



PEER INFLUENCE, SOCIAL-MEDIA AND CYBERCRIME AMONG IN-SCHOOL ADOLESCENTS IN OYO STATE NIGERIA

Augusta Nkem MOLOKWU

PhD., Dept. of Educational Psychology,

School of Education Federal College of Education (Special) Oyo, Oyo State Nigeria

ORCID: <https://orcid.org/0000-0002-1058-6602>

augustamolokwu@gmail.com

Francis Olajide ODUSANYA

School of Education Federal College of Education (Special) Oyo, Oyo State Nigeria

ORCID: <https://orcid.org/0009-0003-7914-5754>

jiddux@yahoo.com

Received: January 14, 2026

Accepted: June 19, 2026

Published: June 30, 2026

Suggested Citation:

Molokwu, A. N., & Odusanya, F. O. (2026). Peer influence, social-media and cybercrime among in-school adolescents in Oyo State Nigeria. *Turkish International Journal of Special Education and Guidance & Counselling (TIJSEG)*, 15(1), 52-61.



Copyright © 2026 by author(s). This is an open access article under the [CC BY 4.0 license](https://creativecommons.org/licenses/by/4.0/).

Abstract

This study examined the impact of social media use and peer pressure on the engagement of in-school adolescents in cybercrime in Oyo State, Nigeria in an attempt to fill a crucial knowledge gap. Data from 400 secondary school students were gathered for the study using validated questionnaires and a cross-sectional survey approach. The study was guided by a single research question and two hypotheses, and the data were analysed using multiple regression, descriptive statistics, and a population t-test. Cybercrime engagement was high, according to the results (Mean=25.80, SD=9.20; $t(399)=31.47$, $p<.05$). Furthermore, social media use and peer pressure together predicted up to 41.6% of the variation in cybercrime involvement ($R^2=.416$). Peer pressure was found to be a more powerful predictor than social media usage ($\beta=.236$, $p<.05$) based on an analysis of their relative influence ($\beta=.531$, $p<.05$). The study concludes that peer pressure is the major determinant of adolescent's cybercrime, though both variables are responsible. To promote resilience against these social influences, recommendations made include improving digital literacy instruction and putting peer-oriented cyber-ethics programmes into place in secondary schools in Oyo State.

Keywords: Cybercrime, peer influence, social media, in-school adolescents.

INTRODUCTION

Peer connections and digital media are becoming more important during adolescence, a crucial developmental stage marked by increased vulnerability to outside influences. The swift growth of social media and internet access in Nigeria has changed the social environment for adolescents enrolled in school, opening them new channels for communication, education, and most interestingly, deviant behaviour. Peer pressure combined with social media's special nature, which include anonymity, accessibility, and lack of inhibition, has created a climate in which cybercrime is becoming a major social issue. It seems to be a natural development from physical bullying to digital forms of deviance, with peer involvement in cybercrimes including sexting, cyberbullying, and internet fraud ("yahoo-yahoo") is frequently viewed by young Nigerians as a feasible route to social recognition and socioeconomic advancement, rather than solely as a deviant behaviour (Adewuyi, et al., (2024).



Previous studies, such as the one conducted by Babatunde (2024), have demonstrated a link between general aberrant behaviour among secondary school students in Southwest Nigeria and peer and media impact. Similar to this, research conducted by Ibrahim and Thi (2021) and Ayoola (2021) have brought attention to particular online dangers, such as sexting and cyberbullying, among Oyo State's adolescent population. The complex interactions between peer pressure and social media use, particularly in promoting active involvement in cybercrime, are still not fully understood, nevertheless. By examining how peer networks and social media use together predict cybercrime involvement among adolescents enrolled in school in Oyo State, Nigeria, this study aims to close this gap. The study also seeks to offer a comprehensive understanding of a critical problem, guiding focused responses and educational initiatives to protect teenagers in the digital era.

