



## The Role of Parenting Styles and Peer Pressure in Shaping Risky Behaviour Tendencies among Undergraduate Students in Ogun State, Nigeria.

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**Abstract.** This study aimed to explore how parenting styles and peer pressure interact to influence students' decisions to engage in risky activities among undergraduate students in Ogun State, Nigeria. A cross-sectional study was conducted using three hundred and fifty (350) undergraduate students who were recruited using a purposive sampling technique. Data was collected from the respondents using the Perceived Parenting Style Scale developed by Divya & Manikandan (2013), the Revised Peer-Pressure Scale Questionnaire by Saini & Singh (2016), and the Risky Impulsive and Self-Destructive Behaviour Questionnaire by Sadeh & