

Parenting Style and Involvement in Drug Abuse among Secondary School Students in Calabar Education Zone of Cross River State, Nigeria.

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Abstract

The main thrust of this study was to examine the influence of parenting style and involvement in drug abuse among secondary school students in Calabar Education Zone of Cross River State, Nigeria. To achieve the purpose of this study. One hypothesis was formulated to guide the study. Literature review was carried out accordingly. Survey research design was adopted for the study. A sample of 408 students was used for the study. The selection was done through the stratified random sampling technique. The questionnaire titled Parenting style, and Students' Involvement in Drug Abuse Questionnaire (PSSIDAQ) was the instrument used for data collection. The instrument was validated by two experts from Measurement/Evaluation and one from Guidance and Counselling. The reliability estimate of the instruments was established through Cronbach Alpha reliability method. One way analysis of variance (ANOVA) was used to test the hypothesis under study. The hypothesis was tested at .05 level of significance. The result of the analysis revealed that parenting style significantly influence students' involvement in drug abuse in Calabar Education Zone of Cross River State, Nigeria. Based on the findings of the study, it was recommended among others that Guidance and counselling unit should be established in schools to enable students who have social adjustment problem to be guided.

Introduction

The abuse of drugs among youths has become a major national problem in Nigeria. The youths who are expected to be leaders of tomorrow have been rendered useless to themselves and the societies in which they live. This is due to the impact of drug on them, thus, contributing to the increase in the number of psychiatric patients, street boys, school dropouts and delinquents. Drug abuse is a rapidly growing global problem. The problem of drug abuse poses a significant threat to the social, health, economic fabrics of the families, society and the entire nations. Almost every country in the world is affected from one or more drug being abused by its citizens.

Oluremi (2012) stated that Drug Abuse is the harmful use of mind altering drugs. Oluremi added that the term usually refers to problem with illegal drugs, which also include harmful use of legal prescriptions, such as in self-medication. Tuwei (2014) commented that, drug abuse is the "arbitrary" over dependence or misuse of one particular drug with or without a prior medical prescription from qualified health practitioners. Majority of the Nigerian students ignorantly or deliberately depend on one form of drug or the other for their various

daily activities; social, educational, political, morally among others. Such drugs include: Tobacco, Indian hemp, cocaine, morphine, Heroine, Alcohol, ephedrine, Madras, Caffeine, Glue, Barbiturates, and Amphetamines. Other drug abused may include, Panadol, Benilyn, Burukutu, or local beer and cigarette (Shehu, 2018). There is no doubt that the abuse of drug among secondary school students in Nigeria has continued unabated, which has created a social and emotional problem for both users and the society because they have now become a burden to their families and the society.

One factor that may contribute to students' substance use is parenting styles and how students respond to different types of parenting. Forms of parenting styles and the application of specific parenting behaviours are important in the upbringing of children and students. If parenting styles are not enforced properly then parents do not develop a healthy form of attachment with their children, which can result in long term consequences. Parenting style is a constellation of attitudes communicated to the child that creates the emotional climate in which parents' behaviours are expressed. Parenting style conveys to the child that parent's attitude toward the child rather than toward the

child's behaviour. It is considered an important determinant of multiple students risk health behaviours. Becoña, (2012) suggested that parenting style can reduce multiple risk behaviours such as the use of alcohol and other drugs. Parent-child relationship styles are psychological construct which are presented standard strategies parent use in raising their children and often based on parental response to their children needs and control.

Permissive parenting is characterized by being very lenient with a child and giving them as much freedom as the parent can, but also being emotionally supportive and warm. It also is consistent with inconsistent discipline and poor monitoring of children. The permissive parent tries to be more of a friend or acquaintance to the child rather than an authority figure who guides and monitors their behaviours. These parents want to be accepted by the child and are in no way controlling of the child.

