

Parenting Styles as a Predictor of Substance Abuse among Undergraduates in Public Universities in Kwara State

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ABSTRACT: The study aimed at viewing Parenting Styles as a predictor of substance abuse among undergraduates in Nigeria and also determined the relationship between the independent and dependent variables. Descriptive research design of correlational type was used for this study. A sampling procedure was employed to select 216 respondents and a questionnaire consisting of two sub-scales namely; Substance Abuse Scale (SAS) and Parenting Practices Questionnaire (PPQ) were adapted as the research tool for the collection of data. Frequency counts, percentage and charts were used to describe demographic data of sampled respondents while the research hypothesis was tested at 0.05 level of significance with the use of Pearson Product Moment Coefficient (PPMC). The findings showed that majority of undergraduates in public universities in Kwara State were affected by the authoritarian parenting style which instigated most of them to become substance addicts. Suggestions and recommendations were made to parents, counselors, lecturers, University management, government and religious groups among which is the organisation of self-awareness skills training by the counsellors and excursion exercise to rehab centers by the management as well as provision of spiritual counseling by the religious groups. Suggestions were made to further this study for wider scope and efficient results in the society.

KEYWORDS: Parenting styles, Substance abuse, Undergraduates.

INTRODUCTION

The enigmatic problem of substance abuse among Nigerian undergraduates is a growing concern among the counsellors, psychologists, sociologists, educational stakeholders, parents and students. Higher institutions as citadel of learning which are supposed to provide responsible and self-reliance scholars and talented ambassadors and be an abode of refinement of moral characters have become the preparative arenas for addicts, hooligans, hoodlums, prostitutes, looters and home of asylum for the sons of concubine as the consequence of substance abuse. As a result of poor and inappropriate parenting styles as well as nonchalant attitude of the parents, the innocent undergraduates are joining the perilous drug jet in thousands after initiation from their initiated colleagues with the indulgent perception of substance abuse as pleasurable activities or coping with unpleasant activities and feeling high among their counterparts (Obiechina & Isiguzo, 2016).

Substance abuse is a harmful or hazardous use of psychoactive drugs including alcohol and illicit drugs, (World Health Organisation, 2017). Moilanen et al., (2015) state that initially substances were herbs in forms of leaves, concoctions, and syrup used at moderate content to treat, cure and heal diseases during Stone Age period. Fawa (2003) opined that the use of drugs itself cannot lead to any danger if correctly administered as it is a blessing and healing from the Almighty. On the other hand, when users consume substances in amounts or with methods which are harmful to themselves, it lead to substance-related disorders which is the abusive use of legal or illegal substances. It has been observed that the youths get involved in abusing these substances because of various life challenges which include stress, depression, anxiety, failure, loneliness, frustration and sadness. However, instead of the substances to solve their life challenges, they rather affect all aspects of their life socially, economically, politically, morally, educationally and intellectually.

As a result of patterned parenting styles an individual parent imbibed to nurture their children, some undergraduates opt for substance abuse in coping with maladaptive incontinences. Positive parenting styles greatly impact all round development of the children and vice versa. Becona (2012) stated that the parenting style that is traditionally associated with substance use is referred to as neglectful. For instance, children from authoritative homes are more likely to develop high emotional intelligence (Sarac, 2001). This has made parenting styles (on-child upbringing) an interesting and important topic in the contemporary research (Caporella, 2007). It is against this backdrop that this study investigates into parenting approaches and the emotional intelligence in correcting the attitudes of the children in relation to substance abuse of such children in the contemporary society.

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Purpose of Study

This study generally aims at examining parenting styles as a predictor of substance abuse among the undergraduates in Kwara State. the specific objective is:

i. establish a relationship between Parenting Style and Substance Abuse among the undergraduates of public universities in Kwara State?

Research Questions

i. Would there be a relationship between parenting style and substance abuse among the undergraduates of public universities in Kwara State?

Research Hypothesis

Based on the research question raised, the research hypothesis was formulated and tested at 0.05 level of significance:

i. There is no significant relationship between Parenting Style and Substance Abuse among the undergraduates of public universities in Kwara State?

