
INFLUENCE OF MEDIA ON IN-SCHOOL ADOLESCENTS' DELINQUENT BEHAVIOURS IN ILORIN METROPOLIS, KWARA STATE

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Abstract

The growing prevalence of delinquent behaviours among adolescents in Nigerian secondary schools has become a significant and pressing concern, with far-reaching implications for both individual development and societal well-being. This study investigated the influence of media on in-school adolescents' delinquent behaviours in Ilorin Metropolis, Kwara State, Nigeria. A descriptive survey design was employed, with a sample of 240 adolescents selected through a simple random sampling technique. Data were collected using "Media Influence and Adolescents Delinquent Behaviours Questionnaire" with a reliability coefficient of 0.83. The findings reveal that media has a significant influence on adolescent delinquent behaviours, with no significant differences observed based on gender, age, or class level. This suggests that media impacts all adolescents equally across these demographic factors. Based on these findings, it was recommended that parents, educators, and policymakers promote media literacy among adolescents. Schools should integrate media education into the curriculum and establish policies that encourage healthy media consumption. Parents should regulate media exposure, and community organizations should create platforms for adolescents to discuss media experiences. Public awareness campaigns should address the developmental needs of adolescents, offering consistent guidance on media management.

Keywords: Adolescents, Delinquent Behaviours, Influence, In-School and Media

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Introduction

As adolescent transition from childhood to adulthood, they encounter numerous challenges that can sometimes lead to engaging in delinquent behaviours. During this time, the desire for acceptance and approval from those around them whether it's family, peers, or close friends become a driving force. For some adolescents, the pursuit of social belonging may trigger engagement in undesirable behaviours, as they seek acceptance and navigate the multifaceted pressures inherent in the transition to adulthood. Empirical research in Nigeria indicates that peer groups significantly shape adolescents' decisions and conduct (Yusuf et al., 2021). Moreover, growing evidence underscores a concerning rise in juvenile delinquency nationwide, evoking considerable social alarm (Akyo, Adegoke & Iwuala, 2024). Delinquency can manifest in a variety of ways, including school absenteeism, gambling, tardiness, theft,

cheating, vandalism, substance abuse, and even more severe actions like cultism, street fighting, and sexual violence (Brown & Larson, 2019). One contributing factor to this rise in delinquent behaviour may be insufficient or inconsistent parenting, which in many cases is linked to the economic hardships that many families face, particularly in Africa and Nigeria. The strain of these economic pressures can impact the ability of parents to provide adequate supervision, guidance, and emotional support for their children, thereby increasing the likelihood of engaging in delinquent activities (Martinez & White, 2019).

Media, encompassing various forms of communication, has become a powerful force influencing the behaviours of in-school adolescents globally. Its role in education, entertainment, and information dissemination is undeniable, serving as a conduit for news, learning, and engagement. However, the media's influence extends beyond positive contributions; it has been widely linked to the promotion of anti-social or delinquent behaviours such as smoking, bullying, and substance abuse, particularly through social media platforms. The media, as a powerful tool of communication, has become an inseparable part of modern life, influencing individuals across all age groups. For adolescents, the media holds a particularly profound role in shaping their psychosocial development. It serves as a medium for education, entertainment, and information dissemination through various channels, such as television, radio, newspapers, magazines, billboards, and the internet. While its potential for positive influence is undeniable, its capacity for harm, especially among impressionable youths, cannot be overlooked. Adebisi and Nwachukwu (2023) emphasized that the pervasive reach of contemporary media exposes Nigerian adolescents to a wide array of content, spanning from educational and motivational messages to harmful depictions of violence, substance use, and risky sexual practices. Adebisi and Nwachukwu (2023) argue that this dual influence of media requires critical scholarly attention, as its positive contributions to learning and awareness often coexist with adverse implications for adolescents' mental, emotional, and social well-being.

