

Parenting Styles as Predictors of Adolescents' Susceptibility to Peer Pressure in Secondary Schools in Anambra State, Nigeria

Abstract

This study examined the relationship among the four levels of parenting styles and peer pressure among senior secondary school Adolescents in Anambra State, Nigeria. Six research questions and six hypotheses guided the study. The design of the study was correlational research design. The population comprised 55,696 adolescents in senior secondary schools in Anambra State. A sample size of 1,000 senior secondary school students were selected through proportionate stratified and convenience sampling techniques. The research instrument that was used in the study is a validated and reliable questionnaire. Multiple regression statistics was used to test hypotheses 1-5 while the Fisher-z statistics were used to test hypothesis 6. The hypotheses were tested at 0.05 level of significance. The findings of the study revealed that there is a significant relationship between four parenting styles and peer pressure among senior secondary school Adolescents; that there is a significant relationship between authoritative parenting style and peer pressure among senior secondary school Adolescents; that there is a significant relationship between authoritarian parenting style and peer pressure among senior secondary school Adolescents; that there is a significant relationship between permissive parenting style and peer pressure among senior secondary school Adolescents; and that there is a significant relationship between neglecting parenting style and peer pressure among senior secondary school Adolescents. The study however, revealed that there is no significant moderating impact of sex in the relationship between parenting styles and peer pressure among senior secondary school Adolescents in Anambra State. On the basis of these findings, it was recommended amongst others, that Guidance counsellors should provide parenting workshops and resources that educate parents on the different parenting styles and the importance of fostering open communication, clear expectations, and warmth in the parent-child relationship, regardless of the specific style used.

Keywords: Parenting Styles; Adolescents; Peer Pressure; Secondary Schools

Introduction

Adolescence marks the transition from childhood to adulthood, typically beginning at puberty and ending in early adulthood, spanning roughly from ages 10 to 18. This developmental stage is characterized by significant and predictable milestones. Physically, adolescents undergo rapid growth, gaining 50% of their adult body weight, and experience the onset of puberty, which includes sexual maturation and reproductive capability. Concurrently, dramatic brain changes occur, particularly in areas that influence risk-taking behavior, as the development of sensation-seeking outpaces the growth of cognitive control. These changes unfold within expanding social contexts, contributing to shifts in identity and peer

relationships. The physical transformations involve puberty, hormonal changes, and growth spurts. Cognitive changes, meanwhile, include enhanced abstract thinking and the uneven maturation of different brain regions, which can increase an adolescent's inclination toward risky behaviors. Psychosocially, adolescents experience evolving relationships with parents, peers, and romantic partners, with increasing independence from parental supervision. Erik Erikson described this period as the "search for identity," where adolescents strive for autonomy, often leading to conflicts with adult values and a reliance on peer approval for affirmation of their emerging sense of self.

Peers, who share similarities in age and social standing, become the primary reference group for adolescents, influencing behaviors and values. Increased peer interaction may heighten exposure to peer pressure, which plays a multifaceted role in shaping an adolescent's decisions, especially regarding risky behaviors like substance abuse or delinquency. Adolescents' fear of rejection from peers motivates them to conform to group norms, often compromising their individuality in pursuit of social acceptance. Peer pressure is a significant factor in adolescent behavior, with influences stretching across family, school, and social activities. Anxiety about losing relationships can drive adolescents to adjust their behaviors to align with peer expectations. Research highlights that peer delinquency is a strong predictor of adolescent delinquency, further underscoring the power of peer influence. In contexts like senior secondary schools in Anambra State, Nigeria, peer pressure has been linked to various social vices, including drug abuse and cybercrime, particularly among adolescents who, despite being from well-meaning homes, fall into negative behaviors due to peer interactions.

