

Parenting Style and Social Media Use as Predictors of Social Studies Students' Value Acquisition in Ondo West Local Government Area of Ondo State, Nigeria

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Abstract

This study was carried out to examine parenting styles and social media use as predictors of Social Studies students' value acquisition. Five hundred students were randomly selected from 10 secondary schools (five private and five public schools). Three research instruments, namely; Scale of Parenting Style $r=0.78$; Students' Social Media Use Questionnaire $r=0.77$; and Students' Value Acquisition Scale $r=0.71$ were used. Finding shows that authoritative parenting style has direct link with student's value acquisition while other variable may rely on some predictors to have direct links. All the five independent variables accounted for 15% joint contribution to students' value acquisition. The findings also revealed relative contribution of authoritative parenting style to students' value acquisition. It is recommended that authoritative parenting style should be employed in raising children to learn how to think and make responsible choices. There is the need to discourage negative use of social media by secondary school students both at home and in school.

Keywords: Parenting style, Social Media, Value acquisition, Value Education

Introduction

In today's world, value serves as a driver and determinant of societal growth and development. The transmission of societal cherished principles and moral values have been the dominant of educational concern of most cultures throughout history. This is due to the prevalence of abnormalities and absurdities in the society. More recently are, unabated incidences of terrorism, thuggery, juvenile delinquency, alarming rate of cultism, internet fraud, promiscuity, corruption, sexual perversion and the escalation of school violence among others. This has propelled insinuations that young people are suffering from several challenges and most importantly failure of character. Family values are crumbling, societal values are deteriorating, young people are becoming unruly, relationships no longer last, and nothing is apparently important. The society is plunged into a reversed gear. Children are calling the shot, defining the boundaries rather than parents teaching core values, family customs, sense of oneness and patriotism. There is little or no discipline for poor behaviour.

Psychological and sociological topics on values and moral development in children as they grow into adulthood have long captured the interest of parents, educators, religious leaders, politicians, youths, group workers, and concerned citizens. Such topics have also attracted the serious attention of prominent theorists, researchers, scholars, and practitioners (Ajitoni and Omoniyi, 2017; Ogunbiyi, 2013; Eliss, 2007). Large-scale and widespread changes in values have been observed across the world at different times which is attributed to different factors. In this 21st century, the search for ways to improve the quality of education is global, and one area of focus has been

that of values, attitudes, behaviour and how to develop these aspects of character in a positive and productive way. In the words of Theodore Roosevelt (1858-1919) 'to educate a person in mind and not in morals is to educate a menace in the society'. Nigeria was shaped in a mould cast by colonial conquest rather than by indigenous historical and traditional factors.

Candidly, the neglect of ethical values, which should form the substratum of any good culture, has led to ineffectual, decadent and poor learning (Ajitoni and Omoniyi, 2017). It is the duty of every society to pass on values enshrined in its scriptures and philosophical texts to each generation, in order, that the spirit of its culture lives on and as this will develop their potentials and serves as a powerful tool for societal development (Akinwumi, 2010). It is appalling and shameful to note that youths nowadays are expectants of everything the world can offer them rather than what they can offer the world (Kenedy, 1961). The more disrespectful people get, the quicker it spreads to others. It used to be rare and now it has become a norm. There is an alarming increase in out-of-wedlock births, particularly among secondary school students (Barker, 2002). There is a sharp decline of respect for school teachers, parents, guardians, leaders etc and men of timber and calibre, people of unquestionable character are eroding our great nation; too many people are dependent on government, both at local and federal for handouts. Government must do all for them even their own private responsibilities, duties and obligations. One can only imagine how unruly human society will actually get before the trend reverses again.