The media serves as a powerful educational tool, promoting values such as cooperation, kindness, teamwork, and racial harmony. Educational videos and programs have been shown to instill positive behavioral patterns and inspire pro-social attitudes in adolescents. These tools can foster critical thinking, encourage healthy lifestyles, and even provide solutions to social issues. For example, media campaigns addressing bullying or substance abuse have successfully raised awareness and driven positive change among young audiences. However, these benefits can only be fully realized when adolescents are exposed to carefully curated and age-appropriate content. Without adequate guidance, the same medium can just as easily expose them to negative influences. On the other hand, the media's negative impact on adolescents is well-documented. Excessive television viewing and unregulated access to internet platforms have been linked to a decline in academic performance, irresponsible sexual behavior, and increased aggression. Research shows that by the time an adolescent reaches the age of 18, they may have witnessed up to 100,000 acts of violence on television alone, according to the Journal of the National Medical Association. These portrayals rarely show the grief and consequences of such acts, desensitizing young viewers to violence and fostering a distorted perception of reality. Moreover, the glamorization of antisocial behaviors such as kidnapping, murder, and rape in media content further exacerbates the problem. This alarming trend has prompted many nations to implement policies aimed at mitigating the influence of harmful media content on their youth. The challenge lies in striking a balance between harnessing the media's potential for good while minimizing its capacity for harm.

A study by Olatunde, Okon, and Adebayo (2023) highlights the growing difficulty parents face in shielding adolescents from the myriad of harmful content prevalent on social media. Their research reveals that adolescents are increasingly encountering violent, sexualized, and misleading content, which often surpasses their parents' ability to monitor or filter due to limited digital literacy and the vastness of online platforms; this trend underscores the complex nature of parental mediation in the digital age

(Olatunde et al., 2023). Research by Brown and Larson (2019) highlighted how the media, particularly in the digital age, often bombards teenagers with violent and sensational content, which can desensitize them to real-life consequences of such behaviours. The profound influence of media on the psychosocial development of adolescents cannot be overstated. Martinez and White (2019) stated that excessive time spent on the internet often leads to exposure to inappropriate websites, including pornographic and sexually explicit materials, which can detrimentally shape adolescents' values and increase the prevalence of immoral behaviours among youth. This underscores the urgent need for parental supervision, education on digital literacy, and regulatory frameworks to mitigate these risks.

Studies have continued to reveal how the media continues to promote a glamorous yet unrealistic view of fame and wealth to young audiences. According to Brown and Larson (2019), television, movies, and music videos often showcase influential individuals living in luxury, driving expensive cars, and being surrounded by opulence. Shows portraying extravagant lifestyles, such as those resembling *MTV Cribs*, present such achievements as effortless, overlooking the intense struggles, competition, and the slim odds of attaining them. Martinez and White (2019) stated that media narratives frequently prioritize material success as the ultimate goal, disregarding the importance of hard work, resilience, and ethical values. Illegal activities for material gain are often romanticized in media content. Nwokolo and Eze (2024) indicated that the depiction of glamorous criminals, such as cunning thieves, influential figures within illicit industries, and ruthless enforcers, can skew adolescents' moral frameworks toward valuing wealth and dominance regardless of ethical considerations. Their findings reveal that such skewed portrayals, often devoid of moral reckoning or insight into societal consequences, risk normalizing delinquent behaviours among youth. In response, they strongly advocate for critical media literacy interventions that empower young audiences to interrogate these narratives, understand their manipulative appeal, and resist harmful, content-driven influences.

