

DO PARENTING STYLES INFLUENCE INTERNET ADDICTIVE BEHAVIOR OF UNDERGRADUATE STUDENTS IN NIGERIA?

Adeniyi Michael Omoyemiju
Folakemi Titilayo Fatoki
Obafemi Awolowo University

Abstract

This study examined Internet behaviors of students in selected Universities in Nigeria with a view to understanding the association between parenting styles and Internet addictive behaviors. Proportionate sampling technique was used to select 266 undergraduate students from two Universities. Information was obtained on the Internet with respect to addiction using an adapted questionnaire titled "Parenting Styles and Students' Internet Behavior Questionnaire." Descriptive, chi-square and multiple regression statistics were employed in analyzing the data collected. The results revealed that there was a significant association between parenting styles and students' Internet addictive behaviors ($\chi^2= 0.803$, $n = 266$, $p < 0.05$). However, the results showed that University ownership type was not significantly associated with students' Internet addictive behaviors ($\chi^2=3.805$, $n= 266$, $p > 0.05$). The study concluded that Internet addictive behavior of students was a function of parenting styles and appropriate recommendations with respect to counselling were made.

Keywords: Internet, Association, Addictive Behavior, Undergraduate Students, Parenting Style

INTRODUCTION

The Internet is an extremely important social and communication tool that has evolved as an essential part of everyday life all over the world and its use increases especially among University students. Shitta (2002) posits that the internet is a communication super highway that links, hooks and focuses the entire world into a global village, where people of all races can easily get in touch, see, or speak to one another and exchange information from one point of the globe to another. Studies on the students' use of the internet have revealed that the Internet is extensively used by students in Nigerian tertiary institutions and its usage is most prevalent amongst undergraduate students (Alabi, 2013; Ojo & Omoyemiju, 2014). One of the benefits of the Internet to students is that, it is a source through which learning materials are accessed by students.

In Obafemi Awolowo University, Nigeria, the Internet is ranked fourth out of the sources through which students search for learning materials (Jagboro, 2003). A common belief in Africa today is that a student without adequate knowledge of the Internet might find it very difficult to cope with the challenges of new educational innovations and techniques of instructional delivery. In Nigeria for instance, the Joint Admission and Matriculation Board (JAMB) which is the Nation's entrance examination board for the tertiary level of education has started implementing a policy of Computer Based Test (CBT) with a view to stemming the menace of examination malpractice and perhaps preparing students for computer and the Internet use (The Joint Admission and Matriculation Board, 2014).

In spite of the widely perceived use of the Internet by students of Nigerian Universities, psychologists and educators have noted the negative impacts of its misuse, especially the problematic Internet use which is generally termed Internet addiction (Greenfield, 2000). Internet addiction is characterized by excessive or poorly controlled preoccupations, urges or behaviors regarding computer use and Internet access that lead to impairment or distress. Griffiths (2001) describes Internet addiction as a factor in students' live that cause neurological complications, psychological disturbances and relational chaos. It covers a variety of impulse-control problems. These problems among others include cyber addiction, cyber relationship addiction, net compulsions, information overload, and computer addiction (Joanna, Melinda, Lawrence & Jeanne, 2014).

The cause of Internet addiction is more than likely a multifaceted phenomenon. From a sociological standpoint, there may be familial, social, and cultural dynamics that prompt excessive