Authoritative parenting involves being more directive and setting rules and standards, while also maintaining warmth and emotional closeness. These parents try to see the child as an equal and take into consideration their opinions. This form is consistent with high levels of parental involvement, high levels of positive parenting, high monitoring of children, and low levels of inconsistent discipline. The parent does not overexert his/her power over the child, but is also not too lenient with the child. The parent works with the child to find a common ground. The final form of parenting is authoritarian, which is characterized as having low responsiveness, low positive parenting, and greater use of punishment and strict discipline as means of parenting. There is not much nurturance in this form and it has extremely high parental monitoring and low parental involvement and sees that the child "stays in his/her place" with no form of independence in the child (Sharma (2015). There may be a significant link between students substance abuse and aspects of parenting styles such as parental monitoring and involvement.

Parenting style and social deprivation may also be contributing factors to drug abuse including unstable family life. The many consequences of drug abuse include suicide, increase in the level of absenteeism in school among students, begging for money or stealing, crime, delinquency, homelessness and the spread of HIV infection as a result of drug users using shared syringes and needles by drug addicts. Despite the government effort to curb the menace of drug abuse through Nigerian Drug Law Enforcement

Agency by placing band on the use of some drugs, the problem still persists. The researcher therefore ponders on the following: does parents' style of bringing up their children play any role in their children's involvement in drug abuse? The researcher thus found it relevant to carry out a study on parenting style and involvement in drug abuse among secondary school students in Calabar Education Zone of Cross River State, Nigeria.

Literature Review

Parenting style and students' involvement in drug abuse

Parenting could be seen as the process of promoting and supporting the physical, emotional, social, financial, and intellectual development of a child from infancy to adulthood. Parenting refers to the aspects of raising a child aside from the biological relationship. Parenting style is the term psychologists use to describe how parents rear their children through behaviour, discipline, and methods used that influence children (Daviss, 2000).

Brewer (2017) examined whether previously reported relationships between parenting style and substance use can be found in this group of high-risk students. Data collection for the study was done through computerized surveys at the facility where the participants reside. A diverse sample of 255 students boys (61.2% Caucasian, 30.2% African American, 0.4% American Indian, 4.3% multiracial, and 1.2% "Other" race/ethnicity) completed surveys asking about their use of drugs and their perceptions of how they were parented when living with their parents or guardians. The results indicated that more positive parenting style (e.g., parental involvement) and less negative parenting style (e.g., poor monitoring of youth) is associated with less substance use and related problems among these at-risk students.

Asimwe (2018) investigated the influence of authoritarian parenting style, substance abuse and externalized problem behaviour among secondary school students in Kawempe division Kampala district. A correlation research design was used to conduct the study, it involved three schools in Kampala district where participants were selected using stratified random sampling. The total sample of this study consisted of 301 senior secondary three students. Pearson correlation coefficient was used to investigate the influence of the variables. Findings indicated that overall authoritarian parenting style was found to be negative and not significantly related

to substance abuse ($r = -0.006$, $p > 0.05$), substance abuse was found to be positively and significantly related to externalized problem behaviour ($r = 0.489$, $p < 0.01$), overall authoritarian parenting style was found not to be significantly related to overall externalized problem behaviour ($r = 0.041$, $p > 0.05$). It was concluded that students who engage in substance abuse are most likely to participate in Externalized Problem Behaviour at school, home and their communities. It was recommended that students should be sensitized about the dangers of substance abuse to avoid increased involvement in externalized problem behaviour as these actions cause harm in their lives, future relationships and career.

Zuquette, Opaleye, Feijo-Amato, Ferri and Noto (2019) examined parental drunkenness and parenting style with alcohol consumption among students and the contributions of parental drunkenness and parenting style to the prevalence of binge drinking among students. The Cross-sectional survey used a representative sample of 17,028 secondary students aged 13 to 18 from 27 Brazilian state capitals. Private and public schools were included. A self-report questionnaire collected data on students' alcohol drinking behaviour, parenting styles, and parenting and peer models of drunkenness. Results revealed that non-authoritative parenting style and parental drunkenness are associated with binge drinking among students. Authoritarian, indulgent, and negligent parenting styles were associated with 1.50-, 2.51-, and 2.82-fold increases in prevalence of students binge drinking and parental drunkenness, with a 1.99-fold increase. The non-authoritative parenting style made a larger contribution than parental drunkenness to students binge drinking. It was concluded that; non-authoritative parenting style and parental drunkenness seem to play an important role in students' binge drinking behaviour. At the population level, parenting style appears associated with a greater contribution to this behaviour among students.