Media plays a significant role in shaping adolescent behaviour and imparting essential lessons. It fosters values such as cooperation, kindness, teamwork, racial harmony, love, and care. Educational media, especially videos, can effectively promote pro-social behaviours among adolescents. However, alongside its benefits, media also poses significant risks. Adolescents spend a large portion of their free time engaging with various media platforms. According to Rideout and Robb (2019), teens spend an average of nearly seven hours daily consuming media, much of which includes exposure to harmful content such as violence, substance abuse, and unrealistic body images. Okon and Ibrahim (2022) observed that the internet, as the most pervasive communication medium, offers adolescents unrestricted access to diverse online platforms, many of which contain explicit and age-inappropriate material. They note that weak regulatory measures and the absence of effective parental monitoring heighten the likelihood of young people encountering harmful content, thereby increasing their vulnerability to risky behaviours. Additionally, studies by Coyne, Padilla-Walker, Holmgren and Davis (2019) highlighted that media often glamorizes negative behaviours, including drug use and violence, influencing adolescents to emulate such actions. This dual influence of media underscores the urgent need for targeted interventions, including media literacy education and stricter content regulation, to harness its positive potential while minimizing its negative impact.

Delinquent behaviour among adolescents is a growing concern globally, and one significant factor contributing to this issue is the influence of media. Media platforms, ranging from traditional channels like television and music videos to modern outlets such as social media and video games, have become deeply ingrained in the daily lives of young people. These platforms often present a mix of both positive and negative content, but the portrayal of delinquent behaviours in various forms of media has raised alarms among educators, parents, and policymakers. Media frequently depicts risky behaviours such as substance abuse, violence, and early sexual activity in a way that glamorizes or normalizes these actions. Studies

have shown that adolescents who are repeatedly exposed to such portrayals are more likely to mimic these behaviours, as the media significantly shapes their attitudes, beliefs, and actions (Smith & Jones, 2019; Williams & Liu, 2020).

For instance, Smith and Jones (2019) observed that frequent exposure to violent video games and television shows correlates with heightened aggression and desensitization to the consequences of violence among adolescents. Similarly, Williams and Liu (2020) reported that music videos often glorify drug use, wealth obtained through illegal means, and hyper-sexualized content, which adolescents may interpret as desirable or socially acceptable. Adolescents, being at a critical stage of development where they are particularly impressionable, are prone to adopting behaviours that they see in the media, especially when these behaviours are portrayed by influential figures or appear to lead to social rewards. The repetition of such themes across various forms of media creates a sense of normalcy around delinquent behaviours, making it more likely for young people to experiment with or engage in them.

Adeboye and Alabi (2024) examined the influence of media on adolescents' decision-making patterns and observed that popular media often glamorizes deviant lifestyles, including substance use, theft, and violent conduct. Their analysis showed that films, television dramas, and online content frequently portray drug dealers, internet fraudsters, or gang members as wealthy, powerful, and admired, while downplaying or excluding the harsh realities of imprisonment, addiction, or social stigma. Such skewed representations risk shaping adolescents' value systems, leading them to view delinquent behaviours as legitimate pathways to success, particularly in contexts where parental supervision or positive role models are absent. This underscores the urgent need for media literacy and structured guidance to counteract the misleading allure of glamorized delinquency.

The influence of social media has added another layer of complexity to this issue. Unlike traditional forms of media, social media platforms allow for active participation, where adolescents can create, share, and interact with content. This interactivity increases the potential for media influence, as young people are not just passive consumers but active participants in shaping and spreading cultural narratives. Research has shown that platforms like Instagram, TikTok, and YouTube often expose adolescents to unfiltered or sensationalized content that may promote risky behaviours. Influencers and celebrities who engage in or endorse such behaviours often gain millions of followers, further reinforcing the idea that these actions lead to popularity and success.

Statement of the Problem

Despite the abundance of studies on media's influence on adolescent behaviour, there remains a notable gap in the literature regarding specific contexts and demographics. While global research has established the general impact of media on adolescents, fewer studies have focused on how these influences manifest in localized settings, such as among in-school adolescents in Ilorin metropolis, Nigeria. Adolescents in Ilorin, like their counterparts worldwide, are increasingly exposed to various media platforms due to the growing accessibility of smart phones, internet services, and satellite television. However, the cultural, social, and economic dynamics of the region may create unique patterns in how media shapes their behaviours, necessitating a focused investigation.