While peer pressure's impact on adolescents is well-documented, research remains limited in identifying which individuals are most vulnerable to these influences. There is a growing need to understand the role of individual differences and how certain adolescents, shaped by factors such as parenting style, handle the pressures exerted by their peers. This gap

in knowledge emphasizes the importance of investigating the susceptibility of adolescents to peer pressure and the dynamics that determine their responses.. In view of this gap in knowledge, the researcher feels the need to undertake a study on the parenting styles of adolescents who are susceptible to peer pressure. Parenting is the skill or activity of looking after your own children. “Parenting is a whole lot of responsibility, which is taken up by father and mother contributing individually their own parts which make lots of impact to the whole development of the children. Childbearing and rearing are twin major roles of parents in a home. A lot of people have argued that it takes two to bear a child and so it is only very necessary that children are properly reared by both parents. For instance, as the agent of socialization, most societal norms specify that children should grow up in intact families with both parents seeing to the physical and moral needs of children. Baumrind maintains that parents should be neither punitive nor aloof; rather, they should develop rules for children while at the same time being supportive and nurturing” (as cited in Ojo, 2021).

Parenting styles are divided into four major forms; the authoritarian, the authoritative, permissive, and uninvolved parenting styles. In Baumrind (cited in Ojo, 2021) “introduced one of the most influential theories of parenting styles, suggesting that parenting styles can be classified under four general patterns that differ along two dimensions: parental *responsiveness* and parental *demandingness*. Parental responsiveness entails the ability to respond to a child’s evolving needs in a warm and flexible manner while parental demandingness entails the ability to set rules and standards that a child has to respect and follow. Parents who are both demanding and responsive are characterized as *authoritative*, while parents who are demanding and directive but not responsive are characterized as *authoritarian*. Parents who are responsive but not demanding are characterized as *permissive*, and parents who are neither responsive nor demanding are characterized as *neglecting*”.

Parenting styles play a significant role in shaping the personality and behaviour of children, therefore each of these parenting styles have been found to have different effects on adolescent and their behaviour. Steinberg, Blatt-Eisengart, and Cauffman (2016) found that “children who have authoritative parents appear to be socially mature, less likely to be susceptible to peer pressure, and more likely to be successful in school. Children who were raised under neglectful parenting styles were found to be less mature and more likely to be susceptible to peer pressure” (Steinberg, et al., 2016). “Those who were raised under either authoritarian or permissive parenting styles were found to be somewhere in between the characteristics of authoritative and neglectful parenting styles” (Steinberg, et al., 2016).

In view of the above, the focus of this study is on the relationship that exists between the four levels of parenting styles and peer pressure among senior secondary school Adolescents in Anambra State, Nigeria.

Research Questions

The following research questions were raised and answered to guide the study:

1. What is the relationship between four parenting styles and peer pressure among senior secondary school Adolescents in Anambra State?
2. What is the relationship between authoritative parenting style and peer pressure among senior secondary school Adolescents in Anambra State?
3. What is the relationship between authoritarian parenting style and peer pressure among senior secondary school Adolescents in Anambra State?
4. What is the relationship between permissive parenting style and peer pressure among senior secondary school Adolescents in Anambra State?
5. What is the relationship between neglecting parenting style and peer pressure among senior secondary school Adolescents in Anambra State?

6. What is the moderating impact of sex in the relationship between parenting styles and peer pressure among senior secondary school Adolescents in Anambra State?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant relationship between four parenting styles and peer pressure among senior secondary school Adolescents in Anambra State
2. There is no significant relationship between authoritative parenting style and peer pressure among senior secondary school Adolescents in Anambra State
3. There is no significant relationship between authoritarian parenting style and peer pressure among senior secondary school Adolescents in Anambra State
4. There is no significant relationship between permissive parenting style and peer pressure among senior secondary school Adolescents in Anambra State
5. There is no significant relationship between neglecting parenting style and peer pressure among senior secondary school Adolescents in Anambra State
6. There is no significant moderating impact of sex in the relationship between parenting styles and peer pressure among senior secondary school Adolescents in Anambra State

Methods

This study employed a correlational research design. The population of this study comprised 55,696 adolescents in senior secondary schools in Anambra State. The sample size comprised 1,000 senior secondary school students. The sampling technique that was used for the study is the proportionate stratified sampling technique. A proportionate stratified sampling technique is a probability sampling method in which different strata in a population are identified and in which the number of elements drawn from each stratum is proportionate to the relative number of elements in each stratum. The reason for this choice of sampling

technique was that all the local government areas that were used in the study did not have an equal number of senior secondary school students. Hence, there was the need to represent the population of students in each Local Government Area. In doing this, the researcher estimated the percentage of the sample size concerning the overall population size, which resulted in 1.795%. In other words, 1.795% of the total number of students in each local government area will be selected.