Internet use. For instance, some people may lack certain social skills that could enable them fulfill their social needs thereby becoming computer addicted to the Internet addict. Students could manifest Internet addictive behavior in many ways such as losing track of time while on the Internet, intense preoccupation with the Internet without being conscious of it and time spent on it, becoming irritated if disturbed while online, decreased social interaction with “real” people, feeling that the world outside of the Internet is boring, isolation from friends and family (Truer, Fabian & Furedi, 2001; Chou, 2001). All these would not only work against academic achievement but also hamper emotional stability and contribute to physical discomfort of students manifesting as sleeplessness, dry eyes or strained vision, severe headaches, back and neck ache (Joanna, Melinda, Lawrence & Jeanne, 2012). With advancement in technology which has led to the invention of smart phones as well as various social platforms that people use to interact with one another especially Facebook and WhatsApp. Observation of the researchers as classroom teachers shows that rather than paying attention during lectures, many students would be busy fiddling with their phones. They no longer concentrate while the lecture is going on, they lose focus of their academics and track of time; they use shorthand and Internet terms when writing their examination. A scholarly finding on Facebook addiction in Nigeria revealed that the Facebook which is one of the social platforms of the virtual space is being misused or overused by undergraduate students in Nigerian private universities (Alabi, 2013). However, the establishment of the differences with respect to Internet addiction across University ownership type especially in this part of the world is a research gap.

Consistent with these are studies which revealed that greater use of the Internet is associated with some social and psychological variables such as, declines in the size of social circle, depression, loneliness (Kraut et al., 1998), poor mental health (Yang, 2001; Young & Rogers, 1998) and low family function (Armstrong, Phillips, & Saling, 2000). As the central socializing agents for children, parents provide emotional connections, behavioral constraints, and modeling, which affect children’s development of self-regulation, emotional expressions, and expectations regarding behavior and relationships (Gray & Steinberg, 1999; Hawkins & Weis, 1985). The fact that parents play significant roles in shaping children’ behavior through the overall pattern of their actions is undebatable. This is equally tagged parenting styles and its influence on students’ Internet behavior is the reason for this study.

Parenting style refers to the broad overall pattern of parental actions rather than to a single act which has been recognized as a major vehicle in socializing the child (Utti, 2006). Parenting styles are categorized under three major forms: the authoritarian, the authoritative or democratic, and the permissive or laissez-faire or self indulgence or un-involving (Baumrind, 1991). The authoritarian parenting style relates to parents who are often strict or harsh (Ang & Groh, 2006). Authoritative parents according to Ang and Groh (2006) are flexible and responsive to the child’s needs but still enforce reasonable standards of conduct. While permissive or laissez-faire parents are those who impose few restrictions, rules or limits on their children. However, the extent to which parenting styles influences Internet addiction is a major research gap. Although, various studies have provided insight into parenting styles, children of authoritarian parents are less likely to internalize (accept as their own standard) society’s unacceptable behaviors (Grusec & Goodnow, 1994) and are more likely to have low self-esteem (Coppersmith, 1967). The combination of permissiveness and indifference or rejection in varying degrees has negative effects on children. At the extreme, it becomes a case of neglect which is a form of child abuse (Egeland & Stroufe, 1981). Children with few rules who are ignored or living with hostility are noncompliant and aggressive; they have low self-esteem and display anger toward others. Many exhibit antisocial behavior and may end up as criminals (Straus, 1994). Children with few rules who are ignored or living with hostility are noncompliant and aggressive. It is a common belief that many parents buy and present different gifts including laptops and mini computers that are expected to aid learning to their children, some may even buy exorbitant phones for younger ones. However, it is expected of a good parent to properly monitor the use of these items which could largely depend on their parenting style.

A study conducted on students’ delinquent behavior indicated that irrespective of gender, location and age, laissez-faire parenting style effectively predicts adolescents’ delinquency while authoritarian and authoritative did not (Okorodudu, 2010). Authoritarian parents that are nurturing, set, discuss, and enforce developmentally appropriate limits are the most successful in helping their children become autonomous, independent, self-controlled, self-confident, and cooperative

(Baumrind, 1971). These children also are more likely to have high levels of competence and high self-esteem during middle childhood and adolescence (Coppersmith, 1967). They also have internalized moral standards and their academic performances in school are better than those of children from either authoritarian or permissive homes (Dornbusch, Ritter, Leiderman, Roberts & Fraleigh, 1987; Steinberg, Dornbush & Brown, 1992). However, studies related to parenting styles and students' Internet addictive behavior are limited in terms of scope and conceptualization. From the foregoing, little information is available on parenting styles with respect to Internet addictive behavior of students.

