize that not all deviance is inherently harmful⁵. From a functional perspective, deviance can play a crucial role in highlighting underlying social problems, exposing injustices, and stimulating discussion and reflection within a community or institution. When individuals or groups engage in behaviour that departs from established norms, it often draws attention to areas where societal expectations or regulations may be outdated, unfair, or insufficiently responsive to the needs of the population. For example, acts of civil disobedience, nonviolent protests, or other forms of social defiance may initially be labelled as deviant, yet they often serve as catalysts for policy change, social reform, and the evolution of norms that better reflect the values and aspirations of the community. In this sense, deviance functions as a mirror that reflects the gaps between the ideal norms of society and the lived realities of its members, prompting critical evaluation, dialogue, and eventual adjustment of societal standards. Rather than being purely destructive, deviant behaviour can

thus contribute to social cohesion by clarifying boundaries, reaffirming shared values, and initiating processes of social adaptation that enhance the overall health and flexibility of a social system.

The concept of positive deviance further underscores the potential beneficial aspects of behaviour that departs from the norm⁶. Positive deviance refers to actions that may deviate from societal expectations or rules yet lead to constructive outcomes, innovation, or solutions to persistent problems. In the context of educational settings, for instance, students who challenge traditional methods of learning or explore unconventional approaches to problem-solving may initially be seen as rule-breakers or nonconformists. However, such behaviour can inspire creative thinking, encourage alternative perspectives, and lead to improved practices that benefit both peers and institutions. Similarly, in organizational or societal contexts, individuals who refuse to accept inefficient procedures, challenge inequitable practices, or experiment with new methods of engagement are engaging in forms of deviance that ultimately drive progress and innovation. These behaviours demonstrate that deviation from established norms is not inherently detrimental; instead, when guided by constructive intent and ethical awareness, it can become a vehicle for positive change, social improvement, and adaptive learning. Positive deviance illustrates the dynamic nature of societal norms, revealing that flexibility, creativity, and a willingness to challenge conventional wisdom are essential for the evolution and resilience of any community or institution.

Moreover, understanding the functional perspective of deviance requires recognizing its role in modeling alternative behaviours and social possibilities. Deviant individuals or groups often act as pioneers, illustrating new ways of thinking, interacting, or organizing that contrast with mainstream expectations. By observing and studying such behaviours, societies

gain insight into the potential for innovation and transformation, which can inform the revision of norms, rules, and policies to better accommodate changing realities. In this light, deviance contributes not only to problem identification but also to the development of adaptive strategies that strengthen social institutions and foster inclusivity. It challenges complacency, stimulates debate, and promotes critical reflection, ensuring that societal norms are not rigid, unresponsive, or oppressive. The positive or functional perspective of deviance, therefore, reframes behaviour that departs from convention as an essential component of social evolution, highlighting that the capacity to question, experiment, and innovate is foundational to the progress of any social system, including schools, families, and broader communities.

Deviant behaviour among students is influenced by a complex interplay of individual, familial, social, and environmental factors⁷. One of the most significant predictors is parenting style, which shapes the early socialization, moral development, and self-regulation of children. Authoritarian parenting, characterized by strict rules, high expectations, and limited warmth or communication, may inadvertently foster rebellion, resentment, or secretive behaviour in students, prompting acts of deviance as a form of resistance or self-expression. Conversely, permissive parenting, which is lenient and provides few boundaries, may fail to instill a sense of discipline or respect for rules, leaving students ill-equipped to manage impulses or navigate social expectations appropriately. Neglectful or uninvolved parenting, where children experience minimal guidance, supervision, or emotional support, can further exacerbate tendencies toward deviance, as students seek attention, validation, or identity outside the home, sometimes engaging in behaviours that contravene social norms. In essence, the parenting environment plays a foundational role in either mitigating or

amplifying the likelihood of deviant conduct, shaping how students perceive authority, rules, and acceptable social behaviour.

Another critical factor influencing deviant behaviour is peer influence, which becomes increasingly prominent during adolescence, a stage characterized by heightened social awareness and the desire for acceptance⁸. Association with peers who engage in or endorse deviant behaviours can normalize such actions, providing both social reinforcement and models for rule-breaking behaviour. Peer pressure can manifest subtly, such as encouraging minor rule violations, or more overtly, such as promoting aggressive, dishonest, or anti-social conduct. Students who lack strong attachments to positive peer groups may be particularly susceptible, seeking approval from peers even when it conflicts with societal or school norms. The desire to conform or gain recognition within a peer network can thus override internalized moral standards, highlighting the powerful role of social context in shaping deviance. Peer influence often interacts with other factors, such as parenting style or personality traits, to either increase vulnerability to deviant behaviour or buffer against it.

The increasing prevalence of social media and technology use also contributes to deviant behaviour among students⁹. Exposure to inappropriate content, violent imagery, or sexually explicit material can normalize behaviours that are considered unacceptable in the offline world, shaping attitudes and expectations in ways that encourage deviance. Social media platforms can also facilitate cyberbullying, harassment, or the spread of harmful challenges that promote risky or rule-breaking actions. Excessive screen time may further interfere with academic engagement, sleep patterns, and social interactions, indirectly fostering frustration, impulsivity, or aggression that manifests as deviant behaviour. Moreover, online interactions are often anonymous, reducing accountability and allowing students to engage in behaviours

they would avoid in face-to-face settings. As technology becomes increasingly central to adolescent life, its influence on socialization, peer interactions, and exposure to norms significantly impacts the likelihood of deviant behaviour emerging.

Socioeconomic status represents another important contextual factor¹⁰. Students from low-income families may experience limited access to resources, educational opportunities, and supportive environments, increasing stress, frustration, or feelings of marginalization. These challenges can indirectly contribute to deviant behaviour, as students may engage in rule-breaking or antisocial actions as coping mechanisms, to assert autonomy, or to achieve goals they perceive as unattainable through legitimate means. Poverty can also limit parental supervision, access to extracurricular activities, and positive role models, creating an environment where deviance is more likely to occur. Even among students from higher socioeconomic backgrounds, pressures to meet academic or social expectations can provoke stress-related deviance, demonstrating that socioeconomic factors interact with personal and social dynamics to shape behaviour.

Finally, personality traits such as impulsivity, low self-control, aggression, or sensation-seeking tendencies are significant individual predictors of deviance¹¹. Students with high impulsivity may struggle to evaluate consequences, leading them to engage in spontaneous acts that violate norms. Those with aggressive tendencies may resort to violence, bullying, or confrontational behaviours when faced with conflict or frustration. Similarly, individuals with low self-control may find it difficult to resist temptations, defer gratification, or comply with authority, increasing the likelihood of deviant actions. These personality characteristics often interact with environmental and social factors, such as peer influence or parenting style, creating complex pathways through which deviance emerges. Understanding the interplay

between internal dispositions and external pressures is therefore essential to explaining why some students are more prone to deviant behaviour than others, and why interventions must address both individual and contextual dimensions.

Deviant behaviour among students can have profound and far-reaching consequences, affecting not only the individuals who engage in such behaviour but also the broader school environment and society at large¹². One of the most immediate and visible consequences is its impact on academic performance. Students who consistently engage in rule-breaking behaviours, truancy, or disruptive conduct often struggle to concentrate on their studies, complete assignments, or participate meaningfully in classroom activities. Over time, these academic challenges may accumulate, resulting in lower grades, repeated failures, or even dropping out of school entirely. The loss of educational opportunities not only limits personal development and future prospects but also reinforces cycles of frustration, social marginalization, and further deviant behaviour, creating a self-perpetuating pattern that can be difficult to break. In this way, the academic consequences of deviance extend beyond individual performance to influence long-term educational attainment and socio-economic mobility.

Beyond academics, deviant behaviour can significantly strain relationships with peers, teachers, and family members¹³. Students who display aggressive, dishonest, or socially disruptive behaviour may experience conflicts with classmates, leading to social isolation, bullying, or peer rejection. Similarly, persistent disrespect for authority or failure to comply with school rules can erode trust and rapport between students and teachers, undermining the teacher-student relationship and creating a climate of tension or antagonism in the classroom. Within the family context, deviant behaviour can provoke frustration, disappointment, or

conflict with parents and siblings, particularly if parents struggle to provide guidance, discipline, or emotional support. Over time, these strained relationships may diminish the social support networks that are crucial for healthy adolescent development, further reinforcing negative behavioural patterns and emotional distress.

Deviant behaviour also carries significant emotional and psychological consequences¹⁴. Students who frequently engage in or are labeled as deviant may experience feelings of low self-esteem, guilt, anxiety, or frustration, particularly if their actions lead to punishment, social rejection, or academic failure. Repeated engagement in deviance can also foster a sense of alienation or marginalization, as students may feel misunderstood, stigmatized, or disconnected from the normative expectations of their community. In some cases, these psychological challenges may escalate into more serious mental health concerns, such as depression, aggression, or behavioral disorders, further complicating the student's ability to function effectively in school and society. The emotional toll of deviant behaviour underscores the interconnection between individual well-being and social environment, highlighting the need for supportive interventions that address both behavioural and psychological dimensions.

At the broader level, deviant behaviour can lead to disruption of the school environment and community norms, affecting not only the individual student but also peers, educators, and the overall learning climate¹⁵. Frequent disruptions in classrooms, aggressive interactions among students, or disregard for institutional rules can create an atmosphere of disorder, reducing the effectiveness of teaching and learning for all students. Schools may experience challenges in maintaining discipline, enforcing policies, and fostering a safe and supportive environment, which can compromise the quality of education and the sense of community. In

extreme cases, widespread deviance among students can erode social cohesion, normalize anti-social behaviour, and weaken adherence to ethical or moral standards within the school. The ripple effects extend to society as a whole, as early deviant behaviour in schools may evolve into more serious forms of social misconduct in adulthood, influencing community safety, social stability, and public trust in educational and social institutions.

2.1.1.1 Academic Misconduct

Academic misconduct is a multifaceted concept that encompasses a wide range of behaviours which compromise the principles of academic integrity, fairness, and honesty in educational settings¹⁶. Academic misconduct refers to any deliberate or attempted action by a student that results in an unfair academic advantage for oneself or an unfair disadvantage to others, whether or not the individual intends to deceive. This broad definition includes behaviours that range from cheating during examinations, copying assignments, or submitting work completed by others, to more complex forms such as falsifying research data or manipulating academic records. By engaging in such acts, students undermine the credibility of their own learning, disrupt the integrity of assessment processes, and challenge the ethical standards that are fundamental to educational institutions. Academic misconduct is not merely limited to observable acts of dishonesty; it also encompasses subtler forms of violation, such as collusion with peers inappropriately, self-plagiarism, unauthorized collaboration, and misrepresentation of one's own contributions in group assignments. These behaviours violate institutional rules and the ethical expectations of scholarship, eroding trust between students, teachers, and the broader academic community.

The scope of academic misconduct extends beyond simple cheating or plagiarism to include actions that compromise the processes of evaluation and knowledge production¹⁷. Students may engage in fabrication, which involves inventing data, results, or citations, or falsification, which entails deliberately altering information to misrepresent outcomes in research projects or academic tasks. Misuse of technology has become a growing dimension of misconduct, where students may access unauthorized resources during exams, use AI tools to generate assignments without attribution, or exploit digital platforms to share answers with peers. Furthermore, academic misconduct often involves attempts to mislead instructors, institutions, or peers about one's performance, credentials, or level of engagement, whether through impersonation, forgery of academic documents, or submitting work completed by someone else. The diversity of these behaviours illustrates that academic misconduct is not a single act but a spectrum of unethical practices that threaten both the individual student's learning experience and the integrity of the academic system as a whole. In every form, academic misconduct reflects a disregard for the rules and norms that govern educational environments, challenging the fairness, reliability, and credibility of assessment outcomes.

Beyond its procedural and ethical dimensions, academic misconduct has broader implications for the development of personal and professional character¹⁸. Students who engage in dishonest academic behaviours often cultivate habits that undermine self-discipline, accountability, and critical thinking, which are essential for lifelong learning and success beyond school. The repeated engagement in misconduct may normalize unethical behaviour, fostering a mindset where rules and standards are viewed as obstacles rather than guides, and where achieving desired outcomes becomes more important than adhering to principles. Academic misconduct can also have cascading social consequences: it erodes trust within

peer groups, diminishes the respect of educators, and may strain relationships within collaborative learning environments. Furthermore, institutional reputation may be affected if widespread misconduct compromises the perceived rigor or credibility of academic programmes, impacting the value of qualifications for all students. In essence, academic misconduct not only subverts the fairness of evaluation but also destabilizes the moral and ethical fabric of the learning community, highlighting the interconnectedness of individual behaviour and collective academic integrity.

The dynamic and evolving nature of academic misconduct also reflects changes in educational contexts, technological advancements, and societal expectations. What constitutes misconduct may vary depending on institutional policies, cultural norms, or disciplinary standards, emphasizing the context-dependent nature of academic integrity. For example, the advent of digital learning platforms, online assessments, and AI-generated content has expanded the avenues through which students may engage in misconduct, requiring teachers and institutions to adapt policies and detection strategies continuously. Simultaneously, academic misconduct is influenced by the pressures and challenges faced by students, including high-stakes testing, competition for grades or recognition, and limited understanding of citation and ethical standards. While the behaviours themselves are diverse, they share a common thread: they undermine the equitable assessment of knowledge, compromise the reliability of academic outputs, and challenge the ethical principles that underpin education.

Cheating during examinations represents one of the most common and widely recognized forms of academic misconduct, reflecting a deliberate attempt by students to gain an unfair advantage in assessment situations¹⁹. This behaviour includes copying answers from

classmates, using unauthorized materials such as notes, electronic devices, or cheat sheets, and secretly collaborating with others during tests. Cheating undermines the fundamental purpose of examinations, which is to evaluate a student's understanding, knowledge, and skills accurately. When students engage in such acts, they not only compromise their own learning but also disrupt the fairness and integrity of the assessment process, creating inequities among students who adhere to the rules. The consequences extend beyond the immediate academic environment, fostering habits of dishonesty, eroding trust between teachers and students, and normalizing unethical behaviour as a means to achieve success. Cheating during examinations signals a broader issue of moral and ethical development, emphasizing the need for interventions that reinforce academic integrity and instill the value of honest effort.

Plagiarism, another critical form of academic misconduct, involves presenting another person's ideas, work, or intellectual property as one's own without proper acknowledgment²⁰. This can include copying assignments from peers or online sources, submitting someone else's work for assessment, or failing to cite sources appropriately in research or written tasks. Plagiarism not only misrepresents a student's abilities and learning but also devalues the academic efforts of others, compromising the trust and credibility that underpin scholarly work. It reflects a failure to understand or adhere to ethical standards in academic writing and can result from pressures to achieve high grades, lack of research skills, or insufficient awareness of citation norms. Beyond its immediate academic implications, plagiarism teaches students that dishonesty is a viable strategy for success, thereby weakening personal integrity and diminishing respect for intellectual property in both academic and professional contexts.

Fabrication and falsification of academic work further illustrate the diverse ways in which students can engage in misconduct²¹. Fabrication involves making up data, results, or information in assignments, projects, or experiments, whereas falsification refers to altering or manipulating research findings or academic records to create a misleading impression of performance. Additionally, misrepresenting attendance, participation, or contributions in school activities falls under this category, as it distorts the true picture of a student's engagement. Such acts undermine the validity and reliability of academic assessments, compromise the integrity of research outputs, and erode trust between educators and students. The repercussions of fabrication and falsification extend beyond the classroom, as they promote habits of deceit, hinder critical thinking and problem-solving development, and may have long-term consequences for academic and professional credibility.

Truancy and absenteeism represent another pervasive form of academic misconduct, manifesting when students skip classes without permission, arrive late repeatedly, leave school early, or avoid scheduled assessments²². These behaviours disrupt the continuity of learning and interfere with the ability of students to acquire knowledge and skills effectively. Frequent absenteeism may result in gaps in understanding, poor academic performance, and even dropout, as students fail to meet the requirements of the curriculum. Truancy also places additional burdens on educators who must compensate for missed instruction and can negatively influence classroom dynamics by creating uneven participation. Beyond academic consequences, habitual absenteeism often reflects broader social or psychological issues, such as disengagement, low motivation, or problems at home, highlighting the interconnectedness between personal, social, and academic factors in shaping student behaviour.

Dishonesty in assignments and projects encompasses behaviours such as submitting incomplete, copied, or externally sourced assignments, engaging in unauthorized collaboration when independent work is required, or submitting the same work for multiple courses without approval²³. These actions compromise the fairness and reliability of assessment, as they distort the evaluation of students' true abilities and effort. Dishonest practices in assignments undermine the development of critical thinking, problem-solving, and research skills, all of which are essential for long-term academic and professional success. By circumventing the learning process, students fail to internalize knowledge and may continue to rely on unethical strategies in subsequent academic or workplace situations, perpetuating a cycle of misconduct that extends beyond individual assessments.

Disruption of academic activities occurs when students intentionally disturb classes or lectures, use mobile devices inappropriately, or distract peers, thereby preventing the normal flow of teaching and learning²⁴. Such disruptions not only impede the academic progress of the disruptive students but also negatively affect their peers, diminishing concentration, engagement, and overall classroom productivity. The educational environment relies on mutual respect, discipline, and cooperation, and disruptions undermine these foundational principles. Persistent interference can create a climate of tension, reduce teacher effectiveness, and lower overall academic standards, demonstrating that deviant behaviour in educational settings has both immediate and systemic consequences.

Unauthorized use of technology has emerged as a significant form of academic misconduct in contemporary educational contexts. This includes accessing restricted digital resources during tests or assignments, using online forums or social media to share answers, and hacking or manipulating digital systems to gain academic advantage. The proliferation of

technology has expanded the opportunities for dishonesty, making it easier for students to circumvent traditional assessment safeguards. Unauthorized technological interventions threaten the integrity of digital learning platforms and assessment mechanisms, requiring institutions to implement robust monitoring systems and educate students on responsible technology use. Such misconduct not only undermines academic fairness but also diminishes students' development of self-discipline and ethical digital literacy, skills that are increasingly critical in modern professional environments.

Finally, misrepresentation of identity or work constitutes a serious violation of academic integrity. This includes having someone else complete assignments or take exams on a student's behalf, forging signatures or attendance records, and misrepresenting contributions in collaborative projects. These behaviours fundamentally distort the assessment of a student's true knowledge, skills, and effort, eroding the trust that underpins the teacher-student relationship and the credibility of academic evaluation. Misrepresentation also sends a message that deceit can be used as a shortcut to success, which may influence students' attitudes toward integrity in other domains of life. By threatening both individual and institutional credibility, these acts highlight the importance of ethical training, clear policies, and monitoring to ensure that academic standards are upheld.