Succinctly, one of the major failures of the Nigerian states according to Alao (2012), is its inability to raise initial imitations and challenges foisted upon it by British colonialism to create supra institutions that

are capable of de-emphasizing sub-national proclivities. Colonial rules tended to delimit the development of a national consciousness, core African values, modicum of behaviour, traditional pattern of doing things and belief system. Even, the menace of value failure among people most especially adolescents in secondary school respectively have stared many in the face. Literature is replete with consensus of opinions about the fallen standard of education as issues that is hindering the posterity of the Nigerian nation in terms of quality manpower resources and moral uprightness. The field of education, like all other sectors of the society, is presently being faced with new global narratives (Ok, Onkol and Tan, 2007). It is however observed that the most important function of education is to promote required societal values capable of making an individual live a fulfilled life as well as solving personal and societal problems, while the primary objectives of schools programme rests on establishing a high level of awareness of how to share fundamental values in order to develop a free, tolerant and just society as professed in the National Policy on Education (NPE, 2004).

Literature Review

Value is a relative term which depicts collective perception of what is considered either good, proper, desirable or bad, improper, undesirable in the society. It determine what is right and wrong in the society. It influences the way people in the society behave which serves as criteria for evaluating the actions of the members of the society. According to Kuehn, (2011); Turner, (2004); Ogunbiyi, (2013), value describes and provides means of communicating and sharing what is important to an individual or a group. They are ideals people hold that give significance and meaning to lives and hence they underpin people's beliefs, and in turn influence the decisions they make, the actions they take, and the life they live. The profound human values are that of morale and principles they uphold which are categorized into two main kinds; positive and negative values. Understanding values helps people to understand how to create their own reality and it gives insight into the personal realities of others.

Values like truth, right action, love, peace and non-violence include in a balanced way the profound moral insights of the great civilizations. Jorge (2016) asserts that according to the *World values survey (2017)* and the *European social survey (2015)*, **there are much more values or qualities**

sure as determination, perseverance, feeling of **responsibility**, having an **exciting life, unselfishness, religious faith, independence** of thought and choice, **hard work, justice** and equal treatment **for everybody, imagination**, creativity, tolerance and **respect for other people**, respect for **tradition**, thrift, **saving money** and things, **obedience**, being **helpful** to people nearby, **loyalty** to close people, **care for nature** and the environment, **success**, money or prestige, **safety**, being careful, **having fun**, doing pleasurable things, **behaving properly**, following rules among others. Also, the value of tolerance, respect and appreciation of difference, an opposition to violence; concern with the welfare of others and their liberty; personal efficacy, a desire for community involvement and sense of belonging to it, a readiness to sacrifice personal gains for that for the betterment of the community; and attentiveness to civil matters and many more required for both personal growth and societal development are of paramount importance (Eliss, 2007) as the society cannot afford to have backward individuals who are not rooted and grounded in modicum of behaviour, who exhibits unruly behaviour and are susceptible to violence at all times.

The value systems of people comprising of their beliefs, customs, laws, social institutions and traditional practices play a formidable role in the way at which the society operates. According to Hawkins, (2011) people are not born with values, so how do they develop or acquire values?. Values absorbed in childhood remain with one through the entire life time. They are interwoven in all the cultures around human beings. They are concretely expressed in the families, while the early schooling makes human more potent, those in the wider society more mildly, and adults see social values through the lens they fashioned in their childhood. Within the community at large there is growing discussion about how children acquire values and how they make sense of values promoted by homes, school, among peer/play groups and the society at large. Peers, parents, caregivers and families which are the primary sources of value education for children is expecting staunch supports from other agents of socialisation. How then do children acquire values?

Sharma, Narang, Rajender and Bhatia(2009) assert that in the cause of enlightening students on life ethics, various ideas and philosophy such as parenting styles emerge. In wide context of the socio-cultural environment, home serves as the first contact of a child and has a lasting effect on the type of values such a child would acquire. Family is one of the basic institutions of social organization which provides the

child's primary socialization, transferring of cultural traditions from one generation to another, as well as laying the educational foundation for the child upon which the other agents of socialization are built (Ok, Onkol and Tan, 2007). It is a place where children (students) live with their parents or guardian, where they begin to learn the norms and values of the society in which they find themselves. Family is a social unit in any society and it is the source of early stimulation and experience in children (Collins, 2007). Family exerts the first and most important influence on the formation of individual values. But, there are mixed expression and transmission of values in the society, some home pride positive values while others celebrate negative values and are passed on unconsciously to their succeeding generations.

