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INFLUENCE OF PERCEIVED PARENTAL RESPONSIVENESS AND SOCIAL SUPPORT ON DEVIANT BEHAVIOUR AMONG IN-SCHOOL ADOLESCENTS IN IBADAN NORTH LOCAL GOVERNMENT OYO STATE

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Abstract

Adolescents' behaviour in Nigeria has been a significant concern, with implications for academic performance and social adjustment; particularly deviant behaviour. This study therefore examined the influence of perceived parental responsiveness (PPr) and social support on deviant behaviour among secondary school students, Ibadan, Oyo state. The study adopted a cross-sectional research design. Four hundred and seventy nine (479) respondents were purposively selected and participated in the study. Questionnaire was the instrument used in this study. Data collected was analyzed using multiple regressions, t-test of independence and ANOVA at 0.05 level of significance. Result revealed that ages of participants ranged between 10 and 19 and a mean age at 15.64±3.04 years respectively. Perceived parental responsiveness and social support had a significant joint influence on deviant behaviour [$R = .65$; $R^2 = .43$; $F(2, 476) = 176.69$; $p < .001$]. However, perceived parental responsiveness ($\beta = .31$; $t = 5.31$; $p < .001$) and social support ($\beta = .38$; $t = 6.51$; $p < .001$) independently influenced deviant behaviour. Also, result revealed a significant gender differences in deviant behaviour [$t(477) = 6.11$; $p < .001$], however, Female students ($\bar{x} = 36.27$) exhibited a higher level of deviant behaviour than their Male counterparts ($\bar{x} = 33.86$). Meanwhile, findings also revealed that parental occupation has no significant influence on deviant behaviour [$F(3, 475) = .44$; $P > .05$]. In conclusion, perceived parental responsiveness, social support, and gender significantly influenced deviant behaviour. Hence, the study recommends that targeted interventions are needed to improve parent-child relationships and promote positive parenting practices. Programs enhancing communication, empathy, and emotional support can strengthen bonds between parents and adolescents, reducing deviant behaviour risk.

Keywords: *Deviant behaviour, Perceived Parental Responsiveness, Social Support.*

Introduction

Adolescence refers to that period of the life span of an individual when the physiological and even sociological processes are in transition between puberty and maturity (Oluwole, 2022). It is the bridge between life as a child and life as an adult which allows the individual to start dropping childhood behaviour and learning the adult lifestyle. During adolescence, new language variations, new values, standards of dress, tastes in popular culture (Music, sports, and films), and new interpersonal allegiances develop (Ogunrinde, 2023; Nwozuzu, 2017). Psychologically, adolescence is regarded as the period when new adjustments must be made if the individual would live a normal, happy life in society (Adeyemo, 2022; Ajayi, 2021). This learning could be done in the family, school, church, peer groups and media. Chronologically, the adolescent period spans from 12 years to the early twenties (Olanrewaju, 2023). According to the World Health Organization (WHO 2020), adolescence encompasses the second decade of life (10 to 19 years of age) and can be divided into two periods: pre-adolescence, 10 to 14 years of age; and adolescence, 15 to 19 years of age (late adolescence).

Adolescence is a crucial period of human development, characterized by physical, emotional, and cognitive transformations. It involves identity formation, peer relationships, and societal expectations (Adeyemo, 2022). While many adolescents successfully navigate these challenges, some may engage in deviant behaviour, which violates societal norms, values, and laws (Okeke, 2019; Ochonu, 2018). Deviant behaviour among adolescents refers to actions that deviate from established social norms, cultural expectations, or legal standards (Lawal, Akerele, Uthman-Akinhanmi, Solana, Yangomodou, & Lawal, 2021). Such behaviours encompass a wide spectrum, ranging from mild transgressions to more serious offences. Common manifestations include substance abuse, delinquency, truancy, aggression, and defiance of authority (Accorlor, 2021; Allagbé, Tchada, & Ahoutinou, 2021). It is imperative to recognize that not all deviant behaviour is inherently negative, as some may serve as expressions of rebellion, experimentation, or coping mechanisms (Okewumi, & Akanale, 2023).

Adolescent deviance often emerges within the context of the developmental challenges unique to this life stage (Omoponle, & Veronica, 2023). The interplay of biological, psychological, and social factors significantly shapes the trajectory of deviant behaviour. Hormonal changes, brain development, and susceptibility to peer pressure contribute to the vulnerability of adolescents to engage in deviant acts (Umanhonlen, Omoponle, Ayodeji, & Akorede, 2023). To comprehend the origins of deviant behaviour, it is crucial to examine the interplay of risk and protective factors. Environmental influences such as family dynamics, socioeconomic status, and community support play a role. A lack of positive role models, inadequate parental supervision, parent-child relationships, inconsistent discipline, or exposure to familial substance abuse may increase the likelihood of adolescents engaging in delinquent activities as a means of coping or seeking independence (Tafida, Abubakar, Aliyu, Babayo, & Joseph, 2023).

Deviant behaviour during adolescence can have far-reaching consequences for individuals and society at large. Academic difficulties, strained familial relationships, involvement with the criminal justice system, and long-term mental health challenges are among the potential outcomes (Anyanwu, Akinsola, Tugli, & Obisie-Nmehielle, 2020). Economic deviance was the largest category, followed by sexual deviance, occultism, and related violence (Ifedigbo, Anyaorah, Okafor & Uzoma (2023). Additionally, engaging in deviant behaviour during adolescence may serve as a precursor to persistent antisocial conduct in adulthood, highlighting the need for early intervention and prevention strategies (Akintola, 2023).

Efforts to mitigate deviant behaviour among adolescent students require a multi-faceted approach (Kim, Cardwell, & Lee, 2023).

Understanding deviant behaviour among adolescent students necessitates a comprehensive exploration of its various dimensions. However, some predicting factors might influence adolescents indulgence to deviant behaviour. This study will take into consideration perceived parental responsiveness and social support. More so, parents are often implicitly or explicitly deemed morally accountable for their children's transgressions. Parenting may be defined as purposive activities aimed at ensuring the survival and development of children. It is a two-way process of interaction between the child and the parent. (Muhammed, Mustapha, & Awoyemi, 2023) It is a process through which a person exhibits a specific, warm, and affectionate behaviour toward their infants. Parenting also influences children and adolescents overall development, and it has an impact on the parent-child relationship. For decades, parenting strategies have been linked to adolescent outcomes, including involvement in deviant situations (Muhammed, et al., 2023 & Jegede, et al., 2022).

Perceived parental responsiveness stands as a key concept in the realm of developmental psychology, providing insight into the dynamics of parent-child relationships and their profound impact on individual well-being. This construct delves into the subjective perception of children and adolescents regarding the level of emotional support, warmth, and attunement they receive from their parents (Thornton, 2022). In essence, perceived parental responsiveness encapsulates the subjective lens through which children interpret their caregivers' responsiveness to their emotional needs, creating a nuanced framework for understanding the intricacies of family dynamics (Chinn, 2023).

Parental responsiveness refers to a parent's tendency to respond promptly and adequately to their child's verbal and non-verbal cues (Anyanwu et al, 2020). This concept has gained attention in recent years as it is crucial for a child's relationship with their parents. A child's trust in their parents is based on their trust in their ability to care for them and respond to their needs. Parental responsiveness can be demonstrated through initiating interactions, changing the child's position, providing an object of interest, cuddling, or showing sympathy when necessary (Osuesu, 2023). Sensitive parents should be prompt in their responses while respecting the child's reactions. This caregiver-child relationship requires flexible reactions. Parents with high levels of responsiveness can see things from their child's perspective and focus on their needs (Mbachu, Agu, Eze, Agu, Ezenwaka, Ezumah & Onwujekwe (2020).). A responsive parent tailors the child's environment to their needs, providing space and time for exploration.

Parental responsiveness is crucial for children's emotional understanding, social cognition, and communication. It is beneficial as it fosters development and early language development. Parental responsiveness is influenced by the parents' predispositions and characteristics (Aborisade, 2023). Empathy promotes parental responsiveness to a child's needs, with higher levels of empathy relating to higher sensitivity to child stimuli. Dispositional empathy includes other-oriented perspective-taking, empathic concern, and personal distress, which help parents respond appropriately to a child's cues. Personal distress, such as feelings of anxiety and tension in interpersonal relations, is linked with greater frustration and anxiety in response to a child's cues (Anike, 2021).

Research suggests that children who perceive their parents as responsive tend to exhibit greater emotional regulation, secure attachment, and positive self-esteem (Olatunji & Idemudia, 2019; Ayodele, Abegunde, Omolayo & Nja (2023). Conversely, a lack of perceived responsiveness may contribute to

feelings of insecurity, emotional distress, and challenges in forming healthy interpersonal relationships (Nweke, Caroline, Dike, & Nkemakonam, 2021). Therefore, understanding the subjective experiences of children in terms of how they perceive their parents' responsiveness is instrumental in unravelling the intricate threads of emotional development.