2.1.1.2 Aggressive Behaviour

Aggressive behaviour is a complex and multifaceted phenomenon that manifests in various forms across social, educational, and personal contexts²⁵. Aggression refers to any action, whether physical, verbal, relational, or digital intended to inflict harm, discomfort, or disadvantage on another individual or group. This behaviour may be overt, such as hitting, pushing, or verbal attacks, or covert, such as social exclusion, spreading rumours, or

manipulating relationships to achieve dominance. Aggression is often rooted in underlying emotions such as anger, hostility, frustration, or resentment, and it may be expressed proactively, as a planned strategy to control or intimidate others, or reactively, in response to perceived threats, provocation, or environmental stressors. In educational settings, aggressive behaviour disrupts learning, erodes trust between students and teachers, and compromises the social cohesion necessary for positive peer interactions. Beyond immediate physical or emotional harm, aggression reflects broader challenges related to emotional regulation, interpersonal skills, and moral development, highlighting its significance not only as a behavioural issue but also as a social and psychological concern that demands careful attention from educators, parents, and policymakers.

Aggression can be categorized into multiple dimensions, each reflecting different methods and motivations for harm²⁶. Physical aggression involves direct bodily harm, such as hitting, kicking, pushing, or fighting, and may extend to the destruction of property or intimidation through threatening gestures. Verbal aggression, on the other hand, employs language as a weapon, including insults, name-calling, threats, ridicule, and shouting, all intended to demean, frighten, or dominate the recipient. Beyond these direct forms, aggression may be relational or social, characterized by behaviours that damage relationships or social standing, such as gossiping, exclusion, and manipulation of friendships to control or harm others. With the rise of technology, cyber aggression has emerged as a modern form, encompassing cyberbullying, online harassment, spreading harmful content, and using social media platforms to intimidate or socially isolate peers. Each of these dimensions illustrates the adaptability and pervasiveness of aggression, demonstrating that harmful behaviours are not

confined to physical spaces but permeate social and digital interactions, thereby amplifying their reach and impact.

The causes of aggressive behaviour are equally diverse, encompassing biological, psychological, social, and environmental factors²⁷. Biologically, individuals may display aggression due to genetic predispositions, hormonal influences, or neurological factors that affect impulse control and emotional regulation. Psychologically, aggression may emerge as a maladaptive response to frustration, stress, fear, or perceived injustice, with students lacking coping skills or emotional awareness being more prone to hostile reactions. Social influences, including parenting style, peer pressure, exposure to violent media, and cultural norms, shape the ways in which aggression is expressed and tolerated. For example, children who experience harsh, authoritarian parenting or inconsistent discipline may internalize patterns of hostility or defiance, while peers who model aggressive behaviour reinforce and normalize hostile conduct. Environmental factors, such as overcrowded classrooms, competitive academic environments, or socio-economic stressors, can exacerbate aggressive tendencies, creating conditions in which frustration, fear, or the desire for control manifest as overt or covert acts of harm. The interplay between individual dispositions and contextual pressures underscores the complexity of aggression, emphasizing that it cannot be attributed to a single cause but arises from dynamic and multifactorial processes.

The consequences of aggressive behaviour are profound, affecting both individuals and the broader social or educational environment²⁸. On an individual level, students who exhibit aggression may experience strained relationships with peers, teachers, and family members, potentially leading to social isolation, disciplinary action, or psychological difficulties such as anxiety, low self-esteem, or chronic stress. Aggressive behaviour disrupts learning for

both the aggressor and those around them, reducing engagement, concentration, and academic performance. At the school or societal level, aggression compromises the social climate, erodes trust, and threatens safety and cohesion, creating an atmosphere of tension, fear, or hostility. In extreme cases, unchecked aggression can escalate into bullying, gang activity, or violent confrontations, perpetuating cycles of harm and retaliation. Recognizing the broad spectrum of aggressive behaviour and its far-reaching implications underscores the importance of interventions that address emotional regulation, conflict resolution, social skills, and ethical development, aiming not merely to suppress aggression but to guide students toward constructive ways of managing emotions and interacting with others.

In contemporary society, aggression also intersects with technology and digital communication, highlighting new challenges for educators, parents, and policymakers²⁹. Cyber aggression, including online bullying, harassment, or the dissemination of harmful content, expands the reach of aggressive acts beyond the immediate physical or social environment. Unlike traditional forms of aggression, cyber aggression allows anonymity, instant communication, and a potentially limitless audience, increasing the intensity and psychological impact on victims. The digital dimension of aggression underscores the need for comprehensive strategies that incorporate awareness, monitoring, digital literacy, and ethical guidance, ensuring that students understand the consequences of harmful online behaviour. Simultaneously, understanding aggression as a multidimensional construct, encompassing physical, verbal, relational, and digital forms, enables a holistic approach to prevention, intervention, and education, promoting safer, more respectful, and emotionally healthy learning environments for all students.

Physical aggression represents the most visible and immediate form of aggressive behaviour, manifesting in actions such as hitting, kicking, pushing, or engaging in physical fights with peers³⁰. Beyond direct bodily harm, physical aggression can extend to acts of vandalism or destruction of school property, reflecting anger, frustration, or attempts to assert dominance in the school environment. Intimidation through physical gestures, postures, or threatening presence further exemplifies this form of aggression, creating fear among peers and disrupting the sense of safety necessary for effective learning. Physical aggression is often impulsive and emotionally charged, yet it may also be calculated, serving as a deliberate strategy to gain control, respond to perceived threats, or assert power within a social hierarchy. Its immediate visibility makes it a critical concern for educators, as it not only jeopardizes the safety and well-being of students but also signals deeper psychological, social, or environmental factors contributing to such behaviour.

Verbal aggression is another prominent form, characterized by the use of language to inflict harm, intimidate, or dominate others³¹. This includes insults, name-calling, offensive language, verbal threats, and shouting in ways that undermine or control others. Unlike physical aggression, verbal aggression may leave no visible marks but can be equally damaging to the emotional and psychological well-being of victims. The use of harsh tones, verbal intimidation, and continuous derogatory remarks can erode confidence, foster fear, and disrupt classroom harmony. Verbal aggression often arises from frustration, stress, or learned patterns of communication, and it can escalate quickly into physical confrontation if left unchecked. In educational settings, managing verbal aggression is vital for maintaining a respectful and supportive learning environment, as unchecked verbal hostility can normalize aggressive communication and influence other students' behaviour.

Relational or social aggression operates more subtly, targeting interpersonal relationships and social standing rather than directly causing physical harm³². This form includes gossiping, spreading rumours, deliberately excluding peers, or manipulating friendships to control or harm others. Relational aggression undermines trust, creates divisions within peer groups, and damages the social cohesion essential for collaborative learning. Unlike overt aggression, relational tactics may be difficult for educators to detect, yet they produce long-term psychological effects such as anxiety, social withdrawal, and low self-esteem among victims. Social aggression often emerges from competition for social dominance, insecurity, or the desire to retaliate against perceived slights, and it can reinforce cycles of conflict within school communities if not addressed with awareness, guidance, and structured interventions.

Cyber aggression has emerged as a significant dimension of modern aggressive behaviour, reflecting the impact of digital technology on student interactions³³. This includes cyberbullying through social media, messaging apps, or email, posting harmful or threatening content online, and engaging in harassment or intimidation in virtual spaces. Unlike traditional forms of aggression, cyber aggression transcends physical boundaries, allowing perpetrators to act anonymously and reach a wider audience, which amplifies the emotional and social impact on victims. Cyber aggression can disrupt learning, affect mental health, and erode a student's sense of safety both within and beyond school. Its growing prevalence highlights the need for digital literacy, ethical guidance, and monitoring to ensure that students understand the consequences of harmful online behaviour and the importance of responsible technology use.

Aggression towards authority occurs when students openly confront, defy, or challenge teachers and school staff³⁴. This may take the form of refusal to follow instructions,

disruptive behaviour in class, or overt defiance of school rules. Aggression directed at authority figures undermines classroom management, erodes the teacher-student relationship, and creates a climate of disorder that affects all students. Such behaviour often arises from perceived unfair treatment, frustration with institutional rules, or learned patterns of disrespect, and it can escalate into broader disciplinary issues if not addressed promptly. Managing aggression towards authority requires consistent enforcement of rules, supportive communication, and strategies that foster mutual respect and understanding between students and educators.

Aggression triggered by emotional or psychological factors often arises from stress, frustration, anger, or perceived injustice³⁵. Impulsivity and poor emotional regulation can lead to sudden aggressive outbursts, while some students may use aggression as a response to feeling threatened, marginalized, or provoked. This form of aggression underscores the close link between mental health and behavioural outcomes, highlighting that interventions must address emotional regulation, coping strategies, and stress management. Understanding the psychological roots of aggression enables educators and caregivers to implement supportive measures, such as counselling, social-emotional learning programs, and conflict resolution training, which reduce the likelihood of destructive behaviour.

Group or collective aggression involves coordinated or collective acts of hostility, such as gang-like behaviour, peer group bullying, or collaborative defiance³⁶. Students may engage in aggression collectively to assert social dominance, intimidate others, or demonstrate loyalty within a peer group. The group context often amplifies aggressive tendencies, as peer influence and shared norms encourage behaviour that individuals might avoid acting upon alone. Collective aggression can escalate conflicts, disrupt school activities, and contribute to

broader issues of safety and discipline, necessitating interventions that address both individual and group dynamics while fostering positive peer interactions.

Finally, aggression as a coping or defensive mechanism reflects the use of hostile behaviour to protect oneself, assert control, or retaliate in response to harm or perceived threats³⁷. Some students resort to aggression to defend against bullying, social exclusion, or perceived injustices, while others may use it strategically to gain social status, command attention, or establish authority within their peer group. While this form of aggression may provide short-term protection or advantage, it often perpetuates cycles of conflict and has long-term negative consequences for social relationships, learning, and emotional development. Recognizing aggression as a coping strategy highlights the need for supportive interventions that teach constructive problem-solving, assertive communication, and conflict resolution, enabling students to navigate challenges without resorting to harmful behaviour.

2.1.2 Parenting Style

Parenting style is a concept widely used in psychology and education to describe the general approach that parents adopt in raising their children³⁸. It encompasses the consistent patterns of behavior, attitudes, and strategies that parents employ to guide, nurture, and discipline their children over time. Unlike isolated acts of caregiving or disciplinary measures, parenting style represents a broader emotional and behavioral climate that shapes the parent–child relationship. This climate influences how children perceive authority, develop social norms, manage their emotions, and engage in cognitive problem-solving. For instance, a parent who consistently provides warmth, clear expectations, and structured guidance creates an environment in which a child feels secure and valued, promoting self-confidence and

healthy social interactions. Conversely, inconsistent, overly harsh, or neglectful parenting can generate confusion, emotional insecurity, or rebellious tendencies in children, which underscores the profound impact that parenting style has on child development. Research has shown that the ways parents combine responsiveness and control directly affect children's emotional regulation, academic motivation, and interpersonal skills, making parenting style a critical factor in understanding developmental outcomes.

The concept of parenting style goes beyond mere discipline or affection; it reflects how parents integrate guidance, supervision, and emotional support in daily interactions³⁹. It captures the characteristic ways parents communicate expectations, enforce rules, and respond to both positive and negative behaviors in their children. For example, a parent who allows autonomy while maintaining clear rules encourages independent thinking and problem-solving skills, whereas a parent who is rigid and controlling may produce anxiety or dependence in children. Parenting style also encompasses the methods parents use to socialize their children, teaching values, moral standards, and social skills that are essential for navigating interpersonal relationships. It is therefore both a framework for parental behavior and a predictor of children's long-term outcomes. By shaping the balance between responsiveness and demandingness, parenting style directly affects how children internalize societal norms, develop coping strategies, and establish self-discipline, highlighting its multidimensional influence on child development.

In addition, parenting style reflects the attitudes, habitual behaviors, and emotional tone that parents bring into their interactions with children, influencing not only immediate behavior but also personality development over time⁴⁰. It integrates how parents provide support, monitor behavior, and promote autonomy, creating a developmental context in which

children learn about relationships, trust, and responsibility. Different styles of parenting, authoritative, authoritarian, permissive, and neglectful, demonstrate the wide range of approaches parents may take, each producing distinct developmental outcomes. For example, authoritative parenting, which combines warmth and structure, has been consistently linked to higher self-esteem, better academic performance, and stronger social skills, whereas authoritarian or overly permissive styles may be associated with anxiety, aggression, or social withdrawal. Parenting style is therefore not simply a description of parental behavior but a crucial determinant of children's emotional, social, and cognitive trajectories. It shapes the environment in which children grow, influencing their ability to adapt to challenges, form healthy relationships, and achieve personal goals.

The dimensions of parenting style are central to understanding the ways in which parents influence the social, emotional, and cognitive development of their children⁴¹. Among these dimensions, parental warmth or responsiveness occupies a critical position, as it reflects the degree to which parents express love, support, and empathy towards their children. Parental warmth encompasses behaviors such as affection, encouragement, active listening, and responsiveness to the child's emotional and physical needs. This dimension creates a nurturing environment in which children feel valued, understood, and secure, fostering the development of self-esteem, emotional regulation, and social competence. Research has consistently shown that children whose parents demonstrate high levels of warmth are more likely to exhibit prosocial behaviors, greater academic motivation, and healthier interpersonal relationships, as they internalize a sense of security and trust in their caregivers. Conversely, low parental responsiveness or emotional coldness may contribute to feelings of neglect, insecurity, and withdrawal, potentially predisposing children to behavioral problems and

emotional difficulties. The expression of warmth is not merely about affective gestures; it also involves consistent attention to the child's needs, validation of their experiences, and proactive engagement in their developmental growth. Through warmth, parents model empathy, emotional intelligence, and constructive problem-solving, which are essential skills that children carry into their broader social environments.

Closely related to warmth is the dimension of parental control or demandingness, which refers to the extent to which parents enforce rules, set expectations, and supervise their children's behavior⁴². Control is often conceptualized along a spectrum, ranging from highly rigid and authoritarian approaches to more structured yet flexible guidance seen in authoritative parenting. Effective parental control involves establishing clear standards for behavior, providing guidance, and monitoring compliance while balancing discipline with understanding. High levels of control without warmth, as seen in authoritarian parenting, can lead to obedience motivated by fear rather than internalized moral reasoning, potentially resulting in low self-esteem, anxiety, or rebellious tendencies in children. On the other hand, appropriate control combined with responsiveness promotes self-discipline, accountability, and internalization of socially acceptable behavior. Parental demandingness also extends to setting academic, social, and moral expectations, which shapes children's attitudes toward responsibility, achievement, and ethical conduct. By providing guidance and boundaries, parents help children navigate complex social norms and develop a sense of structure that is necessary for adaptive functioning in both home and community environments.

Another crucial dimension is autonomy support or independence granting, which captures the extent to which parents encourage children to make their own decisions, solve problems independently, and develop self-reliance⁴³. Autonomy support involves providing children

with the opportunity to exercise judgment, express opinions, and engage in age-appropriate responsibilities, while still offering guidance and supervision. This dimension fosters intrinsic motivation, critical thinking, and self-efficacy, as children learn to trust their own abilities and take responsibility for their choices. Parents who balance autonomy support with appropriate levels of guidance allow children to experiment, learn from mistakes, and develop resilience, whereas parents who either excessively control or fail to support independence can inhibit personal growth. A lack of autonomy support may lead to overdependence, low self-confidence, and difficulty navigating social and academic challenges, while excessive freedom without supervision can result in poor decision-making or risk-taking behaviors. Autonomy support is therefore essential for nurturing competent, self-directed individuals capable of coping with the complexities of life, and it often interacts dynamically with parental warmth and control to determine developmental outcomes.

Finally, consistency and predictability are vital dimensions that provide children with a stable and structured environment⁴⁴. Consistency refers to the regularity of parental behavior, discipline, and responses to both positive and negative actions, while predictability involves children's ability to anticipate parental reactions and understand the consequences of their behavior. When parents are consistent in their expectations and responses, children develop a sense of security and clarity about behavioral boundaries, which reduces anxiety and promotes adaptive decision-making. Predictable parenting helps children internalize rules and norms, understand cause-and-effect relationships, and develop self-regulation skills. In contrast, inconsistent or unpredictable parenting, characterized by erratic discipline, mixed messages, or variable emotional responses, can create confusion, insecurity, and behavioral problems, as children struggle to interpret expectations and navigate consequences. The

dimension of consistency and predictability works synergistically with warmth, control, and autonomy support, as children are better able to thrive when parental behaviors are stable, supportive, and aligned with developmental needs.

The determinants of parenting style are multifaceted, reflecting a complex interplay of individual, familial, and societal factors that shape the ways in which parents interact with their children⁴⁵. One of the most influential determinants is parental personality traits, which refer to the enduring patterns of thoughts, feelings, and behaviors that characterize a parent. Personality traits such as conscientiousness, emotional stability, agreeableness, and openness can significantly influence how parents provide guidance, enforce rules, and respond to their children's needs. For instance, a parent high in conscientiousness is more likely to set clear expectations, maintain consistency in discipline, and engage in structured support, thereby fostering an environment conducive to self-discipline and academic achievement in children. Similarly, emotionally stable parents are better able to regulate their own emotions, respond calmly to challenging behavior, and create a predictable and supportive home environment. Conversely, parents who are highly neurotic or impulsive may display inconsistent discipline, overreact to minor misbehaviors, or struggle with patience, which can result in anxiety, insecurity, or behavioral problems in children. Personality traits interact dynamically with other determinants, such as socioeconomic factors and cultural norms, shaping the specific expression of parenting style in diverse contexts and influencing both short-term behavior and long-term developmental trajectories.

Another important determinant of parenting style is socioeconomic status (SES) and parental education, which shape access to resources, stress levels, and knowledge about effective child-rearing practices⁴⁶. Parents with higher socioeconomic status often have greater access

to educational materials, childcare support, and developmental resources, which allows them to adopt more informed and structured parenting strategies. Education equips parents with knowledge of child development, evidence-based discipline techniques, and the importance of fostering autonomy and emotional support. Conversely, parents facing economic hardship may experience higher stress levels, limited time, and fewer resources, which can lead to more authoritarian or inconsistent parenting practices, even when affection and concern are present. Socioeconomic factors also influence the expectations parents place on their children, particularly regarding academic achievement, career aspirations, and social behaviors, as parents navigate the pressures of economic security and social mobility. By shaping the resources, stressors, and knowledge parents bring to child-rearing, SES and education serve as powerful determinants that influence not only the type of parenting style adopted but also its effectiveness in promoting positive developmental outcomes.

Cultural and societal influences also play a critical role in determining parenting style, as beliefs, norms, and values shape parental expectations, disciplinary strategies, and perceptions of appropriate child behavior⁴⁷. In collectivist cultures, for example, parents may emphasize obedience, respect for authority, and interdependence, often leading to parenting practices that are more authoritarian in nature, whereas individualistic cultures may prioritize autonomy, self-expression, and independence, encouraging more authoritative or permissive approaches. Societal norms, media portrayals, and community expectations further shape parental attitudes and practices, influencing decisions about discipline, nurturing, and academic or social expectations. Additionally, cultural beliefs about gender roles, family hierarchy, and the purpose of child-rearing inform parenting priorities, with certain behaviors being encouraged or discouraged based on societal acceptability. As a result, the same

parenting behavior may have different interpretations and effects depending on the cultural context, highlighting the importance of considering societal and cultural determinants when examining parenting styles and their influence on child development.

