Influence of parental communication skills on in-school adolescents' deviant behaviour in Ilorin metropolis

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ABSTRACT

The role of parental communication skills on adolescent's deviant behaviour cannot be over-emphasized. Hence, the study investigated the influence of parental communication skills on adolescents' deviant behaviour Ilorin metropolis, Kwara State. A descriptive survey design was adopted for the study. The population of the study consists of 47 public and 92 private secondary schools in Ilorin metropolis, Kwara state while the target population for this study was senior secondary school students in year two in Ilorin Metropolis. Simple random sampling was used to select 30 secondary schools for the study. A questionnaire was used to collect relevant data. The questionnaire was validated while the reliability coefficient of the instrument was established at 0.83. The study found that parental communication skills negatively impact in-school adolescents' deviant behaviour in Ilorin metropolis, Kwara State, despite engaging in communicative activities and discussing disciplinary cases. It was concluded that the weighted mean (2.35) which is the numeric indicator that the influence of parental communication skills on in-school adolescents' deviant behaviour in Ilorin metropolis was negative. It was also recommended that non-governmental and government agencies should try to create more and make the existing guidance and counselling therapy function for some deviant behaviours exhibited by adolescents.

KEYWORDS
Communication, parent, deviant, authoritarian, democratic

RÉSUMÉ

On ne saurait trop insister sur le rôle des compétences parentales en matière de communication sur le comportement déviant des adolescents. C'est pourquoi l'étude a examiné l'influence des compétences parentales en matière de communication sur le comportement déviant des adolescents d'Ilorin Metropolis, Kwara State. Une étude descriptive a été adoptée pour l'étude. La population de l'étude se compose de 47 écoles secondaires publiques et 92 écoles secondaires privées dans la métropole d'Ilorin, dans l'État de Kwara, tandis que la population cible de cette étude est constituée d'élèves de deuxième année de l'enseignement secondaire dans la métropole d'Ilorin. Un échantillonnage aléatoire simple a été utilisé pour sélectionner 30 écoles secondaires pour l'étude. Un questionnaire a été utilisé pour collecter les données pertinentes. Le questionnaire a été validé et le coefficient de fiabilité de l'instrument a été établi à 0,83. L'étude a révélé que les compétences parentales en matière de communication ont un impact négatif sur le comportement déviant des adolescents scolarisés dans la métropole d'Ilorin, dans l'État de Kwara, même si les parents s'engagent dans des activités de communication et discutent des cas disciplinaires. Il a été conclu que la moyenne pondérée

(2,35), qui est l'indicateur numérique de l'influence des compétences parentales en matière de communication sur le comportement déviant des adolescents scolarisés dans la métropole d'Ilorin, était négative. Il a également été recommandé que les agences gouvernementales et non gouvernementales s'efforcent de créer davantage de thérapies d'orientation et de conseil et de faire en sorte que celles qui existent fonctionnent pour certains comportements déviants des adolescents.

MOTS CLÉS
Communication, parent, déviant, autoritaire, démocratique

INTRODUCTION

Communication has become an inextricable phenomenon of human existence. Communication is from a Latin word, "communis" which means common or shared understanding. It is fundamental in the facilitation of growth and development of society because without the exchange of ideas, there will be chaos and everything will be unstable. According to Canary (2011), communication is the transfer of information that must be understandable from one person to another. Similarly, Tourish (2010) perceived communication as a process that involves an exchange of information, thoughts, ideas and emotions. Martinez-Pons (2022) stated that the components of a communication process are: a sender who encodes and sends the message, the channel through which the message is sent, and the receiver who decodes the message, processes the information and sends an appropriate reply via the same channel back to the sender. This implies that communication can occur via various processes and methods, depending on the channel used and the style. The channel of communication is the recognized and predetermined means through which a message can be transmitted from one person to the other (Tobler & Komro, 2020).

According to Zimmerman (2022), communication involves four major elements: sender, message, channel and receiver. The sender initiates the communication. At every given level in society, the sender is a person who has a need or desire to convey an idea or concept to others. The receiver is the individual to whom the message is sent. The sender encodes the idea by selecting words, symbols, or gestures with which to compose a message. The message is the outcome of the encoding, which takes the form of verbal, non-verbal or written language. The message is sent through a channel which is the carrier of the communication. The medium can be face-to-face conversation, telephone call e-mail or written report. The receiver decodes the received message into meaningful information. Finally, feedback occurs when the receiver responds to the sender's message and returns the message to the sender. Feedback allows the sender to determine whether the message has been received and understood (Keyton, 2011).

It can be inferred from the above that the process of passing information between persons and among people is called communication. This symbolizes that at any given level, either in the home, schools or society, communication provides a way of motivating, influencing and interacting with people. It is through communication that an individual pulse is felt. Hence, effective communication is, therefore, the ability of one to impart knowledge, pass a rule or an instruction, make a request, and transmit or share an idea to ensure that organizational objectives are attained and individual interests are achieved through mutual understanding (Pavett, 2023). On the other hand, ineffective communication occurs as a result of the inability of a person to interact meaningfully with one another. This breeds social discontent and causes misinterpretation and misunderstanding. Annunziata et al. (2016) in their own opinion, attributed poor listening, lack of feedback, distrust, group size, information

overload, language, use of ambiguous words and not being concise and clear as challenges of effective communication.

However, the importance of communication at any given level cannot be overemphasised. Babatunde (2019) buttressed this view that no doubt communication plays a vital role in human life because communication not only helps to facilitate the process of sharing information and knowledge but also helps to develop relationships with others. In line with this, Keyton (2019) indicated that communication serves five major purposes such as: to inform, express feelings, imagine, influence, and meet social expectations. The importance of the communication process in any phenomenon shows continuous change in time or any continuous operation or treatment (Blair, 2022). On the basis of this, one can said that the importance of communication in any human situation is an activity that is ongoing, dynamic, not static but continually moving.

According to Blair and Razza (2021), parents are perhaps expected to teach, discipline and provide for their children thus affecting their behaviour. Not only that, they play the role of a catalyst that might not be apparent initially and engage with children daily about their experience in the classroom. This would help in enabling them to understand the behaviour of their child and pattern as what to be her strong areas. In another dimension, it, however, seems that children open up to their parents more than anyone else as parents are also expected to nurture their attitudes towards positive things, monitoring the ideas of having good friendships, guiding them towards developing good work ethics, feeding them with moral values, empathy towards others and a lot more. This is because parents are not only caretakers; they are instrumental in the development of their child's social emotional cognitive and physical well-being. No doubt, parents are profoundly important.

It is generally presumed that parents are either biological or non-biological caregivers. In some instances, they are also regarded as parents or guardians. In line with this, Aiyappa and Acharya (2022) averred that parent-child communication appears to be the verbal and non-verbal interaction between a parent and child within a family system. Similarly, parent-child communication creates common pool of ideas, strengthens the feeling of togetherness through exchange of messages and translates thought into action reflecting every emotion for human survival to supreme manifestations of creativity (LaGuardia, 2019). It also means a wide range of behaviours that can improve children's learning. Therefore, parental-child communication at home can include discussions about school activities, homework and reading with children (Rain & William, 2021). A home is a place where essential information, time, experiences and opportunities are provided for the children to respond creatively to their world.