Social support plays a crucial role in the lives of adolescents, as it is essential for their development, coping with stress, and maintaining mental health (Adams, et al., 2023). Social support is not only important for emotional and psychological development but also for the acquisition of essential life skills. Social support is a crucial factor in the development and well-being of adolescents, including those who exhibit deviant behaviour. Adolescents who perceive social support from family, friends, teachers, and peers are more likely to have positive outcomes, such as better mental health, life satisfaction, and educational achievement (Obi, & Bewei, 2020; Oke, & Aluede, 2022). Social support can also help vulnerable adolescents cope with stress and facilitate successful adaptation to new situations. Social support can also protect adolescents from internalizing symptoms, such as depression, anxiety, and loneliness, and promote positive feelings, such as hope, well-being, and security (Famolu, 2021)..

Emotional support, a foundational dimension of social support, plays a role in adolescents' lives as they grapple with the intricacies of self-discovery and emotional regulation (Herrera, Martinez-Alba, & Trinh, 2022). The provision of empathy, understanding, and a non-judgmental space within their social networks enables adolescents to articulate and process their emotions, fostering a sense of connection and mitigating the potential feelings of isolation that can accompany this developmental stage (Gonsalves, Nair, Roy, Pal & Michelson 2023). Instrumental support assumes heightened importance during adolescence, as tangible assistance and resources become integral to their growing independence (Lawrence, 2019). From academic pressures to familial dynamics and peer relationships, adolescents often rely on concrete support to navigate the challenges they encounter, reinforcing their ability to make informed choices and cope effectively with the demands of their evolving environment (Agbo, 2023).

Informational support takes on added significance in an era marked by the rapid dissemination of information (Zakiyyu, Tafida, Iliya & Rabo, 2023). Adolescents, faced with a multitude of choices and decisions, benefit from guidance, advice, and insights provided by their social networks. Access to accurate and reliable information empowers them to navigate the complexities of adolescence, make informed decisions, and develop critical thinking skills essential for their future endeavours (Prosper, 2022). Companionship support, an often understated yet integral facet of social support, addresses the social nature of adolescence. Peer relationships, shared activities, and a sense of belonging within a supportive community contribute significantly to adolescents' overall mental and emotional well-being (Iheanacho et al., 2023).

The companionship of friends and peers aids in the formation of a robust social identity, providing a vital buffer against the challenges of identity exploration and the potential isolation that may arise. Studies have shown that social support can mitigate the effects of difficult or stressful situations, including deviant behaviour among adolescents (Odoh, 2023; Saadu, 2024). Adolescents who receive social support from close sources, such as family, friends, and teachers, are more likely to feel happy and satisfied with their lives (Adegboyega, Famolu, & Yusuf, 2023).

The escalating prevalence of deviant behaviour among adolescents in Nigeria has emerged as a significant societal concern, with implications for academic performance and social adjustment. Deviant behaviour, no doubt is an issue in Nigeria, particularly among adolescents as they are likely to exhibit the behaviours as a part of normal developmental behaviour (Odoh, 2023; Jamiu, & Olokoba, 2021)

Numerous studies have underscored the impact of parental responsiveness/styles, social support and peer relationships on deviant behaviour among adolescents in diverse settings. While these factors are undeniably crucial, the unique sociocultural landscape of Ibadan North suggests the need for a more comprehensive investigation. Previous studies have highlighted the importance of parenting styles, social support and parental communication in shaping adolescent behaviour (Oyediran, 2019; Ibrahim, & Mohamed, 2023; Adegboyega, Famolu, & Yusuf, 2023). However, these studies often focus on general parenting styles, neglecting the nuances of perceived parental responsiveness, which refers to adolescents' perception of their parents' warmth, supportiveness, and willingness to understand their needs. Additionally, prior research has mainly investigated the influence of family-based support on adolescent behaviour, overlooking the potential impact of social support networks beyond the family, such as peers, teachers, and community resources.

