

Family Climate, Peer Pressure And Cyber Exploration As Determinants Of Deviant Behaviour Among In-School Adolescents In Ogun State, Nigeria

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Abstract

Deviant behaviour is an endemic predominant among the teaming youthful population in the Nigerian Society. The immediate and long-term effects of the menace on teenagers' mental health, educational attainment and the nation's development call for urgent attention. Consequently, this study investigates the composite and relative influence of family climate, peer pressure and cyber-exploration on deviant behaviour among in-school adolescents in Ogun State. The study adopts a correlational design with a sample of 200 in-school adolescents randomly selected across Ten (10) LGAs in Ogun State. Four reliable measuring scales were used to obtain data (Deviant behaviour scale; $\alpha = 0.83$, family climate; $\alpha = 0.75$, peer-pressure; $\alpha = 0.81$ and cyber-exploration; $\alpha = 0.76$) respectively. Three research questions were raised and answered using Pearson's product-moment correlation and multiple linear regression analysis at a 0.05 significance level. Results reveal a positive relationship between deviant behaviour, peer pressure ($r = 0.688, P < 0.01$) and cyber exploration ($r = 0.323, P < 0.01$) but negatively correlates with family climate ($r = -0.389, P < 0.01$). The regression model yielded a multiple R-value of 0.715, $R^2 = 0.511$ and $Adj.R^2 = 0.503$. When the independent factors are combined, they account for 50.3% ($Adj.R^2 = 0.503$) variance in deviant behaviour. Hence, a significant joint contribution of family climate, peer pressure and cyber exploration to the prediction of deviant behaviour among school-going- adolescents in Ogun State $F_{(3,196)} = 68.262, p < 0.001$. The model further shows that the most potent predictor variable of deviant behaviour was peer pressure ($\beta = 0.610, t = 10.736, p < 0.01$); followed by cyber exploration ($\beta = 0.176, t = 3.426, p < 0.05$). By implication, peer pressure and cyber exploration account for 61% and 17.6% variance on deviant behaviour of in-school adolescents. Among others, the study recommends that details of deviant behaviour be taught in schools to mitigate its influence on school-going adolescents. Parents and guardians should maintain a positive family climate and guide their wards on the appropriate use of internets and the choice of acquaintance. Lastly therapeutic interventions should be sought for any child found manifesting deviant behaviour.

Keywords: Deviant behaviour; Family Climate; Peer Pressure; Cyber-exploration; In-School Adolescents

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Introduction

Every society and culture is guided by laid down rules and regulations. Some of these rules may have legal bindings while others may be unwritten rules of social life or behavioural etiquettes, expected to be mastered by the citizens and adhered to. These social norms differ across cultures. Aberration of these precepts is termed deviance. By definition, deviant behaviour is a person's action or behavioural expressions that significantly contravene the formally enacted rules or informal violations of social norms, values, and expectations of a given society (Hartney, 2023). According to Angel (2015; cited in Oparaduru, 2021), deviant behaviour is any conduct that lacks conformity and acceptability of the public and purportedly attracts punishment or sanction in the society or the setting such acts were committed. In the view of Hartney (2023) deviant behaviour includes both formal and informal patterns. Informal types of deviance are things that are considered socially unacceptable and inappropriate which may only attract being stigmatized or hated by peers and the society but not necessarily warrant legal penalty per se. Examples include showing up late to school or the workplace, lying, public intoxication, loitering, and littering, nose- picking, gossiping, farting in public et cetera. On the other hand,

formal deviant behaviour are those character patterns that violates the codified laws, and other rules and regulations. Such as rape, domestic violence, assault, vandalism, fraud, drug abuse, arson, robbery, murder, cruelty and so on, which by-default warrants penalty or fine depending on the degree of the offence.

Deviant behaviour is predominantly common among dependent individuals, particularly the folks within the youthful age brackets. Even though it is not uncommon among the seemingly adults and well-respected personalities across all societies. This is why Durkheim (2022) argues that even in a "society of saints" deviant acts are inevitable. However, what is considered deviant might be relative to where it is committed. Certain acts or behaviour viewed as deviant, which may warrant sanctions or punishments within a given society may be seen as a way of life in another locale. In a school setting, any behaviour that violates school rules is deviant. Ibuchim (2016; referred to in Oparaduru, 2021) identified deviant behaviour in schools as: examination malpractice, truancy, intimidation, lateness to school, drug abuse, cultism, absenteeism, physical combat, skipping class, poor performance, pilfering, early sex explorations and so on. Similarly, Mogbana, Edward and Chinwe (2022) characterized deviant students as youngsters who exhibit inappropriate types of behaviour or feeling under normal conditions; always temperamental and not rational; and usually at loggerhead with others; the catalysts that couldn't be loyal to the legalized authority and those whose existence is a threat to other sensible persons etc. Asiyai (2019 cited in Fatoki, 2021) reported the prevalence of divergent behaviour at both rural and urban school settings in Edo State, Nigeria as battering (86%), tardiness to institute (84%), examination misconduct (83%), hostility (82%), pilfering (79%), inappropriate wearing (77%), fierceness (71%), carnal molestation (60%) and truancy (57%). However, the enormity of deviant behaviour is not peculiar to Nigeria only but is also prominent in other developed countries and other parts of African countries but with varying degrees. This agrees with the findings of Barasa, Nabiswa and Pepela (2023) who examined the nature and extent of abnormal behaviour among secondary school students in Bungoma County, Kenya public schools. The study reported high cases of theft of property (95.6%), drug (64.8%) and substance abuse (53.6%) being perpetrated by school-going adolescents under the influence of peer pressure (83.3%).

Major causes of deviant behaviour might be on a continuum but the basis may not be far-fetched from a child's family background because charity they say begins at home and again, the family is the first social unit where a child develops, interacts and acquire certain behavioural traits from the significant others. Consistent with this were the findings of Amali (2019) who identified broken homes, inconsistent patterns of parenting, lack of morals and religious ethics, child neglect and undue exposure to social media as several other causes of deviant behaviour. The grave consequences of this demeanor are not only borne by the child but also the entire society, the reason being that excessive deviance is a symbol of a dysfunctional society.

The family plays a significant role in adolescents' social emotional, cognitive and psycho-social development. Family climate explains the positive or negative state of well-being of an individual resulting from the patterns of interaction that occur among folks in a family (Alonso-Tapia, Simón & Asensio, 2013; cited in Cantero-García, María, Alonso-Tapia, 2017)). A positive family climate results in a child's autonomy, creativity, and emotional ties that favour the development of stable and competent youngsters while a negative family climate tends to constitute a huge risk factor to a child's personality and conduct. Studies reveal that a dysfunctional family climate can adversely affect many aspects of a child such as children's academic motivation and achievements, self-efficacy, and children's demeanour (Alonso-Tapia, et al 2013). Also, where a family atmosphere is not friendly and conducive, the bonds that unites the father-mother, and the parent-child relationship in an atmosphere of love may be lacking, at times, ever-busy parents may not get the time to attend to the sensitive and emotional needs of a child, neglect by significant people around may be a matter of frustration to the child. At this period in an adolescent's life, peer dominance tends to take effect because nature abhors a vacuum. The child would prefer to be in the company of friends, discuss salient issues that were supposed to be handled by parents or the elderly; take ill advice that may jeopardize the future and be necked-deep in peer influence. This is why the period of adolescence is mostly referred to as the period of storm and stress (Filani, Odule, Oke, Adeniji & Ayodeji, 2015).

From the preceding, peer influence denotes how individuals' behaviour and attitudes can be influenced by peers and the wider social environment. During adolescence, peer relationships play a significant positive or negative role in the formation and development of behaviour and attitudes of teenagers. A child influenced by positive peer pressure can be motivated to be more focused and enthusiastic. Conversely, negative peer pressure could lead a child to anti-social behaviour such as smoking, gambling, drinking, drug abuse, indecent dressing, inordinate sex exploration, compulsive shopping, video game addiction, obsessive-compulsive disorder, and inapt exploration of cyberspace (Padilla-Walker, as & Bean, 2009).

The term 'cyber' describes virtually anything about social networks and computers. Cyberspace is characterized by social media platforms such as facebook, twitter, YouTube and LinkedIn; streaming platforms like twitch, netflix, and spotify, metaverse projects, and the likes of online games and e-mail services. Ottis and Lorents (2011) describe cyberspace as a time-dependent set of interconnected information systems and the human interface with these systems. Without mincing words, the world is a global continent that requires everyone to get along with technological advancement to maintain relevance in any field of endeavour. Positive exploration of social websites affords individuals limitless opportunities such as making new and getting connected with old friends, being abreast of information on current affairs, learning and developing of social skills, exhibition of talents; further research into vocational skills, career choices, and more. However, inappropriate use of the internet could result in social and behavioral problems among the teeming youth in the larger society. Akeusola (2023) identified the prevalence of cyberbullying in Nigeria and its various forms such as outing, trickery, trolling, and verbal and visual/sexual cyberbullying. Akintola, (2021) listed some of the devastating effects of cyber exploration among the school-age population as cyberbullying, social anxiety, depression, exposure to content that is not age-appropriate, poor academic performance, hacking, exposure to pornographic materials, yahoo dealings and development of several deviants behavioural patterns.