Finally, family structure and dynamics are significant determinants of parenting style, as the composition, organization, and interaction patterns within a family create the context in which parenting occurs⁴⁸. Factors such as the presence of both parents, single parenting, extended family involvement, sibling relationships, and parental marital quality influence the resources, attention, and emotional support available to children. For example, single parents may experience higher stress and limited time for supervision, potentially affecting consistency in discipline or emotional responsiveness, whereas families with supportive extended networks may benefit from shared caregiving responsibilities and enriched emotional environments. Interpersonal dynamics, including parental cooperation, conflict resolution, and communication patterns, shape the modeling of social behaviors for children and determine the overall emotional climate of the household. Moreover, shifts in family structure, such as divorce, remarriage, or parental migration, can necessitate adaptations in parenting style, as parents adjust their strategies to meet changing needs and maintain stability for their children.

Parenting style is not static; rather, it evolves across the developmental trajectory of a child, reflecting the changing needs, capacities, and challenges that emerge at different stages of growth⁴⁹. During infancy, parenting is typically characterized by high levels of responsiveness and nurturing, as infants are entirely dependent on their caregivers for physical survival, emotional security, and social learning. Parents provide consistent care through feeding, soothing, and attending to the infant's cues, which establishes the

foundational attachment bonds critical for later emotional and social development. The dimension of warmth is particularly salient at this stage, as sensitive and responsive caregiving fosters trust and a secure attachment style, enabling infants to explore their environment confidently while relying on caregivers for support. Discipline and autonomy support are less prominent in infancy, but consistent routines, predictability, and responsive attention set the stage for future self-regulation and behavioral expectations.

As children transition into early and middle childhood, the demands on parents shift significantly, requiring adjustments in parenting style to accommodate the growing independence, cognitive abilities, and social awareness of the child⁵⁰. During this stage, parents increasingly focus on setting clear rules, providing guidance, and fostering responsibility, reflecting an increased emphasis on parental control or demandingness balanced with warmth. Autonomy support becomes more critical, as children develop the capacity to make simple choices and engage in problem-solving, requiring parents to gradually shift from hands-on caregiving to guided independence. Effective parenting during childhood involves a delicate balance between supervision and freedom, providing consistent feedback, monitoring behavior, and encouraging social and academic competence. Additionally, parents must navigate peer influences and external socialization pressures, adjusting their strategies to maintain influence while promoting self-confidence and resilience. In this stage, consistency and predictability remain essential, as clear rules and routines help children internalize behavioral expectations and navigate social and educational environments successfully.

During adolescence, parenting style must adapt further to accommodate significant cognitive, emotional, and social changes that characterize this developmental stage⁵¹. Adolescents seek

greater autonomy, identity formation, and peer affiliation, which challenges parents to modify control strategies, negotiate boundaries, and encourage decision-making while still maintaining guidance and support. Authoritative parenting, which balances warmth with appropriate limits, is particularly effective during adolescence, as it allows adolescents to exercise independence within a structured and supportive framework. Parental responsiveness remains critical, as teenagers navigate heightened emotional volatility, social pressures, and complex moral and ethical dilemmas. Moreover, autonomy support is essential for fostering self-efficacy, critical thinking, and responsible risk-taking, while inconsistent or overly controlling parenting may lead to rebellion, conflict, or withdrawal. Adolescence also requires parents to adjust communication strategies, engage in open dialogue, and recognize the emerging need for privacy, all while maintaining supervision and reinforcing core values. The ability of parents to adapt their style to the developmental stage of their child determines not only immediate behavioral outcomes but also long-term trajectories in emotional health, academic performance, and social competence.

Parenting styles are significantly shaped by cultural contexts, and cross-cultural perspectives provide critical insights into how societal norms, values, and beliefs influence the ways parents raise their children⁵². Variation in parenting styles across cultures is evident when comparing collectivist and individualist societies. In collectivist cultures, such as many Asian, African, and Latin American societies, parenting often emphasizes obedience, respect for authority, family interdependence, and communal responsibilities. Parents in these contexts may adopt stricter control and demand compliance, valuing social harmony and adherence to cultural norms over individual autonomy. Conversely, in individualist cultures, such as those in North America and Western Europe, parents tend to prioritize autonomy, self-expression,

and independent decision-making. Here, authoritative and permissive approaches may be more common, with warmth and open communication taking precedence in child-rearing practices. These cross-cultural differences illustrate that parenting styles cannot be fully understood without considering the cultural context in which they occur, as behaviors deemed appropriate in one society may be perceived differently in another.

At the same time, researchers have identified universal versus culture-specific practices in parenting. Certain elements of effective parenting, such as responsiveness, consistent guidance, and emotional support, appear to have universal significance, promoting positive social, emotional, and cognitive outcomes across cultures. These universal practices contribute to secure attachment, self-regulation, and prosocial behavior, regardless of societal context. However, culture-specific practices influence the methods and emphasis of these behaviors. For instance, while authoritative parenting is widely associated with positive outcomes, in some collectivist societies, high parental control combined with warmth may function effectively to instill discipline, respect, and social responsibility. Likewise, cultural beliefs about hierarchy, gender roles, and educational expectations shape the extent and nature of autonomy granted to children. Thus, understanding parenting requires recognition of both shared, universally beneficial practices and context-dependent, culturally nuanced approaches that shape developmental trajectories.

The influence of cultural values on discipline and warmth further underscores the importance of examining parenting through a cross-cultural lens⁵³. Cultural norms dictate what constitutes acceptable expressions of warmth, guidance, and discipline. In some cultures, warmth may be expressed through acts of service, provision, or protection rather than verbal praise or physical affection, while discipline may emphasize moral reasoning and communal

responsibilities rather than individualized correction. In contrast, other cultures may equate warmth with emotional expressiveness and nurturing, and discipline with negotiation and reasoning. These cultural scripts affect parent-child interactions, expectations, and the internalization of social norms, ultimately shaping the child's personality, behavior, and worldview. Moreover, cultural transitions, globalization, and exposure to diverse social environments may create tensions between traditional parenting practices and contemporary influences, requiring parents to adapt their approaches while negotiating between cultural values and developmental needs. Cross-cultural perspectives, therefore, highlight that effective parenting is not a one-size-fits-all model but a dynamic process influenced by the interplay between universal developmental principles and culturally defined norms.

2.1.2.1 Authoritarian Style

Authoritarian parenting is a style of child-rearing characterized by strict rules, high demands, and low responsiveness⁵⁴. Parents who adopt this approach often emphasize obedience and discipline over nurturing and emotional support, believing that children should follow rules without questioning them. The primary goal of authoritarian parenting is to instill respect for authority, maintain control, and ensure conformity to established standards. This style is grounded in the belief that rigid control and clear hierarchical structures are essential for guiding children's behavior and fostering socially acceptable conduct. Unlike authoritative parenting, which balances firmness with warmth and encourages independent thinking, authoritarian parenting relies heavily on unquestioned authority, rules, and directives. In this style, parents set high expectations for their children and expect compliance, often using

punishment or strict consequences when rules are broken. The environment created by authoritarian parents is typically structured and controlled, with limited room for negotiation or self-expression on the part of the child. While the approach may promote short-term obedience and order, it often comes at the expense of open communication, emotional connection, and the development of autonomy.

The key traits of authoritarian parenting include high control, low warmth, and strict discipline⁵⁵. High control refers to the rigorous supervision of children's behavior, with parents making most decisions regarding daily routines, social interactions, and academic or extracurricular activities. In this context, children are expected to comply with parental directives without discussion or questioning, and any deviation from established norms may result in punitive measures. Low warmth denotes minimal emotional expressiveness, limited affection, and little encouragement of open communication or discussion of feelings. Children raised under authoritarian parents may experience a sense of emotional distance, as warmth and nurturance are subordinated to control and compliance. Strict discipline is another hallmark of this parenting style, encompassing punitive strategies such as scolding, withdrawal of privileges, and even physical punishment in some contexts. Rules are often non-negotiable, and parents emphasize obedience and adherence to authority rather than fostering understanding, reasoning, or moral internalization. Collectively, these traits create a highly structured, directive, and sometimes intimidating environment, where children learn to prioritize compliance and fear of punishment over independent decision-making or emotional expression.

Authoritarian parenting differs from other parenting styles in several critical ways, most notably in its combination of high control and low warmth⁵⁶. In contrast, authoritative

parenting also involves high control but is balanced by high warmth, open communication, and responsiveness to the child's needs, which encourages both compliance and independent thinking. Permissive parenting, on the other hand, is characterized by high warmth but low control, where parents are nurturing and supportive but provide minimal guidance, rules, or boundaries, often resulting in children having freedom without accountability. Neglectful or uninvolved parenting features both low control and low warmth, where parents provide little guidance, attention, or emotional support, which can lead to neglect and disengagement. Authoritarian parenting, distinctively, prioritizes control over nurturing and emphasizes obedience and conformity above all, often at the expense of fostering autonomy, emotional intelligence, and self-expression. These distinctions are critical for understanding the potential consequences of parenting styles on child development, as children raised under authoritarian conditions may achieve compliance and orderliness but may also experience increased anxiety, low self-esteem, and challenges in social and emotional functioning.

Discipline and rule enforcement constitute the cornerstone of authoritarian parenting, representing the methods through which parents instill obedience, maintain order, and shape their children's behavior⁵⁷. In this parenting style, discipline is not merely a corrective tool but a central feature of the parent-child relationship, reflecting a broader philosophy that emphasizes authority, hierarchy, and control. Parents who adopt authoritarian strategies often set strict and non-negotiable rules that govern nearly every aspect of a child's daily life, including routines, academic expectations, social interactions, and moral conduct. The primary goal of such rules is to ensure compliance and maintain social order, as these parents believe that adherence to authority is essential for preparing children to function responsibly within the family and broader society. Obedience is prioritized over negotiation or reasoning,

and children are expected to follow directives without questioning the rationale behind them. The consistent enforcement of rules fosters an environment where children internalize the principle that authority is to be respected and that deviation from established norms carries clear consequences. This approach, while effective in producing compliant behavior, often limits opportunities for children to develop critical thinking, problem-solving skills, and independent judgment, as decision-making is largely controlled by the parent.

Punitive measures and consequences are central to the disciplinary approach of authoritarian parenting⁵⁸. Parents often rely on negative reinforcement, scolding, withdrawal of privileges, and, in some contexts, physical punishment to correct behavior and maintain adherence to rules. These punitive strategies are typically applied consistently and with the intent of deterring disobedience, reinforcing the perception that noncompliance will result in tangible negative outcomes. While such measures can be effective in promoting immediate conformity, they may also produce unintended emotional and psychological consequences, including anxiety, fear, low self-esteem, and resentment. Punishment in authoritarian parenting is usually directive and hierarchical, emphasizing control rather than explanation or reasoning. Children are taught that deviation from expected behavior is unacceptable and that authority must be respected at all costs. Consequently, the child's internalization of discipline may be more motivated by fear of reprisal than by an understanding of ethical or moral principles, which contrasts sharply with approaches that combine guidance and reasoning, such as authoritative parenting. The reliance on punitive measures reflects the parent's belief that firm control and strict enforcement are necessary to prevent misbehavior and ensure the child develops the discipline deemed appropriate for societal norms.

Another defining aspect of discipline under authoritarian parenting is the emphasis on conformity and respect for authority⁵⁹. Children are expected to adhere to established standards and social norms without challenge, reflecting the parent's belief that uniformity and obedience are essential for social functioning and moral development. This emphasis manifests in everyday interactions, where questioning rules or expressing disagreement is discouraged or met with correction. Parents instill the value of respecting elders, authority figures, and institutional rules, creating a structured environment in which children learn that social order and compliance are prioritized above personal preference or self-expression. While this focus on conformity can promote orderliness, respect for rules, and predictability in behavior, it can also limit creativity, independent thinking, and the development of problem-solving skills, as children may fear making mistakes or expressing opinions contrary to parental expectations. Moreover, the strong focus on respect for authority may lead children to internalize rigid hierarchical thinking, which can influence their interactions with peers, teachers, and other authority figures, sometimes resulting in either over-compliance or covert resistance.

Authoritarian parenting is a style of child-rearing characterized by strict rules, high demands, and limited emotional responsiveness, reflecting the belief that children must adhere to established norms and respect authority in order to develop properly⁶⁰. Parents who adopt this style often prioritize obedience and conformity over nurturing and emotional support, perceiving strict guidance as essential for the child's moral, social, and academic development. In authoritarian households, parents set high expectations for behavior, academic performance, and social conduct, and children are expected to follow these rules without question. Decisions regarding daily routines, extracurricular activities, social

interactions, and even moral choices are predominantly made by the parents, leaving children with little opportunity to exercise autonomy or independent judgment. This concentration of decision-making authority ensures compliance and order but simultaneously limits the development of self-reliance, critical thinking, and problem-solving skills. The hierarchical structure inherent in this style positions the parent as the unquestioned authority figure, and children are socialized to prioritize obedience above personal expression, a dynamic that fundamentally shapes their experiences of both discipline and guidance.

Central to authoritarian parenting is the approach to discipline and rule enforcement, which is often strict, punitive, and unyielding⁶¹. Parents employ clear, non-negotiable rules and expect adherence, using scolding, withdrawal of privileges, and, in some cases, physical punishment to maintain compliance. Obedience is reinforced through the certainty of consequences, instilling in children the understanding that deviation from established norms will be met with disapproval or punishment. This approach can effectively produce immediate compliance, yet it may also cultivate fear, anxiety, or resentment in children, as discipline is imposed without accompanying reasoning or emotional support. The emphasis on conformity and respect for authority reinforces the parent's hierarchical position while limiting opportunities for children to develop independent moral reasoning, creativity, or assertiveness. Children are often taught that adherence to rules and obedience to authority are paramount, and any challenge to this structure is discouraged or penalized, which may lead to a rigid perception of social relationships and an overreliance on external guidance rather than internalized ethical principles.

The emotional climate in authoritarian homes is generally characterized by low warmth and limited responsiveness⁶². While parents may provide for their children's basic needs and

ensure adherence to rules, they often display minimal affection, empathy, or emotional support. This emotional distance can hinder the development of secure attachment, as children may feel unable to express vulnerability or seek comfort from their parents without fear of criticism or dismissal. The lack of responsiveness to emotional cues, combined with a strict disciplinary approach, can contribute to feelings of anxiety, low self-esteem, and emotional suppression. Children may become overly cautious, hesitant to take initiative, or excessively concerned with avoiding mistakes, reflecting the broader impact of limited warmth on their developing sense of security and self-efficacy. Over time, the parent-child relationship in authoritarian households may be marked by distance, formality, and compliance-driven interactions rather than mutual understanding or emotional connection, with long-term implications for social and emotional development.

Communication in authoritarian households tends to be one-directional, flowing from parent to child, with minimal opportunity for discussion, negotiation, or questioning⁶³. Parents issue commands, enforce rules, and provide directives with the expectation of unquestioned compliance, discouraging children from expressing opinions, negotiating boundaries, or engaging in collaborative problem-solving. This communication pattern reinforces the hierarchical structure of authority and teaches children to accept rules without inquiry, yet it may also hinder the development of assertiveness, independent thinking, and interpersonal negotiation skills. Over time, children may internalize a pattern of obedience accompanied by social inhibition, finding it challenging to articulate their views, advocate for themselves, or navigate conflicts in both academic and social settings.

The expectations imposed by authoritarian parents are consistently high, encompassing not only behavior but also academic achievement and social responsibilities⁶⁴. Children are

expected to meet these standards consistently, and failure to do so is typically met with punitive measures or criticism. The emphasis on obedience and performance can motivate children to develop disciplined habits and achieve external goals, but it may also contribute to stress, perfectionism, and anxiety. The pressure to conform and succeed often comes at the cost of self-expression, creativity, and intrinsic motivation, highlighting the tension inherent in authoritarian parenting: the pursuit of order, discipline, and achievement is frequently accompanied by emotional and social costs.

The effects of authoritarian parenting on child development are complex, spanning social, emotional, and behavioral domains⁶⁵. Socially, children may be highly compliant and respectful of authority, yet they can struggle with social withdrawal, peer relationships, and collaborative problem-solving, as they are accustomed to hierarchical, directive interactions rather than negotiation or mutual engagement. Emotionally, they may experience anxiety, low self-esteem, or difficulty regulating emotions, reflecting the limited warmth and responsiveness in their upbringing. Behaviorally, some children may respond to rigid control with covert rebellion, risk-taking, or resistance, particularly during adolescence when autonomy becomes increasingly salient. While authoritarian parenting can produce disciplined, orderly children who excel in structured environments, it often limits emotional resilience, creativity, and interpersonal flexibility, underscoring the trade-offs inherent in this approach.

Several determinants contribute to the adoption of authoritarian parenting, highlighting its complex origins⁶⁶. Cultural norms and societal values play a significant role, particularly in collectivist societies where obedience, hierarchy, and respect for authority are highly prized. Parental personality traits, such as high conscientiousness, low agreeableness, or a

controlling temperament, may predispose individuals to favor strict rules and punitive measures. Socioeconomic factors and parental education also influence parenting choices, as parents facing economic stress or limited educational resources may rely on authoritarian strategies as a means of maintaining order and discipline under challenging conditions. Additionally, family history and previous experiences of parenting often shape the adoption of authoritarian practices, with individuals replicating approaches they experienced in their own upbringing. These determinants interact in complex ways to produce a parenting style that emphasizes control, obedience, and hierarchical authority, often at the expense of emotional warmth, autonomy, and responsive guidance.

2.1.2.1 Permissive Style

Permissive parenting is a distinctive style of child-rearing that emphasizes high levels of warmth, emotional support, and nurturing while placing minimal emphasis on rules, discipline, or behavioral control⁶⁷. Parents who adopt this style prioritize their child's happiness, comfort, and individuality above adherence to strict guidelines, creating a home environment that is relaxed, flexible, and emotionally responsive. Unlike authoritarian parents, who value obedience and conformity, or authoritative parents, who balance control with responsiveness, permissive parents focus on fostering a close, supportive relationship with their children, often foregoing rigid rules or consistent enforcement of behavioral expectations. This approach is marked by indulgence, in which children are allowed substantial freedom to make their own decisions, explore their interests, and express their thoughts and emotions without fear of reprisal or punishment. In permissive households, rules exist but are often loosely defined, inconsistently applied, or subject to negotiation, giving children the sense that their preferences and opinions carry significant weight in

family decision-making processes. Such freedom encourages self-expression and independence, allowing children to explore their identities, develop creativity, and cultivate emotional awareness, but it may simultaneously limit the development of self-discipline and internalized behavioral regulation.

Central to permissive parenting is the interplay between emotional warmth and minimal control, which shapes both the parent-child relationship and the child's developmental experiences⁶⁸. Parents in this style demonstrate high responsiveness, consistently providing affection, encouragement, and emotional support, often seeking to maintain harmony and minimize conflict within the household. This nurturing approach fosters a strong sense of security and attachment, as children experience their parents as caring, understanding, and available for guidance when needed. However, the permissive emphasis on freedom and low demands for compliance may also create ambiguity in behavioral expectations, leading children to navigate boundaries on their own. While the absence of rigid rules can foster autonomy and self-confidence, it can also contribute to difficulties in self-regulation, delayed development of impulse control, and challenges in adhering to social or academic expectations. Children may thrive emotionally due to the supportive environment but sometimes struggle to internalize responsibility, understand limits, or manage frustration when confronted with external demands beyond the permissive household.