For instance, Nigeria's socio-economic challenges, such as high unemployment rates and limited access to quality education, may exacerbate the influence of media on adolescents. In an environment where legitimate pathways to success often seem inaccessible, the glamorized depictions of wealth and power in media may have a stronger appeal. Adolescents may be more likely to emulate behaviours seen in media as they seek alternative means of achieving financial stability or social recognition. Moreover, the lack of comprehensive media literacy programs in schools further compounds the issue, as many young people

are unable to critically analyze the content they consume or differentiate between realistic portrayals and sensationalized fiction.

Existing studies in Nigeria have explored related topics, such as the impact of social media on academic performance or the influence of violent movies on aggression, but few have specifically examined the role of media in shaping delinquent behaviours among in-school adolescents in Ilorin metropolis. This lack of focused research leaves a critical gap in understanding the unique ways media influences adolescents in this context. Without this knowledge, it becomes challenging to develop targeted interventions that address the specific needs and challenges faced by adolescents in the region.

The present study seeks to fill this gap by investigating how media consumption influences delinquent behaviours among in-school adolescents in Ilorin metropolis. By focusing on this specific demographic and location, the study aims to provide insights into the extent and nature of media influence, as well as the factors that may moderate this relationship, such as gender, age, and class level. The findings from this research will contribute to the existing body of knowledge by highlighting the unique cultural and contextual factors that shape media's impact on adolescents in Ilorin. Additionally, the study will inform the development of evidence-based strategies for mitigating the negative effects of media while maximizing its potential as a tool for education and positive social change.

The media's influence on adolescent behaviour is a well-established phenomenon, there is a pressing need to explore this issue within localized contexts to fully understand its implications. The current study represents an important step in addressing this gap, focusing on in-school adolescents in Ilorin metropolis and their interactions with media.

Research Question

This research question was raised to guide the conduct of the study:

1. What is the level of media influence on in-school adolescents' delinquent behaviours in Ilorin Metropolis?

Research Hypotheses

The following research hypotheses were formulated and tested in this study:

- Ho¹:** There is no significant difference in the influence of media on in-school adolescents' delinquent behaviours in Ilorin metropolis based on gender.
- Ho²:** There is no significant difference in the influence of media on in-school adolescents' delinquent behaviours in Ilorin metropolis based on age.
- Ho³:** There is no significant difference in the influence of media on in-school adolescents' delinquent behaviours in Ilorin metropolis based on class level.

Methodology

The research design adopted for this study is a descriptive survey design. Descriptive survey research is usually used as a pre-cursor to quantitative research design. The population for this research comprised all the secondary school students in Kwara State. The target population is selected secondary school schools in Ilorin Metropolis. The sample size for the study was 240 secondary school students selected from 6 public secondary schools in Ilorin metropolis, Kwara State. 40 secondary school students were selected from each of the 6 public secondary schools making a total of 240 respondents. Simple random sampling technique was used for the selection. The main instrument that was used for data collection was a structured questionnaire developed by the researchers titled "Media Influence and Adolescents Delinquent Behaviours Questionnaire (MIADBQ)". The instrument for data collection was presented to experts. All comments identified by these experts were well effected by the researchers in order for the instrument to be valid for the study. The reliability of the instrument was ascertained by the test-re-test method to ensure that it measures what it was designed to measure with consistency and accuracy. A coefficient of 0.83 was

derived. t-test and Analysis of Variance was used to test all the three hypotheses at 0.05 level of significance.

Results

Research Question One: What is the level of media influence on in-school adolescents' delinquent behaviours in Ilorin metropolis?