Several indices and affiliates of deviant behaviour have been researched by different authors. Dullas, Yncierto, Labiano, and Marcelo (2021) examined the correlates of family satisfaction and personality traits to deviant behaviour among adolescents. The result reported the personality trait as the most potent predictor variable of deviant behaviour among adolescents. In a study conducted by Adimora, Akaneme, and Aye (2018) on peer pressure and home environment on disruptive and risky sexual behaviour of secondary school adolescents, the result indicates that chaotic and unstimulated home environments are predictors of disruptive behaviour among school-going adolescents. Also, adolescents with heightened negative peer pressure were reported to exhibit disruptive and risky sexual behaviour. Similarly, Ekwok and Ekwok (2022) led a research on family background and abnormal behaviour among secondary school students in Calabar Education zone of Cross River state. The results revealed that family size has a significant influence on aberrant behaviour among secondary school students while the family structure was reported to be of no significant effect on students' deviant behaviour. The study thus recommends that parents should have a precise number of children able to cater for, to prevent a child's susceptibility to deviant behaviour. This is consistent with the findings of Amali (2019) who examined the cause and effects of deviant behaviour among students of Nasarawa State University. The author posits that deviant behaviour mostly starts from home, which is the first agent of socialization and further reiterates that the media is yet a strong agent of socialization grossly explored and abused by adolescents and that if not timely controlled would have devastating effects on teenagers resulting to cybercrimes, internet fraudsters, yahoo dealings at the detriment of academic pursuit.

In another study conducted by Adegbola and Fabara (2022) on the implications of cybercrime on the academic performance of mathematical science students, the authors explored a qualitative investigation method as a means of analysis and discovered that cybercrime limits mathematics science students' academic performance. This agrees with Iloanya, Ikenna and Ogu (2024) in a study on the effects of cybercrime on the academic performance of students of tertiary institutions in Enugu State. The study revealed that cybercrime negatively impacts study habits and learning outcomes of students in tertiary institutions. This may not be unconnected to the untamed addictions of such adolescents right from the onset before the chap progresses to higher institution. The authors thus suggest that parents and relevant stakeholders should rise to the occasion to mitigate the effects of the menace on Nigerian youth.

In a related study directed by Inoh, Jamabo and Ernest-Ehibudu (2021) on antisocial behaviour among in-school adolescents in Bayelsa state. The study revealed that no significant relationship exists between the antisocial behaviour of youngsters and family socio-economic status. However, a statistically significant relationship was established between peer interaction and acts of rebellion of in-school adolescents. Likewise, the study established that peer interaction had more impact on female adolescents than on the male antisocial behaviour of in-school adolescents. This aligns with the study directed by Barasa et al (2023) who examined gender differences on the deviant behaviour of adolescents. The findings established that male students 305 (79.4%) manifest more of deviant attitudes than their female 79 (20.6%) counterparts.

From the foregoing, deviant behaviour is an endemic that bites so hard among the youthful populace. The more rampant and severe these deviant acts among in-school adolescents, the greater the adverse effect on the entire society. To nip it in the board requires the concerted effort of concerned individuals, relevant stakeholders in the educational sector, counselling psychologists and more importantly, the researchers, who will dig deep into the

root cause of the identified menace and suggest practicable resolve to the government, policymakers, school administrators, teachers, parents, guardians and the child. A plethora of studies exist on variables that constitute antisocial behaviour and several behavioural disorders among the target population. However, to the best knowledge of the researcher, none of the studies have delved into the constructs examined in this study. It is against this background that this study sought to investigate the effect of the independent variables (family climate, peer –pressure and cyber-exploration) on the dependent variable (deviant behaviour) among school-going youngsters in Abeokuta, Ogun State with a view to leverage the outcome of the study to proffer achievable means of mitigating the consequences of the menace on the youthful Nigerian populace.