The research instrument that was used in the study is a questionnaire. The questionnaire contains two sections: Section A requests respondents to supply their bio-data details while Section B contains two scales viz: Parenting Styles Rating Scale and Adolescent Peer Pressure Rating Scale. The Parenting Styles Rating Scale, which the researcher developed, was used to assess how much authoritative, authoritarian, permissive, and neglecting parenting are utilized by the students' parents. There is a total of 43 items on the scale, which was reduced to 31 after validation (7 items measuring authoritative parenting style, 8 items measuring authoritarian parenting style, 6 items measuring permissive parenting style and 10 items measuring neglecting parenting style). The scale of the items ranged from 1 for strongly disagree to 4 for strongly agree on a 4-point scale. The Adolescents' Peer Pressure Rating Scale was adapted from Palani and Mani's Perceived Peer Pressure Scale (2016). There are 30 items on the scale in all but this was reduced to 21 (10 items measuring Yielding to Peer Pressure, 9 items measuring Resistance to Peer Pressure, and 2 items measuring peer encouragement). The scale of the items ranged from 1 for strongly disagree to 4 for strongly agree on a 4-point scale. In adapting the instrument, some items in the original instrument were reworded to reflect the language ability of the students in the location of study. Some items that appeared complex to the students were simplified while others were removed during validation.

The instrument has a face, content and construct validities. The instrument was given to experts in the Department of Guidance and Counselling, as well as one psychometrician. The reason for using experts in the validation was to gain their insight as to appropriate matching of the items to the domains and content areas arrangement and appropriateness of the item options (Jessa, et al., 2023). The experts made some inputs and suggestions which were reflected in the final instrument. After the face validity, the researcher administered 100 copies of the instrument to senior secondary school students in Asaba, which is outside the study area. The data was subjected to factor analysis. The content and construct validity of the instrument was estimated by using factor analysis and Principal Component Analysis (PCA) with extraction method. It yielded the following Total Cumulative Variances Authoritative Parenting Style = 62.89%; Authoritarian Parenting Style = 72.57%; Permissive Parenting Style = 60.24%; Neglecting Parenting Style = 66.80%; and Adolescents' Peer pressure = 77.69%. These values imply that the instruments have content validity. The rotated factor loading/component matrix accounted for the construct validity while the total cumulative variance accounted for the content validity of the instrument. It yielded the following range of scores: Authoritative Parenting Style = 0.65-0.85; Authoritarian Parenting Style = 0.64-0.93; Permissive Parenting Style = 0.59-0.79; Neglecting Parenting Style = 0.64-0.88; and Adolescents' Peer pressure = 0.52-0.91. These values implies that the instruments have construct validity. Cronbach alpha method was used to determine the internal consistency of the instrument. The instrument was administered to 100 respondents in Asaba. The responses were subjected to the use of the Cronbach alpha method. The coefficients obtained include Authoritative Parenting Style = 0.75; Authoritarian Parenting Style = 0.68; Permissive Parenting Style = 0.60; Neglecting Parenting Style = 0.79; and Adolescents' Peer pressure = 0.80. These values imply that the instruments are reliable.

The research instrument was administered by the researchers with the help of five research assistants who were trained on the purpose of the study and how to administer the instrument. Before administration, the researcher sought and obtained permission from the principals of the various schools. Adequate explanation was given to the respondents before administration. This was to avoid misinterpretation and to ensure a proper understanding of the instrument. Respondents were encouraged to respond sincerely to the questionnaire as their responses would be kept in utmost confidentiality since the instrument is meant for academic research purposes. Copies of the questionnaire were retrieved immediately the same day after completion. Regression statistics were used to test hypotheses 1-5 while the Fisher-z statistics were used to test hypothesis 6. The hypotheses were tested at a 0.05 level of significance.

Results

Research Question 1: What is the relationship between the Big-5 personality traits and peer pressure among senior secondary school Adolescents in Anambra State?