Parenting refers to the aspects of raising, promoting, supporting the physical, emotional, social and intellectual development of a child from the time of birth until adulthood. It entails the upbringing or manner in which parents raise their children. While, parenting style is defined as a reflection of two underlying processes in terms of the number and type of demands made by the parents (demandingness) and the contingency of the parenting reinforce (responsiveness). It can also refer to the parents' level of expectations, performance demands, attentiveness to rules, etc as well as the style of discipline that the parents utilize to enforce their expectations (Maccoby and Martin, 2003). Baumrind (1997) saw it as a psychological construct representing standard strategies parents use in raising their children. It is however important to state that parents play a huge role in their child's life. However, what parents do and say greatly impacts on a child's development from the day the child is born. Parents who taught their children good qualities like hard work, persistence, integrity, honesty etc and live as good examples to their children will likely bring forth children of sort and vice versa.

There are various types of parenting styles, Baumrind (1997) also gave the description of parenting styles including authoritative, authoritarian, permissive and neglectful parenting styles. These styles are often used in studies investigating diverse child outcome variables, such as academic achievement, self-confidence, aggression, delinquent behavior, substance abuse and even value acquisition. Researchers typically have identified these styles based on the levels of control and warmth displayed by parents on a regular basis and in a variety of situations except neglectful

parenting style which is characterized by low warmth and low control (Morin, 2016).

According to (Rothrauff, Cooney, and An, 2009), **authoritarian parenting simply depicts parents establishing rules, customs, norms and values and expect their children to follow them without exception. They employ stringent conditions through a forceful means and compliance. Children have little to no involvement in problem-solving challenges or obstacles.** This type of parenting styles generally lead to children who are obedient and proficient, but they rank lower in happiness, social competence and self-esteem. Another type of parenting style is the **authoritative ones. They also set rules that children are expected to follow, however, they allow some exceptions to the rule. They often tell children the reasons for the rules and they are more willing to consider a child's feelings when setting limits. They tend to use consequences instead of punishments.** The Authoritative parenting styles tend to result in children who are happy, capable and successful (Maccoby, 1992).

There is the **permissive parenting style which is characterized as having few behavioural expectations and warm effect for the child. These parents are nurturing and accepting, but not demanding. This type of parent simply wants the child to love him or her at the end of the day and will do anything the child requests of him.** The impact of permissive parenting often results in children who rank low in happiness and self-regulation. These children are more likely to experience problems with authority and tend to perform poorly in the society. They lack values and sense of judgment. Lastly, there is the **uninvolved parents who are neglectful. They often do not meet their children's basic needs and may expect children to raise themselves. Sometimes this is due to a parent's mental health issues or substance abuse problems. They may also lack knowledge about parenting and child development or may feel overwhelmed by life's other problems.** This type of parenting style ranks lowest across all life domains. These children tend to lack self-control, have low self-esteem and are less competent than their peers.

Despite significant progress in understanding parenting and its effects for children's development, there are ongoing debates about how best to conceptualize and measure it. All of the four parenting style developed by Baumrind (1967, 1971) were found to be a pivotal element in defining the behaviour and attitude of parents toward their children (Joshi, Sharma, and Mehra, 2009). Additionally, the

interaction between parents and children is associated with cultural surroundings (Keshavarz and Baharudin, 2009). This situation happens because culture influences many domains of family life including the way parents socialize their children (Kagiticbasi, 1996). At some point, actions and behaviours which are typical and occur in one culture might be considered not typical in another culture. In Yoruba land, male children are meant to prostrate while female children are kneel whenever they are greeting elderly ones as a mark of respect and courtesy but that is not obtainable in the Ibo land. This belief system is used to exemplify respect for elders. Hence, **nurturing children with bad parenting style can be counterproductive as it capable of giving rise to maladjusted children who have wrong value system and show no remorse in indulging in anti-social behaviour and corrupt practices within the society.**