Statement of the Problem

The future growth and development of any nation lie in the legacy vested in the offspring and youth of such society. The youth are meant to be the flag-bearers who sustain the legacy via demonstration of trust, honesty, good morale, intellectual competence, and hard work. This is why ‘Education’ is regarded as the best legacy that can be given to a child because it is a phenomenon that encapsulates all a person needs to live a well-adjusted life, front the affairs of family and the social unit, and to be a good ambassador of a nation. Running through the past few decades, the downslide in the educational sector is quite worrisome. This necessitated several studies by researchers on likely factors that may be responsible for the downward trend – such as deplorable states of public school facilities, class size, parental socioeconomic status, poor remuneration of teachers and lots more. While some of the identified problems have been fixed (to some extent) by the government and with the collaborative efforts of relevant stakeholders such as philanthropists, NGOs, Alumni Associations and PTAs, it is observed that learners, who are the direct beneficiaries of the learning outcome seem to be hesitant to learning still. This is evident in the nefarious activities of some students in schools such as; gangsterism, examination malpractice, truancy, bullying, stealing, drug abuse, early sex exploration, cult activities and quite a lot. More compounding, the technological advancement that is meant to broaden the intellectual capability and academic prowess of a child has been grossly abused by adolescents. It is heart-bugging to learn from the media (both print and electronic) how many underage teens are boastful of expensive smartphones, exotic cars, exploring social networks for quick money means, and visiting age-inappropriate websites and apps such as phonographic sites and likes. Worst still, Ogun State has been marked as one of the top-ranking States in cult activities and despicable happenings. Recently, a violent clash between rival cult groups occurred in broad daylight in Ogun State that resulted in the death of about twenty (20) people including some secondary school students, who just resumed a new academic session (Guardian, 2024). The gross implication of this menace may spell doom for the society in form of absolute breakdown of law and order, violence and social flux, disruption of academic activities, school dropout, adolescents’ cyber addiction, and becoming hardened criminals. Also, the hope of parents to reap the fruits of their labour on their children may be dashed and the future educational advancement of the child may be jeopardized. Consequently, the study was set to examine the variables understudy to salvage the future of the teeming youth population who are the supposed leaders of tomorrow

Objective of the Study

The main objective of this study is to examine the roles of family climate, peer pressure and cyber exploration on deviant behaviour among in-school adolescents in Ogun State, Nigeria.

Specifically, it intends to:

1. Find the relationship that exists between family climate, peer pressure, cyber exploration and deviant behaviour among in-school adolescents in Ogun State
2. Examine the joint effect of family climate, peer-pressure and cyber exploration on deviant behaviour among in-school adolescents in Ogun State.
3. Determine the relative effect of family climate, peer pressure and cyber exploration on deviant behaviour among in-school adolescents in Ogun State.

Research Questions

The following research questions were raised and answered at a 0.05 level of significance.

1. What is the relationship between family climate, peer pressure, cyber exploration and deviant behaviour among in-school adolescents in Ogun State?
2. What is the composite effect of family climate, peer pressure and cyber exploration on deviant behaviour among in-school adolescents in Ogun State?
3. What is the relative effect of family climate, peer pressure and cyber exploration on deviant behaviour among in-school adolescents in Ogun State?

Theoretical Framework

This study hinges on Bandura's Social Learning Theory (1977). The theory posits that individuals learn social behaviour by observing and imitating other people. This is called observational learning. According to Social Learning Theorists, both cognitive and environmental factors interact to affect observable behaviour and the learning process of individuals. Individuals that are observed are called models. Models could be live models, verbal instructional models (VIM) and symbolic models. Live models are actual individuals who perform while others observe. VIM has to do with listening via detailed descriptions of behaviour and then acting based on that description while the symbolic model entails learning through media, such as books, movies, television, or online media, where behaviour is demonstrated. In other words, people learn from parents, other significant family members, teachers, friends, peers, coaches, social media platforms and basic instructions. What people copy from others could be in such areas as language development, wrestling, moral decision-making and so on. The theory identified four rudiments of learning which are: attention, retention, reproduction, and motivation. Attention is the degree to which a person notices a particular behaviour. Indeed there are other behaviour people noticed but not retained. Thus, retention is how well the memory of the behaviour is formed.

Learning procedure in SLT does not occur all at once but in a gradual process. Hence, reproduction refers to the ability to perform the behaviour observed in another setting or situation while motivation explains the will to sustain the behaviour or quit it. At the motivation stage, the learner observes the consequences of the actions of other people. This is known as vicarious reinforcement. If the perceived reward tends to be greater than the punishment, the behaviour would be copied, if not, it would be stamped out. In addition, Bandura's work on SLT metamorphosed into the development of self-efficacy, which means confidence in one's ability to perform a task. The more confident a person feels about his abilities, the more likely the subsequent trials (Bandura, 1977; cited in Mcleod, 2023). Consistent with the variables examined in this study, the society (school, home and other settings such as cyberspace) at large is a social setting. At home, children learn from parents or significant others, while at school, students meet new friends, interact and imitate one another and on the internet, children learn a whole lot. However, behaviour learnt could either be of positive or negative impact depending on the nature of the social context in which a child develops. This is why (SLT) maintains that children who grow up in violent and abusive families may learn deviant/abusive behaviour, imitate and then repeat that behaviour in other settings and future relationships.