Adolescence is the developmental period of transition between childhood and adulthood; it involves biological, cognitive and socio-emotional changes. These changes transform the young person's vision of the self into a more complex, well-organized and consistent picture. Self-conception of adolescents changes in structure. As well as content; structurally it becomes more differentiated and organized. Adolescents are more likely to employ complex, abstract and psychological self-characterization. Self-esteem, the evaluative side of self-concept is also modified during these years (Bodrava & Leong, 2023). They also maintained that Adolescent's well-organized self-description and expanded sense of self-esteem provide the cognitive foundation for constructing an identity. Adolescence is a period of heightened sensitivity for rapid learning and critical acquisitions which determine the general style of adult life. Adolescents with high self-concepts are considered to achieve high academic achievements which will provide their identity in society, get good career opportunities, get acceptance from peers, parents and teachers, develop leadership qualities, and enhance their life skills etc.

Effective communication enhances emotional intelligence, critical thinking skills, and decision-making abilities, while poor communication can lead to emotional confusion and

maladaptive coping mechanisms (Akinkumi, 2023). Open dialogues and validation of emotions help adolescents handle stress and peer pressure, reducing the likelihood of deviant behaviors. Decision-making abilities are enhanced through discussions about values, expectations, and consequences, while open communication fosters trust and independence. Social skills and peer relationships are also influenced by effective communication, with parents who model positive communication providing tools for healthy relationships and trust.

Parental monitoring and involvement can deter deviant behavior by fostering accountability. Cultural influences also play a role in shaping communication styles and their effects on adolescent behavior. Parents who are sensitive to cultural contexts can enhance their communication strategies, leading to more effective interactions with their children. Deviant behaviour means behaviour that is not in order or absence of normal behaviour. Deviant behaviour breaches the acceptable norms of a given society. Commenting on deviant behavior, Berzonsky (2004) observed that social norms develop over centuries. What counts as good or bad behavior varies over time and place. Darling et al., (2016) defined deviant behavior as a behavior that deviates from the normal behavior, which is harmful to other people and promotes neither learning nor interpersonal relationship. Such behavior also hinders the child from learning in the classroom and relating well with others.

Fashiku (2016) observed that students with normal behavior tend to perform creditably better than those with deviant behaviors, and that when students develop deviant behaviors, their relationship with their teachers and occasionally with their friends tend to be affected. In this study, deviant behavior will be seen as that behavior which hinders the child from effective learning in the classroom and prevents the child not only from relating well with others but also achieving the academic goal.

Adolescent behavior is greatly influenced by parents' ability to communicate effectively with them (Usonwu et al., 2021). Active listening, transparency, empathy, emotional connection, conflict resolution, authoritarian parenting, peer pressure, socioeconomic considerations, and cultural background are important components. While harsh communication can raise the risk of rebellion or deviance, active listening creates a comfortable space for teenagers to express their thoughts and feelings. Emotional bonding is facilitated by effective communication, and dispute resolution models assist teenagers in creating comparable techniques. While authoritarian or negligent parenting styles are associated with higher rates of deviation, authoritarian parenting produces superior results. Addressing behaviors in certain cultural contexts requires an understanding of these distinctions.

Problem

The role of parental communication skills on adolescent's deviant behaviour cannot be over-emphasized. This is because parents play critical communication roles in the overall development of their child. These roles appear to range from encouraging, motivating, moulding and supporting their children to having access to activities that would enable them to master key social developmental tasks. Oftentimes, individual parents are often faced with unique challenges that hinder the adolescent's ability to organize and regulate their behaviour to complete a task and communicate positively with other adolescents. These challenges appear to include: insufficient time, parents' level of education, occupational status and order of priority, setting home environment, as well as creating time to respond to children's school activities like buying instruction materials and disciplinary cases.

In addition, experience has shown that parents who are expected to embrace effective communication to enhance cordial relationships with their children lack the necessary skills to communicate with children under their tutelage due to the inability to give specific rules, and lack of monitoring and support. Based on this, it is assumed that parents from different cultures demonstrate different parental communication skills to promote their children behaviour. This

assertion was buttressed by the insinuations by the general public that most of the parents tend to exhibit authoritative parental communication, some argued that some parents tend to exhibit authoritarian parental communication, while some of expressed that some parents exhibit democratic parental communication and permissive parental communication.