Succinctly, social media can be seen as a phenomenon which affords freedom for billions of people in the 21st century. Liu (2010) mentions some commonly used social media platforms and websites as Facebook, Wiki, YouTube, Bulleting Board, LinkedIn, Blogs, Twitter, Podcasts, Virtual Worlds, RSS, StumbleUpon, Netlog, Delicious, Digg, Plurk, MySpace, Friendster, You Tube, Twitter, Inmessage, Tagged, and Jaiku. However, some are favourites to people of this part of the world-Africa. Social media lay *emphasizes on the concept of freedom whereby its users find themselves free of many restraints of crossing geographical and other barriers; interacting with a lot of people at the same time; sending and receiving messages, uploading photos, and videos; accessing different cultures and places; interacting when they feel like it; promoting themselves as well as their business, services, or products; choosing freely what is best for them; engaging in certain actions without control or interference; promoting social autonomy; and forming informal associations* (Bank and Bank, 2014; **Masden and Edwards 2010**; Poortman, 2017).

Social media builds commonality of interest. When an individual opt to participate in any social community, he or she picks and choose individuals, platforms and posts whose likes and dislikes are similar to his or hers and build network around those commonalities by extension acquires values. **According to Brown, (2010)**, the relatively cheap nature of social media usage, attracts both individual and corporate users. Businesses can target very precisely the desired audiences using unlimited options of marketing and advertising tools for a

fraction of what they would normally have to pay to public relation agencies. Companies, institutions and people can do business, enjoy, learn, share and benefit from others provided they are connected on platforms created by the global world of social media through the internet. And the connectivity on the Web has by far surpassed even the bravest expectations from a few years ago. With individual users it hardly takes any cajoling to get on the web and start interacting.

However good social media is, it has negatively impacted on real-life communication and has promoted social maladies. It is dangerously supplanting genuine human interactions and eroding values (Schwartz, 2005). There is decline in positive value, rise in negative conduct. The volume of all traditional forms of communication has been bastardized. There is abundant of quantity relationship but little or absence of quality relationship. Social media has also negatively impact on national and global safety building and churning out adolescents and youths with the spirit of violence, separatism, kidnapping, terrorism among others (Bank and Bank 2015). Fanatical viewpoints are becoming widespread, nationalistic biases, in general by people with sick minds. Social media has ingrained in many fake lives, sells and spread ideas, appeal to many for certain actions, accumulate followers in a very short time, organize activities endangering the lives and safety of innocent people. This is one very important reason why social networks should and are monitored. It is important to reiterate here that communication between like-minded criminals over the internet can facilitate the logistics of massive terrorist attacks such as the ones on the Twin Towers in New York and on the London and Paris undergrounds. Social media has provided platforms for erroneous values.

More worrying is the amount of time spent online, it is discovered that social media use can actually influence users' personality and character as well as reduces levels of empathy (**Foucault, 2003**). The very nature of the internet, with its perceived invisibility and anonymity, can also mean people act differently online, compared to how they would in real life. This can lead to "moral disengagement", where people are able to act in an immoral way while still viewing themselves as a moral person (Eriksson, and Nilsson, 2007).. And it is this "disengagement" which is thought to encourage cyber bullying behaviours. The environment is so rich with information that adolescents' cognitive system would be overloaded without a way to evaluate what is relevant for their needs and goals. Also, Social media sites poses risks for children in terms of being exposed

to inappropriate or upsetting content like mean, aggressive, violent or sexual comments or images; uploading inappropriate content like embarrassing or provocative photos or videos of himself or others; sharing personal information with strangers – for example, phone numbers, date of birth or location; cyber bullying; exposure to too much targeted advertising and marketing; data breaches, like having his data sold on to other organisations among others.