The review of empirical studies was carried out on the basis of parenting styles and Substance Abuse

Concept of Substance Abuse

Substance is used for treatment or prevention of a disease in man and animals. Drug reacts in the body system positively or negatively, depending on the body composition of the user, the type of drug used, the amount consumed and combination of other drugs at the same time. By this, substance is the same as drug and substance abuse is the same as drug abuse. according to American Psychiatric Association DSM-IV, (2013) is used to describe non-medical selfadministration of a substance to produce psychoactive effect, intoxication or altered body image, despite the knowledge of its potential vice effects. World Book Encyclopedia (2004) defines drug abuse as the non-medical use of drug that interferes with a healthy and productive life. Drug abuse can also be referred to as the excessive, maladaptive or addictive use of drug for non-medical purpose (Manbe, 2008).

Drug or substance addiction is the compulsion to take drug on a continuous or periodic basis so as to experience the psychic effect of the drug or to avoid the discomfort arising from the absence of the psychic effect (WHO 2004). Besides, drug addiction which is also known as substance dependent or chemical dependency, has been viewed by Akus (2010) as a venomous disease that is characterized by the destructive pattern of drug abuse that leads to significant problems involving tolerance as well as other problems that the use of the substance can cause to sufferer, either socially or in terms of their work or school performance. In fact, substance addiction is an acute state of chronic intoxication due to periodical or continuous consumption of drugs. Whereas, a drug addict is said to be someone whose life has become dependent on drug

(Obaje, 2009). Recent statistical data reflect that one in every five undergraduate consumes alcohol and about 10% of them smoke cigarette and Sasa while one in every ten chews Miraa. About 3% smoke bhang and use hard drug like heroin, cocaine, mandrax and tranquilizers. Also, NAFDAC (2012) asserted that alcohol is also the most commonly abused drug with about 61% population engaging in its use.

Classification of Substance Abuse

Substance types are described in various ways. According to UNODC (2016), drug varies in classification depending on their origin and effect. They can be naturally occurring, semi-synthetic (chemical manipulations of substances extracted from natural materials). Thus, the main classifications of substances are as follows, according to Obiechina and Isiguzo (2016): Stimulants, Narcotics, Cannabis or Relaxants, Depressants, Hallucinogens, Inhalants, Aphrodisiacs.

Concept of Parenting Styles

According to Abraham (2017), the word "parenting" connotes child rearing which indicates the relationship between parenting styles and child-rearing. It is often assumed that prior the advent of psychology, parents had led relatively untroubled life in which each generation was reared in the same fashion as the one before. Perhaps, as a result of civilisation, computer and jet age we are now, multiple fashions of parenting are demanding for by the prospective parents. Thus, Nathan (2019) remarked that parenting is a challenge that faces every culture, creed and nation which requires a variety of assumptions, values and perspectives that shows how proper parenting should look. It is to raise children who are well adjusted, adequately developed, self-regulating, and emotionally intelligent and exhibit behaviour that benefit others (Davis, Carlo & Knight, 2015). The types of parenting styles were also stressed. An authoritarian parent is highly demanding and not responsive while a permissive parent is highly responsive but not demanding.

An authoritative parent strike balance between the two extremes; responsiveness and demandingness.

Types of Parenting Styles

In line with the aforementioned dimensions, parenting styles have been classified into three; the authoritarian, permissive and authoritative (Huver et al, 2009). Cherry (2019) came up with another parenting style coined as neglectful or uninvolved parenting style making four types of parenting style.

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In pioneer research, Baumrind (2005) explored that authoritarian parenting is restrictive and punitive parenting style in which there is little verbal exchange between parents and children. This is later associated with children's social incompetence. Santrock(2004) added that authoritarian parents try to make children conform rigidly to a set standard of conduct and punish them for violating it as they often use power-assertive techniques. Their children tend to be more discontented, withdrawn and distrustful. According to Bornstain and Zlotnik (2008), authoritarian parents usually discourage autonomy and disallowed decision making by their children. Huver et al (2009) stressed that compliance; conformity, parental control and respect for authority are the major concern of the authoritarian parents. This parenting style tends to be high on demandingness and low in responsiveness.