The communication style inherent in permissive parenting further reinforces its focus on freedom, negotiation, and child-led decision-making⁶⁹. Parents often engage in open, informal dialogue with their children, prioritizing listening, persuasion, and discussion rather than issuing commands or enforcing rules. Decision-making is typically shared, with children having significant input into choices regarding their routines, activities, and responsibilities.

This approach cultivates independence and critical thinking, as children are encouraged to consider options, weigh consequences, and assert their preferences. However, the consistent lack of firm boundaries can sometimes create confusion or inconsistency, as children may not fully understand the limits of acceptable behavior or develop the structured habits that emerge more readily in households with clearer expectations. While permissive parenting excels at promoting emotional security, self-expression, and creativity, the very flexibility and leniency that define the style can simultaneously challenge the development of self-discipline, delayed gratification, and adherence to societal norms.

Permissive parenting also has significant implications for social, emotional, and behavioral development⁷⁰. Children raised under this style often display high levels of confidence, independence, and emotional intelligence, as they are accustomed to expressing their thoughts and feelings freely and having their perspectives validated. They may develop strong problem-solving skills and a sense of agency, feeling empowered to make choices and take responsibility for their actions in collaborative contexts. On the other hand, the limited enforcement of rules and reduced emphasis on accountability can contribute to behavioral challenges, including impulsivity, difficulty following instructions, and occasional struggles with authority figures or structured environments. Socially, these children may excel in collaborative and creative settings where autonomy is valued but may require additional guidance in situations demanding strict adherence to rules or hierarchical expectations. The permissive approach can thus be both highly supportive and potentially risky, promoting emotional well-being and autonomy while necessitating external structures or interventions to cultivate discipline, responsibility, and resilience.

The adoption of permissive parenting is shaped by a range of cultural, social, and individual factors⁷¹. Cultural values that emphasize individuality, freedom, self-expression, and egalitarian relationships often reinforce permissive practices, encouraging parents to prioritize the child's voice and autonomy over rigid control. Parental personality traits, such as high agreeableness, empathy, and leniency, also predispose caregivers to adopt indulgent and supportive approaches, while socioeconomic factors, lifestyle, and exposure to contemporary parenting philosophies further influence the degree of permissiveness. Many parents who experienced authoritarian or highly structured upbringings themselves may consciously choose a permissive style as a response, seeking to provide children with the freedom or emotional support they lacked.

Permissive parenting is often lauded for the emotional climate it fosters, as it emphasizes warmth, affection, and emotional support in ways that deeply influence the parent-child bond⁷². Parents adopting this style prioritize maintaining positive relationships with their children, often placing high importance on the child's feelings, preferences, and emotional well-being. This approach creates an environment in which children feel safe to express their emotions, seek comfort, and explore their identities without fear of judgment or harsh criticism. The consistent presence of warmth and affection strengthens the parent-child bond, fostering trust and enhancing attachment security. Children in permissive households often develop a sense of emotional safety, feeling that their thoughts, opinions, and emotional experiences are acknowledged and valued. This emotional security not only promotes confidence in interpersonal relationships but also lays a foundation for healthy self-esteem, resilience, and the capacity to navigate social challenges with confidence. By prioritizing emotional connection over strict compliance, permissive parents cultivate a nurturing

environment in which children can internalize a sense of belonging and unconditional support.

A defining characteristic of permissive parenting is the flexibility and ambiguity of boundaries, as parents often negotiate rules and limits rather than imposing rigid structures⁷³. This flexibility allows children to exercise considerable discretion in decision-making, but it can also produce inconsistencies in expectations. For instance, rules may vary depending on the parent's mood, situational context, or the child's requests, leading to ambiguity about acceptable behavior. While this approach encourages negotiation skills and self-expression, it may also leave children uncertain about limits, potentially fostering confusion or frustration when faced with external environments that demand structure and compliance. Children learn to navigate flexibility through observation and experimentation, gradually discerning which behaviors are acceptable and how to advocate for themselves within family interactions. This dynamic interplay between freedom and guidance shapes their understanding of social norms, problem-solving, and negotiation, even as it presents potential challenges for self-regulation and adherence to structured expectations outside the permissive home.

Permissive parenting strongly supports child autonomy and self-directed learning, providing opportunities for independent decision-making, exploration, and creativity⁷⁴. Children are encouraged to pursue their interests, make choices, and engage in activities that reflect their preferences, fostering a sense of agency and responsibility over their learning and experiences. The autonomy granted by permissive parents allows children to develop critical thinking, initiative, and problem-solving skills, as they must navigate decisions without constant parental oversight. Opportunities for self-expression, experimentation, and exploration enable children to discover their strengths, passions, and personal identity,

promoting intrinsic motivation and fostering a sense of competence. However, without structured guidance, children may struggle to balance freedom with accountability, occasionally encountering challenges in prioritizing tasks, adhering to routines, or exercising self-discipline. Nonetheless, the emphasis on autonomy cultivates creativity, independence, and adaptive thinking, equipping children with important cognitive and social tools that extend into adulthood.

Conflict management and problem-solving in permissive households tend to rely on negotiation, persuasion, and compromise rather than authoritarian control or punitive measures⁷⁵. Parents encourage dialogue, allowing children to express disagreements and participate in resolving disputes collaboratively. This approach fosters communication skills, perspective-taking, and cooperative problem-solving, as children learn to advocate for themselves while understanding the perspectives of others. By modeling negotiation and compromise, permissive parents teach children strategies for conflict resolution that emphasize mutual respect, emotional regulation, and the importance of finding balanced solutions. While this method promotes social and emotional competence, it may occasionally result in children testing boundaries or prioritizing personal preference over communal needs, highlighting the importance of subtle guidance to ensure balanced outcomes.

The parental influence on social competence under permissive parenting is notable, as children often develop strong interpersonal skills, empathy, and social assertiveness⁷⁶. The encouragement of self-expression and autonomy equips children to navigate peer interactions, teamwork, and collaborative projects effectively. They tend to be more confident in voicing opinions, negotiating with others, and demonstrating leadership skills in social contexts. The supportive emotional climate allows children to develop emotional intelligence, recognize

others' perspectives, and respond empathetically to social cues. At the same time, the relative lack of enforced discipline may result in occasional challenges in understanding social hierarchies, limits, or expectations in structured group settings, requiring children to adapt these social skills to contexts where rules and authority are more rigidly defined.

Permissive parenting also has specific implications for self-regulation and behavioral development, particularly in relation to discipline, impulse control, and delayed gratification⁷⁷. The low emphasis on strict rules and behavioral enforcement allows children freedom to act on impulses, make independent choices, and explore their environment. While this promotes autonomy and creative problem-solving, it can sometimes result in difficulties with impulse control, risk-taking, and adherence to external expectations, particularly in academic or structured social contexts. Children may take longer to develop self-discipline, as consistent behavioral boundaries are less frequently enforced. However, when combined with emotional support and guidance, permissive parenting can foster intrinsic motivation, enabling children to gradually internalize responsibility while learning to manage their impulses over time.

Academic motivation and performance under permissive parenting reflect a balance between encouragement and low oversight⁷⁸. Children experience freedom to choose their educational paths and learning methods, with parents providing support and guidance when requested rather than imposing strict expectations or monitoring outcomes. While this approach can foster creativity, self-directed learning, and intrinsic interest in subjects, the absence of structured oversight may occasionally result in inconsistent effort, delayed task completion, or lower adherence to academic expectations. The relationship between permissiveness and achievement is therefore nuanced: children can develop a love of learning and initiative when

supported appropriately, yet they may require additional structure or scaffolding to meet external performance demands effectively.

Permissive parenting is influenced by cultural and societal determinants, including values that emphasize individuality, personal freedom, and egalitarian family dynamics⁷⁹. Societal modernization, exposure to media, technology, and contemporary parenting trends often reinforce permissive approaches, promoting negotiation, child-led learning, and emotional support as central parenting goals. However, these same cultural and technological influences may heighten the potential for overindulgence, entitlement, or inconsistent boundaries, particularly if parents struggle to balance warmth and freedom with guidance and responsibility. While permissive parenting offers numerous benefits in fostering emotional security, creativity, and social competence, it requires careful attention to the interplay between autonomy, limits, and guidance to ensure that children develop both independence and self-regulation in preparation for broader societal demands.

2.1.3 Social Media Usage

Social media usage refers to the multifaceted ways in which individuals interact with, consume, and contribute to content on digital networking platforms such as Facebook, Instagram, Twitter, TikTok, WhatsApp, and LinkedIn, among many others⁸⁰. It encompasses both the passive and active dimensions of engagement, including scrolling through feeds, liking or reacting to posts, commenting, sharing multimedia content, and creating original material. From a behavioral perspective, social media usage is not merely a function of time spent online, but also involves the depth of attention and cognitive investment a user

allocates toward their interactions within these digital spaces. It reflects patterns of habitual engagement, such as the frequency of checking notifications, responding to messages, or participating in online discussions, and can often be considered a form of digital socialization. The intensity and regularity of social media usage can vary widely among individuals, influenced by factors such as age, socioeconomic status, cultural background, technological literacy, and personal motivations, ranging from maintaining social connections and seeking entertainment to professional networking and identity formation. In essence, social media usage captures both the quantity and quality of online participation and is a lens through which researchers can examine the intersection of human behavior, technology, and social interaction in the contemporary digital landscape.

Beyond mere interaction, social media usage functions as a powerful tool for self-expression, identity construction, and social validation⁸¹. Users often curate their online personas deliberately, selecting images, videos, textual content, and other forms of media that project certain desired traits, beliefs, or social statuses to their networks. This engagement is not purely performative; it can also reinforce psychological needs, such as the need for recognition, belonging, or emotional support. For example, the frequency with which individuals post updates or respond to peers' content can serve as a barometer for social connectedness, peer approval, or community integration. Social media usage is therefore deeply intertwined with cognitive and emotional processes, including attention regulation, gratification-seeking, and mood modulation. The patterns of usage, whether intermittent, intense, or compulsive, can shape the user's perception of reality, influence decision-making, and even affect offline behavior. Importantly, the content that users engage with, whether educational, entertainment-based, or peer-generated, interacts with their values, beliefs, and

behavioral tendencies, sometimes reinforcing positive outcomes such as knowledge acquisition or social support, while at other times increasing susceptibility to negative outcomes like cyberbullying, social comparison, or deviant behavior.

Moreover, social media usage represents a dynamic interplay between individual agency and structural affordances provided by digital platforms⁸². It is shaped not only by user intent but also by the design features, algorithms, and engagement mechanisms embedded in these platforms. These technological affordances guide attention, encourage continuous interaction through notifications and recommendations, and incentivize content creation through likes, shares, and comments. Consequently, social media usage can be viewed as both an autonomous choice and a response to external stimuli engineered to maximize user engagement. From a research perspective, it is essential to consider both the qualitative aspects of usage, such as the nature of content consumed and the emotional tone of interactions, and the quantitative aspects, including frequency, duration, and breadth of platform engagement. Furthermore, social media usage is often contextually and culturally mediated, varying according to local norms, societal expectations, and peer networks. In educational or adolescent populations, for instance, the patterns of social media usage can influence peer relationships, academic performance, and behavioral tendencies, including the manifestation of deviant behavior or prosocial engagement.

Social media usage has become a defining element of modern social life, extending far beyond the boundaries of communication to encompass the psychological, cultural, and behavioral dimensions of human existence⁸³. It signifies the integration of digital interaction into everyday routines, shaping how individuals relate to others, perceive themselves, and engage with the broader world. In today's interconnected society, social media is not simply

a technological tool but a social ecosystem that mirrors users' values, emotions, and aspirations. It serves as a conduit for building and maintaining relationships, disseminating information, seeking entertainment, and cultivating personal or professional identities. The extent and pattern of social media engagement are therefore shaped by individual motivations, contextual influences, and technological affordances. For adolescents and young adults in particular, social media offers a space for belonging, recognition, and exploration, a digital extension of their social reality that blurs the lines between private and public expression.

One of the most compelling aspects of social media usage lies in its psychological implications⁸⁴. It functions as both a source of gratification and a potential trigger for anxiety or social comparison, depending on how individuals interact with it. The constant stream of updates and feedback loops generated by likes, shares, and comments provides immediate social reinforcement, fulfilling intrinsic needs for validation and connection. However, these same features can foster dependency and emotional vulnerability, as users begin to equate online recognition with self-worth. The dynamics of approval-seeking and impression management can lead to cycles of compulsive checking, heightened self-consciousness, and fear of exclusion. Yet, social media also provides opportunities for empowerment and self-expression. It enables users to articulate opinions, share creative works, and connect with supportive communities, thereby enhancing self-efficacy and personal agency. The emotional consequences of social media usage, therefore, depend on the balance between conscious, purposeful engagement and passive, habitual consumption driven by algorithmic stimulation.

Social media usage also influences the ways individuals consume, process, and evaluate information⁸⁵. The digital environment has redefined how people access news, learn about the world, and form opinions on social and political issues. Unlike traditional media, where

information was filtered through editorial oversight, social media enables anyone to become a content creator and distributor. This democratization of information broadens access to diverse perspectives but also opens the door to misinformation, bias, and echo chambers. Users often find themselves in algorithmically curated spaces that reinforce their existing beliefs and limit exposure to differing viewpoints. Consequently, the manner and purpose of social media usage can shape cognitive development, critical thinking, and worldview. For adolescents, whose values and reasoning are still evolving, uncritical exposure to manipulative or sensational content can subtly shape attitudes and behaviors. However, when approached critically, social media serves as an invaluable educational and informational tool that promotes global awareness, collaboration, and intellectual curiosity.

In educational settings, social media usage has emerged as both a resource and a challenge⁸⁶. It has transformed how teachers and students communicate, collaborate, and access learning materials. Through platforms such as YouTube, Telegram, and educational discussion groups, learners can explore new ideas, share insights, and supplement classroom instruction with multimedia content. It has also fostered new forms of peer learning and digital participation, allowing students to engage actively rather than passively in their education. Nonetheless, the same platforms that facilitate learning can also become sources of distraction and cognitive overload. Constant notifications, entertainment feeds, and social interactions compete for attention, diminishing concentration and academic focus. The educational impact of social media usage thus hinges on self-regulation and intentionality, when used wisely, it promotes creativity, digital literacy, and lifelong learning; when used excessively, it impairs focus, reduces productivity, and undermines academic performance.

The role of social media usage in shaping self-identity and personal development cannot be overstated⁸⁷. In virtual environments, individuals continually negotiate who they are and how they wish to be perceived. This process of identity construction involves selective self-presentation, where users curate aspects of their lives to project a desired image or align with social trends. The feedback obtained from peers serves as a mirror through which individuals assess their social standing and personal worth. For adolescents navigating the complexities of identity formation, social media becomes both a stage and a mirror, offering opportunities for experimentation, yet exposing them to judgment and comparison. Over time, this constant self-monitoring can lead to internal conflicts between authenticity and conformity. Some users may experience empowerment as they find communities that affirm their values and interests, while others may develop insecurity as they measure themselves against idealized portrayals of beauty, success, or popularity. In this sense, social media usage simultaneously strengthens and challenges the process of self-discovery in the digital age.

Beyond personal identity, social media usage exerts considerable influence on social norms and behavioral patterns⁸⁸. It has created a space where attitudes and values are transmitted, reinforced, and contested. The visibility of deviant or antisocial behaviors online, such as cyberbullying, fraud, or the spread of harmful content, can normalize such conduct, particularly among impressionable users. The social learning theory suggests that individuals, especially adolescents, learn behaviors through observation and imitation; thus, constant exposure to inappropriate online models can influence offline behavior. Conversely, exposure to positive role models and constructive communities can promote empathy, cooperation, and moral reasoning. The direction of influence depends largely on the type of content consumed and the nature of online interactions. Therefore, social media usage serves

as both a mirror and a mold for behavior, reflecting existing social tendencies while simultaneously shaping new ones.

Another significant dimension of social media usage concerns its relationship with mental health and emotional wellbeing⁸⁹. While it offers a sense of belonging and immediate access to support networks, it can also contribute to isolation and psychological distress when used excessively or unhealthily. The tendency to compare oneself with others' highlight reels often leads to feelings of inferiority and inadequacy. Moreover, the constant connectivity associated with social media can disrupt sleep patterns, reduce mindfulness, and heighten stress levels. At the same time, social media communities provide therapeutic spaces where individuals can share their struggles, seek advice, and access emotional support. Thus, the impact of social media usage on mental health is ambivalent, it can either alleviate loneliness or amplify it, depending on how and why it is used. Emotional literacy, time management, and self-awareness are therefore crucial in moderating its psychological effects.

Social media usage also plays an instrumental role in shaping creativity and self-expression⁹⁰. The accessibility of digital platforms allows users to display talents, share innovative ideas, and participate in cultural dialogue. Through content creation, whether videos, photography, writing, or art, individuals can transform passive consumption into active contribution. For many young users, social media becomes a space of empowerment, where creativity transcends traditional boundaries of access and privilege. However, the pursuit of popularity and engagement metrics can compromise authenticity, pushing users to conform to trends rather than pursue genuine expression. Algorithms that prioritize virality over substance often dictate creative direction, creating a tension between originality and marketability. Consequently, social media usage embodies a paradox: it democratizes creativity while

subtly commercializing it, giving voice to the masses yet shaping those voices according to the logic of visibility and attention.

Social media usage has become a major force in civic engagement and social transformation⁹¹. It empowers individuals to participate in political discussions, advocate for social justice, and mobilize support for collective causes. Movements such as #EndSARS, #MeToo, and #BlackLivesMatter demonstrate how digital activism can transcend borders and amplify marginalized voices. Through hashtags, online campaigns, and virtual communities, social media enables ordinary individuals to influence public discourse and challenge institutional power structures. Yet, this same power comes with limitations. Digital activism often risks being performative, driven by trends rather than sustained commitment. Moreover, the spread of false information and polarized narratives can undermine constructive dialogue. The effectiveness of civic participation through social media thus depends on the authenticity of engagement and the ability to translate online awareness into tangible social action.

2.1.3.1 Frequency of Use

Frequency of use represents one of the most fundamental yet profoundly insightful dimensions of social media engagement, reflecting the regularity with which individuals access and interact with digital platforms⁹². It encapsulates the habitual patterns of connection, the consistency of engagement, and the degree to which social media has become woven into the fabric of daily life. Frequency of use does not merely denote how often a user

logs into a platform; rather, it serves as an indicator of the depth of psychological integration between an individual and the digital environment. For some users, high frequency of use reflects deliberate engagement, a conscious effort to remain socially connected, updated, or entertained, while for others, it signifies an unconscious, automatic behavior that has become part of everyday routine. The frequency of use is often shaped by personal needs and motivations, such as the desire for social validation, curiosity, boredom alleviation, or the need for self-expression. These underlying motivations drive individuals to repeatedly check notifications, post updates, or scroll through feeds, even when such actions may have little immediate purpose. Over time, such habitual checking behavior reinforces neural pathways associated with gratification and reward, making social media use not only a social activity but also a psychological cycle of anticipation and satisfaction.