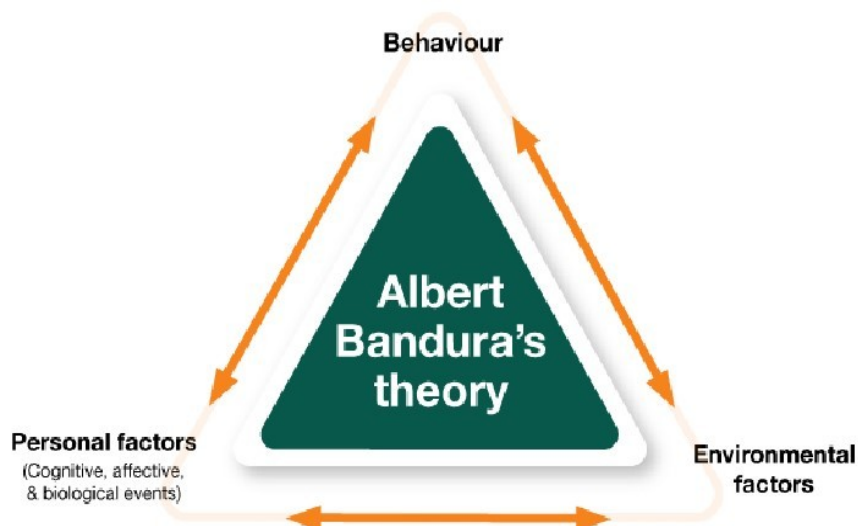


Fig.1: Paradigm of Bandura's Social Cognitive Theory

Methodology

Design

The study adopts a cross-sectional survey of correlational type. This design is considered suitable for this study due to its focus on estimating the relationship and predictive weights of the independent variables (family climate, Peer pressure and cyber exploration) on the dependent variable (deviant behaviour) in a non-manipulative way.

Population

The population for this study comprised all school-going adolescents in Ogun State, Nigeria. Ogun state is a state in southwestern Nigeria. It is divided into three senatorial districts with twenty (20) Local Government Areas (LGAs) namely, Ogun Central, Ogun East and Ogun West. Ogun Central consists of six (6) LGAs. Ogun East occupies nine (9) LGAs while Ogun West inhabits five (5) LGAs respectively.

Ethical Consideration

The following criteria were considered in the selection of respondents for the study;

1. The respondents were registered students of the selected secondary schools and not external students or school leavers.
2. Respondent's age bracket was within the pubertal stage
3. Data collection was by voluntary participation of every respondent and not being enforced.
4. Data protection and anonymity of the respondents were ensured.
5. All the data obtained were in its original form.

Sample and Sampling Techniques

Two hundred (200) male and female in-school adolescents constitute the study participants. A multistage sampling procedure was used in the selection process. At first, four Local Government Area (LGAs) were selected from Ogun East senatorial district, three LGAs each, from Ogun Central and Ogun West, making a total of ten (10) LGAs across the three(3) senatorial districts using hat method of simple random sampling procedure. Secondly, one school was selected from each of the LGAs, while, twenty (20) youngsters were selected from each of the schools, using a simple random sampling procedure. The justification for the choice of the sampling procedure is that no adolescent might be completely free from the dependent variable (deviant behaviour) examined in the study, the degree might vary. Therefore, the selected sample were made to be representative of the population.

Data collection procedures

A structured questionnaire was used for data collection. With due permission from the Principal of each school, participants were adequately informed of the benefits of the study and the need to cooperate with the researcher. The ethical rules of the study were maintained, after which the copies of the questionnaire were distributed to the participants selected for the study and carefully retrieved upon completion with the help of research assistants. Data obtained were collated, coded and subjected to data analysis.

Data Analysis

Data collected were analyzed with the use of Statistical Package for Social Sciences (SPSS), version 25. The demographic details of the respondents were analyzed using descriptive statistics in the form of frequency count and simple percentages while research questions were answered using inferential statistics such as Pearson's product-moment correlation (PPMC) and multiple linear regression analysis.

Measures

A structured questionnaire comprising five sections were used to measure the variables understudy. The first section consists of the demographic details of the respondents such as: age gender, class, tribe, religion etc. Others include the deviant behaviour, family climate, Peer pressure and cyber exploration scales respectively.

Deviant Behaviour

The Deviant Behavior Variety Scale (DBVS) developed by Sanches et al., (2016) measures the variety of deviant actions such as thefts, drug and alcohol drinking, and other risky behaviour among adolescents. DBVS is a 19-item scale rated on four Likert-type response formats. The questionnaire contained two levels of deviant behaviour, minor infractions (MI) and severe infractions by the seriousness of the act. Each item was expected to represent different kinds of infractions. The validation of the scale was ascertained by experts in the field of test and measurement and counselling units while the internal consistency was established at 0.829.