Gboyega, Adeniyi and Adekoya (2014) investigated the prevalence of substance abuse and its prediction by parenting styles and peer pressure among university students. Participants in the cross-sectional survey consisted of four hundred and fifty-two (452) randomly selected undergraduates of Olabisi Onabanjo University (OOU), Ago-Iwoye. The sample consisted of 221 (48.9%) males and 231 (51.1) females. Participants' age ranges were as follow: 126 (27.9%) were aged between 18 and then 20 years, 312 (69.0%) were aged between 20 and 25

years while 14 (3.1%) were aged between 25 and above. Students who were younger than 18 years were excluded from participating in the study. Results indicated that about 47% of all respondents reported current use while 58% reported lifetime use of one or more psychoactive substances. Prevalence rates of use of all categories of drugs by respondents are; Life time prevalence rate was highest for alcohol (43.14%), followed by tobacco (37.61%), stimulants (22.57%), cannabis (18.14%), sedatives (17.92%) and heroin (12.17%). parenting styles (permissive parenting, authoritarian parenting and authoritative parenting), peer pressure and sex jointly predicted substance abuse among students ($R = .48$; $F = 9.16$; $p < .01$) by accounting for 23% of the variances in substance abuse. The study highlighted the important roles of parenting styles (especially authoritative parenting), peer pressure, age and gender in understanding students' substance abuse problem.

Onukwufor and Chukwu (2017) investigated the influence of parenting styles and secondary students drug addiction among students in secondary schools in Obio-Akpor Local Government Area (L.G.A.) of Rivers State Nigeria. The study adopted a correlation research design. The population of the study consisted of all the 12,000 senior secondary students in thirteen public secondary schools in Obio-Akpor L.G.A. The study had a sample of 1200 students. A proportional stratified sampling technique was used to draw the sample size. Two instruments called Parenting Styles Questionnaire (PSQ) and Students Drug Addiction Questionnaire (ADAQ) were used for the study. The instruments face and content validities were determined. The reliability coefficients of the two instruments were 0.93 for PSQ and 0.89 for ADAQ respectively. Correlation statistics by Pearson was used to answer the research questions, and test the null hypotheses. Result of the study revealed among others that authoritarian and authoritative parenting styles have a very low positive relationship with students' drug addiction. It was recommended among others that parents, counselors, teachers and all those involved in character formation should try and be more authoritative in their attitude towards children, especially the students.

Berge, Sundell, and Håkansson (2016) conducted a study on the role of parenting styles in students substance use: results from a Swedish longitudinal cohort study. A cohort of 1268 students (48% girls), aged 12–13 years at baseline, from 21 junior high schools was assessed in the first semester of junior

high school, and then again in the last semester of the 9th grade, 32 months later. Parenting style, operationalized as a fourfold classification of parenting styles, including established risk factors for students' substance use, were measured at baseline. The findings of the study revealed that neglectful parenting style was associated with worse substance use outcomes across all substances. After adjusting for other proximal risk factors in multivariate analyses, parenting style was found to be unrelated to substance use outcomes with one exception: authoritative parenting style was associated with less frequent drinking.

Nkurunungi (2018) conducted a study on the authoritarian parenting style, substance abuse and externalized problem behaviour among Secondary School Students in Kawempe Division Kampala District. A correlation research design was used to conduct the study, it involved three schools in Kampala district participants were selected using stratified random sampling, in three schools. The total sample of the study consisted of 301 senior three students. Findings indicated that overall authoritarian parenting style was found to be negative and not significantly related to substance abuse. The findings also revealed that substance abuse was found to be positively and significantly related to externalized problem behaviour. Overall authoritarian parenting style was found not to be significantly related to overall externalized problem behaviour.