Peer Pressure and Adolescent Deviant Behaviour

Peer impact on adolescent behaviour is a well-established topic in the literature on psychology and sociology. Research continuously confirms that it has a substantial association with deviance in Nigeria. Peer pressure is a powerful motivator for activities that defy social standards, as demonstrated by Babatunde's (2024) identification of media and peer influence as major correlates of deviant behaviour among secondary school students in Southwest Nigeria. Peer impact is a significant factor of bullying behaviour among adolescents in school, according to Emmanuel's research conducted in Ibadan. This implies that adolescents may be persuaded to commit behaviour they would usually refrain from due to the desire for social status and approval within their peer group. According to research on cybercrimes, peer pressure significantly predicts undergraduates' propensity for cybercrime (Adewuyi *et al.*, 2024). It seems to be a natural development from physical bullying to digital forms of deviance, with peer networks serving as the social incentive for these behaviour.

The Influence of Social Media

Adolescents' behaviour is greatly impacted by social media platforms, which have emerged as their main social area. Social media use is directly linked to delinquent job choices among young people in Ibadan, according to Ijiola *et al.* (2025), suggesting that exposure to particular online networks and material can influence criminal goals. According to Joshua, Usman, and Oguche (2024), peer groups and social media have a big impact on secondary school pupils in Abuja who engage in maladaptive behaviour. The platforms provide anonymity, which might lower empathy and inhibitions, two important components of cyberbullying, according to Ibrahim and Thi (2021). In addition to bullying, social media is a major vector for sexting, a habit linked to serious sexual hazards, as examined by Ayoola (2021). These platforms' well-manicured, frequently glitzy lifestyles can also inspire dreams that some Adolescents try to fulfill through illegal means, like online fraud, which feeds the social construction of such fraud as innovation (Ayodele *et al.*, 2022).

Level of Cybercrimes among Adolescents

Research shows that among Nigerian adolescents, including those in Oyo State, cybercrime is a common occurrence rather than a theoretical idea. A worrying picture is painted by extrapolations from regional and comparable studies, even if direct, extensive prevalence studies that are exclusively focused on Oyo State secondary schools are still in their infancy. An excellent indicator of the behaviour being fostered at a younger age is research conducted on undergraduate populations, who are frequently only a few years older than senior secondary students. For example, one investigation conducted at the University of Ilorin, a prominent university in the nearby state of Kwara, revealed a notable frequency of online crimes among undergraduates, encompassing everything from online frauds to phishing and hacking (Balogun *et al.*, 2024). This implies that the formative exposure and possibly the first engagement in these kinds of activities take place in the secondary school years. Similarly, study conducted among



undergraduates at Obafemi Awolowo University in Ile-Ife, a university that is similar to Oyo State in terms of culture and society reveals a rising incidence of cybercrime, which the students themselves view as a growing threat (Rosanwo, 2023). With a particular focus on Adolescents, Ibrahim and Thi (2021) found that cyberbullying poses a serious concern, with a sizable portion of secondary school students in Nigeria reporting either being the offenders or victims. Additionally, Idowu et al. (2021) described a variety of cybercrimes, like as financial fraud and identity theft, which are becoming more and more accessible to tech-savvy Adolescents in a study of young people in Abuja. As discussed by Ayodele et al. (2022), the social construction of internet fraud as a speedy route to success and a form of innovation among Nigerian youths further normalizes these activities, potentially increasing their prevalence among impressionable secondary school students in Oyo State who are eager to imitate perceived successful models.

The Impact of Social Media and Peer Influence on Cybercrime Involvement

Adolescent participation in cybercrime is strongly accelerated by the mutually reinforcing interaction between social media use and peer pressure. Both factors are powerful on their own, and when combined, they create a feedback loop that intensifies abnormal behaviour. Through direct instruction, neutralizing strategies, and social reinforcement, peer influence works. On the other hand, social media offers the venue, anonymity, and obvious benefits for successful cybercrime. In Southwest Nigeria, Babatunde (2024) examines this relationship in detail and comes to the conclusion that peer pressure and media, including social media, are important predictors of deviant behaviour in secondary school pupils. Adolescents who hang out with classmates who commit or praise cybercrime are more likely to follow suit, according to the study, and their participation in social media platforms speeds up this process. This is supported by research conducted in Ibadan, Oyo State, by Ijiola, Asiyebi, and Ibrahim (2025), which clearly connects social media use, peer pressure, and childhood trauma to juvenile delinquent profession choices. Their research indicates that peer groups frequently post "success stories" about cybercrime on social media, which makes it a desirable substitute for young people looking to advance their social standing or achieve financial independence.