Table 1: Mean, and Rank Order of Media Influence on Respondents' Delinquent Behaviours

Item No	Statement of Items	Mean Score	Rank
3	Watching violent films could make me to exhibit violent behavior	3.14	1 st
9	I sometimes get aroused to have sex when I watch pornographic films	3.13	2 nd
2	Watching and listening to rap music could make me feel I can take whatever action I want to take not minding the consequences	3.13	2 nd
6	Attachment to video watching influences my social interaction with people	3.09	4 th
1	Whenever I listen to some aggressive hip-hop music singers, I feel aggressive	3.08	5 th
12	Listening to beer promotion jingles on radio increases my urge to drink alcohol at my school age	3.06	6 th
10	I was first attracted to smoking when I saw an actor smoking on television	3.05	7 th
5	I can emulate the looks and behaviour of different media personalities who acted aggressively	3.04	8 th
11	Reading romantic magazines increases my urge for sexual intercourse	3.00	9 th
7	I don't like people who do not like watching war films like me	2.94	10 th
8	I enjoy watching movies than reading my books at home	2.92	11 th
4	I can do anything just to be popular like those I watch on videos	2.91	12 th
15	I do make attempts to hurt others after watching similar character in the movie	2.90	13 th
13	I disregard my parents instructions while playing some video games	2.88	14 th
14	I become sexually attracted to others each time I watch romantic films	2.83	15 th

Table 1 shows the responses of in-school adolescents with respect to the media influence on their delinquent behaviour. The finding shows that Item 3 (Watching violent films could make me to exhibit violent behaviour) was ranked 1st with a mean score of 3.14. Item 9 (I sometimes get aroused to have sex when I watch pornographic films) and 2 (Watching and listening to rap music could make me feel I can take whatever action I want to take not minding the consequences) were ranked 2nd with same mean score of 3.13. All the fifteen items have mean scores that are above 2.50 which implies that the media has high influence on delinquent behaviours among in-school adolescents.

Hypotheses Testing

Three null hypotheses were generated and as well tested for this study. The hypotheses were tested using t-test and ANOVA statistical method at 0.05 level of significance.

Hypothesis One: There is no significant difference in the influence of media on in-school adolescents delinquent behaviours in Ilorin metropolis, Kwara State based on gender

Table 2: t-test Showing Influence of Media on In-School Adolescents Delinquent Behaviours in Ilorin Metropolis, Kwara State Based on Gender

Gender	N	Mean	SD	df	Cal. t-value	p-value
Male	122	49.35	4.59	238	1.31	0.10
Female	118	46.27	4.38			

Table 2 shows a calculated t-value of 1.31 and a p-value of 0.10. The p-value calculated of 0.10 is higher than the alpha level at 0.05 then the hypothesis is accepted. Hence, there is no significant difference in the influence of media on in-school adolescents delinquent behaviours in Ilorin metropolis, Kwara State based on gender.

Hypothesis Two: There is no significant difference in the influence of media on in-school adolescents delinquent behaviours in Ilorin metropolis, Kwara State based on age

Table 3: Analysis of Variance (ANOVA) Showing Influence of Media on In-School Adolescents Delinquent Behaviours in Ilorin Metropolis, Kwara State Based on Age

Source	Sum of Squares	df	Mean Square	F-ratio	p-value
Between Groups	174.332	2	87.16	2.41	0.03
Within Groups	8555.248	237	36.09		
Total	8729.580	239			

Table 3 shows that the calculated f-ratio of 2.41 and a p-value of 0.03. Since the calculated p-value of 0.03 is less than the alpha p-value at 0.05, the hypothesis is accepted. This implies that there is no significant difference in the influence of media on in-school adolescents delinquent behaviours in Ilorin metropolis, Kwara State based on age.

Hypothesis Three: There is no significant difference in the influence of media on in-school adolescents delinquent behaviours in Ilorin metropolis, Kwara State based on class level

Table 4: t-test Showing Influence of Media on In-School Adolescents Delinquent Behaviours in Ilorin Metropolis, Kwara State Based on Class Level

Class Level	N	Mean	SD	Df	Cal. T-value	p-value
J.S.S. 1 to 3	109	47.22	4.30	238	1.24	0.08
S.S.S. 1 to 3	131	45.95	4.17			

Table 4 shows a calculated t-value of 1.24 and a p-value of 0.08. The p-value calculated is higher than the alpha level at 0.05 then the hypothesis is accepted. Hence, there is no significant difference in the influence of media on in-school adolescents delinquent behaviours in Ilorin metropolis, Kwara State based on class level.