It is, however, important to state that students' value acquisition is of paramount importance in this present dispensation. Due to this, there is increasing concern on how students acquire values, several scholars such as Suad, Gumus & Keskin (2011), Titus (2011), Berg, (2011), Chan and Koo (2010) have carried out students' value acquisition. It was observed that the people (both young and old) acceptance and cresting of foreign culture have made many to neglect indigenous core values and modicum of behaviour. Many scholars have questioned the means through which students' value acquisition.

Statement of the Problem

The declining value acquisition among the youths is the cause of delinquent behaviours among children. The effect are evidently seen in alarming rate of young people's involvement in cultism, violent crimes, gangsterism, indecent dress code, prostitution, homosexuality, human and drug trafficking, incessant communal clashes, pandemic and endemic corruption, terrorism, wars, inter-ethnic disputes, lack of respects for elders, brigandage, sponsored assassinations, terrorism, armed robbery attacks, political violence among others. These have eroded core values of honesty, integrity, patriotism, hardwork etc. It is crystal clear that things are deteriorating. **Previous studies have been carried on value acquisition, optimal conditions for the integration of values into school-students' lives, values learning, neglect of indigenous, cresting of European values among others. It is has been discovered that various platforms at which students relates with goes along away to affect students' value acquisition.** It is against this background that this study considers parenting style and social media as correlates of Social Studies students' value acquisition in Ondo West Local Government Area of Ondo state.

Research Questions

Based on the problem stated above, three (3) research questions were raised and answered in the

course of this study. They include;

- i. What is the relationship between independent variables (parenting styles and social media) and students' value acquisition?
- ii. What is the joint contribution of the independent variables (parenting styles and social media) and students' value acquisition?
- iii. What is the relative contribution of the independent variables (parenting styles and social media) to students' value acquisition?

Methodology

The population for this study refers to the total number of both public and private secondary schools in Ondo West Local Government Area of Ondo State. It has a density population of 283,672 people (Male: 139,400 Female: 144,272) with thirteen (13) wards (National Population Commission, 2006). There are thirty two (32) government and private secondary schools, which are sparsely situated within the wards. Therefore, the information used for this research was collected from both the public and private secondary schools within the Local Government Area. Respondents for the study were drawn from ten (10) secondary schools (five private and five public) were selected through stratified random techniques in the study. This was done through the classification of all the 13 wards into two (2) strata. Five (5) secondary schools each were picked at random from the two strata, making total of (10) secondary schools within the local government. In each of the randomly selected schools, respondents were selected through simple random technique. Fifty (50) students were selected in each school given a total of five hundred (500) students. Three research instruments were used in the collection of data for the study. These are: Scale of Parenting Style ($r = 0.74$); Students' Social Media Usage Questionnaire (SSMQ) ($r = 0.77$) and Students' Value Acquisition Scale ($r = 0.71$). The data collected were analysed using Pearson's Product Moment Correlation (PPMC), Multiple Regression, mean, frequency count, standard deviation and percentage. These were used to find out the combined and relative contributions of the independent variables on the dependent variable. Each of the research questions was answered @0.05 level of significance.

Results and Discussion

Research Question 1: What is the pattern of relationship between independent variables (parenting styles and social media) and students' value acquisition?

Table 1: Zero Order Correlation (MATRIX Table) showing the relationship between the independent variables Authoritative parenting style, Authoritarian parenting style, Permissive parenting style, Neglectful parenting style, Students' Value Acquisition and Social Media Use.