In their Abuja study, Joshua et al. (2024) further support this combined influence by demonstrating that peer groups and social media strongly predict maladaptive behaviours in secondary school students. Peers offer social evidence and direct pressure, while social media offers the tools, the targets (via extensive networks of potential victims), and a display of the tangible rewards of cybercrime. This interplay is evident (Ayodele *et al.*, 2022). This fosters an atmosphere in which peers teach deviant behaviour, and the carefully chosen content on social media feeds continuously validates and glamorizes it, normalizing what is fundamentally illegal behaviour. Peer pressure and social media have a lot in common, making it difficult to separate their respective influences. Though social media is the enabling medium, peer influence may be the main instigator, according to the results of various research that try to balance their respective effects.

Adewuyi, Odutayo, Opesemowo, and Jacob's (2024) study on undergraduates provides important information that is extremely pertinent to comprehending the trajectory from adolescence. According to their research, peer pressure was a stronger indicator of cybercrime inclinations than gender or socioeconomic position. This suggests that the norms and behaviours of one's close social circle have a greater influence on cybercrime than does social media as a whole. Although the medium is essential, the motivation is deeply societal. This is corroborated by Okeke and Oli's (2023) research on undergraduate perspectives, which found that peer association was a major factor determining participation in cybercrimes.



But to dismiss social media as merely a tool would be to underestimate its significance. According to Lala, (2022), the usage of social media by undergraduate students present ethical difficulties, such as anonymity and lack of inhibition, this can encourage unethical behaviour on their own. Peer influence and this innate potential, however, have a cumulative effect. According to perception studies conducted by Uche and Uche, (2023) at the University of Nigeria, Nsukka, and by Friday (2025) at Delta State University, young people are aware of the phenomenon called Yahoo Yahoo, or internet fraud, and frequently blame it on a mix of their desire for quick money which is glamorized on social media and the influence of friends who are already in the business.

The literature ultimately points to a hierarchical relationship. The main social trigger for cybercrime is frequently peer pressure, which offers the first rationale, guidance, and sense of community. Social media, on the other hand, is the main medium for operations and motivation. According to Aborisade (2023) and Ayodele *et al.* (2022), it is the setting where methods are acquired, victims are located, and the proceeds of crime are showcased to generate social capital, which in turn serves to reinforce the deviant norms of the peer group. As a result, social media is essential to the growth and spread of cybercrime, even though peer pressure may be more directly linked to its beginning.

Need of the Study

The main purpose of this study is to investigate peer influence, social media and cybercrimes among in-school adolescents in Oyo State. The specific objectives of the study are to:

Ascertain the level of cybercrimes among secondary school adolescents in cybercrimes in Oyo State.

Analyze the joint influence of peer influence and social media on involvement of secondary school adolescents in cybercrimes in Oyo State.

Determine the relative influence of peer influence and social media on involvement of secondary school adolescents in cybercrimes in Oyo State.

Research Question

One research question raised to guide this study stated below:

What is the level of cybercrimes among secondary school adolescents in cybercrimes in Oyo State?

Hypotheses

The following hypotheses were tested at .05 level of significance:

There is no significant joint influence of peer influence and social media on involvement of secondary school adolescents in cybercrimes in Oyo State.

There is no significant relative influence of peer influence and social media on involvement of secondary school adolescents in cybercrimes in Oyo State.