Mwania and Njagi (2017) conducted a study on the parenting styles as predictors of drug abuse among selected public secondary school students in Embu County, Kenya. A population of 8820 (4886 girls and 3934 boys) form two and three students distributed in 132 public secondary schools was targeted. Purposive sampling was used to select a sample of 15 schools which had reported more cases of drug abuse for the last three years in the county. Stratified random sampling and systematic random sampling were used to select 399 participants. The findings of the study revealed that parenting styles significantly predict drug abuse among secondary school students, and that parenting styles accounts for the larger number of students' drug abuse.

Elisardo, Úrsula, Amador, José Ramón, Montse, Harry, Fernando and Roman (2013) analyse how certain family-related variables (permissiveness toward drug use, and parental control and affect) were linked to the use of alcohol, tobacco and cannabis, based on young people's self-report of

such variables. The sample was composed of 1,428 school children (51.8% males) aged between 11 and 19 from Mallorca (Spain). It found that the young people who perceived their parents as permissive and those who perceived less maternal control and higher levels of both paternal and maternal effect were more likely to use alcohol, tobacco and cannabis. Sex differences were found within this pattern. Variables of maternal affect and control were not influential among males, whereas the general pattern was maintained among females.

Okita, Sifuna and Kombo (2020) conducted a study on poor parenting on drug abuse tendency using descriptive survey design. The target population for the study was 5,188 girls from form three in Nakuru County, 74 deputy Principals, 74 guidance and counseling teachers, 74 Parents association (P.A) representatives in girls' secondary schools. Purposive sampling was used to select only students in form three. A sample size of 371 student's respondents was selected using the Slovin's formula. Proportionate sampling was used to select 44 secondary schools, hence 44 deputy principals, 44 guidance and counseling teachers and 44 P.A representatives. Questionnaires was used to collect data from students, P.A representatives and guidance and counseling teachers, focus discussion group was also used to collect data from students while interview schedule was used to collect data from deputy principals. Quantitative data was analyzed using descriptive statistics while qualitative data was analyzed thematically in line with the study variables and objectives. Findings revealed that parent contribute a lot in spoiling their daughters by; giving them too much pocket money, not guiding them on what channels to watch on television, on what to read in magazines, books etc. Poor influence of parents and their daughters was also noted as a contributing factor to drug abuse, this automatically leads to lack of general parental guidance. Poor influence of girls and their parents was also identified as a key factor that contributes to drug abuse among girls.

Parenting style is a psychological construct representing standard strategies that parents use in their child upbringing. A parent can spend an entire afternoon with his child, yet the parent may be engaged in a different activity and not demonstrating enough concern towards the child. Parenting styles are the representation of how parents respond and place demand on their children. In the stage of adolescence, parents encounter new challenges, such as students seeking and desiring freedom.

Baumrind created the three parenting styles commonly used today from those traits which are: permissive, authoritarian, and authoritative (Bernstein, Penner, Clarke-Stewart and Roy, 2016). Terry (2014) the three ways of raising children could be described thus: permissive parenting involves low control and high level of responsiveness; authoritarian parents are high in control and low in responsiveness; and authoritative parenting involves high level of control and responsiveness. The styles of parenting can predict a child's behaviour, which includes social competence, academic performance, psychosocial development and problem behaviours. An authoritative style of parenting mainly results when there is high parental responsiveness and high parental demands, O'Byrne, Haddock and Poston, (2012). Strassen, (2011), authoritative parents normally set specified standards for their off springs, monitor the limits which they set, and allow their children to develop independence. They also expect mature autonomous and age-related appropriate behaviour from their children. Consequently, children from authoritative parenting homes are more likely to be successful, well-liked by people around them, generous and capable of self-determination.

Authoritarian parenting is a restrictive, punishment-heavy parenting style in which parents make their children adhere to their directions with little to no explanation or feedback and focus on the child's and family's perception and status (Santrock, 2018). Children who are brought up by authoritarian parents appear to be conformist, highly obedient, calm, and not very happy most of the time. These children often suffer from depression and self-blame (Strassen, 2011). According to Santrock (2018) Indulgent parenting is a style of parenting in which parents are very involved with their children but place few demands or controls on them. Indulgent parents are nurturing and accepting, and are responsive to the child's needs and wishes. The children often grow into adulthood not accustomed to other people aggression due to their inappropriate up-bringing which would be a great shock to them. As adults, they pay less attention in avoiding behaviours which cause aggression to others. Permissive parents do not play parental role to their children rather they try to be "friends" to them (Rosenthal, 2014).