Family Climate

A subset of the Family Climate Scales (FCS) by Nicholson and Björnberg (2007) was adopted to measure the nature of the family climate of the respondents. The original FCS is a 48-item multilevel, self-report, whole-family index that measures on six scales: Open Communication, Adaptability, Inter-generational Authority, Inter-generational Attention to Needs, Emotional Cohesion, and Cognitive. The short form contains 13 items,

rated on a four-point Likert format, with a high score indicating negative FCS while a low score suggests positive FCS. The validation and reliability coefficient of the scale (α - 0.75–0.90) proves its suitability for this study.

Peer pressure

The short form of Peer pressure, peer conformity, and popularity scale (PCPS) by Santor, Messervey and Kusumaka (2000) was adopted to measure adolescents' level of Peer pressure. s-PCPS is an 11-item subscale of the original 30-items that measures three dimensions of Peer pressure of teenagers. The scale was rated on a four-point response format. A high score on the scale indicates high susceptibility to Peer pressure while a low score indicates low conformity to peer influence. The face and construct validation of the scale were ascertained while the reliability was estimated at 0.81.

Cyber Exploration

A short version of the Internet Addiction Test (s-IAT) by Kimberly Young (1998) was adopted to measure the presence and severity of internet dependency of the respondents. s-IAT consists of 12 items from the original version of 20-item rated on a 5-point Likert response format ranging from 0 to 5. The higher the score, the higher the severity of the addiction. The s-IAT was developed not only to shorten the original form, as it contains similar statements that may lead to overestimations of certain behaviour. It was also meant to capture the latest and the wide scope of the internet usage of adolescents. One example is the use of smartphones for cyber exploration other than desktop or laptop computers. A modified version of s-IAT has previously been used to measure different constructs such as internet communication disorder, online sexual activities, social networking sites, gaming, etc. The validation of the scale was ascertained while the reliability coefficient was established between 0.76 and 0.81 respectively.

Results

This segment presents the descriptive statistics of demographic information of the respondents in frequency counts and percentages.

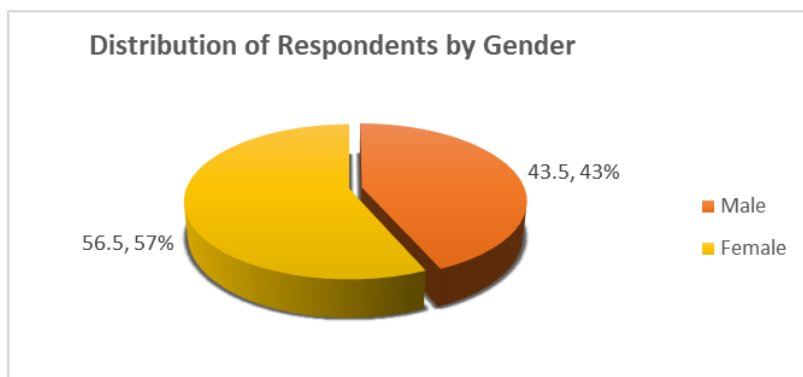


Fig. 1. Pie-chart showing percentage distribution of the respondents by gender

Fig 1 indicates that 57% of the respondents were female, while 43% were male. This shows that the majority of the respondents were female school-going adolescents.