Purpose of the Study

The purpose of this study was to determine whether parenting styles were associated with Internet addictive behavior of undergraduate students in Nigeria. Also, to establish whether University ownership type was associated with Internet addictive behavior of undergraduate students. Finally, to ascertain if personal variables such as sex, level and age would determine students' Internet addictive behavior.

Research Questions

- i. What are the levels of Internet addictive behaviors of students?

Hypotheses

- i. There is no significant association between parenting styles and student's Internet addictive behavior.
- ii. There is no significant association between University ownership type and students' Internet addictive behavior
- iii. Personal variables (sex, age, level) of students are not significant predictors of Internet addictive behavior.

Methods

Design and Sampling

The design used for the study was descriptive survey. All undergraduate students of two universities in southwestern Nigeria constituted the study population. Purposive sampling technique was used to select two universities on the basis of constant availability and accessibility of Internet facility. One of the universities is owned by government (Public) while the other one is privately owned. Total sample of 266 undergraduate students were drawn for the study using proportionate sampling technique. The students were drawn across all the faculties and levels in each university.

Instrumentation

The instrument used was an adapted questionnaire titled "Parenting Styles and Internet Behavior Questionnaire". The instrument was divided into three sections: section A contained four items on personal variables of students such as sex, age, faculty and academic level; section B consisted 16 items on parenting styles. The parenting dimension was sub-divided into three parenting (Authoritarian, authoritative and laissez-faire) measures. This section of the instrument was adapted from Parenting Styles Questionnaire (PSQ) designed and standardized by Utti (2006). The scoring of the responses was based on the Likert IV-Point scale of measurement of strongly agree (SA) Agree (A), Disagree (D) and strongly Disagree (SD). The options of the items were weighted in the Likert format with SA = 4, A = 3, D = 2 and SD = 1. Section C consisted 20 items on Internet addictive behaviors. The items were adapted from Internet Addiction Test (IAT) developed by Young (1998) and were scored 4, 3, 2, and 1 for "Always", "Occasionally", "Rarely" and "Can't say" respectively. The sum of all scores produced an average score of 46.2 and standard deviation of 9.5. Scores that less than the mean score were considered as mild addictive behavior, scores that range from the mean and 1 standard deviation above the mean score (i.e. 46 to 56) were considered as moderate addictive behavior while

those scores above 56 (i.e.57 and above) were considered as severe addictive behavior. The questionnaire was tested for construct and content validity. In determining the reliability, 40 questionnaires were administered at once and the responses were subjected to split-half method. A reliability coefficient of 0.78 was gotten at 0.05 level of significance.

Analysis

Analysis of data collected was carried out with the use of simple descriptive and inferential methods. Specifically, the research question raised was answered using simple percentages while hypotheses one and two were tested using chi-square while multiple regression was used to test the hypothesis three.

Results

Table 1: Descriptive statistics of Personal Variables of the Students

Variable	Frequency	Percentage
University Type	N	%
Private	84	31.6
Public	182	68.4
Total	266	100.0
Sex		
Male	129	48.5
Female	137	51.5
Total	266	100.0
Age		
15-20yrs	78	29.3
21-25yrs	150	56.4
26-30yrs	34	12.8
31-35yrs	4	1.5
Total	266	100.0
Levels		
100level	26	9.8
200level	59	22.2
300level	84	31.6
400level	53	19.9
500level	27	10.2
600level	17	6.4
Total	266	100.0

The demographic characteristics of respondents as presented in Table 1 showed that 84 (31.6%) and 182 (68.4%) were students of private and public universities respectively. Male students were 129 (48.5%) while the female were 137 (51.5%). Those within the age bracket of (21-25 years) had the highest percentage which has 150 (56.4%). The least percentage of respondents (1.5%) were those within the age bracket of (31-35 years). Most of the respondents 31.6 (84%) were in 300 level while the least group of 17(6.4%) were in 600 level.