METHOD

Population and Sample

The study population will consist of all 400,050 in-school adolescents in public and private secondary schools across the three senatorial districts of Oyo State (Fagbemi, 2025). First, a simple random sampling technique was used to select one local government area from each senatorial district. Second, stratified random sampling was employed to select six schools (three public and three private) from the chosen local governments. Finally, a random sampling method was used to select students from Senior Secondary (SS) 1, 2, and 3 in across the selected schools. Using Taro Yemani sampling approach and



based on 5% margin error, a total of 400 adolescents were sampled for the study. This ensures representation across key demographics and school types.

This study a cross-sectional survey approach. This design is appropriate for collecting data from a large sample at a single point in time to examine the relationships between the variables of interest namely peer influence, social media use, and cybercrime involvement. A multi-stage sampling procedure used.

Data and Source of Data

Data will be collected using Peer Pressure Questionnaire (PPQ) developed by Saini and Singh (2016), Social Media Usage Questionnaire (SMUQ) and Cybercrime Involvement Questionnaire (CIQ) developed by the researcher. The instruments are preceded by Section A which is the demographic information of the respondents such as age, gender, school type, parents' occupation. Section B of the instrument is the Peer Pressure Questionnaire which is 25-item self-reported questionnaire tapping into perceived peer pressure of individuals. Section C is the Social Media Usage Questionnaire which uses 21 items to measure the type, purpose and frequency of usage of social media. Section D is 10-item CIQ which elicit response on the tendency for involvement of the respondents in cybercrime using 4-point likert scale. PPQ validity has been ensured by the authors and the instrument was adopted by the researcher. The face and content validity of SMUQ and CIQ was achieved through vetting and expert review. Their construct validity was however achieved through the engagement of two experts in Educational Psychology and Research, Measurement and Evaluation. While an internal consistency of 0.82 was reported by Saini *et al.* (2016) for PPQ, SMUQ and CIQ were pilot-tested on adolescents from other state by the researcher and a test-retest reliability coefficient of .76 and .73 was derived for SMUQ and CIQ respectively.

Statistical tools and econometric models

This section elaborates the proper statistical model used to advance the study from data in the direction of interpretations. The detail of methodology is given as follows.

Descriptive Statistics

Descriptive statistics majorly frequencies and percentages were used to summarize the demographic data. Inferential statistics, specifically population t-test was used to answer the research question. Simple regression analysis and multiple regression analysis were used to test the null hypotheses. The alpha level for significance was set at .05.

RESULTS

Results of Descriptive Statics of Study Variables

Table 1. Descriptive statistics.

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Peer Influence Score	400	25.00	100.00	58.45	8.12
Social Media Usage Score	400	21.00	84.00	42.10	7.55
Cybercrime Involvement Score	400	10.00	40.00	25.80	9.20
Valid N (listwise)	400				



Table 1 presents descriptive statistics for three variables from a sample of 400 respondents. The peer influence mean score (mean = 58.45) is the highest on average, with a relatively narrow spread of scores (SD = 8.12). Social media usage has a lower average score (mean = 42.10) and moderate variability (SD = 7.55). Notably, the cybercrime involvement score has a mean score of 25.8, which is near the midpoint and the largest standard deviation (SD = 9.20), indicating the most significant variation in responses among the participants. The identical sample size (N=400) for all variables confirms a complete dataset without missing values for this analysis. The data suggests that while peer influence is consistently high in this group, levels of cybercrime involvement differ considerably from person to person.

Table 2. Demographic characteristics of respondents (N=400).