In contemporary discussions surrounding adolescent behavior, parental communication plays a pivotal role in shaping youth outcomes. This study examines the influence of parental communication skills on deviant behavior among in-school adolescents in Ilorin metropolis. It is pertinent to affirm that developing successful support networks requires an understanding of the subtle differences in communication between parents and their children based on gender and marital status. Previous studies have shown that parental involvement, which is defined by candid communication and emotional support, can reduce teenagers' risky conduct (Adebiyi, 2015; Adegunju, 2020). However, the specific dynamics of communication may differ across genders and family structures, leading to varying outcomes in behavior.

Research has shown that effective parental communication positively impacts both boys and girls similarly. A study by Obalade and Mtembu (2023) demonstrated that both genders benefit from open communication, leading to lower instances of deviant behavior. The study highlighted that regardless of gender, adolescents who perceived their parents as effective communicators were less likely to engage in delinquent acts. The study of Imhonde (2013) revealed that the mechanisms through which parental communication affects behavior—such as emotional regulation and decision-making are consistent across genders. The authors concluded that communication skills foster resilience and responsible behavior in both male and female adolescents, suggesting no significant difference in influence based on gender.

Research conducted in similar cultural contexts, such as studies in Nigeria, indicated that parental communication styles impact both genders equally regarding deviant behavior. Studies indicate that parental communication effectiveness is crucial regardless of marital status. A study by Aliyu and Aransiola (2023) explored how both single and married parents engage in communication with their adolescents. The findings suggested that parent-adolescent communication regarding sexual health issues is not uncommon in urban slums of Ibadan but characterized by indirect communication, threat and warning. Parents and adolescents' age, gender, marital/relationship status, educational attainments and religion played influential role in parent-adolescent communication regarding sexual issues. This suggests that fostering effective communication within families can be a universal strategy to mitigate deviance among adolescents in Ilorin metropolis.

Some researchers have worked on the influence of parental communication skills on in-school adolescent deviant behaviour. In both public and private library programmes, it has been documented and reported all around the globe. Bodrava and Leong (2023) researched a study on the self-concept of Adolescents. The researchers recommended the adoption of the appropriate parenting styles in socialising and training and reported the influence of parenting styles on adolescent achievement, behaviour and attitude towards learning. Thus, parental communication skills are given priority in this research work. Though from the foregoing, many researchers have investigated the parental communication skills in different fields, none has worked on the influence of parental communication skills on in-school adolescent deviant behaviour from the location where this study intends to cover.

Consequent to these insinuations, effective communication appears to play an important role as parents need to move ahead to discharge their duties in creating cordial relationships with their children. However, it is worth noting that few studies have been conducted on parenting-child communication with other variables. Despite this and to the best of the researcher's knowledge, it is established that there seems to be no study conducted on parental communication skills measuring adolescents' behaviour, with particular reference to Ilorin metropolis Kwara State. This creates a research gap in knowledge that stimulates the researcher

to investigate whether parental communication skills influence adolescents' deviant behaviour in Ilorin metropolis, Kwara State.

Research Question

This research question was raised to guide the conduct of the study: What is the influence of parental communication skills on in-school adolescents' deviant behaviour in Ilorin metropolis, Kwara State?

METHODOLOGY

The research design that was adopted for this study is the descriptive survey. According to Adedoyin (2011), survey research design is defined as one which describes and reports a phenomenon as it is wherein nothing is manipulated. A descriptive study of the cross-sectional type involves a one-time interaction with groups of people in the selected population. The idea behind using this type of research is to enable the researcher to better define the opinion of the respondents and behaviour as regards the influence of parental communication skills on in-school adolescents' deviant behaviour in Ilorin metropolis.