Research Question 1: What are the levels of students' Internet addictive behaviors?

To answer this question, Internet addiction items were scored and categorized as mild addictive behavior, moderate addictive behavior and severe addictive behavior. The mean and standard deviation of the scores were 46.2 and 9.5 respectively. Scores that were less than the mean score were considered as those who manifested mild addictive behavior; scores ranging from the mean and 1 standard deviation above the mean score (i.e. 46 to 56) were considered as those who

exhibited moderate addictive behavior while those scores above 56 (i.e.57 and above) were considered as those who demonstrated severe addictive behavior. The result is presented in

Table 2.

Table 2: Students' level of Internet Addictive Behavior

Internet Addictive Behavior	Frequency (f)	Percent (%)
Mild Internet Addictive Behavior	132	49.6
Moderate Internet Addictive Behavior	101	38.0
Severe Internet Addictive Behavior	33	12.4
Total	266	100.0

Table 2 shows the levels of students' Internet addictive behavior and it can be observed that 49.6% of the students demonstrated mild Internet addictive behavior; 38.0% of them demonstrated moderate Internet addictive behaviors while 12.4% exhibited severe Internet addictive behaviors.

Hypothesis 1: There is no significant association between parenting styles and student's Internet addictive behavior. To test this hypothesis, parenting styles dimensions were cross tabulated with students' Internet addictive behavior levels. The result is presented in the Table 3:

Table 3: Chi-Square test of association between parenting styles and student's Internet addictive behavior.

Parenting Styles	Internet Addictive Behavior				χ^2	Df	P
	Mild Addictive Behavior	Moderate Addictive Behavior	Severe Addictive Behavior	Total			
Permissive	31(11.7%)	46(17.3%)	24(9.0%)	101(38.0%)	31.803	4	.000
Authoritarian	54(20.3%)	29(10.9%)	3(1.1%)	86(32.3%)			
Authoritative	47(17.7%)	26(9.8%)	6(2.3%)	79(29.7%)			
Total	132(49.6%)	101(38.0%)	33(12.4%)	266(100.0%)			

Table 3 shows the association between parenting styles and student's Internet addictive behavior. It can be observed that 9.0% of students that exhibited severe Internet addictive behavior came from parents with permissive parenting style while 11.7% of them demonstrated minor or mild Internet addictive behavior. The least severe Internet addictive behavior could be found in students whose parents were authoritarian (1.1%) and this followed by authoritative (2.3%). At the same time, students of authoritarian parents are associated with mild Internet addictive behavior with the highest percentage of (20.3%). Chi-square test indicated a significant association between parenting styles and student's Internet addictive behavior, ($\chi^2 = 31.803$, $n = 266$, $p < 0.05$). Since the p value is less than 0.05 thresholds, the null hypothesis was therefore rejected. This result showed that there was a significant association between parenting styles and student's Internet addictive behavior.

Hypothesis 2: There is no significant association between University ownership type and students' Internet addictive behavior. The result of this hypothesis is presented in the Table 4.

Table 4 (below) shows the association between University ownership type (Private or Public) and student's Internet addictive behavior. It can be observed that mild Internet behavior was higher (36.5%) among students of public the university than their counterparts in the private (13.2%) University. Moderate Internet addictive behavior was equally higher with students in the public University (24.8%) than those in the private University (13.2%). However, the severity of Internet addictive behavior was higher (12.4%) among students of public university than their colleagues in the private (5.3%) University. However, chi-square test indicated that there was no significant influence of University ownership type on student's Internet addictive behavior ($\chi^2 = 3.805$, $n = 266$, $p > 0.05$).

Since the p-value is greater than 0.05 thresholds, the null hypothesis is therefore upheld. This result concludes that there was no significant influence of University ownership type on student's Internet addictive behaviors.

Table 4: Chi-Square test showing the association between University ownership type and Internet addictive behaviours of students.