The identified gap in the literature prompts the formulation of a research problem that centres on discerning ways in which perceived parental responsiveness and social support intersect to influence deviant behaviour among secondary school students in Ibadan North. By investigating these specific dimensions, the study seeks to fill a crucial void in the current understanding of the factors contributing to deviant behaviour among adolescents in this particular region. Therefore, this study empirically sought to provide answers to the following research questions; Will perceived parental responsiveness and social support have a significant joint and independent influence on deviant behaviour among Ibadan North secondary school students, Ibadan, Oyo state? Will gender significantly influence deviant behaviour among Ibadan North secondary school students, Ibadan, Oyo state? Will parental occupation influence deviant behaviour among Ibadan North secondary school students?

The study therefore, addresses a critical issue that has been a concern in Nigeria, where deviant behaviour among adolescents has been on the rise, leading to negative outcomes such as poor academic performance, social maladjustment, and increased risk of delinquency and substance abuse. By investigating the influence of perceived parental responsiveness and social support on deviant behaviour, this study will provide valuable insights into the factors that contribute to this behaviour and inform the development of targeted interventions to address this issue, thereby enriching the scholarly understanding of this phenomenon. Moreover, the study's emphasis on perceived parental responsiveness and social support introduces a nuanced perspective to the discourse on adolescent development.

By uncovering the intricate dynamics between parental responsiveness, social support, and deviant behaviour, the research can inform the development of targeted intervention strategies. This relevance extends to the promotion of positive parenting practices and the creation of supportive social environments for adolescents. Practical insights from the study have the potential to guide community-based programs, school policies, and family interventions aimed at preventing and mitigating deviant behaviour among secondary school students.

Hypotheses

- i. Perceived parental responsiveness and social support will jointly and independently influence deviant behaviour among Ibadan North secondary school students, Ibadan, Oyo state.
- ii. There will be a significant influence of gender on deviant behaviour among Ibadan North secondary school students, Ibadan, Oyo state.
- iii. Parental occupation will significantly influence deviant behaviour among Ibadan North secondary school students, Ibadan,

Methods

Design

This study adopted a cross-sectional research design. The study investigated the influence of perceived parental responsiveness and social support on deviant behaviour among adolescents, in Ibadan, Oyo State. The dependent variable is deviant behaviour while the independent variables are perceived parental responsiveness and social support.

Setting

This study was carried out in Ibadan, the capital of Oyo state, Southwest Nigeria. Ibadan was created in 1829 as a war camp for warriors coming from Oyo, Ife and Ijebu. Is the third largest city by population in Nigeria after Lagos and Kano, with a total population of 3,649,000 as of 2021, and over 6 million people within its metropolitan area (Wikipedia, 2023) Ibadan is one of the high populous cities in the country. There are eleven (11) Local Governments in the Ibadan Metropolitan area consisting of five urban local governments and six semi-urban local governments created by the military government in 1999. The Local Government include; Urban (Ibadan North, North East, North West, Ibadan South, South West) and Semi-Urban (Akinyele, Egbeda, Ido, Lagelu, Ona Ara, and Oluyole). This study was carried out in Ibadan north local government, the capital of Oyo state, Southwest Nigeria. There are forty-two (42) public schools and seventy-three (73) private schools in Ibadan North Local Government. The researcher systematically selected two public and two private schools for the study. The following schools were selected for the study; (1) St. Louis Grammar School (2) Oba Akinbiyi School II (3) Hillcrest High School (4) Maverck College.

Population/Sampling Technique

The population of the study consists of in-school adolescents (both male and female), who fall in the class category from SSS1 to SSS3. Four hundred and seventy nine students (479) were purposively selected across two public secondary schools and two private secondary schools. The researcher divided the questionnaire equally among the four (4) selected schools which are St. Louis Grammar School (120, Males 60 and Female 60), Oba Akinbiyi School II (120, Males 60 and Female 60), Hillcrest High School (120, Males 60 and Female 60), Maverick College and (120, Males 60 and Female 60). The researcher made use of a simple random sampling technique (balloting method) in the selection of the schools in the study. The researcher implored two (2) additional research assistants who helped with the procedures.

Inclusion /Exclusion Criteria

The participants must:

- i. Be in SSS1 to SSS3 class
- ii. Currently a student in the schools selected
- iii. Indicate willingness to participate in the study

iv. Understand English

Those who fell short of the inclusion criteria were excluded from the study.

Instruments

Structured Questionnaire was the instrument used. The questionnaire comprised four sections: A, B, C and D.

Section A: This section consists of the demographic variables such as age, sex, religion, parental marital status, student class level, parent educational level, parent occupation, who are you living with etc.

Section B: Deviant Behaviour Variety Scale (DBVS)

This section measured adolescent deviant behaviour using the Deviant Behaviour Variety Scale (DBVS) developed by Sanches et al., (2016). The scale is a self-report scale that includes both illegal behaviours and rule-breaking behaviour that is not illegal, such as lying to adults or truancy without parental consent. This consists of 19 items answered using a dichotomous scale (yes/no) about whether the participants performed any of the 19 deviant behaviours during the previous year (12-month DBV). The overall score for deviant behaviours is obtained by the sum of affirmative answers. In addition, a question was added, and participants were also asked to report the number of deviant behaviours they had carried out throughout their entire life (Lifelong DBV). A participants' variety score, which is a sum score, is calculated by summing the dichotomous scores on each item, with higher scores indicating a wide variety of deviant behaviours committed. The internal consistency of the DBVS was assessed using Cronbach α for the 19 items composing the scale was 0.829. This study discovered a Cronbach alpha of 0.946.

Section C: Parental Responsiveness Scale

This section measured perceived parental responsiveness using the 7-item parental responsiveness scale adopted from the study of Yang and Laroche, (2009). The scale was developed to assess the extent to which parents use nurturance, affection, involvement, and support in the child-rearing process. Participants were asked to give responses to each item on the scale using the 5-point Likert scale ranging from Strongly disagree (1) to Strongly agree (5). The author reported a Cronbach alpha of .83. This study reported a Cronbach alpha of 0.926.

Section C: Social Support Scale

The Multidimensional Scale of Perceived Social Support (MSPSS) is a 12-item self-reported instrument designed to measure perceived social support in various contexts. The scale was originally developed by Zimet, Dahlem, Zimet & Farley, (1988). The MSPSS has been translated and adapted to different languages and cultures, with good to excellent psychometric properties reported in various studies. The MSPSS is organised into three subscales: family, friends, and significant others. Each item is scored on a 7-point Likert scale, with higher scores indicating a greater perception of social support. The total score is calculated by summing the scores of all 12 items, with a higher total score indicating a higher level of perceived social support. A study conducted in Nigeria evaluated the psychometric properties and gender invariance of the Hausa version of the MSPSS among Nigerian senior high school adolescents (N = 1335). The study found that the MSPSS had good reliability and factorial validity and that there were gender differences in the perceived social support of Nigerian adolescents. The Cronbach's alpha values for perceived social support from family, friends, and significant others were

0.80, 0.78, and 0.82, respectively (Mohammad et al., 2015). This study discovered a Cronbach alpha of 0.97.

Procedure

The researcher obtained an introduction letter from the Department of Psychology to the heads of various departments selected for the study. After proper introduction and approval from the management of selected schools, the researcher introduced and explained in details the purpose of the study. However, purposive sampling technique was used in the selection of the participants for the study. The participants were also ensured of confidentiality of information provided. The questionnaire were administered among the participants who indicated interest. Data was collected using structured questionnaire. The filled and retrieved questionnaires were therefore collected for data analysis. Data was collected using structured questionnaire

Statistical Analysis

For data analysis, both descriptive and inferential statistics were implored. Hypothesis one was tested using multiple regression, hypothesis two was tested using t-test of independence sample, hypothesis three was tested using One Way ANOVA.

RESULTS

Table 1: Zero-order correlation showing the relationship among gender, age, parental responsiveness, social support and deviant behaviour among Ibadan North secondary school students, Ibadan, Oyo state.

Variables	X	SD	1	2	3	4	5	6	**. Correlation is significant at the 0.01 level (2-tailed).
Gender	1.62	3.93	--						Table 1: presents results on the relationship among gender, age, parental responsiveness
Age	26.65	10.31	-.04	.--					
Parental responsiveness.	3.21	8.24	.28**	-.09	--				
Social Support	10.10	8.61	.29**	-.11*	.80**	.--			
Deviant Behaviour	47.97	8.61	.27**	-.15**	.61**	.63**	.--		

ss, social support and deviant behaviour among Ibadan North secondary school students, Ibadan, Oyo state. Result revealed a significant relationship between gender and deviant behaviour ($r = .27$; $p < .01$).

The direction of the relationship is positive, hence implies that female students engages more in deviant behaviour than their male counterpart. However, result also revealed a significant relationship between age and deviant behaviour ($r = -.15$; $p < .01$). The direction of the relationship is positive, this implies that younger students, on average, exhibit more deviant behaviour than the older students. An increase in age is associated with a decrease in deviant behaviour, or vice versa.