Discussion of Findings

The discussion of findings provides an interpretative analysis of the results obtained in relation to the research questions and hypotheses. It situates the outcomes of the present study within existing empirical literature, thereby highlighting areas of convergence and divergence. This section also underscores the implications of the findings for adolescents, parents, educators, and policymakers in addressing the challenges posed by media influence on adolescent behaviour.

Research question one revealed that the level of media influence on in-school adolescents' delinquent behaviours in Ilorin Metropolis, Kwara State, is high. This finding aligns with the work of Brown and Larson (2019), who established that media significantly influences adolescents' behaviours, especially when exposed to unregulated content. Okoye and Adekeye (2022) observed that continuous exposure to violent and antisocial media content predisposes adolescents to perceive delinquent behaviours as socially acceptable. Their study revealed that repeated encounters with such portrayals gradually desensitize young viewers, fostering attitudes that normalize aggression, dishonesty, and other risk-taking tendencies. They argue that this trend underscores the urgent need for strengthening media literacy initiatives alongside active parental supervision, both of which are critical in reducing the adverse influence of harmful media on adolescent behavioural outcomes.

Hypothesis one revealed that there is no significant difference in the influence of media on in-school adolescents' delinquent behaviours based on gender. This suggests that male and female adolescents are equally susceptible to the influence of media, whether it involves exposure to violent video games, music with delinquent themes, or social media content glorifying antisocial behaviours. The uniformity in how media affects both genders may stem from the shared experiences of modern adolescents, who have access to similar media platforms and consume similar types of content. These findings challenge traditional assumptions that males might be more inclined toward delinquent behaviour due to aggressive media portrayals, showing instead that media's reach and influence transcend gender boundaries. This result aligns with the study by Martinez and White (2019), which demonstrated that male and female adolescents are equally vulnerable to media's impact. Their research emphasized that media content targeting adolescents often includes themes and visuals that resonate universally, regardless of gender. For example, both boys and girls are exposed to music videos and movies that glamorize risky behaviours like underage drinking, substance abuse, and defiance of authority. Such media representations are designed to captivate and engage young audiences broadly, making both genders susceptible to adopting delinquent behaviours depicted in the media. Ogwezzy-Ndisika, Amakoh, and Adesile (2023) observed that both male and female adolescents exhibit similar psychological responses to delinquent themes portrayed in media,

regardless of gender. Their study suggests that the emotional and cognitive triggers activated by such content are primarily a function of the media's substance and presentation, not the viewer's gender. Consequently, they advocate for media literacy and intervention programs to adopt a gender-neutral approach, equipping all adolescents with critical analysis skills rather than tailoring strategies based on gendered assumptions. Such inclusive educational strategies, they argue, are essential for effectively curbing media-driven delinquent behaviours among youth.