From a behavioral standpoint, the frequency of social media use reveals the extent to which digital interaction occupies an individual's temporal and cognitive bandwidth⁹³. Users who engage frequently often report feeling a persistent connection to their online networks, experiencing a sense of belonging or relevance that is reinforced through immediate feedback mechanisms such as likes, comments, and shares. However, frequent engagement also bears significant psychological and social consequences. High-frequency users may experience heightened emotional sensitivity to online interactions, developing an increased dependency on virtual validation to sustain self-esteem and mood stability. Conversely, users who engage less frequently may maintain a more detached or instrumental relationship with social media, using it primarily for communication or information gathering rather than emotional gratification. This distinction is crucial, as it suggests that the implications of social media usage frequency are not uniform but rather contingent on the purposes, contexts, and

emotional investments that underlie digital engagement. For adolescents and young adults, who are developmentally more susceptible to peer influence and social comparison, frequent use can magnify both the positive and negative effects of online interactions, enhancing connectedness and awareness on one hand while exacerbating anxiety, distraction, or conformity pressure on the other.

Frequency of use also serves as a key metric for understanding the potential behavioral, cognitive, and emotional impacts of social media⁹⁴. In academic settings, for instance, students who use social media excessively may struggle with concentration, procrastination, and diminished academic productivity due to the continuous fragmentation of attention caused by notifications and digital multitasking. Conversely, moderate and purposeful frequency of use can foster learning, collaboration, and access to educational resources. This duality underscores the importance of discerning between *active*, goal-oriented use and *passive*, habitual consumption. Frequent passive use, characterized by endless scrolling and minimal interaction, is often associated with negative affective outcomes such as envy, loneliness, and dissatisfaction, largely because it encourages social comparison and information overload without meaningful social exchange. On the other hand, frequent active use, where individuals contribute, engage in discussions, or collaborate within communities of interest, can strengthen social bonds, improve communication competence, and enhance digital literacy. Thus, frequency of use operates as a double-edged construct, capable of enriching social and intellectual capital when guided by self-regulation and purpose, yet potentially detrimental when driven by compulsion or external validation.

The determinants of social media use frequency are diverse and context-dependent. Demographic factors such as age, gender, and educational level play significant roles;

younger individuals, for instance, tend to exhibit higher frequency of use due to greater technological familiarity and peer-driven motivations⁹⁵. Psychological characteristics also influence frequency, including personality traits like extraversion, neuroticism, or openness to experience. Extraverted individuals are more likely to use social media frequently to maintain wide social networks, while those high in neuroticism may engage frequently to seek reassurance or escape negative emotions. Environmental and situational factors, such as availability of internet access, cultural norms, and perceived social expectations, further mediate how often users interact with platforms. In collectivist societies, for instance, high frequency of use may be socially encouraged as a way of sustaining communal ties, whereas in more individualistic cultures, usage patterns may emphasize self-promotion and personal branding. Therefore, frequency of use cannot be universally interpreted without accounting for these contextual and psychological factors that give meaning to the pattern of engagement. In a broader sociological and technological sense, frequency of use reflects the evolving rhythm of human life in the digital era⁹⁶. The increasing integration of smartphones and constant internet connectivity has blurred the boundaries between online and offline existence, normalizing high-frequency interactions that are interspersed throughout the day. Social media has transformed from being a discrete activity to a pervasive backdrop for communication, learning, and entertainment. The algorithmic architecture of digital platforms reinforces this high-frequency usage by delivering personalized, emotionally engaging content designed to sustain attention and prompt return visits. This continuous cycle creates what researchers describe as “always-on” behavior, a state in which users remain perpetually connected, even when not actively engaging. Such persistent connectivity can have both adaptive and maladaptive consequences: it facilitates immediacy and

responsiveness in communication but can also erode privacy, reduce in-person interaction quality, and contribute to digital fatigue. The temporal rhythm of frequent social media use thus reflects a larger cultural shift toward instantaneous interaction and perpetual digital presence.

2.1.3.2 Content Engagement

Content Engagement represents a deeper and more qualitative dimension of social media usage, capturing the nature, depth, and intensity of interactions that users have with digital content across various online platforms⁹⁷. It goes beyond the superficial act of accessing or viewing media to encompass the meaningful ways in which individuals interpret, respond to, and emotionally connect with what they encounter in digital spaces. Engagement can manifest in numerous forms, including liking, commenting, sharing, reacting, tagging others, or even creating derivative content in response to a post. Each of these behaviors signifies varying degrees of psychological investment and cognitive involvement. Unlike frequency of use, which measures *how often* individuals interact with social media, content engagement focuses on *how* they engage and *what* the engagement signifies in terms of attention, emotion, and participation. For instance, a user who spends hours scrolling passively through content may demonstrate high frequency but low engagement, while another user who thoughtfully comments, shares ideas, and interacts with others' posts may exhibit lower frequency but higher engagement. This distinction is crucial for understanding how social media affects users' beliefs, attitudes, and behaviors because it captures the active role individuals play in co-constructing meaning and shaping the digital discourse within their communities.

From a cognitive and emotional standpoint, content engagement reflects a dynamic process in which users decode messages, evaluate their relevance, and align them with personal values, interests, or identities⁹⁸. When individuals encounter content that resonates with their experiences or aspirations, they are more likely to engage deeply, by commenting thoughtfully, sharing the material to express solidarity, or generating related content that extends the conversation. This emotional resonance transforms passive consumption into active participation, fostering a sense of involvement and belonging within online networks. Social media platforms are specifically designed to amplify such engagement through algorithms that prioritize content likely to elicit emotional responses or prolonged interaction. As a result, engagement becomes both an outcome of personal interest and a consequence of technological mediation. Users are subtly guided toward certain behaviors, such as liking controversial posts, participating in trends, or reacting to sensationalized material, that keep them connected to the platform and its content ecosystem. Over time, these interactions not only reinforce user preferences but also influence the visibility of certain ideas, thereby shaping public opinion, cultural narratives, and even political discourse.

Content engagement also serves as a vital marker of identity expression and social validation in the digital sphere⁹⁹. Through their choices of what to like, share, or comment on, users communicate aspects of who they are, what they believe in, and which social groups they identify with. Engaging with content can thus be understood as a symbolic act, a means of signaling belonging, loyalty, or moral stance. For adolescents and young adults, in particular, such engagement becomes a mechanism for impression management, where digital behavior is consciously tailored to gain peer approval or enhance social reputation. The public visibility of online engagement intensifies this performative aspect, as users become aware

that their reactions and interactions are observable indicators of taste, intelligence, or social alignment. This dynamic can lead to both positive and negative outcomes. On the one hand, meaningful engagement fosters empathy, social learning, and digital citizenship by encouraging critical discussion and collaboration. On the other hand, excessive or inauthentic engagement can contribute to conformity, social comparison, and anxiety, especially when individuals feel pressured to maintain an idealized digital image.

Furthermore, content engagement has significant implications for learning, information processing, and behavioral change¹⁰⁰. When users interact with educational or informative material, such as news articles, tutorials, or academic discussions, their engagement determines how effectively they internalize knowledge and translate it into practice. High-quality engagement, characterized by thoughtful reflection and dialogue, enhances understanding and retention, making social media a valuable platform for informal learning and professional growth. However, low-quality engagement, such as impulsive reactions or sharing without verification, can perpetuate misinformation and cognitive biases. In this sense, the nature of engagement is as critical as its presence: meaningful engagement enriches users intellectually and emotionally, while superficial engagement often reinforces echo chambers and misinformation cycles. The role of engagement in shaping attitudes and behaviors also extends to social causes and civic participation. Movements like #MeToo, #EndSARS, or climate action campaigns illustrate how sustained engagement with advocacy content can mobilize collective action, demonstrating the transformative potential of digital participation when driven by genuine commitment rather than performative gestures.

Technologically, the architecture of social media platforms is deliberately optimized to maximize engagement through features such as likes, emojis, polls, and algorithmic feeds¹⁰¹.

These affordances capitalize on the human tendency to seek recognition and social reciprocity. Every reaction or comment serves as a micro-reward, reinforcing the neural pathways associated with pleasure and motivation. Consequently, users develop habitual patterns of engagement, not merely as expressions of opinion but as psychologically gratifying acts that affirm social presence. This feedback loop creates an environment where engagement becomes a form of currency, the more a user engages, the more visible and influential they become. This phenomenon has profound implications for both individual behavior and societal trends. Content creators, for instance, tailor their material to maximize engagement metrics, sometimes prioritizing sensationalism or emotional provocation over accuracy or substance. Similarly, ordinary users may find themselves engaging with content not because of its relevance or quality, but because of its perceived popularity or social momentum. Thus, content engagement operates at the intersection of human psychology, algorithmic design, and cultural production, shaping the rhythm and direction of digital interaction.

2.2 Theoretical Framework

2.2.1 Baumrind's Parenting Styles Theory

Baumrind's parenting styles theory provides a useful framework for understanding how different parental approaches influence children's behaviour and social development¹⁰². The theory identifies three main parenting styles including authoritative, authoritarian, and permissive, each defined by the degree of warmth, responsiveness, and control parents exercise over their children. Authoritative parents are both firm and supportive; they set clear expectations but also encourage independence and open communication. Children raised

under this style tend to be well-adjusted, disciplined, and less prone to deviant behaviour because they have learned to balance freedom with responsibility.

In contrast, authoritarian parents are strict and controlling, often demanding obedience without room for dialogue or emotional connection¹⁰³. Such a rigid environment may cause children to become fearful or rebellious, and in adolescence, this can manifest as defiance or engagement in deviant acts such as aggression or academic misconduct. Permissive parents, on the other hand, are indulgent and lenient. They provide emotional warmth but impose few boundaries or rules, which may lead to poor self-regulation, low discipline, and an increased likelihood of engaging in risky or inappropriate behaviours.

In the context of this study, Baumrind's theory offers a solid foundation for explaining how different parental approaches shape students' behavioural outcomes¹⁰⁴. Parenting style affects how children perceive authority, handle peer influence, and regulate their actions both offline and online. For instance, adolescents from authoritative homes are more likely to use social media responsibly, avoiding harmful content and resisting negative online influences, while those from authoritarian or permissive homes may either rebel against strict control or misuse online platforms due to lack of guidance.

Thus, through Baumrind's theoretical lens, the study explains that the quality of parental guidance, emotional support, and discipline plays a significant role in determining how students interact with social media and how these interactions may lead to or prevent deviant behaviour¹⁰⁵. The theory emphasizes that a balanced parenting approach, where warmth and control coexist, can help young people develop self-discipline and moral reasoning, thereby reducing the likelihood of engaging in deviant acts. In this way, Baumrind's parenting styles

theory serves as a vital explanatory framework linking home upbringing, social media usage, and deviant behaviour among adolescents in the study area.

2.2.2 Social Learning Theory

Social learning theory posits that human behaviour is learned through observation, imitation, and modeling, rather than solely through direct reinforcement or punishment¹⁰⁶. According to the theory, individuals, especially children and adolescents, acquire new behaviours by watching the actions of others and noting the consequences of those actions. This process involves attention, retention, reproduction, and motivation, meaning that a person must notice a behaviour, remember it, be able to reproduce it, and be motivated to do so based on perceived rewards or punishments.

Within the context of the study, social learning theory provides a critical lens for understanding how deviant behaviour can emerge. Students are constantly exposed to models of behaviour both at home and online¹⁰⁷. Parental behaviours, as shaped by their parenting style, serve as primary models for children. For instance, children from authoritative homes may observe constructive problem-solving and responsible decision-making, which they are likely to imitate. Conversely, children from authoritarian or permissive homes may witness either strict punitive responses or inconsistent boundaries, which can influence them toward defiance or boundary-testing behaviours.

Social media adds another layer of influence. Students are exposed to peers, influencers, and content creators who may display both positive and negative behaviours. Frequent exposure to aggressive, dishonest, or otherwise deviant behaviour online can normalize such actions, especially if these behaviours appear rewarded or socially accepted. Through observational

learning, students may internalize these behaviours, reproducing them in real-life contexts such as school settings.

Thus, social learning theory helps explain how the combination of parenting style and social media exposure contributes to the likelihood of deviant behaviour among adolescents. It emphasizes that behaviour is not formed in isolation but through continuous interaction with social models and environmental cues.

2.3 Review of Empirical Studies

2.3.1 Parenting Style and Deviant Behaviour

A study examined the extent to which parental conflict and parenting style could predict deviant behaviour among undergraduate students¹⁰⁸. A total of 156 undergraduates from Enugu State University of Science and Technology, Enugu, participated in the study. The participants had a mean age of 19.16 years and a standard deviation of 1.895¹⁰⁸. They were selected using a multi-stage sampling procedure that involved cluster, simple random (by balloting), and purposive sampling techniques. Data were collected using three standardized instruments: the Deviant Behaviour Variety Scale (DBVS; Sanches et al., 2016), Baumrind's (1971) Parental Care Scale, and the Children's Perception of Interparental Conflict Scale (CPIC; Grych, Seid, & Fincham, 1992)¹⁰⁸. The study employed a correlational research design, and data were analyzed using multiple hierarchical linear regression via the Statistical Package for Social Sciences (SPSS) Version 27. The results revealed that parental conflict, measured through self-blame ($St\beta = -.009$, $t = -.037$), conflict properties ($St\beta = -.095$, $t = -.394$), and threat ($St\beta = .301$, $t = 1.159$) at $p < .05$, did not significantly predict deviant behaviour among undergraduate students¹⁰⁸. Similarly, parenting styles, including

authoritarian ($St\beta = .425$, $t = 1.861$), permissive ($St\beta = .019$, $t = .100$), and authoritative ($St\beta = -.098$, $t = -.433$) parenting, were not significant predictors of deviant behaviour among the students¹⁰⁸. The findings suggest that neither parental conflict nor parenting style had a substantial influence on deviant behaviour in the sampled undergraduate population, highlighting implications for clinical psychology and family intervention strategies.

Another study revealed a strong association between parenting styles, parent-child relationships, and juvenile delinquency using data and quantitative findings from the 2019 Recidivism Survey conducted by the Ministry of Justice in China¹⁰⁹. The analysis indicated that negative parenting practices often contribute to heightened anxiety and reduced self-control among adolescents, particularly in contexts where parental supervision is inadequate¹⁰⁹. This lack of self-regulation tends to increase the likelihood of criminal behavior, thereby raising the risk of juvenile delinquency. Moreover, weak parent-child relationships were found to intensify the negative impact of poor parental monitoring on youth misconduct¹⁰⁹. Adolescents who experience limited emotional and social attachment to their parents are more prone to deviate from social norms and engage in delinquent acts. Consequently, intervention programs designed to reduce juvenile delinquency should prioritize strengthening parental supervision and fostering healthy, supportive parent-child relationships.

Another related study examined the impact of parenting styles on deviant behavior and academic achievement among secondary school students¹¹⁰. It was conducted across three local government education authorities in Garoua, Northern Province of Cameroon. Guided by two research questions and two null hypotheses tested at the 0.05 level of significance, the study adopted an ex-post-facto research design¹¹⁰. A total sample of 350 students was

selected from the target population using a multi-stage sampling technique. Data were collected using two researcher-developed instruments: the Parenting Style Questionnaire (45 items) and the Deviant Behavior Questionnaire (15 items), both structured on a four-point Likert scale following a thorough review of relevant literature¹¹⁰. The instruments were validated, and a pilot test was conducted to determine their reliability. Descriptive statistics such as mean and standard deviation were used to answer the research questions, while Analysis of Variance (ANOVA) was employed to test the hypotheses¹¹⁰. The findings revealed that parenting styles have a significant influence on both deviant behavior and academic achievement of secondary school students. Specifically, the results indicated that variations in parenting styles significantly affect students' tendency toward deviant behavior¹¹⁰. Based on these findings, the study recommended that government agencies should encourage parents to actively participate in parenting education programs organized by relevant authorities to enhance effective parenting practices and improve student outcomes.

A related study explored the relationship between aggressive behaviour and parenting styles among adolescents¹¹¹. It was conducted among 400 adolescents from the Ludhiana district in Punjab State. The Buss-Durkee Aggression Scale (Hindi adaptation by Sultania) was employed to measure the participants' levels of aggression, while the Parenting Scale developed by Bhardwaj, Sharma, and Garg (1998) was used to assess the parenting styles adopted by their parents¹¹¹. The findings revealed that boys and girls exhibited similar overall levels of aggression, though the forms and expressions of aggression differed between the genders. Correlation analysis showed several significant relationships between aggression dimensions and parenting styles¹¹¹. Specifically, indirect aggression was negatively and

significantly related to parental acceptance and marital adjustment, but positively and significantly associated with parental protection. Irritative behaviour showed a positive and significant relationship with parental protection, while negative feelings were positively and significantly linked to protection, indulgence, and realism¹¹¹. Moreover, adolescents' resentment was negatively and significantly correlated with parental acceptance and realistic role expectations. Suspicion demonstrated a positive and significant relationship with parental protection and discipline. Verbal aggression was positively and significantly related to protective parenting style but negatively and significantly related to realism, moralism, realistic role expectations, and marital adjustment¹¹¹. Additionally, guilt feelings showed a negative and significant relationship with parental acceptance. Overall, adolescent aggression exhibited a positive and significant association with parental protection, but a negative and significant association with parental acceptance and marital adjustment¹¹¹. These results underscore the crucial role of balanced and supportive parenting in reducing aggressive tendencies among adolescents.

Another related study explores how Nigerian immigrant parents in the United Kingdom perceive and implement different parenting styles, and how these perceptions relate to their children's deviant behaviors¹¹². Using a qualitative phenomenological design, the research seeks to capture the lived experiences of parents and understand how cultural, social, and environmental contexts shape their parenting practices¹¹². Data were collected through semi-structured interviews with twelve Nigerian immigrant parents to examine how traditional Nigerian parenting values intersect with British societal norms. Through thematic analysis, the study identified key themes such as parental authority, disciplinary strategies, and the impact of the UK educational system on parenting approaches¹¹². The findings highlight the

ongoing cultural negotiation Nigerian parents experience as they adjust to a new sociocultural environment while striving to preserve their cultural heritage. The study further demonstrates how differing cultural understandings of discipline and behavioral expectations influence parenting choices and children's behavioral outcomes¹¹². By shedding light on these lived experiences, the research enriches broader academic discussions on immigration, acculturation, and the complex interaction between cultural identity, parenting practices, and child welfare frameworks in multicultural societies.

Another study examined the relationship between different parenting styles and juvenile delinquent behavior using a mixed-methods research design¹¹³. A total of 187 students participated in the survey, while five students took part in interview sessions aimed at exploring the relationship between parenting styles, authoritative, authoritarian, and permissive, and various forms of delinquent behavior, including verbal, physical, sexual, and anti-social misconduct¹¹³. The findings revealed a significant relationship between the authoritarian parenting style and juvenile delinquent behavior. In contrast, authoritative and permissive parenting styles showed no significant associations¹¹³. This suggests that parents who exert excessive control and restrict their children's freedom are more likely to influence deviant tendencies among adolescents. Qualitative data from the interviews further supported this conclusion, indicating that children raised by authoritarian parents are more prone to delinquent behaviors. This is primarily because authoritarian parenting emphasizes strict control and obedience, leaving children feeling conflicted, less communicative, and distrustful of their parents¹¹³. The study highlights the importance of fostering trust and open communication between parents and children. By encouraging a more balanced and supportive parenting approach, parents can help their children develop a sense of

responsibility and self-regulation, ultimately guiding them toward socially acceptable behavior.

Another study builds upon existing research on the connection between psychoactive substance use and violent behavior among young people by examining how variations in parenting practices influence this relationship¹¹⁴. Using data from the 2019 wave of the ESPAD Italia survey, the study analyzed a nationally representative sample of 14,685 Italian students (51% male) with an average age of about 17 years¹¹⁴. The parental dimensions assessed included rule-setting, monitoring, emotional support, and the possible absence of a parent. Relative risk ratios and binary logistic regression analyses were employed to estimate associations separately for adolescents (aged 15–17) and young adults (aged 18–19)¹¹⁴. The findings revealed that parental rule-setting, perceived monitoring, and emotional support served as protective factors against substance use, with the strength of this relationship increasing alongside the frequency of substance use¹¹⁴. For adolescents, the absence of a parent emerged as a risk factor for substance use. Across both age groups, the likelihood of engaging in violent behavior was significantly higher among individuals who reported alcohol intoxication or substance use, and this likelihood increased with the frequency of use¹¹⁴. Furthermore, lower levels of parental monitoring and emotional support were associated with higher odds of violent behavior, although the pattern differed slightly among young adults, where reduced parental support showed less influence. Interestingly, parental rule-setting demonstrated a contrasting effect: while it generally functioned as a protective factor, among adolescents who frequently consumed alcohol, stricter rule-setting was linked to an increased risk of violent behavior. Additionally, the absence of a parent heightened the risk of violent conduct only among adolescents¹¹⁴. Overall, these findings emphasize the

critical role of parenting practices, particularly monitoring, emotional support, and appropriate rule-setting in mitigating both substance use and violent behavior among youth¹¹⁴. The results provide valuable insights for policymakers and practitioners seeking to identify adolescents most at risk of violent behavior and to design effective prevention and intervention programs.

Another related study investigated parenting styles as predictors of adolescents' delinquent behaviors¹¹⁵. The study population consisted of 300 married adults in Kwara State, Nigeria, selected through a simple random sampling technique from Kwara South Senatorial Districts. Adolescence is a developmental stage characterized by numerous physical, emotional, and social changes, during which individuals may sometimes engage in deviant behaviors that violate societal norms¹¹⁵. These delinquent acts can have harmful consequences, making it necessary to identify and address their underlying causes. Data were gathered using a researcher-designed questionnaire, while mean and rank order analyses were used to address the research questions¹¹⁵. The hypothesis was tested using multiple regression analysis at the 0.05 level of significance. The findings revealed that authoritarian and authoritative parenting styles were the most commonly practiced among married adults in the area¹¹⁵. However, the results indicated that permissive and uninvolved parenting styles significantly predicted adolescents' delinquent behaviors. This suggests that when parents fail to establish appropriate boundaries or provide sufficient guidance, adolescents are more likely to engage in behaviors that contravene social expectations¹¹⁵. Based on these findings, the study recommended that parents should devote quality time to interact with their adolescents, listen attentively to their concerns, provide clear and supportive guidance, and maintain friendly, open communication¹¹⁵. Additionally, counselors should be well-equipped to address issues

related to youthful exuberance and behavioral challenges among adolescents, fostering more positive parent–child relationships and promoting healthy social adjustment.

Lastly, a study critically explores the relationship between parenting styles and adolescent aggressive behavior, emphasizing the mediating role of self-control¹¹⁶. Drawing from a qualitative literature review of 35 studies across psychology, education, and family sociology, the research revealed that authoritarian and permissive parenting styles are positively associated with aggressive tendencies, whereas the authoritative parenting style serves as a protective factor against deviant and aggressive behaviors¹¹⁶. The review further found that self-control plays a crucial mediating role in reducing the negative effects of certain parenting styles on adolescent aggression. Adolescents who develop stronger self-control especially when guided by authoritative parenting, a supportive social environment, and constructive educational interventions are less likely to exhibit aggressive behavior¹¹⁶. These findings underscore the importance of self-control as a vital link between parenting practices and aggressive behavioral outcomes among adolescents¹¹⁶. Consequently, initiatives aimed at enhancing self-control through character education, emotional intelligence development, and parent-training programs that address adolescents' emotional needs can serve as effective strategies for reducing aggression and promoting positive behavior among junior high school students.

2.3.2 Social Media Usage and Deviant Behaviour

A study seeks to investigate the complexities associated with the use of social networking (SN) platforms as an EHRM strategy in organizations operating in emerging country contexts¹¹⁷. Drawing on 26 in-depth interviews with HR practitioners in India, the study

analyzed participants' experiences and perspectives regarding employees' use of both enterprise social networks (ESNs) and social networking sites (SNSs)¹¹⁷. The findings reveal that employees' engagement with SN platforms can foster various forms of deviant workplace behaviors (DWBs), including the intentional or unintentional sharing of confidential information, cyberbullying, harassment, and invasion of colleagues' privacy¹¹⁷. Using the social networking perspective and the 4Ps of deviant behavior theory, the study conceptualizes how these digital interactions can inadvertently facilitate unethical and non-productive behaviors within organizational settings¹¹⁷. The research proposes an integrative framework that enhances understanding of DWBs arising from SN use in the workplace. It highlights that excessive or inappropriate engagement with SN platforms often leads to time wastage, distraction, and misconduct among employees¹¹⁷. These findings underscore the inherent complexities and unintended consequences of leveraging SNs as an EHRM tool, especially in emerging markets such as India. From a managerial standpoint, the study offers critical implications for HR professionals and social media managers. It emphasizes the need for clear organizational policies, digital ethics training, and proactive monitoring systems to minimize deviant behaviors linked to SN use¹¹⁷. Furthermore, the research provides a theoretical foundation for future investigations aimed at refining the EHRM framework and understanding the behavioral dynamics of employees in digital work environments¹¹⁷. To date, this study stands out as one of the first to empirically examine the impact of social networking platforms on workplace deviance within an emerging economy context, offering valuable insights for both academia and organizational practice.

Another study examined the relationship between social networking sites and deviant behaviors among youths in the Damaturu metropolis of Yobe State, Nigeria¹¹⁸. Adopting a

survey research design, the study utilized both primary and secondary sources of data. The primary data were collected through structured questionnaires containing close-ended questions, while the secondary data were obtained from existing literature on social networking sites and deviant behavior¹¹⁸. The findings revealed that a majority of the respondents were aware of the use of social networking sites as platforms for engaging in deviant activities. A significant proportion of respondents also reported spending between 1 to 12 hours daily on social networking sites, often participating in or being exposed to deviant behaviors¹¹⁸. The study further identified common deviant activities on these platforms, including blackmailing, the sharing of unethical images and videos, the use of abusive language, and various forms of online harassment¹¹⁸. Based on these findings, the study recommended that Internet Service Providers (ISPs) should play a more active role in monitoring and regulating deviant behaviors on social networking sites. Additionally, the creation of more employment and empowerment opportunities for youths was suggested as a strategy to reduce the incidence of deviant behavior associated with excessive social media use¹¹⁸. The study underscores the need for collaborative efforts among government agencies, internet regulators, and community organizations to promote responsible online engagement among young people.

Another related study proposes an intelligent, technology-driven approach to detecting deviant behavior on social media platforms¹¹⁹. It begins by addressing the challenge of defining “deviant behavior” within the context of online user activity, conceptualizing it as a dynamic process that can be analyzed through models of non-even time series¹¹⁹. To tackle this challenge, the study introduces a novel analytical framework that combines semantic and statistical analysis with intelligent classification and clustering technologies. Central to this

framework is the use of a neural network designed to assess and interpret the emotional tone or connotation of user posts on social media¹¹⁹. By approximating user behavior patterns through these advanced computational techniques, the system effectively identifies deviations from normative online conduct¹¹⁹. The implementation of this approximate analysis method culminated in the development of intelligent software capable of detecting deviant behavior with improved accuracy and responsiveness, offering significant potential for enhancing online safety and behavioral monitoring.

Similarly, another study examined the influence of media and peers as correlates of deviant behavior among secondary school students in Southwest Nigeria¹²⁰. The research adopted a descriptive survey design, targeting a population of 31,144 male and female students from public and private secondary schools in the region¹²⁰. Using a multistage sampling procedure, a sample of 1,777 students was selected. Data were collected through a researcher-developed instrument titled Media and Peer Influence as Correlates of Deviant Behaviour Questionnaire (MPICDBQ)¹²⁰. The instrument was validated by experts and tested for reliability using Cronbach's Alpha, yielding a coefficient of 0.82. Two hypotheses were tested at the 0.05 level of significance using Pearson Product Moment Correlation¹²⁰. The findings indicated that both media and peer influence were significantly associated with deviant behavior among secondary school students¹²⁰. Based on these results, the study recommended that parents, regardless of their socioeconomic status, should closely monitor and regulate their children's activities, including the selection of friends, to reduce exposure to negative peer and media influences¹²⁰. These measures are critical for fostering positive behavioral development and mitigating deviance among adolescents.

A related study examines the influence of social media on deviant and criminal behavior. It highlights how social media shapes a range of societal issues, including crime and deviance, by affecting both online and offline behaviors¹²¹. Using insights from diverse academic sources, the study explores the complex relationship between social media engagement and deviant conduct¹²¹. By applying theoretical frameworks such as routine activity theory, social learning theory, and cyber lifestyle-routine activities theory, the study investigates how patterns of online behavior can intersect with offline actions to influence the prevalence and nature of deviance and criminal activity¹²¹. The study underscores the potential for social media to be both a positive and negative force. It suggests that by implementing policies that address online misconduct and promoting a culture of responsible digital engagement, individuals and communities can harness the benefits of social media while mitigating its contribution to deviance and crime.

2.4 Conceptual Model

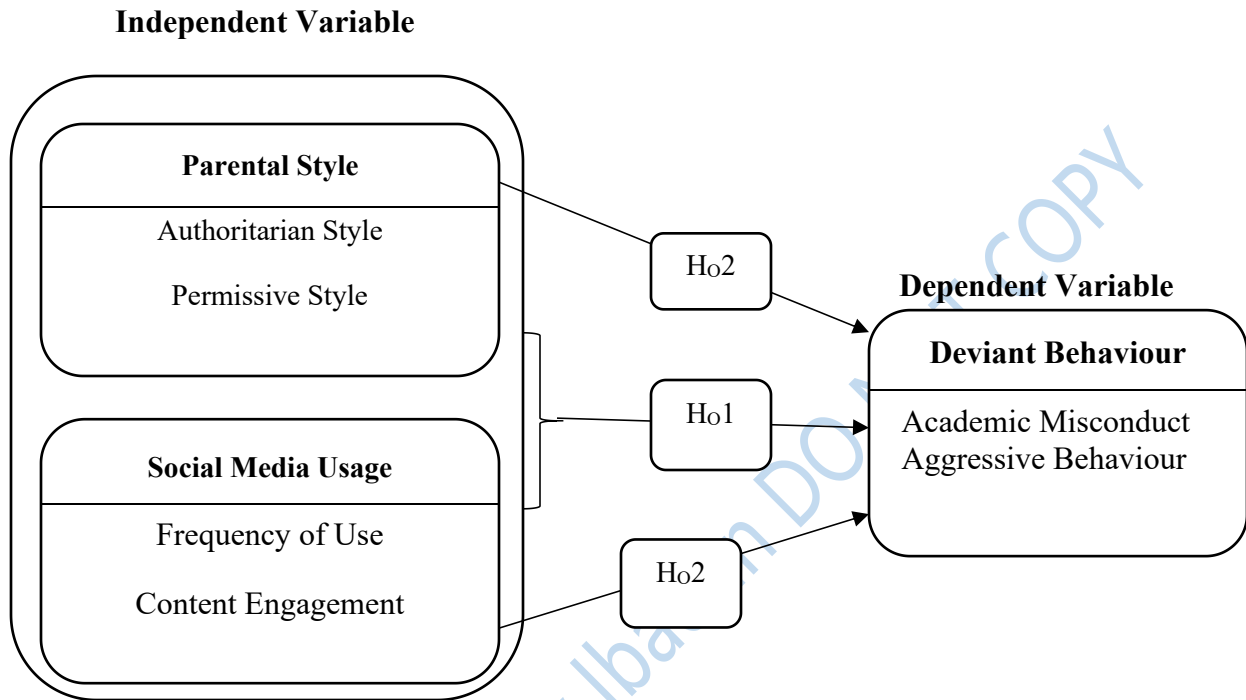


Figure 2.1: The Conceptual Model showing the Interconnectedness and Interdependence of Parental Style, Social Media Usage and Deviant Behaviour among Junior Secondary School Students in Oyo East Local Government Area, Oyo State.

Source: Researcher's computation, 2025

The model above demonstrates the interconnectedness and interdependence of parental style, social media usage and deviant behaviour among junior secondary school students in Oyo East Local Government Area, Oyo State. The model displayed a combined and relative influence of parental style (authoritarian style and permissive style), social media usage (frequency of use and content engagement) and deviant behaviour (academic misconduct and

aggressive behaviour) among junior secondary school students in Oyo East Local Government Area, Oyo State.

2.5 Summary of Gap in Literature Reviewed

The literature review for this study examined the various factors influencing deviant behaviour among junior secondary school students in Oyo East Local Government Area, Oyo State. It is organized into three main sections: the conceptual review, theoretical review, and empirical review. The conceptual review offers a detailed discussion of the key variables relevant to the study, focusing on parenting styles, particularly the authoritarian and permissive types, and social media usage, assessed through frequency of use and content engagement. These elements are explored as significant contributors to deviant behaviour among junior secondary school students in the study area. Together, these conceptual insights establish the foundation for understanding the major determinants of deviant behaviour among adolescents.

The theoretical review is anchored on two primary frameworks: Baumrind's Parenting Styles Theory and the Social Learning Theory. Baumrind's theory classifies parenting into authoritarian and permissive styles, each exerting distinct influences on children's behavioural outcomes. In the context of social media, these parenting styles shape how adolescents manage online engagement and respond to peer pressure. Consequently, differences in parenting styles can serve as predictors of deviant tendencies among junior secondary school students. Similarly, the Social Learning Theory explains that individuals acquire behaviours through observation, imitation, and modelling, particularly from significant others. Applied to this study, students may emulate deviant behaviours exhibited

by peers or depicted on social media platforms. Hence, exposure to certain online models and patterns of reinforcement can profoundly influence adolescents' behavioural dispositions.

The empirical review synthesizes findings from previous studies that explored the relationship between parenting styles and deviant behaviour. Several studies have established links between authoritarian and permissive parenting styles and the development of deviant behaviour. However, there is limited research connecting social media usage specifically frequency of use and content engagement with deviant behaviour among junior secondary school students in Oyo East Local Government Area, Oyo State.

In summary, the review concludes with the formulation of a conceptual model integrating the key ideas and theoretical perspectives discussed. This model provides a holistic framework for understanding the interplay of parenting styles and social media usage in shaping deviant behaviour among junior secondary school students in Oyo East Local Government Area, Oyo State.

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Chapter Three

Methodology

This chapter outlines the procedures and strategies employed to accomplish the aims and objectives of the study. It is organized under the following subheadings: research design, population of the study, sample and sampling techniques, instrument for data collection, validity and reliability of the instrument, Administration of Research Instrument, method of data collection, methods of data analysis and ethical approval.

3.1 Research Design

This study employed a descriptive survey research design, which involves gathering data from a representative segment of the population to produce findings that can be generalized to the larger group. This design focused on collecting and analysing information without altering or influencing any variables.

3.2 Population of the Study

The population for this study consisted of all Junior Secondary School II students in public schools within Oyo East Local Government Area, Oyo State, Nigeria. At the time of the study, the area had nine (9) public junior secondary schools, with a total of one thousand and ten (1,010) JSS II students. A detailed breakdown of the study population is presented in Table 3.1 below.

Table 3.1: Population of Junior Secondary School Two (JSS II) students in Oyo East LGA

S/N	Name of the School	No. of students
1	Community High School, Ajagba	107
2	Community High School, Durbar	105
3	Olivet Baptist High School, Oyo	106
4	St. Bernadine's Girls Grammar School, Oyo	103
5	Anglican/Methodist Secondary School I, Oyo	105
6	Anglican/Methodist Secondary School II, Oyo	111
7	Durbar Grammar School, Oyo	126
8	Aboidun Atiba Memorial Institute, Oyo	122
9	Oba Adeyemi High School, Oyo	125
Total		1010

Source¹

3.3 Sample and Sampling Techniques

The study employed an intact enumeration sampling technique, encompassing all 1,010 Junior Secondary School II students in public schools across Oyo East Local Government Area, Oyo State, Nigeria. This approach was selected because of the relatively small size of the population, allowing the inclusion of every student in the study. By using this method, data were obtained from all members of the population, ensuring comprehensive coverage and representation.

3.4 Instrument for Data Collection

The study employed a self-developed questionnaire as the primary instrument for data collection, designed to effectively address the research objectives. The instrument, titled the Deviant Behaviour Questionnaire (DBQ), is divided into four sections, labeled A through D, each targeting specific study variables. Section A gathered demographic information from respondents, including items such as gender and age range. Section B comprised ten items assessing the level of deviant behaviour among junior secondary school students in public schools within Oyo East Local Government Area, Oyo State. Specifically, items 1–5 measured academic misconduct, while items 6–10 evaluated aggressive behaviour. Section C included ten items aimed at identifying the most prevalent parenting style among the students. Items 1–5 assessed the authoritarian style, and items 6–10 examined the permissive style. Section D consisted of ten items designed to measure students' social media usage. Items 1–5 focused on frequency of use, while items 6–10 evaluated content engagement.

3.5 Validity of the Instrument

The questionnaire used in this study underwent both face and content validity assessments to ensure its accuracy and suitability. The research supervisor conducted a detailed review, evaluating the instrument's structure, clarity, and alignment with the study objectives. Additionally, academic experts from the Faculty of Education, Lead City University, were consulted to provide professional insights. Their feedback and recommendations were incorporated, and all necessary revisions were made before the questionnaire was administered.

3.6 Reliability of the Instrument

An instrument is deemed reliable when it consistently yields similar results across different conditions, such as at different times, locations, or among comparable populations. To determine the reliability of the instrument in this study, a pilot test was conducted with thirty (30) junior secondary school students from public schools in Atiba Local Government Area. The responses from the pilot test were analyzed using Cronbach's Alpha, which produced a coefficient of $\alpha = 0.721$. This value indicates a high level of internal consistency, confirming that the instrument is reliable for use in the main study.

3.7 Administration of the Research Instrument

The research instrument was administered to all respondents after obtaining the necessary permissions from the relevant educational authorities and school administrators in Oyo East Local Government Area. The purpose of the study was explained to both the school authorities and the students to ensure cooperation and informed participation.

The questionnaire was distributed directly to the students in their classrooms, with clear instructions provided on how to complete each section. The researcher and trained research assistants were present during the administration to provide clarification where needed and to ensure that responses were completed independently. Upon completion, the questionnaires were collected immediately to prevent data loss and to safeguard the confidentiality of respondents' information.

3.8 Method of Data Collection

Data for this study were collected using a structured questionnaire, which was self-developed to align with the study objectives. The researcher alongside research assistants personally administered the questionnaires to all respondents in their classrooms to ensure proper guidance and minimize errors. Clear instructions were provided to the students on how to complete each section, and assistance was given whenever necessary to clarify any ambiguities.

3.9 Method of Data Analysis

The data collected from the field were analysed using both descriptive and inferential statistics. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were used to address the research questions. For hypothesis testing, inferential statistics were applied through multiple regression analysis, with the significance level set at 0.05.

3.10 Ethical Approval

Ethical considerations were strictly observed throughout the study to ensure the protection and rights of all participants. Prior to data collection, approval was obtained from the relevant educational authorities and school administrators in Oyo East Local Government Area. The purpose of the study, as well as the procedures involved, was clearly explained to both the school authorities and the students.

Participation in the study was entirely voluntary, and students were assured of their right to withdraw at any stage without any consequences. In addition, confidentiality and anonymity were maintained by ensuring that no personal identifiers were included in the questionnaire,

and all data were used solely for the purpose of the research. These ethical measures were implemented to uphold the integrity of the study and safeguard the welfare of the respondents.

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Endnote

1. Oyo State Ministry of Education, Population of students, TESCOM, 2025

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Chapter Four

Results and Discussion of Findings

4.1 Questionnaire Return Rate

A total of 1010 copies of the questionnaire were distributed to JSS2 students during the fieldwork. Of these, 1003 copies were successfully collected, representing a retrieval rate of 99.07%. Out of the retrieved questionnaires, 971 copies were deemed valid for analysis, which constitutes 96.2% of the total distributed.

4.2 Demographic Data Analysis

This section presents demographic information of respondents

Table 4.1: Gender Distribution of Respondents

Gender	Frequency	Percent
Male	379	39.0
Female	592	61.0
Total	971	100.0

Source: Researcher's Field Survey, 2025

Table 4.1 presented the gender distribution of the respondents. Out of a total of 971 participants, 379 (39.0%) were male, while 592 (61.0%) were female. This indicated that the majority of the respondents were female.

Table 4.2: Age Range of Respondents

Age Range	Frequency	Percent
13-15 Years	549	56.5
16-20 Years	422	43.5
Total	971	100.0

Source: Researcher's Field Survey, 2025

Table 4.2 showed the age range of the respondents. Of the 971 participants, 549 (56.5%) were between 13 and 15 years old, while 422 (43.5%) were between 16 and 20 years old, indicating that the majority of the respondents fell within the 13–15 years age bracket.

4.3 Presentation of Answers to Research Questions

This sub-section contains tables showing analysis of responses to answer formulated research questions.

Research Question One: What is the level of deviant behaviour (academic misconduct and aggressive behaviour) among junior secondary school students in public schools within Oyo East Local Government Area, Oyo State?

Table 4.3: Level of Deviant Behaviour (Academic Misconduct and Aggressive Behaviour) among Junior Secondary School Students in Public Schools within Oyo East Local Government Area, Oyo State

S/N	Item:	AL	S	R	N	Mean	SD
Academic Misconduct							
1	I find it hard to attend all my classes.	205 (21.1%)	239 (24.6%)	260 (26.8%)	267 (27.5%)	2.39	1.101
2	When I forget to prepare for a test, I look at what others are writing.	253 (26.1%)	183 (18.8%)	285 (29.4%)	250 (25.7%)	2.45	1.134
3	I copy a friend's assignment when I don't have enough time to do mine.	311 (32.0%)	218 (22.5%)	241 (24.8%)	201 (20.7%)	2.66	1.132
4	I leave school without permission when I feel tired or bored.	238 (24.5%)	240 (24.7%)	319 (32.9%)	174 (17.9%)	2.56	1.047
5	I have shared answers with classmates during tests to help one another.	204 (21.0%)	285 (29.4%)	303 (31.2%)	179 (18.4%)	2.53	1.019
Study Aid Usage							
6	When someone annoys me, I raise my voice.	262 (27.0%)	248 (25.5%)	263 (27.1%)	198 (20.4%)	2.59	1.091
7	I find it difficult to stay calm when people insult me.	216 (22.2%)	235 (24.2%)	251 (25.8%)	269 (27.7%)	2.41	1.115
8	I push or hit others when I get angry.	240 (24.7%)	250 (25.7%)	224 (23.1%)	257 (26.5%)	2.49	1.129
9	I have had disagreements with classmates that turned into fights.	210 (21.6%)	225 (23.2%)	304 (31.3%)	232 (23.9%)	2.43	1.075
10	I tease or make fun of others when I'm in a bad mood.	231 (23.8%)	204 (21.0%)	324 (33.4%)	212 (21.8%)	2.47	1.078

Weighted Mean = 2.50 Moderate

Source: Researcher's Field Survey, 2025

KEY: AL= Always (4), S= Sometimes (3), R= Rarely (2), N= Never (1), and SD = Standard Deviation

Decision Rule: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and ≤ 2.50 (Low)

Table 4.3 presented the level of deviant behaviour, including academic misconduct and aggressive behaviour, among junior secondary school students in public schools within Oyo East Local Government Area, Oyo State. The findings revealed varying degrees of engagement in deviant behaviours. For academic misconduct, items such as copying a friend's assignment when pressed for time had a mean of 2.66, indicating a moderate tendency, while difficulties in attending all classes had a mean of 2.39, suggesting a lower level of occurrence. Similarly, looking at others' work during tests recorded a mean of 2.45, leaving school without permission had a mean of 2.56, and sharing answers during tests showed a mean of 2.53, all reflecting moderate engagement in these behaviours.

Regarding aggressive behaviour, raising one's voice when annoyed recorded a mean of 2.59, showing moderate frequency, while difficulty in staying calm when insulted had a mean of 2.41, pushing or hitting others had a mean of 2.49, disagreements escalating into fights had a mean of 2.43, and teasing or making fun of others when in a bad mood had a mean of 2.47. The weighted mean for all items was 2.50, indicating that the students' level of deviant behaviour was moderate. The standard deviations ranged from 1.019 to 1.134, reflecting some variation in responses among the students.

Research Question Two: What is the most prevalent parenting style (authoritarian style and permissive style) among parents of junior secondary school students in public schools within Oyo East Local Government Area, Oyo State?

Table 4.4.1: Parenting Style (Authoritarian Style and Permissive Style) among Parents of Junior Secondary School Students in Public Schools within Oyo East Local Government Area, Oyo State

S/N	Item:	AL	S	R	N	Mean	SD
Authoritarian Style							
1	My parents often tell me exactly what I should do without asking my opinion.	113 (11.6%)	294 (30.3%)	216 (22.2%)	348 (35.8%)	2.18	1.047
2	My parents often use punishment rather than discussion to correct me.	164 (16.9%)	209 (21.5%)	244 (25.1%)	354 (36.5%)	2.19	1.105
3	I am not usually allowed to make decisions about my daily activities.	221 (22.8%)	336 (34.6%)	211 (21.7%)	203 (20.9%)	2.59	1.056
4	My parents get upset if I do not follow instructions immediately.	155 (16.0%)	277 (28.5%)	282 (29.0%)	257 (26.5%)	2.34	1.036
5	My parents rarely explain why I should obey certain rules.	115 (11.5%)	267 (27.5%)	307 (31.6%)	282 (29.0%)	2.22	0.996
Permissive Style							
6	My parents let me make most of my own decisions at home.	119 (12.3%)	309 (31.8%)	230 (23.7%)	313 (32.2%)	2.24	1.036
7	I can do what I like without anyone stopping me.	115 (11.8%)	316 (32.5%)	322 (33.2%)	218 (22.5%)	2.34	0.954
8	My parents rarely tell me what to do or how to behave.	128 (13.2%)	275 (28.3%)	214 (22.0%)	354 (36.5%)	2.18	1.069
9	I feel I can get away with things at home without being told off.	116 (11.9%)	322 (33.2%)	239 (24.6%)	294 (30.3%)	2.27	1.021
10	I choose not to do chores or homework because no one reminds me.	136 (14.0%)	299 (30.8%)	206 (21.2%)	330 (34.0%)	2.25	1.071

Weighted Mean = 2.28 Low

Source: Researcher's Field Survey, 2025

KEY: AL= Always (4), S= Sometimes (3), R= Rarely (2), N= Never (1), and SD = Standard Deviation

Decision Rule: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and ≤ 2.50 (Low)

Table 4.4.1 presented the level of parenting styles, specifically authoritarian and permissive styles, among parents of junior secondary school students in public schools within Oyo East Local Government Area, Oyo State. For authoritarian parenting, items such as not being allowed to make decisions about daily activities had the highest mean of 2.59, indicating a moderate tendency, while other items, including parents telling children exactly what to do without seeking their opinion, using punishment rather than discussion, getting upset if instructions were not immediately followed, and rarely explaining rules, had means ranging from 2.18 to 2.34, reflecting low engagement in authoritarian practices.

Regarding permissive parenting, items such as being able to do what one likes without interference, making most decisions at home, rarely being told how to behave, getting away with things without being told off, and neglecting chores or homework because of lack of reminders, had means ranging from 2.18 to 2.34, indicating low levels of permissive parenting among the respondents' parents. The weighted mean of 2.28 suggested that the parenting styles of the students' parents, whether authoritarian or permissive, were generally low, showing that extreme forms of either style were not predominant. The standard deviations ranged from 0.954 to 1.105, indicating some variability in students' perceptions of their parents' behaviour.

Table 4.4.2: Most Prevalent Parenting Style (Authoritarian Style and Permissive Style) among Parents of Junior Secondary School Students in Public Schools within Oyo East Local Government Area, Oyo State

S/N	Parenting Styles	Always	Sometimes	Rarely	Never	Rank
1	Authoritarian Style	154 (15.9%)	277 (28.5%)	252 (26.0%)	288 (29.6%)	1st
2	Permissive Style	123 (12.7%)	304 (31.3%)	242 (24.9%)	302 (31.1%)	2nd

Source: Researcher's Field Survey, 2025

Decision Rule: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and ≤ 2.50 (Low)

Table 4.4.2 showed the most prevalent parenting style among parents of junior secondary school students in public schools within Oyo East Local Government Area, Oyo State. The findings indicated that authoritarian parenting was the most common, with 154 (15.9%) of respondents reporting it “always,” 277 (28.5%) “sometimes,” 252 (26.0%) “rarely,” and 288 (29.6%) “never,” ranking it first. Permissive parenting was reported less frequently, with 123 (12.7%) “always,” 304 (31.3%) “sometimes,” 242 (24.9%) “rarely,” and 302 (31.1%) “never,” ranking it second.

Research Question Three: What is the level of students’ social media usage (frequency of use and content engagement) among junior secondary school students in public schools within Oyo East Local Government Area, Oyo State?

Table 4.5: Level of Students' Social Media Usage (Frequency of Use and Content Engagement) among Junior Secondary School Students in Public Schools within Oyo East Local Government Area, Oyo State

S/N	Item: I;	AL	S	R	N	Mean	SD
Frequency of Use							
1	log in to social media as soon as I wake up.	80 (8.2%)	188 (19.4%)	212 (21.2%)	491 (50.6%)	1.85	1.004
2	use social media late at night before sleeping.	84 (8.7%)	292 (30.1%)	287 (29.6%)	308 (31.7%)	2.16	0.970
3	often open social media even when I have schoolwork to do.	175 (18.0%)	197 (20.3%)	234 (24.1%)	365 (37.6%)	2.19	1.125
4	spend time on social media during breaks at school.	111 (11.4%)	267 (27.5%)	329 (33.9%)	264 (27.2%)	2.23	0.975
5	find myself opening social media without thinking about it.	205 (21.1%)	239 (24.6%)	297 (30.6%)	230 (23.7%)	2.43	1.069
Content Engagement							
6	spend time watching live videos or trends just because everyone is talking about them.	253 (26.1%)	183 (18.8%)	300 (30.9%)	235 (24.2%)	2.47	1.120
7	click on videos or posts even if I know they may not be approved by teachers or parents	311 (32.0%)	218 (22.5%)	196 (20.2%)	246 (25.3%)	2.61	1.177
8	watch videos or posts just because they are interesting, even if they are not for school.	238 (24.5%)	240 (24.7%)	243 (25.0%)	250 (25.7%)	2.48	1.121
9	watch videos or posts about schoolwork or learning on social media.	204 (21.0%)	285 (29.4%)	229 (23.6%)	253 (26.1%)	2.45	1.091
10	spend time viewing content that I	262	248	206	255	2.53	1.147

know is meant for older people. (27.0%) (25.5%) (21.2%) (26.3%)

Weighted Mean = 2.34 Low

Source: Researcher's Field Survey, 2025

KEY: AL= Always (4), S= Sometimes (3), R= Rarely (2), N= Never (1), and SD = Standard Deviation

Decision Rule: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and ≤ 2.50 (Low)

Table 4.5 presented the level of social media usage, including frequency of use and content engagement, among junior secondary school students in public schools within Oyo East Local Government Area, Oyo State. For frequency of use, items such as logging in to social media as soon as waking up had a mean of 1.85, using social media late at night had a mean of 2.16, opening social media when having schoolwork had a mean of 2.19, spending time on social media during school breaks had a mean of 2.23, and opening social media without thinking had a mean of 2.43, indicating generally low usage.

Regarding content engagement, items such as watching live videos or trends because others were talking about them had a mean of 2.47, clicking on posts not approved by teachers or parents had a mean of 2.61, watching interesting videos unrelated to school had a mean of 2.48, viewing school-related content had a mean of 2.45, and accessing content meant for older people had a mean of 2.53. The weighted mean of 2.34 suggested that students' level of social media usage was low, indicating that, on average, the respondents engaged with social media infrequently or moderately. The standard deviations ranged from 0.970 to 1.177, showing some variation in students' usage patterns.

4.4 Test of Hypothesis

H₀₁: There will be no significant combined influence of parenting style and social media usage on deviant behaviour among junior secondary school students in Oyo East Local Government Area, Oyo State.

Table 4.6: Summary of Regression Analysis showing Combined Influence of Parenting Style and Social Media Usage on Deviant Behaviour among Junior Secondary School Students in Oyo East Local Government Area, Oyo State

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.924 ^a	.855	.854	4.085

a. Predictors: (Constant), Social Media Usage, Parenting Style

ANOVA^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	94907.152	2	47453.576	2843.404	.000 ^b
	Residual	16155.097	968	16.689		
	Total	111062.249	970			

a. Dependent Variable: Deviant Behaviour

b. Predictors: (Constant), Social Media Usage, Parenting Style

Source: Researcher's Field Survey, 2025

Table 4.6 presented the summary of regression analysis showing the combined influence of parenting style and social media usage on deviant behaviour among junior secondary school students in Oyo East Local Government Area, Oyo State. The model summary indicated a strong positive relationship between the predictors and deviant behaviour, with a correlation coefficient (R) of 0.924. The R Square value of 0.855 suggested that 85.5% of the variance in deviant behaviour was jointly explained by parenting style and social media usage, while the adjusted R Square of 0.854 accounted for the number of predictors in the model. The standard error of the estimate was 4.085, indicating the average distance between the observed and predicted values of deviant behaviour.

The ANOVA results showed that the regression model was statistically significant ($F = 2843.404$, $p = 0.000$), indicating that the combined effect of parenting style and social media usage significantly predicted deviant behaviour among the students. This implied that both variables together had a strong and meaningful influence on the students' deviant behaviour.

H₀₂: There will be no significant relative influence of parenting style and social media usage on deviant behaviour among junior secondary school students in Oyo East Local Government Area, Oyo State.

Table 4.7: Summary of Regression Analysis showing Relative Influence of Parenting Style and Social Media Usage on Deviant Behaviour among Junior Secondary School Students in Oyo East Local Government Area, Oyo State

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	.643	.371		1.736	.000
	Parenting Style	-.302	.020	-.281	-14.831	.000
	Social Media Usage	1.333	.023	1.121	59.097	.000

a. Dependent Variable: Deviant Behaviour

Source: Researcher's Field Survey, 2025

Table 4.7 presented the results of the regression analysis showing the relative influence of parenting style and social media usage on deviant behaviour among junior secondary school students in Oyo East Local Government Area, Oyo State. The constant was 0.643 and statistically significant ($t = 1.736$, $p = 0.000$), indicating the baseline level of deviant behaviour when both parenting style and social media usage were held at zero. Parenting style had a negative and significant influence on deviant behaviour, with an unstandardized coefficient of -0.302 ($t = -14.831$, $p = 0.000$) and a standardized beta of -0.281. This suggested that for every one-unit increase in positive parenting style, deviant behaviour

decreased by 0.302 units, demonstrating that more supportive parenting was associated with lower levels of deviant behaviour among students.

Conversely, social media usage had a positive and highly significant effect on deviant behaviour, with an unstandardized coefficient of 1.333 ($t = 59.097$, $p = 0.000$) and a standardized beta of 1.121. This indicated that for every one-unit increase in social media usage, deviant behaviour increased by 1.333 units, showing that higher engagement with social media was associated with greater deviant behaviour. Overall, the analysis revealed that both parenting style and social media usage significantly predicted deviant behaviour, with social media usage exerting a stronger relative influence than parenting style.

4.5 Discussion of Findings

Research question one focused on determining the level of deviant behaviour (academic misconduct and aggressive behaviour) among junior secondary school students in public schools within Oyo East Local Government Area, Oyo State. Findings revealed that the level of deviant behaviour among junior secondary school students in public schools within Oyo East Local Government Area, Oyo State was moderate. This suggests that while deviant behaviour is not pervasive or extreme among the students, it is still noticeable and may have implications for the overall learning environment and students' social development. It further indicates that a significant proportion of students occasionally engage in behaviours that deviate from expected norms, such as cheating, skipping assignments, verbal or physical aggression, or other forms of rule-breaking.

From an educational standpoint, this moderate prevalence highlights the need for continued monitoring and intervention by teachers, school administrators, and parents. It suggests that

current strategies to curb deviant behaviour may be partially effective but not entirely sufficient to fully mitigate these behaviours. The finding also highlights the importance of proactive measures, such as social skills training, moral education, positive reinforcement strategies, and school-wide behavioural policies, to reduce the incidence of both academic misconduct and aggressive behaviour.