Result also revealed a significant relationship between parental responsiveness and deviant behaviour ($r = .61$; $p < .01$). The direction of the relationship is positive, this implies students who perceive or receive higher levels of affection and attention from their parents, exhibit more deviant behaviour. Also, revealed a significant relationship between social support and deviant behaviour ($r = .63$; $p < .01$). The direction of the relationship is positive, this implies students who perceive or receive higher levels of social support from family friends or significant other may, on average, exhibit more deviant behaviour. An increase in social support is associated with a increase in deviant behaviour, or vice versa.

Hypothesis One: Perceived parental responsiveness and social support will jointly and independently influence deviant behaviour among Ibadan North secondary school students, Ibadan, Oyo state was tested using multiple regression analysis and the result is presented in table 2

Table 2: Summary of Multiple Regression showing results on the independent and joint influence of perceived parental responsiveness and social support on deviant behaviour

Predictors	B	T	Sig	R	R ²	F	P
Perceived parental responsiveness	.31	5.31	< .001				
				.65	.43	176.69	< .001
Social Support	.38	6.51	< .001				

Table: 2 presents results on the independent and joint influence of perceived parental responsiveness and social support on deviant behaviour among Ibadan North secondary school students, Ibadan, Oyo state. Result shows that perceived parental responsiveness and social support had a significant joint influence on deviant behaviour [$R = .65$; $R^2 = .43$; $F(476) = 176.69$; $p < .001$]. This signifies that of perceived parental responsiveness and social support jointly accounted for 43% of the variance observed deviant behaviour, while the remaining 57% are due to variables not consider in this study.

However, perceived parental responsiveness ($\beta = .31$; $t = 5.31$; $p < .001$) and social support ($\beta = .38$; $t = 6.51$; $p < .001$) independently influenced deviant behaviour. In addition, the predictive strength and the positive influence observed for perceived parental responsiveness and social support on deviant behaviour is an indication that students whose parents are more attached to them, students who receives help from friends and significant others exhibit higher level of deviant behaviour and vice versa. Based on the results, the stated hypothesis is fully supported.

Hypothesis Two: There will be a significant influence of gender on deviant behaviour among Ibadan North secondary school students, Ibadan, Oyo state. This was tested using t-test for independent samples and the result is presented on Table 3;

Table 3: Summary of Independent t-test Showing influence of gender on deviant behaviour

Gender	N	\bar{x}	SD	Df	T	P
Male	235	33.86	5.44			
				477	6.11	<.001
Female	244	36.27	2.83			

Table 3: presents results on gender differences in deviant behaviour among Ibadan North secondary school students. Result discovered that there exist a significant gender differences in deviant behaviour [t (477) = 6.11; p < .001]. However, the mean score shows that Female students (\bar{x} = 36.27) exhibited a higher level of deviant behaviour than their Male counterparts (\bar{x} = 33.86). This support the stated hypothesis, hence was accepted in this study.

Hypothesis Three: Parental occupation will significantly influence deviant behaviour among Ibadan North secondary school students, Ibadan, This was tested using one-way Analysis of Variance (ANOVA) and the result is presented on Table 4:

Table 4: One-Way ANOVA Summary table showing the influence of Parental occupation on deviant behaviour

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	26.497	3	8.832	.440	.725
Within Groups	9536.643	475	20.077		
Total	9563.140	478			

Result on Table 4: revealed the influence of parental occupation on deviant behaviour. Findings showed that parental occupation has no significant influence on deviant behaviour [F (3, 475) =.44; P>05]. Based on the result, the stated hypothesis is rejected.

Discussion

The study hypothesized that perceived parental responsiveness and social support will jointly and independently influence deviant behaviour among Ibadan North secondary school students, Ibadan. Multiple regression analysis, revealed that perceived parental responsiveness and social support had a significant joint influence on deviant behaviour. However, perceived parental responsiveness and social support independently influenced deviant behaviour. In addition, the predictive strength and the positive influence observed in perceived parental responsiveness and social support on deviant behaviour is an indication that students who are more attached to parents, receives help from friends and significant others exhibit higher level of deviant behaviour and vice versa. However, this study result is in line with Saladino et al., (2020) found that both parental responsiveness and social support have a significant joint influence on deviant behaviour, as well as independently influencing deviant behaviour. More so, Ifedigbo, et al (2023) results also showed concordance; parenting styles (Demandingness, Responsiveness, and Autonomy granting) correlated positively with delinquent behaviour. Additionally, the predictive strength and positive influence observed for perceived parental responsiveness and social support on deviant behaviour indicates that students who are more attached to parents and students who receive help from friends and significant others exhibit higher levels of deviant behaviour.