Hypothesis two revealed that there is no significant difference in the influence of media on delinquent behaviours among in-school adolescents based on age. This finding highlights the consistent impact of media on adolescents across various age groups. Regardless of whether an adolescent is in early, middle, or late adolescence, the level of susceptibility to media's influence on delinquent behaviours remains similar. This suggests that the messages adolescents are exposed to through television, social media, music videos, and online platforms resonate with them equally, irrespective of their developmental stage. The implication is that the pervasive and immersive nature of media content exerts a uniform influence, shaping behaviours and attitudes across different age brackets. This result aligns with the findings of Ojiakor-Umenze, Etodike, Uchechukwu, and Alex (2024) contended that the impact of social media and peer pressure on adolescent disengagement from moral standards does not considerably vary with age. Their findings indicate that adolescents across different ages manifest comparable levels of moral disengagement when exposed to provocative social media content and peer influences. They propose that emotional and cognitive triggers, activated by such exposures, remain largely consistent across age cohorts, implying that it is the inherent character of the media content and peer dynamics, rather than chronological age, that primarily shape behavioral outcomes. Brown and Larson (2019) also emphasized that media influences adolescents relatively uniform across developmental stages. Their research underscored that age does not significantly alter how adolescents respond to media stimuli, as media content's cognitive and emotional processing appears consistent across different ages. This reinforces the idea that interventions targeting media influence should not be age-specific but inclusive of all adolescent groups. By adopting a universal approach, educators, parents, and policymakers can more effectively address the overarching impact of media on adolescent delinquent behaviours, ensuring that all adolescents, regardless of age, are equipped with the skills and knowledge to navigate media content critically.

Hypothesis three revealed that there is no significant difference in the influence of media on delinquent behaviours among in-school adolescents based on their class level. This finding highlights the universal nature of media's impact, showing that it affects students across different academic grades in a similar way. Whether adolescents are in junior or senior classes, their vulnerability to media influence appears to be the same. This suggests that media's impact is not dependent on a student's academic standing but rather on their exposure and interaction with media content. Adolescents in all grades are equally susceptible to the messages and themes they consume through various media platforms, indicating that class level is not a determining factor in shaping media-related behaviours. This result is consistent with the findings of Meldrum and Clark (2019), who noted that media has a pervasive influence on adolescents' behaviours, regardless of their educational level. Their study emphasized that digital platforms, television, and other forms of entertainment media are universally accessible to students across all grades, resulting in a similar level of exposure and behavioural outcomes. This uniformity suggests that the developmental stage and the content of the media, rather than the student's academic grade, play a larger role in determining how media shapes their actions and attitudes. Ede and Chukwuma (2023) reported that adolescents' susceptibility to media influence is not significantly moderated by their class level in school. Their research indicated that both junior and senior secondary school students demonstrate

comparable emotional and cognitive reactions to media portrayals of violence, substance use, and other risky behaviours. They emphasized that such responses are largely linked to developmental vulnerabilities and psychosocial needs rather than grade level. Consequently, they recommended the adoption of comprehensive, school-wide media literacy initiatives that cut across academic levels, equipping all students with the skills to critically evaluate media content and cultivate healthier consumption patterns. This inclusive approach, they stated, is essential for mitigating the adverse behavioural outcomes associated with excessive or harmful media exposure among Nigerian adolescents.

Conclusion

The study revealed that media has a high level of influence on delinquent behaviours among in-school adolescents in Ilorin metropolis, Kwara State, highlighting the significant role media plays in shaping adolescent behaviour. The findings further showed no significant difference in media influence based on gender, indicating that both male and female adolescents are equally affected. Similarly, there was no significant difference in the influence of media on delinquent behaviours based on age, suggesting that the impact of media cuts across various adolescent age groups. Additionally, the study found no significant difference in media influence based on class level, implying that students across different educational levels are similarly influenced by media. These findings emphasize the importance of implementing targeted interventions that address the overarching high level of media influence on adolescents, while recognizing that the impact is consistent across gender, age, and class level.

Recommendations

Based on the findings of this study, it is recommended that parents, educators, and policymakers should promote media literacy among adolescents. Schools should integrate media education into the curriculum to help students critically analyze and understand media content. Parents should also monitor and regulate the type of media their children consume to minimize exposure to harmful or delinquent content. Schools and community organizations should create inclusive platforms for adolescents to discuss their media experiences and learn coping mechanisms. Public awareness campaigns and educational programs should be designed to address the developmental needs of adolescents across different age ranges, ensuring that all receive consistent guidance and support in managing media exposure. Since media influences adolescents similarly across class levels, school-based interventions should be implemented at all educational stages. Schools should establish policies that promote healthy media consumption for all students, regardless of their academic standing.

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