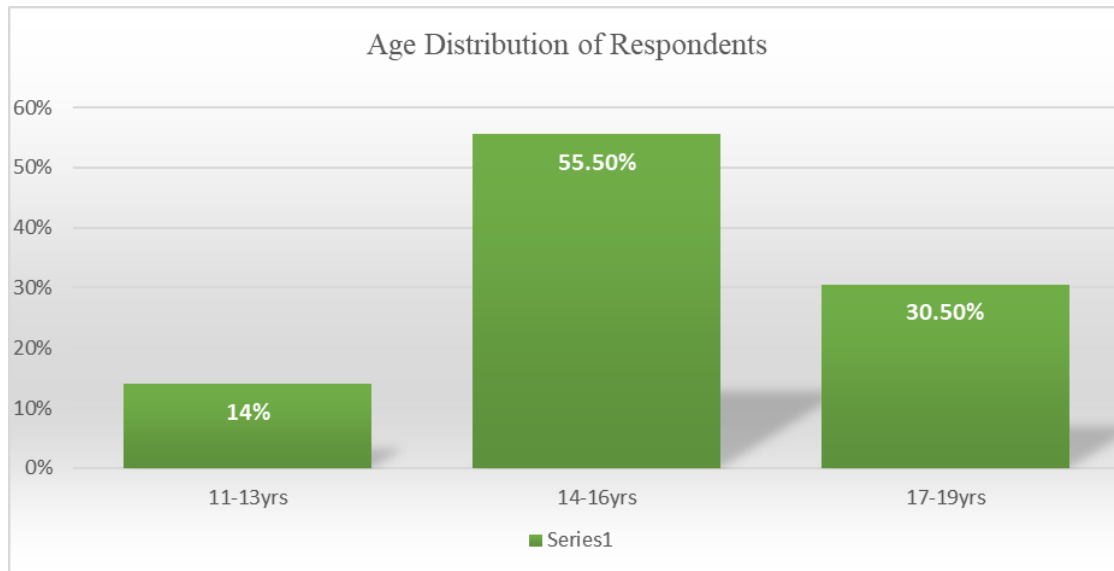


Fig. 2. Bar-chart showing percentage distribution of the respondents by age

Fig. 2 shows that 14% of the respondents were in the age bracket of 11-13years, 55.5% were in the age range of 14-16years while 30.5% were in the age bracket of 17years and above. This implies that majority of the respondents were in the age group of 14-16 years.

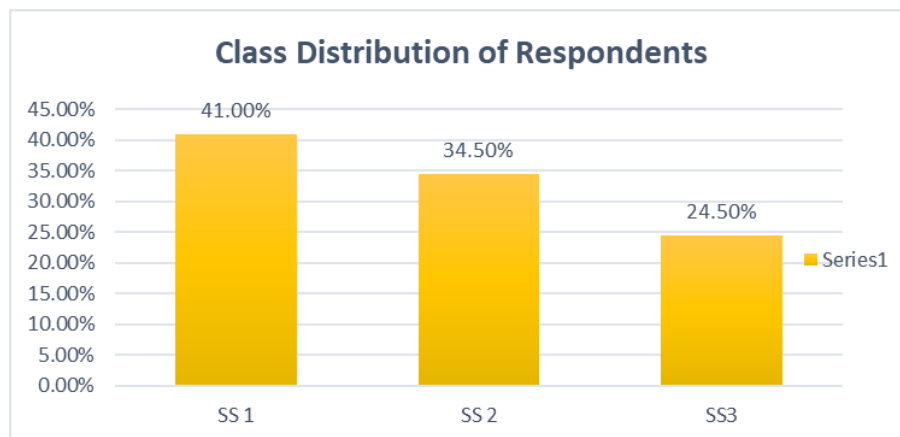


Fig. 3. Bar chart showing the class category of the respondents in the study.

Figure 3 shows that 41% of the respondents in the study were in SS 1, 34.5% in SS 2, and 24.5% in SS 3. This indicates that the majority of the respondents were SS Two students.

RQ1: What is the relationship between family climate, Peer pressure, cyber exploration and deviant behaviour among in-school adolescents in Ogun State?

Table 1: Summary of correlation matrix showing the relationship that exist between family climate, Peer pressure, cyber exploration and deviant behaviour among in-school adolescents in Ogun State

Variable	N	\bar{x}	St.Dv	1	2	3	4
Deviant Behaviour	200	32.75	7.93	1.00			
Family Climate	200	37.59	5.24	-0.389**	1.00		
Peer pressure	200	19.14	5.61	0.688**	-0.450**	1.00	
Cyber Exploration	200	25.94	6.16	0.323**	-0.149*	0.220**	1.00

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

*Correlation is significant at the 0.05 level (2-tailed)

Source: Field Survey 2025

Table 1 above reveals the relationship that exists between the independent variables (Family climate, Peer pressure and cyber exploration) and the dependent variable (Deviant behaviour). The result shows that Deviant behaviour positively correlates with Peer pressure ($r = 0.688$, $P < 0.01$); cyber exploration ($r = 0.323$, $P < 0.01$) but negatively correlates with family climate ($r = -0.389$, $P < 0.01$). This implies that increased Peer pressure and cyber exploration increases deviant behaviour manifestations among school going adolescents. It also indicate that increased Deviant behaviour reduces the effects of family climate among school going adolescents in Ogun state.

RQ2: What is the composite effect of family climate, Peer pressure and cyber exploration on deviant behaviour among in-school adolescents in Ogun State?

Table 2: Regression summary showing the composite effect of family climate, Peer pressure and cyber exploration on deviant behaviour among in-school adolescents in Ogun State.

R= 0.715 Adj.R ² = 0.503					
R ² = 0.511 Standard Error= 5.59217					
Model	Sum of Square	Df	Mean Square	F	Sig.
Regression	6404.126	3	2134.709	68.262	.000
Residual	6129.374	196	31.272		
Total	12533.500	199			

Source: Field Survey, 2025

Table 2 reveals the joint contribution of the independent variables (Family climate, Peer pressure & Cyber exploration) to the prediction of the dependent variable (Deviant behaviour). The regression yielded a multiple R value of 0.715, $R^2 = 0.511$ and $Adj.R^2 = 0.503$. When the independent factors are combined, they account for 50.3% ($Adj.R^2 = 0.503$) variance in deviant behaviour. The remaining percentage unaccounted for is as a result of variable outside this model. Therefore, there is a significant joint contribution of family climate, Peer pressure and cyber exploration on deviant behaviour among school going- adolescents in Ogun State, $F_{(3,196)} = 68.262$, $p < 0.001$.