This study also hypothesized a significant influence of gender on deviant behaviour among Ibadan North secondary school students, Ibadan, Oyo state. A significant gender difference in deviant behaviour revealed. The mean score shows that Female students exhibited a higher level of deviant behaviour than their Male counterparts. However, the result of this present study is in line with Oguntayo, Ajao, Akintunde, Popoola and Opayemi, (2020) who discovered that age, gender, monthly allowance, and attitude towards drug abuse significantly predict deviant behaviour. Additionally, there was a significant gender difference in deviant behaviour, with male respondents scoring higher than females. Similarly, Telysheva, et al., (2019) discovered that female participants have higher tendency to engage in minor infractions of deviant acts, while males had a higher rate of participation in severe infractions of deviant acts. However, the difference in deviant behavior which is determined by gender was confirmed. This finding may be because the males are given excess autonomy and freedom which most of them do not use responsibly. For example boys engaging in irresponsible sexual behaviour in order to satisfy their ego. This could be as a result of the belief that the boys are strong/protectors of the home and therefore are expected to take care of themselves even while still young. This gives them a lot of freedom which most of them misuse to their detriment.

It was also confirmed in this study that parental occupation has no significant influence on deviant behaviour. Rachel, Roman, and Donga, (2022) suggests that other factors, such as family structure, communication, support, parenting practices, and economic resources, can have a significant impact on deviant behaviour in adolescents. Meanwhile, Saladino, et al., (2020) examining the personal and marital status of parents found that certain parental variables, such as marital status, can be related to the observed rates of deviant behaviour.

The findings of the study provide valuable insights into the complex interplay of familial and social factors in adolescent behaviour. The results reveal several noteworthy patterns that contribute to our understanding of deviant behaviour in this population. However, the study indicates that both perceived parental responsiveness and social support independently influence deviant behaviour among students. This shows the importance of positive parent-child relationships and supportive social networks in shaping adolescent behaviour. The significant joint influence of perceived parental responsiveness and social support further highlights the cumulative effect of these factors on deviant behaviour, suggesting

that interventions targeting both familial and social domains may be particularly effective in reducing deviant behaviour among adolescents.

Moreover, the results suggest a gender difference in deviant behaviour, with female students exhibiting a higher level of deviant behaviour compared to their male counterparts. This finding is consistent with existing literature highlighting gender disparities in adolescent behaviour, although further research is needed to elucidate the underlying mechanisms driving these differences. Furthermore, the study found no significant influence of parental occupation on deviant behaviour, indicating that socioeconomic status may not be a primary determinant of adolescent behaviour in this context. This highlights the need for comprehensive, multi-dimensional assessments of familial and social factors when examining adolescent behaviour, rather than relying solely on economic indicators. In conclusion, the findings of this study show the importance of considering multiple factors, including perceived parental responsiveness, social support, gender, and parental marital status, in understanding and addressing deviant behaviour among secondary school students.

The implications of the findings are significant for various stakeholders, including policymakers, educators, parents, and practitioners working with adolescents. One key implication of the findings is the importance of fostering positive parent-child relationships and supportive social networks to mitigate the risk of deviant behaviour among adolescents. The significant influence of perceived parental responsiveness and social support on deviant behaviour underscores the need for interventions aimed at strengthening family bonds and providing adolescents with a supportive network of peers and significant others. Policymakers and practitioners can develop programs that promote effective parenting practices, enhance communication between parents and children, and create opportunities for social interaction and peer support within schools and communities.

Moreover, the gender difference observed in deviant behaviour highlights the need for gender-sensitive interventions that address the unique challenges and vulnerabilities faced by female adolescents. Educators and practitioners can implement gender-responsive strategies to support female students in managing stress, building resilience, and developing positive coping mechanisms to navigate social pressures and avoid engaging in deviant behaviour. Additionally, efforts to challenge gender stereotypes and promote gender equality may help reduce gender disparities in deviant behaviour among adolescents.

Furthermore, while parental occupation did not emerge as a significant predictor of deviant behaviour in this study, policymakers should recognize the broader socio-economic context in which adolescents live and the potential impact of socio-economic inequalities on adolescent well-being. Efforts to address structural inequalities, such as access to education, employment opportunities, and social services, can contribute to creating a supportive environment for adolescents and reducing the risk of deviant behaviour.