Variables	Mean	Std. Deviation	1	2	3	4	5	6
Students' Value Acquisition	24.21	8.510	1					
Social Media Use	22.05	13.080	-.048	1				
Authoritative PS	20.59	9.492	.111*	-.050	1			
Authoritarian PS	18.53	13.593	-.032	.093	-.110*	1		
Permissive PS	18.86	11.393	-.017	.171*	.009	-.004	1	
Neglectful PS	18.34	27.483	.015	-.067	-.084	-.058	-.142**	1

* Sig. at .05 level.

Table 1 indicates that only authoritative parenting style ($r = .111^*$; $p < 0.05$) has significant correlation with students' value acquisition. The table also that social media use ($r = -.048$; $p < 0.05$), authoritarian parenting style ($r = -.032$; $p < 0.05$), permissive parenting style ($r = -.017$; $p < 0.05$) and Neglectful parenting style ($r = .015$; $p < 0.05$) have no significant relationship with students' value acquisition. Mean = 24.21 and standard deviation = 8.510.

Research Question 2: What is the joint contribution of the independent variables (Authoritative parenting style, social media use, authoritarian parenting style, permissive parenting style, and Neglectful parenting style and social media) and students' value acquisition?

Table 2: ANOVA showing the joint effect of independent variables (Parenting styles and Social media) and Students' Value Acquisition

R	R Square	Adjusted R Square	Std. Error of the Estimate			
.122 ^a	.015	.005	8.489			
A N O V A						
Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	538.724	2	107.745	1.495	.190 ^b	Sig.
Residual	35601.378	498	72.068			
Total	36140.102	500				

Table 2 showed that the joint contribution of independent variables (authoritative parenting style, social media use, authoritarian parenting style, permissive parenting style, neglectful parenting style, and Social media) to students' value acquisition. The table also showed a coefficient of multiple correlation ($R = .122$ and a multiple R^2 of .015. This means that 15% of the variance was accounted for by the predictor variables when taken together. The significance of the composite contribution was tested at $p < 0.05$. The table also showed that the analysis of variance (ANOVA) for the regression yielded an F-ratio of 1.495 (significant at 0.05 level). This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

Research Question 3: What is the relative contribution of the independent variables parenting styles and social media) and students' value acquisition?

Table 4: Summary of Multiple Regression Showing Relative Contribution of independent variables (Parenting styles and Social media) and Students' Value Acquisition

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	22.937	1.451		15.812	.000	20.087	25.787
SMU	-.025	.030	-.039	-.849	.396	-.084	.033
Authoritative	.098	.040	.109	2.418	.016	.018	.177
Authoritarian	-.009	.028	-.015	-.332	.740	-.065	.046
Permissive	-.006	.034	-.008	-.185	.853	-.073	.061
Neglectful	.006	.014	.019	.423	.672	-.022	.034

a. Dependent Variable: VA

Table 4 revealed the relative contribution of the independent variables to the dependent variable, expressed as beta weights, viz: Only authoritative parenting style ($\beta = .109$; $t = 2.418$ $p < .05$) has relative contribution to students' acquisition of value while social media use ($\beta = -.039$; $t = -.849$; $p < .05$), authoritarian parenting style ($\beta = -.015$; $t = -.332$; $p < .05$), permissive parenting style ($\beta = -.008$; $t = .019$; $p < .05$), and neglectful parenting style ($\beta = .019$; $t = .423$; $p < .05$) have no relative contribution to students' value acquisition.

Discussions

Pattern of relationship between the independent and dependent variables

The study agreed with the findings of Bibi, Chaudhry, Awan and Tariq (2013) which reviewed three parenting style and found out that there is positive influence of Authoritative parenting style in life domain of child. They stated that authoritative parenting style can promoted through training and media campaign. Also, the study agreed with that of Raya, Ruiz-Olivares, Pino, and Herruzo (2013) which looked at parenting style and parenting practices in disabled children and its relationship with academic competence and behaviour problems. The finding of the study also affirmed the findings of the study by Rothrauff, Cooney, and An (2009), it was discovered that adults who remembered their parents to be authoritative compared with authoritarian and neglectful parents reported greater psychological well-being and fewer depressive symptoms, and those with uninvolved parents noted greater substance abuse. The study of Romana, Davids, Moyo, Schilder, Lacante and Willy Lens (2015) agreed with findings of the research, the results suggest that authoritative and authoritarian parenting styles influence the adoption of life goals and psychological wellbeing of adolescents with fathers' negative parenting possibly reducing adolescent wellbeing.