In his own submission, Lee (2011) was of the opinion that authoritarian parents can be categorized into non authoritarian-directive and authoritarian-directive. In the case of nonauthoritarian-directive parents, there are directive but will not be either invasive or tyrannical in their use of power while authoritarian-directive parents are highly intrusive and autocratic in the way of using their power (Gould and Martindale, 2009).

Permissive parenting style, according to Mavis et al (2002) emphasises self-expression and self-regulation. It encourages autonomy and decision making by their children. Such parents enhance, accept and support greatly towards impulses, needs, behaviour and emotions. It also encourages discipline it tries as much as possible to avoid confrontation and punishment. Although, permissive parents are ought to be warm and consult with children about policy decisions, nevertheless, they are uncontrolling and undemanding or even indulgent which tend their children to be immature which is the least self-controlled and least exploratory.

This parenting style is being practiced on high level of nurturance and clarity of communication while exercising low level of control and maturity demands (Bornstein & Zlotnik, 2008). Baumrind (2005) asserted that permissive parenting style is high on responsiveness and low on demandingness as well as placing few limits or restriction on their behaviours. According to Santrock (2004), these parents always let their wards do what they want and get their way because they perceive that the combination of nurturance support and lack of restraints will produce a creative confident child. Thus, the consequence of not taking the development of the whole child into account is that those children usually don't learn to control their own behaviors and emotions. Gullotta, Blau and Romos (2007) established the fact that permissive parenting style is divided into permissive-neglectful and permissive-indulgent based on the responsiveness of parenting. Permissive-neglectful parents show their love, express low level of support and low level of parental control to their children so that their children experience excessive autonomy normally. On the other hand, permissive-indulgent parents are warm, cuddly and responsive; operate on low-level of parental control (minimal direction and instruction) and high level of parental support and emotional nurturance.

Authoritative parenting style is considered as an intermediate of these two extremes. In his explanation, Santrock (2004) pointed that authoritative parenting prefers a child's individuality notwithstanding stresses, social constraints. They favour inductive discipline and encourage verbal negotiation and give-and-take. For instance, "if you don't want to throw away these rocks you found, where do you think we should keep them?" (Bornstein and Zlotnik, 2008). By this, Authoritative parents give room for and participate in interaction with their offspring in high warmth, love, acceptance and supportive relationship in order to groom them to become progressively more autonomous and motivate children's independent decisions, interests, opinion and personalities. Musbah (2005) discussed that they impose limited but judicious punishment appropriately while harsh forms of punishment are discouraged. Pellerin (2005) explained further that authoritative parenting style is high in both demandingness and responsiveness as their demands are reasonable, rational and consistent.

According to Bahr and Hoffman (2010), the fourth parenting style that can be added to the above, is neglectful in which the parents are uninvolved in their children's lives. Cherry (2019) asserted that as a result of stress or depression, neglectful parents focus on their own needs rather than those of the child. Neglectful parenting has been linked with a variety of behavioural disorders in childhood and adolescence (Aunola, Statain & Nurmi, 2000). When their offspring becomes adolescents, those parents cannot answer or predict the where about of their children. For instance, it is 10:00 pm now, where is your child? Their children tend to have poor self-control, cannot handle independence well, and aren't achievement motivated (McGinn, Cukor & Sanderson, 2005).

Conclusively, Santrock (2004) noted in authoritarian homes that children are so strictly controlled that often they cannot make independent choices about their behavior while in permissive home, children receive so little guidance that they may be uncertain and anxious about whether they are doing the right things or not but they know when they are risking parental displeasure to pursue a goal. They know the satisfaction of accepting responsibilities and achieving success.

LITERATURE REVIEW

Theoretical Framework

The theoretical framework of this study is anchored on the Attachment theory and Social Cognitive theory. While Attachment theory is psychological, ethological and evolutionary principle concerning relationship between humans. Social Cognitive theory is often used in psychology, education, sociology and communication.

Attachment Theory

The pioneer of this theory was Lev Vygotsky (1978) who stressed the fundamental roles of parents in the socialisation and discipline in their children. He emphasised on the effect of culture and social factors in contributing to the cognitive development.

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According to Vygotsky (1978), every function in a child's cultural development appears twice; first on a social level and later, on emotional level. His assertion can further be supported with the fact that family environments are extremely important, as parental influences naturally begin to shape thoughts, behaviour and emotions (Deater-Deckard & Lansford, 2011).