Based on the findings of the study examining the influence of perceived parental responsiveness and social support on deviant behaviour, several recommendations were made to support the well-being of adolescents and prevent deviant behaviour. First, targeted interventions aimed at enhancing parent-child relationships and promoting positive parenting practices are needed. Programs designed to improve communication, empathy, and emotional support within families can help strengthen bonds between parents and adolescents, thereby reducing the risk of deviant behaviour. Parenting workshops, counseling services, and support groups can provide parents with the skills and resources needed to effectively navigate the challenges of adolescence and foster a supportive home environment.

Secondly, efforts should be made to enhance social support networks for adolescents within schools and communities. Schools can implement peer mentoring programs, support groups, and extracurricular activities that provide opportunities for students to build meaningful relationships and access support from their peers and teachers. Community-based organizations and youth centers can also offer recreational activities, counseling services, and leadership opportunities that promote social connectedness and resilience among adolescents. Furthermore, gender-sensitive interventions are needed to address the unique needs and vulnerabilities of female adolescents. Educational programs that challenge gender stereotypes, promote self-esteem, and teach assertiveness skills can empower female students to resist negative peer influences and make positive choices for their futures. Additionally, initiatives aimed at promoting gender equality and addressing gender-based violence can create safer and more supportive environments for female adolescents to thrive.

Lastly, policymakers should prioritize efforts to address structural inequalities and create opportunities for socio-economic empowerment among adolescents and their families. Initiatives aimed at improving access to education, employment, healthcare, and social services can help reduce socio-economic disparities and promote equitable outcomes for all adolescents, regardless of their background or circumstances.

In conclusion, the recommendations outlined above posit the importance of adopting a holistic and multi-dimensional approach to supporting adolescent well-being and preventing deviant behaviour. By addressing factors such as parental responsiveness, social support, gender, family structure, and socio-economic inequality, stakeholders can work collaboratively to create supportive environments that empower adolescents to thrive and make positive contributions to their communities.

Despite the valuable insights gained from the study examining the influence of perceived parental responsiveness, social support, and demographic factors on deviant behaviour, there are also limitations and suggestions for further studies that could expand upon the findings and address some of these limitations.

One limitation of the study is its reliance on self-reported measures of perceived parental responsiveness, social support, and deviant behaviour. Self-report measures are subject to social desirability bias and may not always accurately reflect the true experiences or behaviours of participants. Future studies could incorporate multiple sources of data, such as parent and teacher reports, to provide a more comprehensive understanding of the relationships between these variables.

Furthermore, the study utilized a cross-sectional design, which limits the ability to establish causality or determine the directionality of relationships between variables. Longitudinal studies tracking adolescents over time could provide valuable insights into the temporal dynamics of parental responsiveness, social support, and deviant behaviour, allowing for a more nuanced understanding of how these factors influence each other over time. Another limitation is the reliance on a single geographic location (Ibadan, Oyo state) and a specific demographic (secondary school students) in Nigeria. The findings may not be generalizable to other regions or populations with different socio-cultural backgrounds or educational contexts. Future research could replicate the study in diverse settings and populations to determine the robustness and generalizability of the findings.

Moreover, the study focused primarily on individual-level factors such as perceived parental responsiveness and social support, while broader contextual factors such as school climate, neighborhood characteristics, and cultural norms were not fully explored. Future studies could adopt a

more ecological approach, examining the interplay between micro-level (individual), meso-level (family, school), and macro-level (community, society) factors in shaping adolescent behaviour. Additionally, the study did not explore potential mediating or moderating variables that may influence the relationships between perceived parental responsiveness, social support, and deviant behaviour. Future research could investigate the role of factors such as peer influence, personality traits, mental health, and coping strategies in mediating or moderating these relationships, providing a more nuanced understanding of the underlying mechanisms at play.

Further studies therefore, should focus on exploring the effectiveness of interventions aimed at enhancing parental responsiveness, promoting social support, and preventing deviant behaviour among adolescents. Randomized controlled trials could evaluate the impact of parenting programs, peer support initiatives, and school-based interventions on adolescent outcomes, providing empirical evidence for the efficacy of different intervention approaches. Furthermore, researchers could examine the long-term consequences of deviant behaviour on adolescent development and well-being, including its impact on academic achievement, mental health, and future life outcomes. Longitudinal studies tracking adolescents over time could shed light on the trajectories of deviant behaviour and identify protective factors that buffer against negative outcome

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