Demographic Variable	Category	Frequency (n)	Percentage (%)
Age	13 - 16 Years	278	69.5
	17 Years & Above	122	30.5
Gender	Male	188	47.0
	Female	212	53.0
School Type	Public	255	63.8
	Private	145	36.2
Parents' Occupation	Civil Servant	98	24.5
	Trader	115	28.8
	Farmer	42	10.5
	Artisan	68	17.0
	Self-Employed (Other)	77	19.2

Table 2 presents the socio-demographic information of the respondents. It shows that 500 respondents were sampled for the study, out of which 378 (69.5%) were within the age range of 12-16 years while 122 (30.5%) were within the age range of 17 years and above. The table also shows that 188 (47.0%) were male while 212 (53.0%) were female. Distribution by school type shows that 255 (63.8%) respondents were in public secondary schools while 145 (36.2%) were in private secondary schools. Distribution by parental occupation shows that those whose parents were civil servants are 98 (24.5%); those whose parents were traders were 115 (28.8%); those whose parents were farmer were 42 (10.5%); those whose farmers were artisans were 86 (17.0%) while those whose parents were self-employed (others) were 77 (19.2%). The table therefore shows a slight skewed distribution towards age range 13 - 16 years, the female gender and public secondary schools.

**Table 3.** Population t-test showing level of cybercrime involvement among the respondents.

Variable	N	Mean	M. Diff	SD	t	Sig.	Remarks
Cybercrime Involvement	400	25.8	2.37	9.20	31.47	.000*	High

Table 3 shows the level of cybercrime involvement among the respondents. It shows that the level of cybercrime involvement is high compared with the population with mean and standard deviation (Mean = 25.8; SD = 9.20) and t-test value of 31.47 at .000 alpha level. This provides answer to Research Question 1.

This Table 4 shows the joint influence of Peer Influence and Social Media Usage on Cybercrime Involvement.

Table 4. Model summary for joint influence of the independent variables on cybercrime.

Model	R	R-Square	Adjusted R Square	Std. Error of the Estimate
1	.645	.416	.412	7.05

Table 4 presents the joint influence of peer pressure and social media usage on cybercrime involvement. The R Square value of .416 means that together, peer pressure and social media usage explain 41.6% of the variance in cybercrime involvement scores. There is therefore a significant joint influence of peer pressure and social media usage on cybercrime involvement. Hypothesis 1 is therefore rejected.

Table 5. Relative influence of peer influence and social media involvement in cybercrime.

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	2.150	1.105		1.946	.052
Peer Influence	.601	.052	.531	11.558	.000*
Social Media Usage	.288	.056	.236	5.143	.000*

*p<.05

Table 5 shows the relative influence of peer pressure and social media usage on cybercrime involvement among the respondents. The table shows that peer pressure ($t = 11.558$, $\beta = .531$; $p = .000$) is a more potent contributor to cybercrime involvement, followed by social media usage ($t = 5.143$, $\beta = .236$; $p = .000$). This shows that a significant relative influence of peer pressure and social media usage exists on cybercrime involvement among the respondents. Hypothesis 2 is subsequently rejected.

DISCUSSION, DISCUSSION, CONCLUSION, and RECOMMENDATIONS

This study established that the level of cybercrime involvement among the respondents is high. The reason for this could be as a result of unrestricted access to digital gadgets such as smart phones, laptops, tablet, palmtop, etc. which has given adolescents unfettered access to digital platforms. This findings is similar to findings in literature by Balogun et al. (2024) who showed widespread and frequent online crimes among undergraduates, encompassing everything from online frauds to phishing and hacking. The authors asserted that the formative exposure and possibly the first engagement in these kinds of activities take place in the secondary school years. Rosanwo (2023) also found a rising incidence of cybercrime, which the students themselves view as a growing threat while Ibrahim et al. (2021) found that cyberbullying poses a serious concern, with a sizable portion of secondary school students in Nigeria



reporting either being the offenders or victims. Similar findings by Idowu et al. (2021) and Ayodele et al. (2022) have all found growing cybercrime among Nigerian youths, describing as a situation which potentially increase prevalence of cybercrime among secondary school students in Oyo State.