Consistently, John Bowlby (1907-1990) a British Psychoanalyst theorized the proposition of attachment theory as the significance of a child's tie with his or her parent. He viewed that individuals who are severely compromised, emotionally disrupted or deprived caring from their parents may be in the context of a prolonged separation or loss. In such cases, Bowlby believed that young children experienced profound despair and depression. Bonding which occurs between children and their mothers may later extend to other members of the family. This is strengthening when the child's basic needs like food security, love, etc, are met. If babies are not securely attached and they lack social bond, it affects the child's emotional character and social behavior (Kranenburg, 2003). Furthermore, it explains that the level and quality of care given to a child, especially the relationship that shapes and influences other relationship. This theory has been developed and validated for a range of clinical problems among which are substance abuse leading to psychiatric issues or abnormal behavior in the children. Research on adult attachment is guided by the assumption that the same motivational system give rise to the close emotional bonds between parents and their children is responsible for the bonds that develops between adults in emotionally intimate relationship (Bowlby, 1988 & Cassidy 1999).

Social Cognitive Learning Theory

The Chief Protagonist of Social Cognitive Theory was Albert Bandura (1986) a Social Psychologist of Canadian descent working in America. The theory postulates that when an individual is executing a behavior and the consequences of that behaviour are observed by an observer, the consequences of events are remembered. Therefore, such information gathered from the events is used to guide subsequent behaviour. Merely looking at a model, be it on television, on internet, classroom situation, gathering etc., it is believed to be capable of prompting the observer to engage in the behavior he or she observed previously, (Bandura, 2002). It is further stated that behavior is acquired or learned from the environment through the process of observational learning. Bandura (2005) theorised that individuals are active in formation processors that reflect on the relationship between their behaviour and its consequences.

More so, the social cognitive theory postulates that human beings' action is based on fulfilling the psychological needs of feelings, emotion and desire. A behavior is imitated depending on whether the model receives positive or negative response consequences (Bandura, 2002). This means that individual formulates his behavior through influential acts in his environment and his own behavior. For instance, individual who believe that alcohol will make him more attractive and coffee will enhance wakefulness, will be prone to use such substances. Similarly, undergraduates with unconscious personality trait will engage in the behaviour of selfharming just because they have most likely learnt the behavior from their environment. The theory theorized that the external influences affect the behavior through characteristic trait. This indicates that behavior which the undergraduates have acquired from childhood interact with their current university environment in displaying self-harm behavior.

The family subjects to be the bedrock for the wellbeing of Emotional Intelligence. At onset, children try to understand the emotions through attachment and modeling of parents (Denhan, 2000). Good parenting practices can contribute positively to child's emotional development. This is because; family is the first gathering where child feels, observe and learns the emotional relationship (Repetti, Taylor & Seeman, 2002). This theory of Albert Bandura is illustrated by him as follows in fig. 1:

Behaviour (B)

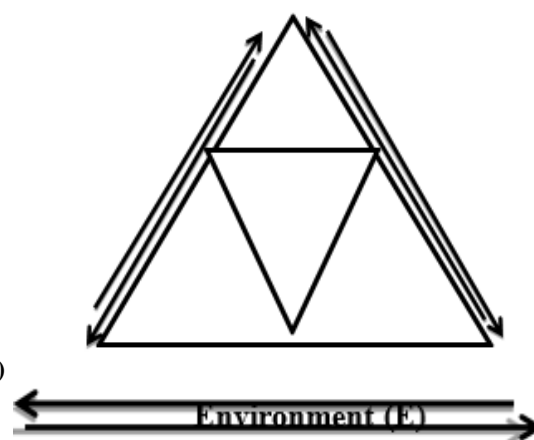


Fig. 1 Environment Influence Behaviour

Based on the above diagram it can be said that the children's experiences and behaviour related to parent's emotions can ensure the children to become appropriate to society expectations. Lastly, factors reflecting the emotional status of family such as the quality of emotional attachment between the child and the parents, attitude of parents, emotional and social openers etc., have impacts on

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emotional intelligence (Morris et al, 2007). Thus, a heartily emotional ties and mutual communication between children and parents with specified conducts of behavior can make children emotionally and socially competent, responsible, independent, confident and selfassertive prior tempting adolescent stage.