Joint contribution of the independent variables on dependent variables

The five independent variables of authoritative parenting style, authoritarian parenting style, permissive parenting style, neglectful

parenting style and social media use only contribute 15% of the variance to students' value acquisition when taken together. It is assumed other factors could be responded to the remaining 85%. Such as in peer group, school mate, media (television and prints) and religious circle.

Relative contribution of the independent variables on dependent variables

The findings shows that of all the five independent variables, authoritative parenting style has relative contribution on how students' acquire their values, while other variables of authoritarian parenting style, permissive parenting style, neglectful parenting style and social media may have converse contribution on how students acquires values. This implies that children/students who grow under parents that are authoritative, tend to acquire positive values such as honesty, positive self-esteem, productive, relational, and loving. Children from authoritarian, neglectful, and permissive homes tend to acquire negative values such as cruelty, aggressiveness, low self-esteem, dishonesty, poor relationship power, weak intrapersonal skills, lies, and depressed easily. In the same vein, children/students who have access to social media platforms tend to pick more negative values than positive values. They are likely to be carried away flamboyancy or luxury lifestyles that come with using social media. On social media, people tend to live in fantasy world (a fake life), young ones could perceive life through that as norm that should go wrong the world.

The essence of social media (facebook, instagram, twitter, snapchat etc) emanates from the

variable choices of people. People want to live the urban ambience in a more controlled, purified, and safe environment. Social media platforms provide a kind of isolated and comfortable utopian world with experiential values (in-vogue or trends). Children/students are taken as organisms as they accommodate some social meanings which create a social value and an image in excessive buying clothes, attending parties, joining gangs, taking pictures, and many more. Clinically, Sharma, Narang, Rajender, Bhatia (2009) submits that it **begins from the onset** in late adolescence to early adulthood. There is more female suffering from this disorder than their male counterparts with a ratio of 9:1. These **behaviours** include shopping frequently, spending inappropriately, and fantasizing about future purchases.

Conclusion

Parenting styles and social media have great influence on children life domain. After reviewing of literature it is clear that authoritative parenting style has positive influence in children and adolescents life domain- education, psychological wellbeing among others. Positive parenting style is the foundation of healthysociety/environment as parents have overriding influence on whole life of their children from birth to adulthood. Children spend most time at home and parent's attitudes, behaviours, life standards, values and communication with children have great impact on child's future. This period should be an avenue of inculcating positive required societal values through most appropriate parenting style. If parents are too much strict or too much submissive, that could have worse impact on their life. But supportive, caring and flexible attitude of parents produce morally, psychologically, mentally and healthy children.

Recommendations

The following recommendations are made

- i. There is need for continuous communication between parents, caregiver, guardians and teachers as they are significant others in the life of a child. They are expected to listen and model their children by allowing them to share their thoughts and feelings without fear of punishment or rejection. This can be done through talking about, teaching, preaching and modeling positive values to young ones through pronouncements, rules, stories, warnings, lessons, examples as well as they

examining their personal actions as it will go a long way to curb excesses in social vices in the society

- ii. Schools must play critical role in monitoring and nurturing students on the right path.
- iii. There is need to discourage excess social media use at secondary school level due to various anti-social values being picked up by young ones on it.
- iv. There is need for value-based curriculum which will prepare students to meet the challenges of life individually and collectively to develop the society.
- v. It is also recommend that ten percent (10%) of the students' grades should be based on how well they practise moral values within the school premises where they spend about six to eight hours per day. This could be an excellent policy for other schools to adopt.

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