Internet Addictive Behavior	University Ownership Type			χ^2	df	P
	Private	Public	Total			
Mild Internet Addictive behavior	35 (13.2%)	97 (36.5%)	132 (49.6%)	3.805	2	0.149
Moderate Internet Addictive Behavior	35 (13.2%)	66 (24.8%)	101(38.0%)			
Severe Internet Addictive Behavior	14 (5.3%)	19 (7.1%)	33 (12.4%)			
Total	84(31.6%)	182 (68.4%)	266(100.0%)			

Hypothesis 3: Personal variables (sex, age, level) are not significant predictors of Internet addictive behavior of students.

To test this hypothesis, scores of students' Internet addictive behavior were subjected to multiple regression analysis using variables such as sex; age and level as predictors. The significant contribution of each variable is presented in the Table 5.

Table 5: Multiple Regression analysis showing the contribution of personal variables on Internet addictive behavior of students.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	46.749	2.547		18.354	.000
	Sex	.570	1.173	.030	.486	.628
	Age	-.904	1.001	-.065	-.903	.367
	Level	.115	.513	.016	.225	.822

a. Dependent Variable: Internet addictive behavior

As shown in the Table 5, it can be observed that combined personal variables as a whole have a significant relationship on the dependent variable with a constant unstandardized coefficient ($\beta = 46.749, t=18.354, p < 0.005$). However, the results revealed that sex ($\beta = 0.570, t = 0.486, P > 0.05$), age ($\beta = 0.904, t = 0.903, P > 0.05$) and level ($\beta = 0.115, t = 0.225, P > 0.05$) have no significant influence on Internet addictive behaviors of students. Hence, the hypothesis was retained

Discussion

Having investigated the contributions of the domains of parenting styles on the Internet addictive behaviors of undergraduate students, several key findings stand out with the main fallout which revealed that parenting styles do influence students' Internet addictive behaviors. Each of these parenting styles appears to have certain influences on student's Internet addictive behavior. The highest degree of severity of Internet addictive behavior was found with students that came from permissive parents while the minor Internet addictive behaviors were common with those whose parents are authoritarian. This is an indication that authoritarian parenting style could not significantly influence or predict Internet addictive behaviors but permissive parenting style could influence it. Although at present, there is scarcity of previous findings on parenting styles and Internet addiction in the literature, yet a lot of work has been done on parenting styles by different researchers

with respect to related issues like drug use, smoking, delinquent behaviors and academic performance (Okorodudu, 2010; Steinberg, Dornbush & Brown, 1992). The finding of this study therefore confirms previous research outcomes on parenting styles that authoritarian parenting has positive impact on students' behavior (Ang & Goh, 2006). This may not be the same across countries. For instance among African-American families, it was reported that authoritarian parenting is a significant predictor of delinquency (Ang & Goh, 2006). Harsh and aggressive parents may make the children run away from home, rebellious and involve in negative associations (Odeunmi, 2007; Okpako, 2004; Utti, 2006).

Furthermore, the findings of the study revealed that permissive or Laissez-faire parenting has the highest degree of students that have the tendency of manifesting Internet addictive behavior followed by those of authoritative parenting style. This finding are consistent with the research finding of Okorodudu (2010) that submitted that there was a significant relationship between laissez-faire parenting style and adolescents' delinquent behaviors. It should be noted also that permissive parents are those who impose little or no restriction on their children. Utti (2006) reported that Laissez-faire parenting dimension is without well defined or clear-cut goals and such parents play passive role in the upbringing of children. Ang and Groh (2006) claim that laissez-faire parents are those who impose few restrictions, rules or limits on their children. The combination of permissiveness and indifference or rejection in varying degrees has detrimental effects on children (Egeland & Stroufe, 1981).