Review of Empirical Literature

The review of empirical studies was carried out on the basis of parenting styles and Substance Abuse

Becona, Martinez, Calafat, Juan, Hermida and Villa (2012) identified the relationship between parenting styles and drug abuse through empirical studies with participants aged between 10 and 21. Mediating variables utilized in this study include self-esteem, overprotection, depressive symptomatology, feelings of autonomy, neurotic symptoms, pathological reasons to drink, self-regulation, impulsiveness and control over drinking behavior with 44 studies reviewed by Velleman (2005). It was conducted via a web-based survey with aid of PubMed and PsycINFO databases. The outcome counted that there is a correlation between parental styles and drug abuse among the adolescents.

Lenka, Cablova, Pazderkora and Michal Mousky (2013) investigated the relationship between alcohol use among adolescents and parenting styles by employing PRISMA method and evaluated the studies published in the EBSCO, PubMed and Science Direct databases. In conclusion, there was evidence of a connection between Parenting Styles and the forms of alcohol use among children and adolescents.

Berge and Sundell (2015) investigated the relationship between Substance Abuse and Parenting Styles among European Secondary Students of cohort of 1268 adolescents (40%) and girls of 21 Junior Secondary School were accessed. The result of this research with collaboration of the European School Survey Project on Alcohol and Drugs Survey from 2011 estimated that 87% of European adolescents aged 15-16 years had ever used alcohol, 54% cigarettes and 18% illicit drugs including cannabis. Among adolescents of 16 years, 46% reported alcohol use in the past year, 14% were cigarette smokers and 8% reported lifetime illicit drug use.

Parenting styles were assessed by using two major aspects of parenting responsiveness (the extent to which the child perceives his or her parents as warm, caring and loving involved the responsiveness) and demandingness (parental monitoring, control and supervision). The results demonstrated that lack of positive parenting was found to be a predictor of consequence from alcohol use and poor monitoring was associated with binge drinking. The literature review showed that there is a significant correlation between parenting style, adolescent behaviour, substance abuse and risk behaviour (Sharma, 2015).

Olujide, Alao, Adeusi, Odukoya and Godspower (2019) investigated the relationship between interactive influences of authoritative, authoritarian and permissive parenting style on Emotional Intelligence among adolescents. The sample consisted of two hundred and fifty (250) senior secondary school students with age ranging from 15 to 19 years and the mean age = 17 years which were selected through stratified and systematic sampling techniques from five secondary school in Lagos State of Federal Republic of Nigeria. The Emotional Intelligence was measured using the trait Emotional Intelligence Questionnaire-Short Form (TEI-Que-SF) and Parenting Style Inventory (PSI) depending on the level of warm/responsiveness and control/demandingness were used for P. S. D. result which revealed that there is a significant positive correlation between Emotional Intelligence and father's authoritative Parenting Style ($r = 0.152$, $p < 0.005$), mother's authoritative parenting style ($r = 0.227$, $p < 0.01$) and mother's authoritarian parenting style ($r = 0.144$, $p < 0.005$) from Pearson's Product Moment Correlation Test. From the aforementioned, it is obviously observed that many researchers have been working on this enigma global problem. It is pathetic that government agencies and other stakeholders' efforts to remove this cankerworm are yet to be achieved.

RESULTS AND DISCUSSION

Relevant data were collected from two hundred and sixteen respondents which represent 100% filled the questionnaire correctly and tested at 0.05 level of significance using SPSS (Statistical Packages for Social Science) version. The result obtained from the analyses of data and interpretations of the findings of the study are contained in this chapter. The results are presented in three sections. The first section contains a summary of the demographic data which is shown in charts and tables, the second section presents the results of the research questions and the hypotheses tested while the third section gives the summary of the findings.

Descriptive Data Analysis

The distribution of respondents by the demographic variables of the study (gender, age and level) and general characteristics of respondents are presented in this section.