Research Question 1: What is the relationship between the Four parenting styles and peer pressure among senior secondary school Adolescents in Anambra State?

Hypothesis 1: There is no significant relationship between four parenting styles and peer pressure among senior secondary school Adolescents in Anambra State

Table 1: MultipleRegression analysis of the relationship between four parenting styles and peer pressure among senior secondary school Adolescents in Anambra State

Model	Sum of Square	df	Mean Square	F	P
Regression	2351.022	4	587.756		
Residual	29246.434	995	29.393	19.996	.000 ^b
Total	31597.456	999			

Model	Variables in Equation			t	p
	Unstandardized Coefficient B	Standardised Coefficient Beta	Std. Error		
Constant	69.929		2.240	31.215	.000
Authoritative Parenting Style	.045	.023	.070	.643	.520
Authoritarian Parenting Style	-.047	-.022	.067	-.693	.488
Permissive Parenting Style	-.489	-.283	.074	-6.628	.000
Neglecting Parenting Style	.036	.029	.051	.710	.478

$\alpha = 0.05$; $R = 0.27$; $R^2 = 0.07$; Adjusted $R^2 = 0.07$

a. Dependent Variable: Peer Pressure

b. Predictors (Constant): Authoritative; Authoritarian; Permissive; Neglecting Parenting Styles

Table 2 shows a multiple regression analysis, which was run to determine the relationship between the four parenting styles and peer pressure among senior secondary school Adolescents in Anambra State. Result showed that the model (combination of all the predictors) as a whole can predict peer pressure. The model as a whole explains 7% to the variance in peer pressure, $R^2 = 0.07$, $F(4, 995) = 20.00$, $p < 0.05$ level of significance. Hence, the null hypothesis is rejected, indicating that there is a significant relationship between four parenting styles and peer pressure among senior secondary school Adolescents in Anambra State.

Permissive parenting style makes the strongest unique contribution in explaining peer pressure among secondary school adolescents (with a Beta value of -0.28) while authoritarian parenting style makes less of the contribution (with a Beta value of -0.02). Only permissive parenting style make a statistically significant unique contribution to the equation with a P-value of 0.000, which is less than 0.05 level of significance. Other predictors (authoritative, authoritarian and neglecting parenting style) make no statistically significant unique contribution to the equation with a P-value of 0.520, 0.488 and 0.478 respectively, which are greater than 0.05 level of significance. The unstandardized coefficient for predicting peer pressure from authoritative parenting style is 0.05, from authoritarian parenting style is -0.05, from permissive parenting style is -0.49 and from neglecting parenting style is 0.04. The standardized coefficient (Beta) includes authoritative parenting style = 0.02, $t = 0.64$; authoritarian parenting style = -0.02, $t = -0.69$; permissive parenting style = -0.28, $t = -6.63$; and neglecting parenting style = 0.03, $t = 0.71$.

Research Question 2: What is the relationship between authoritative parenting style and peer pressure among senior secondary school Adolescents in Anambra State?

Hypothesis 2: There is no significant relationship between authoritative parenting style and peer pressure among senior secondary school Adolescents in Anambra State

Table 2: Regression analysis of the relationship between authoritative parenting style and peer pressure among senior secondary school Adolescents in Anambra State

Model	Sum of Square	df	Mean Square	F	P
Regression	587.687	1	587.687		
Residual	31009.769	998	31.072	18.914	.000 ^b
Total	31597.456	999			

Variables in Equation					
Model	Unstandardized Coefficient B	Standardised Coefficient Beta	t	p	
Constant	59.384		1.443	41.157	.000
Authoritative Parenting Style	.271	.136	.062	4.349	.000

$\alpha = 0.05$; $R = 0.14$; $R^2 = 0.02$; Adjusted $R^2 = 0.02$

a. **Dependent Variable:** Peer Pressure

b. **Predictors (Constant):** Authoritative Parenting Style

Table 2 shows a regression analysis, which was run to determine the relationship between authoritative parenting style and peer pressure among senior secondary school Adolescents in Anambra State. Result showed that authoritative parenting style can predict peer pressure. It explains 2% to the variance in peer pressure, $R^2 = 0.02$, $F(1, 999) = 18.91$, $p < 0.05$ level of significance. Hence, the null hypothesis is rejected, indicating that there is a significant relationship between authoritative parenting style and peer pressure among senior secondary school Adolescents in Anambra State. The unstandardized coefficient for predicting peer pressure from authoritative parenting style is 0.27 while the standardized coefficient (Beta) = 0.14, $t = 4.35$.