RQ3: What is the relative effect of family climate, Peer pressure and cyber exploration on deviant behaviour among in-school adolescents in Ogun State.?

Table 3: Regression summary showing the relative contribution of family climate, Peer pressure and cyber exploration on deviant behaviour among in-school adolescents in Ogun State.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	15.400	4.426		3.480	.001
Family Climate	-0.134	.085	-0.088	-1.577	.116
Peer pressure	0.862	.080	.610	10.736	.000
Cyber exploration	0.226	.066	.176	3.426	.001

Source: Field survey, 2025

Table 3 reveals that two out of the three independent variables (Peer pressure and Cyber exploration) are significant predictors of deviant behaviour of school-going adolescents in Ogun state. The stronger predictor of deviant behaviour is Peer pressure ($\beta=0.610$, $t=10.736$, $p<0.01$) and cyber exploration ($\beta= 0.176$, $t=3.426$, $p<0.05$). This implies that increased Peer pressure and cyber exploration will increase deviant behaviour by 61% and 17.6% respectively.

Discussion of findings

This study investigated an estimation of the composite and relative influence of family climate, Peer pressure and cyber-exploration on deviant behaviour of in-school adolescents. This study revealed that Peer pressure ($r = 0.688$, $P<01$) significantly correlates with deviance among in-school adolescents in Ogun State. While on the regression model, it was found to be the strongest predictor of the dependent variable (deviant behaviour) among in-school adolescents ($\beta=0.610$, $t=10.736$, $p<0.01$). This finding strongly supports Albert Bandura's social learning theory, which posits that individuals learn social behaviour by observing and imitating others, who could be live models or symbolic models. Similarly, this result aligns with the study of Adimora, Akaneme and Aye (2018) who reported heightened negative Peer pressure as a correlate of disruptive and risky sexual behaviour among adolescents. Similarly, this result corroborates the findings of Padilla-Walker et al (2009) who affirmed that inordinate Peer pressure could lead a child to anti-social demeanour such as smoking, gambling, drinking, drug abuse, inordinate sex exploration, obsession and game addiction.

This study also established that cyber exploration ($r = 0.323$, $P<01$) significantly correlates with deviant behaviour among in-school adolescents in Ogun State. The regression model equally revealed cyber exploration as a potent predictor of students' deviance. This outcome agrees with the study of Iloanya, Ikenna and Ogu (2024) who reported that cyber-addiction negatively impacts students' study habits and learning outcomes. By implication, students who are internet addicts are prone to deviant behaviour. Conversely, family climate negatively correlates deviant behaviour of in-school adolescents. A plausible explanation for this could be a result of an inconsistent pattern of parenting that is relative to each family. This result agrees with previous studies, which found that family background is not a determinant of a child's behavioural conduct, after all, some orphans barely have any family structure, and are well-mannered and of good conduct in society (Ekwok et al.,2022). Lastly, the outcome of the finding revealed a statistical joint effect of the independent variables (family climate, Peer pressure, cyber-exploration) on the dependent variables (deviant behaviour) among in-school adolescents in Abeokuta, Ogun State ($R^2 = 0.587$ and $Adj.R^2 = 0.576$) When the independent factors are combined, they account for 57.6% ($Adj.R^2 = 0.576$) variance on deviant behaviour of in-school adolescents.

Conclusion

The study investigates the composite and relative influence of family climate, Peer pressure and cyber-exploration on deviant behaviour of in-school adolescents. It was discovered that negative Peer pressure and inordinate cyber-exploration do possess the capacity to lure adolescents to deviant behaviour. The study thus subsumed and Peer pressure, cyber-exploration are factors to be considered on deviant behaviour among school going adolescents.

Counselling Implication / Recommendations

Based on the outcome of this study, it is recommended that the concept of deviant behaviour and its attendant effects should be taught among in-school adolescents. Also, parents, teachers and guardians should monitor and ensure an appropriate use of internet among youth. This is because the world is a global village, Hence, the use of internet cannot be completely wished away. Also, parents and guardians should maintain a positive family climate to mitigate the effect of deviance among school going adolescents. However, children identified to be manifesting deviant behaviour should be referred to the counsellor for therapeutic interventions rather than being neglected to become street delinquents. Lastly, counselling psychologists should utilize the outcome of this study to organize seminars on behavioral disorders among school going adolescents.

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