Literature showed that students who perceived their parents as more permissive towards alcohol and other drugs use and abuse were likely to report using and abusing drugs (Kelly, Comello, & Hunn, 2012).

Research has revealed wide differences in the way families relate to each other in their intimate life (expansion of social knowledge and wellbeing). In other words, authoritative parents exercise control over their children, but at the same time offer an important emotional support, which provides a good attitude of dialogue in the family. The final decisions are made by the parents, but not without first having analysed other positions and point of view help by family members or children (Melgosa, 2012). Although students from authoritative homes reported more smoking-specific-communication with their parents, findings from a study suggested that parenting style did not moderate the influence of parenting practices and students smoking behaviours (Huver, Engels, Vermulst & deFries, 2018). In spite of this however, students who rated their parents as having style with high levels of intimacy and autonomy considered (as healthy parenting style) were less likely to initiate smoking, or likely to report intention to quit if they are already involved in smoking behaviour (O'Byrne, Haddock, Poston & Institute, 2012). The authoritative parental style, involving relatively high levels of parent-child communication and active parental control, has been shown to be protective against substance use than authoritarian parents (Becoña, Martínez, Calafat, Juan, Fernández-Hermida and Secades-Villa, 2012). Okorodudu (2010) investigated the influence of parenting styles on students' drug abuse. A sample size of 404 students was used for the study. Regression statistic was used for the analyses of the data collected with aid of questionnaire. Irrespective of gender, location and age, the results of the analyses show that *laissez-faire* parenting style effectively predicts students' drug abuse while authoritarian and authoritative did not. Parents who are positively oriented in their styles (demandingness and responsiveness) will make their students socially competent and goal directed. Parents who exerted control and monitored students activities and promoted self-autonomy were found to have the most positive effects on students' behaviour. Uninvolved parents and also non responsive to students needs had negative impacts on their behaviour.

Research methodology

The research design that was used for this study is Survey design. This design is directed towards determining the nature of a situation as it exists at the time of investigation. Survey design is described as a

type of research that studies large and small populations by selecting and studying samples chosen from the population to discover the relative incidence, distribution, interrelations of sociological and psychological variable.

Survey research is therefore very useful for opinion and attitude studies. It depends basically on questionnaires and interviews as means of data collection. The survey research design is economical in the sense that a study of representing samples will permit inferences from generalization to populations that could be too expensive to study as a whole. It is considered most appropriate because it allows the researcher to make inference and generalization of the population by selecting and studying the sample for the study.

The study area is the Calabar education zone of Cross River State. The Calabar education zone is located between latitude 4°28" and 6°31' north and longitude 7°50" and 9°28" east of the Greenwich meridian. It covers an area of 18,074.435km. The zone is made up of some local government areas such as Akamkpa, Akpabuyo, Bakassi, Biase, Calabar Municipality, Calabar south and Odukpani Local Government Areas.

It is bounded by Yakurr Local Government Area to the north, Akwa Ibom State to the south, Abia state to east and the republic of Cameroon to the west. It is has an undulating topography, which rises and falls gradually. The inhabitants in the rural area in Calabar education zone are mostly farmers, traders, stone merchant and fishermen. The inhabitants in the urban areas are most civil/public servants who reside in Calabar south and Calabar municipality.

The population of the study comprised all Senior secondary three (SSS3) students in all the 77 public secondary schools in Calabar Education Zone of Cross River State numbering 4,107 students (State Secondary Education, 2020). The stratified random sampling technique was used for the study. The stratification was based on the seven Local Education Authorities in the Education Zone. In each of the Local Education Authority the simple random technique was used to select the sample for the study. 10% of the schools in each Local Education Authority were selected for the study. This is because every member in the population was given equal chance of being chosen. The sample consists of four hundred and eight (408) secondary school students which comprised of 10% of the estimated

population from the seven local Government Areas in Calabar Education Zone of Cross River State.