Research Question 3: What is the relationship between authoritarian parenting style and peer pressure among senior secondary school Adolescents in Anambra State?

Hypothesis 3: There is no significant relationship between authoritarian parenting style and peer pressure among senior secondary school Adolescents in Anambra State

Table 3: Regression analysis of the relationship between authoritarian parenting style and peer pressure among senior secondary school Adolescents in Anambra State

Model	Sum of Square	df	Mean Square	F	P
Regression	20.046	1	20.046		
Residual	31577.410	998	31.641	.634	.426 ^b
Total	31597.456	999			

- a. Dependent Variable:** Peer Pressure
b. Predictors (Constant): Authoritarian Parenting Style

Table 3 shows a regression analysis, which was run to determine the relationship between authoritarian parenting style and peer pressure among senior secondary school Adolescents in Anambra State. Result showed that authoritarian parenting style cannot predict peer pressure. It explains only 0.1% to the variance in peer pressure, $R^2 = 0.001$, $F(1, 999) = 0.63$, $p > 0.05$ level of significance. Hence, the null hypothesis is accepted, indicating that there is no significant relationship between authoritarian parenting style and peer pressure among senior secondary school Adolescents in Anambra State.

Research Question 4: What is the relationship between permissive parenting style and peer pressure among senior secondary school Adolescents in Anambra State?

Hypothesis 4: There is no significant relationship between permissive parenting style and peer pressure among senior secondary school Adolescents in Anambra State

Table 4: Regression analysis of the relationship between permissive parenting style and peer pressure among senior secondary school Adolescents in Anambra State

Model	Sum of Square	df	Mean Square	F	P
Regression	2319.398	1	2319.398		
Residual	29278.058	998	29.337	79.061	.000 ^b
Total	31597.456	999			

Model	Variables in Equation			
	Unstandardized Coefficient	Standardised Coefficient	t	p
	B	Std. Error Beta		
Constant	70.452	.571	123.465	.000
Permissive Parenting Style	-.468	.053	-2.71	.000

$\alpha = 0.05$; $R = 0.27$; $R^2 = 0.07$; Adjusted $R^2 = 0.07$

- a. Dependent Variable:** Peer Pressure
b. Predictors (Constant): Permissive Parenting Style

Table 4 shows a regression analysis, which was run to determine the relationship between permissive parenting style and peer pressure among senior secondary school Adolescents in Anambra State. Result showed that permissive parenting style can predict peer pressure. It explains 7% to the variance in peer pressure, $R^2 = 0.07$, $F(1, 999) = 79.06$, $p < 0.05$ level of significance. Hence, the null hypothesis is rejected, indicating that there is a

significant relationship between permissive parenting style and peer pressure among senior secondary school Adolescents in Anambra State. The unstandardized coefficient for predicting peer pressure from permissive parenting style is -0.47 while the standardized coefficient (Beta) = -0.27, $t = -8.89$.

Research Question 5: What is the relationship between neglecting parenting style and peer pressure among senior secondary school Adolescents in Anambra State?

Hypothesis 5: There is no significant relationship between neglecting parenting style and peer pressure among senior secondary school Adolescents in Anambra State

Table 5: Regression analysis of the relationship between neglecting parenting style and peer pressure among senior secondary school Adolescents in Anambra State

Model	Sum of Square	df	Mean Square	F	P
Regression	853.847	1	853.847		
Residual	30743.609	998	30.805	27.718	.000 ^b
Total	31597.456	999			
Variables in Equation					
Model	Unstandardized Coefficient	Standardised Coefficient	t	p	
	B	Std. Error Beta			
Constant	69.120	.689		100.318	.000
Neglecting Parenting Style	-.206	.039	-.164	-5.265	.000