A joint influence of peer pressure and social media usage on cybercrime involvement among adolescents was also found. A joint influence of peer pressure and social media usage on cybercrime involvement among adolescents was also found. This is as a result of the fact that peer influence affects individuals (either positively or negatively) during adolescents. This finding lend credence to Ijiola et al. (2025) establishing a strong link social media use, peer pressure, and childhood trauma to juvenile delinquency such as cybercrimes. Joshua et al. (2024) also support this combined influence by demonstrating that peer groups and social media strongly influence maladaptive behaviour in secondary school students. This interplay, according to Ayodele et al. (2022) is evident as peers offer social evidence and direct pressure, while social media offers the tools, the targets through extensive networks of potential victims, and a display of the tangible rewards of cybercrime. This creates an atmosphere in which peers teach and learn deviant behaviour on social media and copy their peers irrespective of the illegality of their behaviour (Adewuyi et al., 2024).

The study also found that while each of peer pressure and social media usage influenced cybercrime involvement of the respondents, peer pressure is a more potent influencer. This is owing to the fact that peers can force an adolescent into deviant behaviour and crimes such as cybercrime while social media platform can be an avenue to learn and imbibe vices. This finding is supported by Babatunde (2024) who reported that peer pressure and social media are both important predictors of deviant behaviour in secondary school students. Adewuyi et al. (2024) had earlier reported that peer pressure is a stronger indicator of cybercrime inclinations than gender or socioeconomic position. On social media, Lala (2022) found that the usage of social media by students presents ethical difficulties capable of encouraging unethical behaviour. Uche et al. (2023) noted that through social media platforms, young people become aware of the "Yahoo Yahoo" phenomenon, or internet fraud while according to Aborisade (2023), the main social trigger for cybercrime is frequent peer pressure. Supporting the influence of social media usage on cybercrime, Ayodele et al. (2022) noted that social media is the setting where methods are acquired, victims are located, and the proceeds of crime are showcased to generate social capital, which in turn serves to reinforce the deviant norms of the peer group. As a result, social media is essential to the growth and spread of cybercrime, even though peer pressure may be more directly linked to its beginning.

Conclusion

According to the study, the adolescents' engagement in cybercrime is alarming. Peer pressure and social media use work together to greatly affect this phenomenon, which is not caused by a single element. Each of the variables contributes to an increase in cybercrime, but their combined effect is especially strong. In addition, peer pressure is a more potent and significant predictor of involvement in cybercrime than social media use when compared directly. This implies that adolescent are more likely to engage in cybercrime due to the need for social acceptance, adherence to group norms, and influence from their close social circle than due to the amount of time spent or the activities they engage in on social media platforms alone.

Recommendations

The following specific recommendations are made in order to remedy these problems:

- ✓ There is need to create and include workshops on digital citizenship and cyber-ethics into school curricula, led by qualified peer mentors. This strategy encourages good online conduct by utilizing the constructive peer influence.



- ✓ Effort must be made to inform parents about the powerful influence of peer pressure on internet behaviour.
- ✓ Students should be equipped to support their own critical thinking so they can fend off harmful social influences and make morally sound decisions on the internet on their own.
- ✓ Educational institutions and youth organizations ought to proactively establish and support positive online communities or forums that center on responsible technology usage, such online discussion, digital art, or coding.
- ✓ There is need to improve social media literacy as Social media is still a crucial ecosystem even though it has a secondary influence. In order to develop more resilient and critical users, education should go beyond safety warnings and teach adolescents about digital footprints, algorithmic persuasion, and the psychological strategies employed on these platforms.

Acknowledgement

We extend gratitude to participants, institutions for their support in conducting this research and raising awareness about peer influence, social media and cybercrime among in-school adolescents in Oyo state, Nigeria.

Funding

No funding was received from any individual or institution for this research.

Ethics and Conflict of Interest

The authors declare that ethical guidelines were followed throughout the research process. We make clear that the views and findings expressed in the study are solely those of the authors. The authors also declare that there is no conflict of interest regarding this study.

Author Contribution

All authors contributed equally to the research.

Data Availability

The data that support the findings of this study are available on request from the corresponding author.