The finding aligns with several recent studies conducted in Nigeria and similar contexts. For instance, teachers in Ekiti and Ondo States observed that although deviant behaviours such as truancy and disobedience occurred, they were not excessively high and could be effectively managed through moral and cultural education integrated into Social Studies lessons¹. A study in Oyo State found a significant relationship between deviant behaviours and students' academic activities, with a consensus of high incidences of physical, verbal, and academic-related deviant behaviours, though not at extreme levels². The study identified parents, society, and school as key contributing factors, suggesting that while deviance is present, it is not overwhelming and can be managed through targeted interventions². Similarly, research in South-West Nigeria reported that 13% of junior male secondary students met criteria for conduct disorder, indicating a notable but not excessive prevalence³. Additionally, research in Osun State reported that gang behaviour was not prevalent among junior secondary students, with only about a quarter engaging in such activities, further supporting the moderate prevalence finding⁴.

Contrasting findings emerge from studies that report either higher or lower levels of specific deviant behaviours. For example, a study in Nigeria found a bullying prevalence rate of 59.9% among junior secondary students, with males more likely to engage in bullying, suggesting that certain forms of deviance, such as bullying, may be more widespread than the

general moderate classification implies⁵. Similarly, another study reported that deviant behaviour was particularly prevalent in urban schools in Edo State, where acts such as vandalism and bullying severely disrupted academic activities⁶. Further evidence from Kebbi State indicated that physical and psychological abuse contributed significantly to aggressive and maladaptive behaviours among adolescents, suggesting a higher level of deviance than previously reported⁷.

The second research question aimed at identifying the most prevalent parenting style (authoritarian style and permissive style) among parents of junior secondary school students in public schools within Oyo East Local Government Area, Oyo State. The result showed that the most prevalent parenting style among parents of junior secondary school students in public schools within Oyo East Local Government Area, Oyo State is the authoritarian style. This prevalence suggests that many students in the area are raised in environments where conformity and discipline are strongly emphasized, sometimes at the expense of nurturing emotional support or encouraging independent decision-making.

From a developmental perspective, the predominance of authoritarian parenting may have both positive and negative implications for students. On the one hand, the structured environment created by authoritarian parents can instill discipline, respect for authority, and adherence to rules, which may reduce certain forms of deviant behaviour. On the other hand, limited emotional support and restricted autonomy can contribute to issues such as anxiety, low self-esteem, rebelliousness, or covert forms of misconduct, particularly during adolescence, a period when students are naturally exploring independence and identity.

Several recent studies support the finding that the most prevalent parenting style among parents of junior secondary school students in Oyo East Local Government Area, Oyo State,

is the authoritarian style. For instance, a study found that authoritarian parenting was the dominant style among secondary school parents in Rivers State, strongly influencing students' moral behavior⁸. Similarly, research reported that parents of female students in Kogi State predominantly adopted the authoritarian style, which significantly shaped students' academic performance⁹. In Ibadan, Oyo State, scholars also found that authoritarian parenting was common among parents and was linked to conduct disorders among adolescents¹⁰. Supporting this pattern, another study identified authoritarian parenting as one of the prevalent styles influencing psychological symptoms among adolescents in Ogun State¹¹. Likewise, a study observed that authoritarian parenting was a dominant style used by parents in Niger State, although it showed only a weak positive relationship with students' academic performance¹².

In contrast, other studies reveal that authoritarian parenting is not always the dominant style and that many parents increasingly favor more democratic or balanced approaches. For example, a study found that authoritative parenting was more prevalent than either authoritarian or permissive styles among in-school adolescents in South-East Nigeria¹³. Similarly, a scholar reported that authoritative parenting, rather than authoritarian, was more common among educated Nigerian parents, largely because it produced more positive academic outcomes¹⁴. In another study, it was observed that authoritative parenting most strongly influenced students' reading attitudes in Anambra State, suggesting its higher prevalence among parents¹⁵.

Research question three was raised to ascertain the level of students' social media usage (frequency of use and content engagement) among junior secondary school students in public schools within Oyo East Local Government Area, Oyo State. From the analysis, it was

discovered that level of students' social media usage among junior secondary school students in public schools within Oyo East Local Government Area, Oyo State was low. This suggests that, despite the widespread availability of digital platforms, these students are not heavily engaged with social media, either in terms of how often they access it or the depth of their interaction with content. Several factors could account for this low usage, including limited access to smartphones or the internet, parental restrictions, school policies, or personal and cultural attitudes toward social media use at this age.

From a developmental and educational perspective, low social media usage could have both advantages and disadvantages. On the positive side, limited exposure to social media may protect students from potentially harmful content, cyberbullying, or excessive screen time that can interfere with academic responsibilities and social development. It may also provide students with more time to focus on face-to-face interactions, schoolwork, and extracurricular activities, contributing to healthier social and cognitive development. Conversely, low engagement with social media may limit students' opportunities to develop digital literacy skills, which are increasingly important for academic success, social participation, and future employability.

Supporting this finding, research conducted in Enugu found that access to and use of social media was limited, especially among junior secondary students, who primarily used these platforms for social and information-seeking purposes rather than entertainment¹⁶. Students in this context reported positive attitudes toward reading over social media engagement, suggesting relatively low levels of use and content engagement¹⁶. In Delta State, findings indicated that although students had access to social media, the time spent was often low, and there were no significant differences in behavior or achievement based on usage time or

school type¹⁷. In Indonesia, a study of junior high students found that many initially had difficulty using social media effectively, and their engagement was often limited to personal pleasure rather than frequent or educational use¹⁸.

In contrast, several recent studies highlight moderate to high social media usage among secondary school students in Nigeria and similar contexts. In Edo North, 75% of students preferred Facebook, and most had access to and engaged with various types of content, indicating high usage and engagement¹⁹. In Akure South, Ondo State, nearly half of the students visited social media sites daily, with Facebook, WhatsApp, and 2go being the most popular platforms²⁰. A study in Abuja found that 63.1% of adolescents possessed smartphones and reported high daily engagement with social media for social, entertainment, and academic purposes²¹.

The first hypothesis was formulated to examine the combined influence of parenting style and social media usage on junior secondary school students in public schools within Oyo East Local Government Area, Oyo State. Results showed that there was a significant combined influence of parenting style and social media usage on junior secondary school students in public schools within Oyo East Local Government Area, Oyo State.

Supporting this study, for example, in Pakistan a study found that authoritative parenting positively influenced adolescents' stress-management, but that effect was weakened when digital media usage was high, thus pointing to an interaction between parenting style and media use²². Similarly, positive parenting styles, characterized by affection and support, are linked to lower levels of problematic social media use and healthier behavioral outcomes, while negative or inconsistent parenting styles are associated with higher risks of excessive or harmful social media engagement^{23,24,25}. That said, there is contrasting evidence that

complicates the straightforward assumption of a combined effect. One study investigating whether parenting style influences children's social-media use found no significant relationship ($r = .100$) between parenting style and social media usage among students, suggesting that the link between these two variables may sometimes be weak or absent²⁶.

Hypothesis two examined the relative influence of parenting style and social media usage on junior secondary school students in public schools within Oyo East Local Government Area, Oyo State. The analysis indicated that both parenting style and social media usage significantly predicted deviant behaviour. Social media usage exerted a strong positive influence, whereas parenting style demonstrated a significant negative influence.

Research in similar contexts supports the finding that both parenting style and social media usage significantly predict deviant or problematic behaviors among junior secondary students. A study in Oyo State, Nigeria, found that parenting styles and social networks (including social media) jointly and independently predicted deviant behavior among in-school adolescents²⁷. Specifically, more permissive or uninvolved parenting styles were associated with higher levels of deviant behavior, while authoritative parenting was linked to lower levels²⁷. The study also highlighted that social network engagement (including social media) was a significant positive predictor of deviant behavior, often exerting a stronger influence than parenting style alone²⁷. In contrast, positive parenting characterized by warmth, responsiveness, and clear boundaries consistently predicts lower levels of such behaviors, acting as a protective factor^{23,28}. However, negative or inconsistent parenting styles, such as authoritarian or neglectful approaches, are linked to increased risk of deviant behavior, especially when combined with high social media usage²⁷.

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Chapter Five

Conclusion

This chapter focuses on the summary of findings, conclusions, recommendations (based on the findings of the study), contribution to knowledge and the areas of further research.

5.1 Summary of Findings

From the findings, it was revealed that the level of deviant behaviour among junior secondary school students in public schools within Oyo East Local Government Area, Oyo State was moderate ($\bar{x} = 2.50$). The most prevalent parenting style among parents of junior secondary school students in public schools within Oyo East Local Government Area, Oyo State is the authoritarian style (15.9%). The level of students' social media usage among junior secondary school students in public schools within Oyo East Local Government Area, Oyo State was low ($\bar{x} = 2.34$).

Results also showed that there was a significant combined influence of parenting style and social media usage on junior secondary school students in public schools within Oyo East Local Government Area, Oyo State (Adj. $R^2 = 0.854$; $F_{(2,968)} = 2843.404$; $p < 0.05$). Lastly, both parenting style and social media usage significantly predicted deviant behaviour. Social media usage ($\beta = 1.121$, $t = 59.097$, $p < 0.05$) exerted a strong positive influence, whereas parenting style ($\beta = -0.281$, $t = -14.831$, $p < 0.05$) demonstrated a significant negative influence.

5.2 Conclusion

The study examined the parenting style and social media usage as predictors of deviant behaviour among junior secondary school students in public schools within Oyo East Local Government Area, Oyo State. The findings revealed that students exhibited a moderate level of deviant behaviour, encompassing academic misconduct and aggressive behaviour. The analysis further showed that authoritarian parenting was the most prevalent style among the students' parents, while permissive parenting was less common. Students' engagement with social media, in terms of frequency of use and content engagement, was relatively low. The regression analyses indicated that parenting style and social media usage jointly exerted a significant influence on students' deviant behaviour. However, the relative influence revealed that social media usage was a stronger and positive predictor, whereas parenting style, particularly authoritarian practices, had a negative contribution, suggesting that structured parenting helped to reduce deviant tendencies. In conclusion, the study establishes that authoritarian parenting plays a crucial role in moderating deviant behaviour, while social media usage can significantly increase the likelihood of such behaviour. Therefore, to minimize deviant behaviours and promote positive student conduct, schools and parents should collaborate to encourage responsible social media use and reinforce positive, structured parenting practices that provide guidance, supervision, and moral support.

5.3 Recommendations

Based on the findings of the study, the following recommendations are made:

1. Schools should implement behaviour management programmes that promote positive conduct, ethical decision-making, and conflict resolution skills among students.

2. parents should be encouraged to balance discipline with open communication, allowing children to express opinions while maintaining guidance, to reduce deviant tendencies.
3. Schools and parents should educate students on responsible and monitored social media use, including setting limits on time and content exposure.
4. There should be collaborative efforts between parents and schools to provide structured supervision and guidance that addresses both online behaviour and general conduct.
5. Parents and schools should organise awareness programmes and workshops for students on responsible social media use, while parents adopt consistent and supportive parenting strategies to guide behaviour. This combined approach would help minimize exposure to negative online influences and reinforce positive moral and social conduct among students.

5.4 Contribution to Knowledge

This study makes significant contributions to knowledge by enhancing understanding of deviant behaviour and its determinants among junior secondary school students in Oyo East Local Government Area, Oyo State. Conceptually, the study contributes by clarifying the meaning and operationalization of deviant behaviour, identifying its specific dimensions, including academic misconduct and aggressive behaviour. It also refines the understanding of parenting styles, distinguishing between authoritarian and permissive approaches, and provides a clear definition of social media usage in terms of frequency and content engagement. By elaborating these constructs and their interrelationships, the study provides a

structured framework that can guide future research and improve conceptual clarity regarding adolescent behaviour in educational and social contexts.

The study also makes theoretical contributions through the application of Baumrind's Parenting Styles Theory and Social Learning Theory. Baumrind's theory explains how different parenting approaches, particularly authoritarian and permissive styles, influence moral development, obedience, and behavioural outcomes. The finding that authoritarian parenting negatively predicted deviant behaviour supports the theoretical premise that structured and consistent parenting fosters discipline and reduces undesirable conduct. Social Learning Theory complements this by demonstrating that students learn behaviours through observation and interaction within social contexts, including online environments. The strong positive effect of social media usage on deviant behaviour provides empirical support for the theory's assertion that behaviours are acquired and reinforced through modeling, highlighting the interplay between parental guidance and digital exposure in shaping adolescent conduct.

Empirically, the study provides quantitative evidence on the relative and combined influence of parenting style and social media usage on deviant behaviour. The regression analyses revealed that social media usage exerted a stronger positive influence, whereas parenting style exerted a negative influence, indicating that unmonitored online engagement increases the likelihood of deviant behaviour, while structured parenting mitigates such tendencies. These findings offer practical insights for teachers, parents, and policymakers, emphasizing the need for interventions that promote responsible social media use and reinforce positive, structured parenting practices.

5.5 Suggestion for Further Studies

Future studies could expand the scope beyond Oyo East Local Government Area to include other local government areas or states in Nigeria to determine whether the observed patterns of deviant behaviour, parenting styles, and social media usage are consistent across different regions. Researchers could also explore additional parenting styles, such as authoritative or neglectful approaches, and examine their influence on specific types of deviant behaviours. Further investigations could also consider other factors, such as peer influence, school climate, or personality traits, to provide a more comprehensive understanding of the determinants of deviant behaviour among adolescents. Finally, comparative studies between students in public and private schools may offer insights into contextual differences in parental influence, social media engagement, and behavioural outcomes.

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Appendix

Deviant Behaviour Questionnaire “(DBQ)”

Department of Arts and Social Science
Education,
Faculty of Education,
Lead City University,
Ibadan

Dear Respondents,

Request to Participate in a Research

This questionnaire is designed to help us understand some of the factors that influence students’ behaviour in school. It is not a test, and there are no right or wrong answers. Please note that your responses will be used only for academic research purposes. You are not required to write your name, and your answers will be kept completely anonymous and

confidential. No teacher, parent, or school official will see your individual responses. We kindly ask you to read each statement carefully and respond honestly based on how you truly feel or behave. Your truthful answers will help us better understand how to improve students' wellbeing and learning environment.

Sincerely,

The Researcher

Section A: Demographic characteristics

Instruction

Please, tick the space (✓) provided in front of the option that best fits your responses to the questions below

1. **Gender:** Male () Female ()
2. **Age Range:** Less than 15 () 16-20 () 21-25 () Above 25 ()

Section B

Please tick (✓) the most correct answer by using the following scale to respond to the statements;

S/N	Item:	Always	Sometimes	Rarely	Never
1	I find it hard to attend all my classes.				
2	When I forget to prepare for a test, I look at what others are writing.				
3	I copy a friend's assignment when I don't have enough time to do mine.				

4	I leave school without permission when I feel tired or bored.				
5	I have shared answers with classmates during tests to help one another.				
6	When someone annoys me, I raise my voice.				
7	I find it difficult to stay calm when people insult me.				
8	I push or hit others when I get angry.				
9	I have had disagreements with classmates that turned into fights.				
10	I tease or make fun of others when I'm in a bad mood.				

Section C

Please tick (✓) the most correct answer by using the following scale to respond to the statements;

Always (AL) =4; Sometimes (S) =3; Rarely (R) = 2; Never (N)

S/N	Item:	Always	Sometimes	Rarely	Never
1	My parents often tell me exactly what I should do without asking my opinion.				
2	My parents often use punishment rather than discussion to correct me.				
3	I am not usually allowed to make decisions about my daily activities.				
4	My parents get upset if I do not follow instructions immediately.				

5	My parents rarely explain why I should obey certain rules.				
6	My parents let me make most of my own decisions at home.				
7	I can do what I like without anyone stopping me.				
8	My parents rarely tell me what to do or how to behave.				
9	I feel I can get away with things at home without being told off.				
10	I choose not to do chores or homework because no one reminds me.				

Section D

Please tick (✓) the most correct answer by using the following scale to respond to the statements;

S/N	Item: I	Always	Sometimes	Rarely	Never
1	log in to social media as soon as I wake up.				
2	use social media late at night before sleeping.				
3	often open social media even when I have schoolwork to do.				
4	spend time on social media during breaks at school.				
5	find myself opening social media without thinking about it.				
6	spend time watching live videos or trends just because everyone is talking about them.				
7	click on videos or posts even if I know they				

	may not be approved by teachers or parents				
8	watch videos or posts just because they are interesting, even if they are not for school.				
9	watch videos or posts about schoolwork or learning on social media.				
10	spend time viewing content that I know is meant for older people.				

Bio-data

A. Personal Data

Full Name: Akande Remilekun Mutiya

Address: No 17, Akande villa,Irentiwa community,
Behind Al -Fathiu Group of School,off
Akinmorin Road, Oyo.

Email: akande.remilekun2448@fcesoyo.edu.ng/

Phone Number: 08039220426

Date of Birth: 18th February, 1981

Nationality: Nigerian

Marital Status: Married

Name of Next of Kin: Akande Semiu Amobi

Address of Next of Kin: No 17, Akande villa, Irentiwa community,
Behind Al -Fathiu Group of School, off
Akinmorin Road, Oyo.

B Educational Background

Educational Institutions Attended with Dates and Qualification:

- i. Primary Education
1984 -1990 Local Government primary school, Mushin,
Lagos State,
- ii. Secondary Education
2005-2006 Anwar -ul -Islam Grammar School, Iwo

Higher Educational Institutions Attended with Dates & Qualification

1998 – 2001 Oyo State College of Education
(NCE, Primary Education/Social Studies)

2007 – 2013 Ekiti State University, Ado-Ekiti, Nigeria
(B.Edu, Social Studies)

C. Work Experience with Date:

2016 – 2020 Oyo School for the Handicapped (Power)

2020 – till date Federal College of Education (sp)

D Membership of Academic Professional Bodies:

TRCN Teachers Registration Council of Nigeria

E Publications:

Akande, R. M & Ibikunle, Y. A(PhD) Parental Negligence and Social Media usage as predictors of deviant Behaviour among junior Secondary School Students in Oyo East LGA, Oyo International Journal Religious and Peace building (INJOREP), 2025.

Akande, R.M & Ibikunle, Y.A (PhD) Transforming Cultural Narratives in the Digital Age through AI-Enhanced Storytelling for Evangelism. Department of Arts and Social Science Education. Lead city University, Ibadan. Nigeria.

F Major Conferences Attended with Dates:

2023	2nd annual stakeholder workshop on best practices in Education for Sustainable National Development in Nigeria, Organizes by the department of Arts and Social Science Education, Lead city University ,Ibadan.Nigeria.
2023.	Nigeria Association of Pastoral counselors (NAPCOUN) webinar series. v on 21st August,2023.

G. Names and Addresses of Referees

Dr. Oluyomi Susan, Pitan

Head of Department.
Arts & Social Science Education.
Lead city University, Ibadan, Oyo State.

Dr. Yejide Adepeju Ibikunle

Lecturer
Department of Arts & Social Education.
Lead city University , Ibadan.

Signature

Date

Lead City University Ibadan DO NOT COPY

The University Compliance Certification

This is to certify that this thesis by Remilekun Mutiyat AKANDE, with matriculation number LCU/PG/005260, in the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, is in full compliance with the approved University format and style.

Signature

Date