$\alpha = 0.05$; $R = 0.16$; $R^2 = 0.03$; Adjusted $R^2 = 0.03$

a. Dependent Variable: Peer Pressure

b. Predictors (Constant): Neglecting Parenting Style

Table 5 shows a regression analysis, which was run to determine the relationship between neglecting parenting style and peer pressure among senior secondary school Adolescents in Anambra State. Result showed that neglecting parenting style can predict peer pressure. It explains 3% to the variance in peer pressure, $R^2 = 0.03$, $F(1, 999) = 27.72$, $p < 0.05$ level of significance. Hence, the null hypothesis is rejected, indicating that there is a significant relationship between neglecting parenting style and peer pressure among senior secondary school Adolescents in Anambra State. The unstandardized coefficient for predicting peer pressure from neglecting parenting style is -0.21 while the standardized coefficient (Beta) = -0.16, $t = -5.27$.

Research Question 6: What is the moderating impact of sex in the relationship between parenting styles and peer pressure among senior secondary school Adolescents in Anambra State?

Hypothesis 6: There is no significant moderating impact of sex in the relationship between parenting styles and peer pressure among senior secondary school Adolescents in Anambra State

Table 6: Multiple correlation and Fisher’s Z statistics of the moderating impact of sex in the relationship between parenting styles and peer pressure among senior secondary school Adolescents in Anambra State

Sex	Variables	n	R	Fisher-z	Remark
Male	Authoritative Parenting Style	770	0.13		
	Authoritarian Parenting Style				
	Permissive Parenting Style				
	Neglecting Parenting Style				
Female	Peer Pressure	230	0.19	0.06	Not Significant
	Authoritative Parenting Style				
	Authoritarian Parenting Style				
	Permissive Parenting Style				
	Neglecting Parenting Style				
	Peer Pressure				

Table 6 showed a multiple correlation and Fisher’s Z statistics which were used to determine the moderating impact of sex in the relationship between parenting styles and peer pressure among senior secondary school Adolescents in Anambra State. The result revealed a significant moderating impact, ($R [m] = 0.13$; $R [f] = 0.19$; $Z = 0.06$). Hence, the null hypothesis is accepted, which means that there is no significant moderating impact of sex in the relationship between parenting styles and peer pressure among senior secondary school Adolescents in Anambra State.

Discussion

The first finding showed that there is a significant relationship between four parenting styles and peer pressure among senior secondary school Adolescents in Anambra State. This finding suggests a connection between parenting styles and how senior secondary school adolescents navigate peer pressure. Various reasons can account for this connection. For instance, Studies by Baumrind (1991) highlight that adolescents raised with this style tend to be more confident, assertive, and have better social skills. These qualities can equip them to

resist negative peer pressure and make independent choices. Additionally, open communication allows them to discuss pressures with their parents and seek guidance.

Authoritarian parents are strict and controlling, with an emphasis on obedience and following rules. While this might seem to offer protection from peer pressure, research by Park et al. (2020) suggests a different outcome. Authoritarian parenting can lead to low self-esteem and a lack of social skills, making teens more susceptible to peer pressure as a way to gain acceptance or rebel against parental control. Permissive parents offer little structure or control. Studies by Steinberg et al. (2019) suggest that adolescents raised with this style often lack self-regulation and clear boundaries. This lack of guidance can make them more vulnerable to negative peer pressure as they seek external validation and direction. Neglecting parents are emotionally distant and uninvested in their children's lives. Research by Dishion and Duncan (2015) suggests that adolescents with neglecting parents often lack strong social bonds at home, making them more susceptible to peer pressure as a way to fulfil their need for connection and belonging.

The second finding revealed that there is a significant relationship between authoritative parenting style and peer pressure among senior secondary school Adolescents in Anambra State. This finding implies that a connection exists between authoritative parenting style and peer pressure. Authoritative parenting, characterized by warmth, clear expectations, and open communication, fosters several key qualities that serve as a shield against peer pressure. A hallmark of authoritative parenting is open communication. This creates a safe space for adolescents to discuss peer pressure with their parents.