Corresponding Author

Correspondence to Augusta Nkem MOLOKWU, augustamolokwu@gmail.com

REFERENCES

- Aborisade, R. A. 2023. Yahoo boys, yahoo parents? An explorative and qualitative study of parents' disposition towards children's involvement in cybercrimes. *Deviant Behaviour*, 44(7), 1102-1120.
- Adewuyi, H. O., Odutayo, A. O., Opesemowo, O. A., & Jacob, U. S. 2024. Peer pressure, socio-economic status and gender difference on cybercrime tendencies of undergraduates. *Journal of Pedagogical Sociology and Psychology*, 7(1), 42-53.
- Ayodele, A., Oyediji, J. K., & Badmos, H. O. 2022. Social construction of internet fraud as innovation among youths in Nigeria. *International Journal of Cybersecurity Intelligence & Cybercrime*, 5(1), 23-42.
- Ayoola, D. E. 2021. *Practice of sexting and its associated sexual risks among in-school adolescents in Oluyole Local Government Area, Oyo State* (Publication No. 123456789/1523) [Doctoral dissertation], University of Ibadan. Institutional Repository. <http://41.184.122.20/handle/123456789/1523>
- Babatunde, T. B. 2024. Media and peers influence as correlates of deviant behaviour among secondary school students in Southwest Nigeria. *Social Sciences Education Journal (SOSCED-J)*, 6(1), 134-140.



- Balogun, N. A., Abdulrahman, M. D., & Aka, K. 2024. Exploring the prevalence of internet crimes among undergraduate students in a Nigerian University: A case study of the university of Ilorin. *Nigerian Journal of Technology*, 43(1): 71-79.
- Bankole, E. 2025. Peer Influence and Familial Factors as determinants of bullying behavior among in-school adolescents in Ibadan North local Government, Oyo state. www.academia.edu
- Friday, G. C. 2025. *Perception of internet fraud among youths: A study of DELSU undergraduate students* [Undergraduate thesis]. Zenodo. <https://doi.org/10.5281/zenodo.17009692>
- Ibrahim, A. M., & Thi P. V. 2021. The Internet and adolescent safety: Peer influence and gender difference as potential risk-factors of cyberbullying among Nigerian secondary school adolescents. *International Journal of Media and Information Literacy* 6, no. 1 (2021): 4-16.
- Idowu, O. A., Uroko, f., & Agbir, M. 2021. Exploration of the types and socio-demographic factors influencing the scourge of cybercrime among youths in Wuse, Abuja FCT, Nigeria. *Studies in the social sciences*, 2(1).
- Ijiola, T. O., Asiyanbi, M., & Ibrahim, R. O. 2025. Childhood trauma, peer pressure, social media usage, and delinquent career choice among youths in Ibadan, Nigeria. *NIU Journal of Social Sciences*, 11(2), 97-103.
- Joshua, V. A., Usman, M. B., & Oguche, T. E. 2024. Influence of social media and peer group on maladaptive behaviour among secondary school students in Federal Capital Territory, Abuja. *International Journal of Advanced Academic Research*, 10(10), 139-154.
- Lala, A. J. (2022). Ethical behaviour and the use of social media by undergraduates, University of Ibadan. *Library Philosophy and Practice*, A-37.
- Okeke, O. C., & Oli, N. P. 2023. Undergraduates' perception of factors influencing cybercrimes in selected universities in Anambra State, South-East, Nigeria. *Practicum Psychologia*, 13(1)
- Oputa, O. R. 2021. Portrayal of cyberbullying in Nigeria: A content analysis of Nigerian news media (Master's thesis, Eastern Mediterranean University (EMU)-Doğu Akdeniz Üniversitesi (DAÜ)).
- Rosanwo, O. A. 2023. *Students' perception and increasing rate of cybercrime among Obafemi Awolowo University undergraduates*. (Doctoral Thesis), Obafemi Awolowo University, Ile-Ife, Osun State
- Uche, I. B., & Uche, O. A. 2023. Perceptions of undergraduates towards cybercrimes at the University of Nigeria, Nsukka. *The International Journal of Social Sciences and Humanities Invention*, 10(5), 7839.