Another finding of this study showed that a combinations of student's personal variables such as sex, age and academic level is not a significant predictor of students' Internet addictive behavior. Ordinarily, it would not be a surprise if any of these variables is significant because human personality is a function of his/her sex and age (Freud, 1935). Unfortunately in the finding of this study, none of these personal variables has the potency to predict students' Internet addictive behaviors. This contradicts the finding of Ojo and Omoyemiju (2014) that revealed that age was a potent factor of predicting students' Internet addiction. However, the finding of this study was consistent with Okorodudu 's (2010) research output which indicated no significant relationship between gender and adolescent delinquency. In addition, some researches had shown that gender (i.e. whether male or female) is not a significant factor in adolescents' deviant behavior (Onyechi & Okere, 2007). This is an indication that sex (male or female) of a student is not a function of his/her Internet addictive behavior. Anyone could exhibit Internet addictive behavior.

Finally, it was found that there was no significant influence of university ownership type on students' Internet addictive behaviors. Most of the private and public universities in Nigeria have Internet facilities for both staff members and students. Many people believe that managements of private universities are very efficient in service delivery perhaps due to the fact that they are privately owned and profit oriented. This should have effect on the use of the Internet by their students. However, the result of this study showed no difference. This is an indication that any undergraduate might be addicted to the Internet irrespective of the university ownership type (private or public) in question.

Conclusion

With respect to the findings of this study, it is concluded that Internet addictive behavior of students is a function of parenting styles. However, personal variables (sex, age, academic level) and university ownership type are not potential factors that could determine students' Internet addictive behavior in Nigeria. Further researches could be conducted in the area of the menace of Internet addiction with respect to family structure.

Recommendations

Based on the main findings of this study which show that parenting (especially permissive) styles relate to undergraduate students' Internet addictive behavior, it is therefore recommended that irrespective of sex, age and academic level of students, parents should monitor, control and supervise the activities of their children with love. In addition, efforts should be made by university counsellors to promote skills such as self-regulatory activities on computer and Internet. In addition, university

counsellors should factor-in time management technique in the orientation program for fresh students with emphasis on the dangers associated with Internet addictive behaviors and other related activities that detrimental to their academic growth and social values. Also, counsellors should encourage students to make constructively, healthy and timely use of the Internet as an invaluable tool for aiding their academic skills.