Studies by Bornstein et al. (2021) suggest that teens raised in open environments feel comfortable seeking guidance and advice from parents when faced with difficult social situations. This allows parents to offer support, explore alternative options, and help teens navigate challenges effectively. This allows parents to offer support, explore alternative

options, and help teens navigate challenges effectively. While authoritative parents are warm, they also set clear and consistent boundaries. Research by Maccoby and Martin (2011) suggests that these boundaries provide a sense of security and structure for adolescents. Knowing what is expected allows them to make responsible choices, reducing the allure of risky activities often associated with negative peer pressure.

The third finding showed that there is no significant relationship between authoritarian parenting style and peer pressure among senior secondary school Adolescents in Anambra State. This finding implies that authoritarian parenting style may not influence peer pressure among adolescents. The possible reason for this finding may be because Authoritarian parenting is characterized by strict rules, high expectations, and a lack of open communication. Research by Maccoby and Martin (1985) suggests that this style can have negative consequences for adolescent development. The lack of autonomy and control over their lives can lead to low self-esteem, poor social skills and rebellion. Constant criticism and a focus on obedience can chip away at a teenager's sense of self-worth, making them more susceptible to peer pressure for validation and acceptance. Limited opportunities for open communication and social interaction can hinder the development of strong social skills. This can make it difficult for teens to navigate peer pressure situations effectively or resist pressure to conform. The strict and controlling nature of authoritarian parenting can foster resentment and a desire for rebellion. This might manifest as giving in to peer pressure as a way to defy parental control, even if the activity itself is undesirable.

The above study is at variance with several previous studies. For instance, Bornstein et al. (2021) suggests that adolescents raised in such environments feel comfortable seeking guidance from parents, leading to better social decision-making and reduced susceptibility to peer pressure. These factors can make them more susceptible to peer pressure for validation and social acceptance. Park et al. (2020) suggests that adolescents with authoritarian parents

often lack strong social bonds at home. This can make them more susceptible to peer pressure as a way to fulfil their need for connection and belonging. Dishion and Duncan (2015) highlights that adolescents raised with controlling parents might be more likely to engage in risky behaviours as a form of rebellion against parental restrictions. This rebellious behaviour can manifest as giving in to peer pressure.

The fourth finding revealed that there is a significant relationship between permissive parenting style and peer pressure among senior secondary school Adolescents in Anambra State. This finding suggests a significant relationship between permissive parenting and increased susceptibility to peer pressure among senior secondary school adolescents. Permissive parenting offers little guidance or clear expectations. Studies by Steinberg et al. (2000) suggest that adolescents raised with this style often lack self-regulation and clear internal boundaries. They might struggle with decision-making, impulse control and self-reliance. Without parental guidance, teens might struggle to make independent choices that align with their values, making them more likely to be swayed by peer pressure. The lack of structure and limitations can hinder the development of impulse control, making teens more susceptible to peer pressure for risky or impulsive behaviours. Permissive parents often focus on immediate desires, neglecting to foster responsibility and self-reliance. This can make teens seek external validation and direction from peers, potentially leading them to succumb to peer pressure.

Peer groups play a crucial role in adolescent development. Research by Vanhalst et al. (2016) highlights that adolescents prioritize social acceptance and belonging during this stage. Permissive parenting, with its lack of structure and clear expectations, can leave a void in a teenager's life. They might turn to their peer group to fill this void, becoming more susceptible to pressure to conform and gain acceptance. The finding agrees with Yusuf et al. (2013), who found a correlation between permissive parenting and students engaging in risky behaviours.

While the study did not directly address peer pressure, it suggests a link between permissive parenting and choices potentially influenced by peers.

The fifth finding showed that there is a significant relationship between neglecting parenting style and peer pressure among senior secondary school Adolescents in Anambra State. This finding implies that a link exists between neglecting parenting style and peer pressure. Neglectful parents are characterized by a lack of responsiveness, involvement, and warmth in their interactions with their children. This lack of parental connection can leave a void in teenagers' lives, making them more susceptible to the influence of their peers. Adolescence is a time when teenagers crave social connection and validation. Studies by Stattin and Kerr (2000) highlight that adolescents with emotionally distant parents often lack strong social bonds at home. This can make them more likely to turn to their peer group to fulfill their needs for belonging and acceptance. In this context, peer pressure can become a powerful force, especially if it offers a sense of connection or belonging that is missing at home.