The population of the study consisted of 47 public and 92 private secondary schools in Ilorin metropolis, Kwara state while the target population for this study was students in senior secondary school two in Ilorin Metropolis. The sample size for the study was 30 secondary schools. The multistage sampling technique was used. A purposive sampling technique was used to select 15 public secondary and private secondary respectively that have male and female students. Schools were classified into two strata (i.e. public and private) from which 15 public and 15 private secondary schools were selected. Simple sampling technique was used to select 30 secondary schools for the study.

Instrumentation is the process of selecting or developing measuring devices and methods appropriate to a given research problem (Adewumi, 1988). Data was collected using researcher-designed questionnaire. Hence, the instrument that was used for this study was a questionnaire titled "Influence of Parenting-styles Communication Skills on In-school Adolescent deviant behaviour".

The questionnaire consisted of two sections; sections A and B. Section A consisted of demographic information of the respondents such as Gender, Educational Qualification, and experience while Section B also consists of 30 items dealings with authoritative, authoritarian, democratic and permissive communication skills which contain 10 items each using a four Likert scale ranging from "Strongly Agree to Strongly Disagree".

To ascertain the content validity of the instrument; the instrument was given to five experts in counselling and sociology. Sequel to their suggestions; the instrument was adjudged valid. To ascertain the reliability of the instrument 25 copies of the questionnaire forms were tested two times, giving two-week intervals on the randomly selected adolescents outside the sample schools. Thereafter, Pearson's Product Moment Correlation formula was used to determine the reliability coefficient of the instrument. A co-efficient of 0.83 was obtained after correlating the two administrations.

The research instrument was administered personally to the randomly selected students in the selected schools, and the copies of the questionnaire was collected after completion in order to ease quick and accurate responses.

The data collected was analysed using both descriptive and inferential statistics. The demographic data of the respondents and the research question were analysed using mean and percentage.

RESULTS

Table 1 shows the responses of the respondents on the influence of parental communication skills on in-school adolescents' deviant behaviour in Ilorin metropolis, Kwara State.

TABLE 1

Frequency count, mean and percentage on the influence of parental communication skills on in-school adolescents' deviant behaviour in Ilorin metropolis, Kwara State

S/N	Items	SA	A	D	SD	Mean
1	I believe that my ideas are correct, and the children should not question me	75(37.5)	70(35.0)	25(12.5)	30(15.0)	2.95
2	I always give the children little choice and compel them to follow my orders	61(30.5)	77(38.5)	35(17.5)	27(13.5)	2.86
3	I always felt that more force should be used in order to get the children to behave the way they are supposed to	5(2.5)	15(7.5)	60(30.0)	120(60.0)	1.53
4	I do not give the children opportunities to decide what they want	83(41.5)	65(32.5)	23(11.5)	29(14.5)	3.01
5	I usually treat the children strictly and harshly when they misbehave	87(43.5)	43(21.5)	36(18.0)	34(17.0)	2.92
6	I always threaten children with punishment in order to get them behave well	79(39.5)	61(30.5)	22(1.0)	38(19.0)	2.91
7	I determine what needs to be done by the children and how to do it	19(9.5)	28(14.0)	43(21.5)	110(55.0)	1.78
8	I often make final decision in the home	56(28.0)	54(27.0)	17(8.5)	73(36.5)	2.47
9	Mostly, I am not lenient with the children on disciplinary cases	72(36.0)	57(28.5)	39(19.5)	32(16.0)	2.85
10	When children make mistakes, I usually shout at them	20(10.0)	15(7.5)	69(34.5)	96(48.0)	1.80
11	I usually understand the children's feelings and teach them how to regulate themselves	82(41.0)	49(24.5)	41(20.5)	28(14.0)	2.93
12	I always guide the children to learn from any mistakes they make	91(45.5)	46(23.0)	34(17.0)	29(14.5)	3.00
13	I often treat the children with respect and give reasons why they need to be punished or rewarded	11(5.5)	39(19.5)	50(25.0)	100(50.0)	1.81
14	I always give the children direction and guidance in rational and objective ways	77(38.5)	57(28.5)	48(24.0)	18(9.0)	2.97
15	I always help the children to respond towards their aims of socialization	15(7.5)	19(9.5)	51(25.5)	115(57.5)	1.67
16	I usually encourage the children to conscious of their behaviour	5(2.5)	30(15.0)	65(32.5)	100(50.0)	1.70