References

- Alabi, O. F. (2013). A survey of Facebook addiction level among selected Nigerian university undergraduates. *New Media and Mass Communication*, (10), 70-80.
- Ang, R. P., & Groh, D. H. (2006). Authoritarian parenting style in Asian societies: A cluster analytic investigation. *Contemporary Family Therapy*, 28, 131–151.
- Armstrong, L., Phillips, J., & Saling, L. (2000). Potential determinants of heavier Internet usage. *International Journal of Human-Computer Studies*, 53, 537–550.
- Baumrind, D. (1971). Current patterns of parental authority. *Developmental Psychology Monographs*, 4(1).
- Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 11(1), 56 – 95.
- Chou, C. (2001). Internet heavy use and addiction among Taiwan college students: An online interview study. *Cyberpsychology and Behavior*, 4(5), 573-585.
- Coopersmith, S. (1967). *The antecedent of self-esteem*. San Francisco: Freeman.
- Dornbusch, S. M., Ritter, P. L., Leidermann, P. H., Roberts, D. F., & Fraleigh, M. J. (1987). The relation of parenting style to adolescent school performance. *Child Development*, 58, 1244-1257.
- Egeland, B., & Sroufe, L. A. (1981). Attachment and early maltreatment. *Child Development*, 52, 44-52
- Freud, S. (1935). *A general introduction to psychoanalysis*. New York: Simon and Schuster.
- Gray, M. R., & Steinberg, L. (1999). Unpacking authoritative parenting: Reassessing a multidimensional construct. *Journal of Marriage and Family*, 61, 574–587.
- Greenfield, D. N. (2000). Psychological characteristics of compulsive Internet use: A preliminary analysis. *Cyberpsychology and Behavior*, 5, 403-412.
- Griffith, M. D. (2001). Sex on the Internet: Observation and implication for Internet sex addiction. *Journal of Sex Research*, 38, 333-352.
- Grusec, J. E, & Goodnow, J. J. (1994). Impact of parental discipline methods on the child's internalization of values: A reconceptualization of current points of view. *Developmental Psychology* 30(1), 4-19.
- Hawkins, J. D., & Weis, J. (1985). The social development model: An integrated approach to delinquency prevention. *Journal of Primary Prevention*, 6, 73–97.
- Jagboro, K. O. (2003). A study of Internet usage in Nigerian universities: A case study of Obafemi Awolowo University, Ile-Ife, Nigeria. *First Monday*, 8(2-3). Retrieved May 18, 2015 from <http://www.firstmonday.org/issues/issus82/jagboro/index.html>.
- Joanna, S., Melinda, S., Lawrence, R. & Jeanne, S. (2014). Internet and computer addiction signs, symptoms and treatment. Retrieved April 17, 2014 from <http://www.helpguide.org/articles/addiction/internet-and-computer-addiction.htm>.
- Kraut, R., Patterson, M., Lundmark, V., Kiesler, S., Mukopadhyay, T., & Scherlis, W. (1998). Internet paradox: A social technology that reduces social involvement and psychological well-being? *American Psychologist*, 53(9), 1017–1031
- Odebunmi, A. (2007). *Parenting: A cross-cultural and psychological perspective*. Abuja: Afabunmi Nigeria Limited.
- Ojo, O. O., & Omoyemiju, M. A. (2014). Relationship between Internet addiction and academic locus of control among students in a selected university in Nigeria: Implication for counselling. *The Counsellor*, 33 (1), 126-140.
- Okorodudu, G. N. (2010). Influence of parenting styles on adolescent delinquency in Delta central senatorial district. *Edo Journal of Counselling*, 3(1), 58-86.
- Okpako, J. E. F. (2004). Parenting the Nigerian adolescents towards smooth transition to adulthood. In I. A. Nwazuoke, O. Bamgbose, & O. A. Morokola. (Eds.). *Contemporary Issues and Research in Adolescents* (pp. 275 – 288). Ibadan: Omoade Printing Press.

- Onyechi, K.C. & Okere, A.U. (2007). *Deviant behavior as a correlate of academic achievement among secondary school adolescents: Implication of service delivery in the education sector: Issues and strategies*. Nsukka: University Trust Publishers.
- Shitta, M. B. K. (2002). The impact of information technology on vocational and technology education for self reliance. *Journal of Vocational and Technology Education*, 1(1), 12 -18.
- Steinberg, L., Lamborn, S. D., Dornbusch, S. M., & Darling, N. (1992). Impact of parenting practices on adolescent achievement: Authoritative parenting, school involvement an encouragement to succeed. *Child Development*, 63, 1266-1281.
- Straus, M. A. (1994). *Beating the devil out of them: Corporal punishment in American families*. New York: Lexington Books.
- The Joint Admission and Matriculation Board, (June, 2014). *Unified tertiary matriculation examination computer-based test*. Retrieved June 8, 2014 from <http://www.nigeriaschool.com.ng>.
- Truer, T., Fabian., Z. & Furedi, J. (2001). Internet addiction associated with features of impulse control disorder: Is it a real psychiatric disorder? *Journal of Affective Disorder*, 66(2), 283.
- Utti, A. (2006). Relationship between parenting styles and students' academic achievement in secondary schools in Ethiope east L. G. A. of Delta State. Unpublished M. Ed thesis of Delta State University, Abraka.
- Yang, C. K. (2001). Sociopsychiatric characteristics of adolescents who use computers to excess. *Acta Psychiatrica Scandinavica*. 104, 217–222.
- Young, K. S. (1998). *Caught in the net: How to recognize the signs of Internet addiction and a winning strategy for recovery*. New York: John Wiley and Sons, Inc.
- Young, K. S., & Rogers, R. C. (1998). The relationship between depression and Internet addiction. *Cyberpsychology and Behavior*, 1(1), 25–28.