The instrument for data collection was a questionnaire tagged "Parenting style and involvement in drug abuse among secondary school students" (PSIDA). The instrument consists of three sections. Section A elicits information on respondents' personal data such as sex and age. Section B consists of the 12 items, which measure Parenting style. Section C consists of 10 items which measure students' involvement in drug abuse. The questionnaire for classroom environment is a 4-point modified likert scale type, ranging from Strongly Agree (SA, 4 points), Agree (A, 3 points), Disagree D, 2 points) and Strongly Disagree (SD, 1 point) and the reverse for negatively worded items.

The face and content validity was established by using two experts from Measurement and Evaluation in the Faculty of Education who vetted the items developed. The reliability of the instrument was established using Cronbach Alpha reliability coefficient method. Some copies of the instrument were administered to 50 students gotten from private secondary schools in Calabar Municipality who were not part of the main study.

Presentation of results

In this section the hypothesis is re-stated, and the result of data analysis carried out to test it is presented. Each hypothesis of the study was tested at .05 level of significance.

Hypothesis one:

There is no significant influence of parenting style on students' involvement in drug abuse in Calabar Education Zone of Cross River State.

The independent variable in this hypothesis is parenting style (autocratic, democratic and permissive); while the dependent variable is students' involvement in drug abuse. To test this hypothesis, students' involvement in drug abuse from parenting style autocratic, democratic and permissive were compared using One-Way Analysis of Variance (ANOVA). The result of the analysis is presented in Table 1.

Table 1

Summary data and one-way ANOVA of the influence of parenting style on students' involvement in drug abuse (N=408)

Parenting style	N	\bar{x}	SD
Autocratic- 1	136	35.1765	3.19926
Democratic- 2	217	36.1336	3.06196
Permissive - 3	55	38.4727	1.51357
Total	408	36.1299	3.11772

Source of variance	SS	df	Ms	F	Sig of F
Between group	425.517	2	212.758	24.406*	.000
Within group	3530.598	405	8.718		
Total	3956.115	407			

* Significant at p <.05 level, df= 2, 405.

The result on Table 1 revealed that the F-value of 24.406 at p=.000. Since the p (.000) is less than p (.005), the null hypothesis is rejected. This result therefore implied that, parenting style significantly influenced students' involvement in drug abuse.

Since parenting style had a significant influence on students' involvement in drug abuse, a post hoc analysis was employed using Fishers' Least Significant Difference (LSD) multiple comparison analysis. The result of the analysis is presented in Table 2.

Table 2

Fishers' Least Significant Difference (LSD) multiple comparison analysis of the influence of Parenting style on students' involvement in drug abuse

LSD

(I) Parenting style	(J) Parenting style	Mean Difference (I-J)	Std. Error	Sig.
Autocratic	Democratic	-.95717(*)	.32291	.003
	Permissive	-3.29626(*)	.47180	.000
Democratic	Autocratic	.95717(*)	.32291	.003
	Permissive	-2.33909(*)	.44573	.000
Permissive	Autocratic	3.29626(*)	.47180	.000
	Democratic	2.33909(*)	.44573	.000

* The mean difference is significant at the .05 level.

The result of the analysis in Table 2 showed that students whose parenting style was Autocratic were significantly different in their students' involvement in drug abuse from those whose Parenting style was either Democratic or permissive. Also Women whose Parenting style was Democratic were significantly different from those who were permissive in students' involvement in drug abuse.

Discussion of findings

The result of the hypothesis indicated that, parenting style significantly influenced students' involvement in drug abuse. The finding is in line with the study of

Brewer (2017) who indicated that more positive parenting style (e.g., parental involvement) and less negative parenting style (e.g., poor monitoring of youth) is associated with less substance use and related problems among these at-risk students . Asimwe (2018) who also indicated that overall authoritarian parenting style was found to be negative and not significantly related to substance abuse (r = - 0.006, p>0.05), substance abuse was found to be positively and significantly related to externalized problem behaviour (r=0.489, p<0.01), overall authoritarian parenting style was found not to be significantly related to overall externalized problem behaviour (r=0.041, p>0.05). It was

concluded that students who engage in substance abuse are most likely to participate in Externalized Problem Behaviour at school, home and their communities. It was recommended that students should be sensitized about the dangers of substance abuse to avoid increased involvement in externalized problem behaviour as these actions cause harm in their lives, future relationships and career.