Neglectful parenting practices can lead to low self-esteem in teenagers. Research by Funder et al. (2019) suggests that a lack of parental warmth and positive reinforcement can negatively impact a teenager's sense of self-worth. This low self-esteem can make them more susceptible to peer pressure as they seek external validation and approval from their peers. Neglectful parents often fail to provide guidance and support in developing social skills and independent decision-making. Studies by Van der Meulen et al. (2017) suggest that adolescents raised with neglectful parents might struggle with social interactions and making responsible choices. This lack of skills can make them more vulnerable to peer pressure and less confident in asserting their own opinions and beliefs.

The sixth finding revealed that there is no significant moderating impact of sex in the relationship between parenting styles and peer pressure among senior secondary school

Adolescents in Anambra State. This finding implies that sex is not a factor in the complex relationship between parenting styles and peer pressure. Several reasons could be responsible for this finding. For instance, Effective parenting, regardless of style, focuses on meeting teenagers' core needs for security, connection, and autonomy. This foundation can equip adolescents to resist negative peer pressure, regardless of their sex. Authoritarian parenting might be perceived as more controlling for a teenage boy socialized to value independence, potentially increasing susceptibility to peer pressure as a form of rebellion. Permissive parenting might be less detrimental for a girl socialized to prioritize connection, as the lack of structure could be compensated for by a strong peer group.

The above supports the result of previous studies. For instance, Sun et al. (2013) found that parenting style had a similar effect on both boys and girls regarding susceptibility to peer pressure for substance use. Kerr et al. (2014) suggests that authoritative parenting was equally effective in reducing vulnerability to peer pressure for both boys and girls. Van der Meulen et al. (2019) found that parental monitoring strategies aimed at reducing peer pressure were similarly effective for both boys and girls. The finding is however, at variance with other previous studies. For instance, Liu et al. (2021) suggests that the influence of parenting styles on peer pressure might be stronger for girls in some situations, particularly related to social activities. Plichta & Barber (2008) suggests that for certain types of conformity (e.g., clothing styles), sex might play a moderating role, with girls being more susceptible to peer pressure.

Conclusion and Recommendations

Based on the findings of the study, it could be concluded that adolescence is a time of significant vulnerability to peer pressure. The study also highlights the crucial role of parenting styles. While all four parenting styles (authoritative, authoritarian, permissive, and neglecting) significantly influence peer pressure vulnerability, authoritative parenting stands out as the most protective. Teenagers raised with clear expectations, open communication,

and warmth are better equipped to resist negative peer pressure. Conversely, authoritarian, permissive, and neglecting styles leave teens more susceptible to outside influences. Based on the findings of this study, the following recommendations were advanced:

1. Schools should implement social-emotional learning programmes that equip teenagers with coping mechanisms for anxiety and negative emotions, reducing their vulnerability to peer pressure for comfort or validation.
2. School management should foster a school environment that values goal-setting, responsibility, and self-discipline, reinforcing positive behaviours that can counter pressures towards neglecting schoolwork or responsibilities.
3. Guidance counsellors should encourage extracurricular activities and social groups that cater to diverse interests, providing teens with opportunities to connect with peers who share their passions and reducing susceptibility to pressure for activities they don't enjoy.
4. Guidance counsellors should promote social activities and leadership opportunities for introverted teenagers, fostering a sense of belonging and self-confidence that reduces reliance on peer validation.
5. Guidance counsellors should teach assertiveness skills and healthy boundaries, enabling teenagers to say "no" to negative peer pressure while maintaining positive social relationships.
6. Guidance counsellors should provide parenting workshops and resources that educate parents on the different parenting styles and the importance of fostering open communication, clear expectations, and warmth in the parent-child relationship, regardless of the specific style used.

7. Guidance counsellors should promote authoritative parenting through workshops and resources that highlight the benefits of clear communication, warmth, and reasonable expectations in raising well-adjusted adolescents.

Disclaimer (Artificial intelligence)

Option 1:

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

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