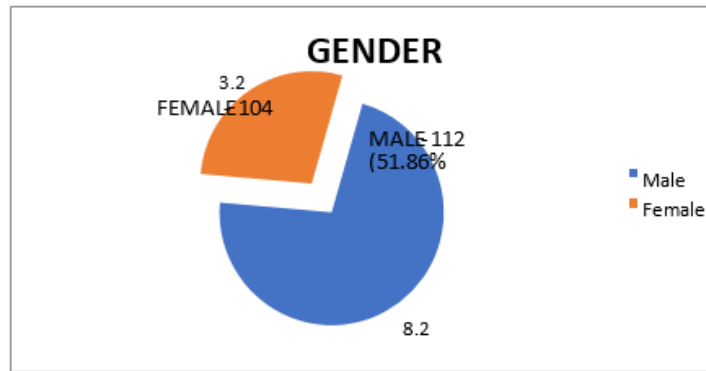


Figure 2. Distribution of Respondents by Gender

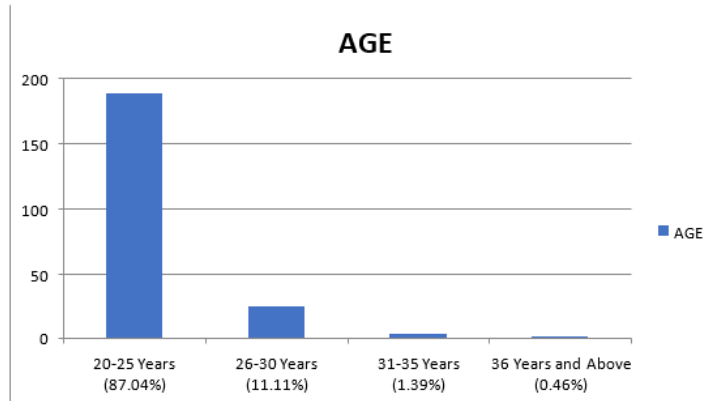


Figure 3. Distribution of Respondents by Age

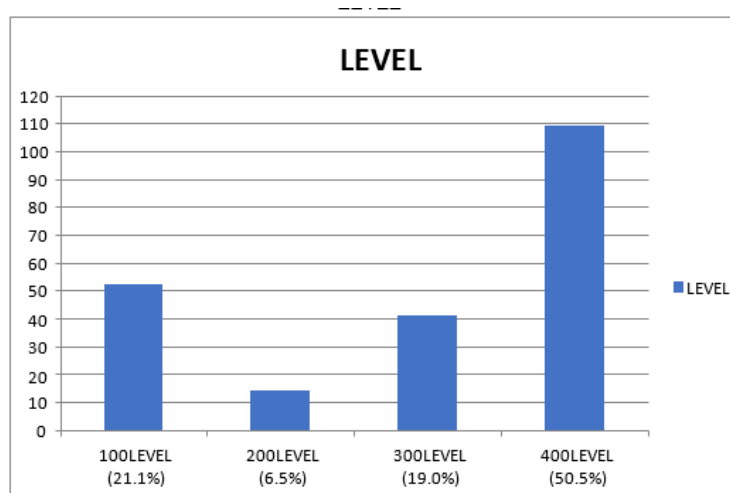


Figure 4. Distribution of Respondents by Level

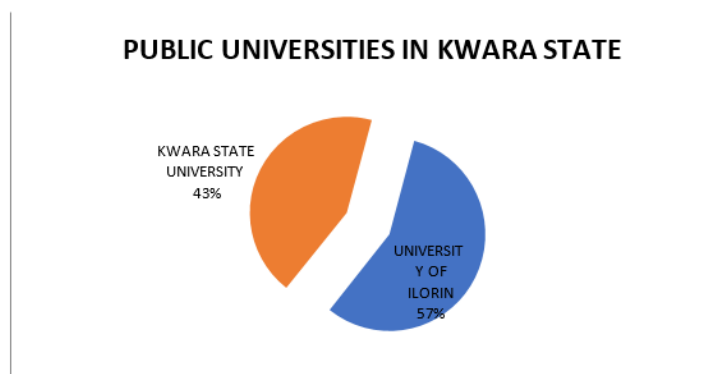


Figure 5. Distribution of Respondents by University

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The demographic profile in Figure 1 to 5 show that majority of the respondents 112 (51.86%) were male while 104 (48.11%) of the respondents were female. This implied that, majority of the respondents were male. However, out of 216 sampled respondents, 109 (50.5%) of them were 400 level, 41 (19.0%) of the respondents were 300 level, 14 (6.5%) of the sampled respondents were 200 level and 52 (24.1%) of the respondents were 100 level respectively. This implied that majority of the respondents were 400 level. Similarly, 188 (87.04%) of the respondents are within 20-25 years of age bracket, 24 (11.11%) of the respondents are within the 26-30 years of age bracket, 3 (1.39%) of the sampled respondents are within the 31-35 years of age bracket and 1 (0.46%) of the respondents are within the 36 years and above of age bracket respectively. It revealed that most of the sampled respondents are within the 20-25 years of age bracket. In the same vein, out of 216 sampled respondents, 122 (56.5%) of them are students of University of Ilorin while 94 (43.5%) are students of Kwara State University. This implied that, majority sampled respondents are students of University of Ilorin.

Research Hypothesis One: There is no significant relationship between parenting style and substance abuse among the University undergraduates in public University in Kwara State.

Table 1. Correlation Analysis between Parenting Style and Substance Abuse among University Undergraduates

Variables	No	Mean	SD	r. Obs.	Sig.	Decision
Parenting Style	216	27.87	10.3520			
				0.26	.000	Rejected
Substance Abuse	216	33.94	5.9087			

Results in Table 1 indicate that the Pearson correlation coefficient, r value of -0.26 shows that there is positive relationship between the parenting style and substance abuse among university undergraduates in public universities in Kwara State. However, since sig (2-tailed) value of $.000$ obtained is lower than 0.05 level of significance, the null hypothesis is rejected. Therefore, there is significant relationship between the parenting style and substance abuse among university undergraduates in public universities in Kwara State.

Research findings such as Warhol in Ulutas et al (2012) observed that family is the initial abode and first environment where child feels, observes and learns the emotional relationship thus, any parenting style such family exhibits matters a lot.. Furthermore, Ontai and Thompson in Ulutas et al (2012) asserted that children try to understand emotions through the attachment and modeling with parents. While Abikoye and Adekola (2014) viewed that parenting style which includes low parental involvement, child's monitoring negligence and inconsistent discipline play important roles in adolescent substance use.