	towards other members in the society					
17	I often set limits and demand maturity from the children,	120(60.0)	34(17.0)	26(13.0)	20(10.0)	3.27
18	I am always very firm in giving rules and clear reasons to children about why they have to follow my instructions	90(45.0)	68(34.0)	24(12.0)	18(9.0)	3.15
19	I usually treat the children with respect and give reasons for punishment or reward	70(35.0)	60(30.0)	41(20.5)	29(14.5)	2.86
20	I always have high levels of affection and demand for the children	66(33.0)	94(47.0)	21(10.5)	19(9.5)	3.04
21	The children and I interact together as they make up their minds in discharging their skills	3(1.5)	33(16.5)	74(37.0)	90(45.0)	1.75
22	The children and I always meet and come up with useful suggestions that can aid their social skills	53(26.5)	79(39.5)	39(19.5)	29(14.5)	2.78
23	The children and I often talk about their feelings and problems	16(8.0)	49(24.5)	68(34.0)	67(33.4)	2.07
24	The children and I discuss disciplinary cases together before punishment is meted	37(18.5)	69(34.5)	52(26.0)	42(21.0)	2.51
25	The children and I frequently discuss together when they feel good or bad about their behaviour	100(50.0)	40(20.0)	45(22.5)	15(7.5)	3.13
26	The children and I are always available when attention is needed to enhance their self-regulation	77(38.5)	77(38.5)	29(14.5)	17(8.5)	3.07
27	The children and I communicate together to allow them enhance their social skills within and outside the school	96(48.0)	61(30.5)	16(8.0)	27(13.5)	3.13
28	The children and I engage in communicative activities and share their experiences together	82(41.0)	80(40.0)	28(14.0)	10(5.0)	3.17
29	My children and I always make decisions together at home on how to increase their self-regulation skills	4(2.0)	40(20.0)	73(36.5)	83(41.5)	1.83
30	Communication of ideas and feelings are usually done between the children and myself	5(2.5)	15(7.5)	60(30.0)	120(60.0)	1.53
	Weighted Mean					**2.35**

Decision rule: negative=00-2.49, positive= 2.50-4.00
Note: The numbers in parentheses are in percentages

It was indicated that the following items were negative: I always felt that more force should be used in order to get the children to behave the way they are supposed to (Mean=1.58), I determine what needs to be done by the children and how to do it (Mean=1.78), I often make final decision in the home (Mean=2.47), When children make mistakes, I usually shout at them