Zuquette, Opaleye, Feijo'-Amato, Ferri and Noto's (2019) study also revealed that non-authoritative parenting style and parental drunkenness are associated with binge drunkard among students . Authoritarian, indulgent, and negligent parenting styles were associated with 1.50-, 2.51-, and 2.82-fold increases in prevalence of students binge drinking and parental drunkenness, with a 1.99-fold increase. The non-authoritative parenting style made a larger contribution than parental drunkenness to students binge drinking. It was concluded that; non-authoritative parenting style and parental drunkenness seem to play an important role in students' binge drinking behaviour . At the population level, parenting style appears associated with a greater contribution to this behaviour among students . Gboyega, Adeniyi and Adekoya (2014) also indicated that about 47% of all respondents reported current use while 58% reported lifetime use of one or more psychoactive substances. Prevalence rates of use of all categories of drugs by respondents are; Life time prevalence rate was highest for alcohol (43.14%), followed by tobacco (37.61%), stimulants (22.57%), cannabis (18.14%), sedatives (17.92%) and heroin (12.17%). parenting styles (permissive parenting, authoritarian parenting and authoritative parenting), peer pressure and sex jointly predicted substance abuse among students ($R = .48$; $F = 9.16$; $p < .01$) by accounting for 23% of the variances in substance abuse. The study highlighted the important roles of parenting styles (especially authoritative parenting), peer pressure, age and gender in understanding students' substance abuse problem.

Neglectful parenting style was associated with worse substance use outcomes across all substances. After adjusting for other proximal risk factors in multivariate analyses, parenting style was found to be unrelated to substance use outcomes with one exception: authoritative parenting style was associated with less frequent drinking. Substance abuse was found to be positively and significantly related to externalized problem behaviour. Overall authoritarian parenting style was found not to be

significantly related to overall externalized problem behaviour.

The young people who perceived their parents as permissive and those who perceived less maternal control and higher levels of both paternal and maternal effect were more likely to use alcohol, tobacco and cannabis. Sex differences were found within this pattern. Variables of maternal affect and control were not influential among males, whereas the general pattern was maintained among females. Parent contribute a lot in spoiling their daughters by; giving them too much pocket money, not guiding them on what channels to watch on television, on what to read in magazines, books etc. Poor influence of parents and their daughters was also noted as a contributing factor to drug abuse, this automatically leads to lack of general parental guidance. Poor influence of girls and their parents was also identified as a key factor that contributes to drug abuse among girls.

Parenting style is a psychological construct representing standard strategies that parents use in their child upbringing. A parent can spend an entire afternoon with his child, yet the parent may be engaged in a different activity and not demonstrating enough concern towards the child. Parenting styles are the representation of how parents respond and place demand on their children. In the stage of adolescence, parents encounter new challenges, such as students seeking and desiring freedom.

Authoritarian parenting is a restrictive, punishment-heavy parenting style in which parents make their children adhere to their directions with little to no explanation or feedback and focus on the child's and family's perception and status. Children who are brought up by authoritarian parents appear to be conformist, highly obedient, calm, and not very happy most of the time. These children often suffer from depression and self-blame. Indulgent parenting is a style of parenting in which parents are very involved with their children but place few demands or controls on them. Indulgent parents are nurturing and accepting, and are responsive to the child's needs and wishes. The children often grow into adulthood not accustomed to other people aggression due to their inappropriate up-bringing which would be a great shock to them. As adults, they pay less attention in avoiding behaviours which cause aggression to others. Permissive parents do not play parental role to their children rather they try to be "friends" to them.

Conclusion

Based on the results of the study it was concluded that parenting style significantly influence students' involvement in drug abuse in Calabar Education Zone of Cross River State.

Recommendations

On the basis of the findings of this study, the following recommendations were made: Guidance and counselling unit should be established in schools to enable students who have social adjustment problem to be guided.

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