CONCLUSION

This study investigated the nexus of parenting styles as a predictor of substance abuse among undergraduates in public Universities in Kwara State. This means that relationship existed between the two variables. Additionally, it was observed that there was significant relationship between parenting styles and substance abuse among the undergraduate of public universities in Kwara State.

RECOMMENDATIONS

Based on the outcome of this research, the researcher made recommendations to Counsellors, Parents, Lecturers, University Management, Government and Religious Group as follows:

- Counsellors and other helping professionals should occasionally organize Emotional Intelligence skills training that could improve the emotional intelligence of undergraduates, because, emotional intelligence is an important psychological construct that could assist undergraduates in their day to day activities
- Excursion exercise to come up once in a while to Rehabilitation centers or psychiatric hospitals aiming at curbing undergraduates' abuse of substance should be organized by the Universities Management.
- Parents should exhibit appropriate parenting style at the right time and reinforcing their wards for motivational purpose.
- Parents should monitor their wards right from kindergarten level to higher institution with the sole aim of warding off the influences of bad peer group.
- Parents should ensure that there is parental care for their children and frequently search their schoolbags, rooms and other personal belongings with the aim of keeping them away from any substances.
- Parents should develop the habit of paying impromptu visitation to their children's schools to know about their moral and academic performances.
- Lecturers-Undergraduates relationship should be developed to instill the key components of emotional intelligence in them in order to assist them in abstaining from all deviant behaviour such as substance abuse.
- Lecturers and counsellors should always organise lectures, rallies, seminars and film shows for students on the adverse effects of substance abuse not only in their life but also academic performance.

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- Government should periodically interfere in educating the undergraduates using handbills, mass media and social media about the spreading scourge of substance abuse.
- Sanctions, Decrees and fines should be charged on substance addicts as penalty in the Nigerian Universities.
- Religious groups should strive to preach and admonish the students on the consequences of substance abuse and other deviant behaviours by citing examples from divine books and current instances.
- Religious groups in universities should try to eradicate or minimise the level of substance abuse among undergraduates in Nigeria through periodical sermons, camping and spiritual counseling.

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