(Mean=1.80), I often treat the children with respect and give reasons why they need to be punished or rewarded (Mean=1.81), I always help the children to respond towards their aims of socialization (Mean=1.67), I usually encourage the children to conscious of their behaviour towards other members in the society (Mean=1.70), The children and I interact together as they make up their minds in discharging their skills (Mean=1.75), My children and I always make decisions together at home on how to increase their self-regulation skills (Mean=1.83), Communication of ideas and feelings are usually done between the children and myself (Mean=1.53). While the following items were positive: I believe that my ideas are correct and the children should not question me (Mean=2.95), I always give the children little choice and compel them to follow my orders (Mean=2.86), I do not give the children opportunities to decide what they want (Mean=3.01), I usually treat the children strictly and harshly when they misbehave (Mean=2.92), I always threaten children with punishment in order to get them behave well (Mean=2.91), Mostly, I am not lenient with the children on disciplinary cases (Mean=2.85), I usually understand the children's feelings and teach them how to regulate themselves (Mean=2.93), I always guide the children to learn from any mistakes they make (3.00), I always give the children direction and guidance in rational and objective ways (Mean=2.97), I often set limits and demand maturity from the children (Mean=3.27), I am always very firm in giving rules and clear reasons to children about why they have to follow my instructions (Mean=3.15), I usually treat the children with respect and give reasons for punishment or reward (Mean=2.86), I always have high levels of affection and demand for the children (Mean=3.04), The children and I always meet and come up with useful suggestions that can aid their social skills (Mean=2.78), The children and I discuss disciplinary cases together before punishment is meted (Mean=2.51), The children and I frequently discuss together when they feel good or bad about their behaviour (Mean=3.13), The children and I are always available when attention is needed to enhance their self-regulation (Mean=3.07), The children and I communicate together to allow them enhance their social skills within and outside the school (Mean=3.13) and The children and I engage in communicative activities and share their experiences together (Mean=3.17). In the light of the above results, it was indicated that the influence of parental communication skills on in-school adolescents' deviant behaviour in Ilorin metropolis was negative. The weighted mean (2.35) which is the numeric indicator that the influence of parental communication skills on in-school adolescents' deviant behaviour in Ilorin metropolis was negative.

DISCUSSION OF FINDINGS

The finding emanated from this study stated that parental communication skills negatively impact in-school adolescents' deviant behavior in Ilorin metropolis, Kwara State, despite engaging in communicative activities and discussing disciplinary cases. This might be that the way parents communicate with their adolescents has a negative impact on the adolescents' behavior in school. Specifically, it implies that poor communication skills or ineffective interactions between parents and their children may lead to increased deviant behavior among adolescents. This could mean that when parents struggle to communicate effectively, whether through lack of engagement, poor listening skills, or negative reinforcement, it may contribute to issues like misconduct, delinquency, or other forms of undesirable behavior in school settings.

Evidence from previous studies has shown that adolescents exposed to negative communication styles, such as criticism and lack of emotional support, are more likely to engage in deviant behaviours. The study of Akintola (2017) on perceived parental behaviour as predictor of in-school adolescent sexual risk behaviour in Ibadan, Nigeria revealed that poor

parental communication was linked to higher levels of adolescent risk-taking and delinquency. Studies (such as; Ajayi et al., 2020; Muhammed, 2022) indicate that effective communication is essential for parental monitoring. A lack of open dialogue can lead to decreased supervision, resulting in increased opportunities for deviant behavior. Study by Ojo (2015) demonstrated that parents who communicate poorly are less aware of their children's activities, contributing to higher rates of misconduct.

Some studies (such as, Mann et al., 2015; Folorunsho et al., 2024) suggest that individual differences among adolescents, such as personality traits or peer influences, play a more significant role in deviant behavior than parental communication. For instance, research by Oparaugo et al. (2024) indicated that while parental communication is important, factors like peer relationships and individual resilience can mitigate the effects of poor parental communication. Adolescent deviant behaviour and parental communication abilities have a complex relationship, previous studies highlights the significance of resilience, environmental impacts, and the relevance of positive communication in influencing adolescent behaviour, even if there is evidence that negative communication might enhance deviance.

CONCLUSION

The study concluded that parental communication skills significantly influence in-school adolescents' deviant behavior in Ilorin metropolis, Kwara State. The children and the parent engage in communicative activities, discuss disciplinary cases, and engage in communicative activities to enhance their social skills. The results suggest that parental communication skills have a negative influence on in-school adolescents' deviant behavior in Ilorin metropolis.

RECOMMENDATIONS

It was recommended based on the above conclusion that:
1. Parents should acquire more social skills to increase their level of exposure more their children for better and proper guidance and monitoring
2. Government or private individual should endeavour to reduce the tuition of fee of their schools, colleges and to enable the parents to further their education for socialization
3. Non-governmental and government agencies should also try to create more and make the existing guidance and counseling therapy function for to some deviant behaviours exhibiting by the adolescent.

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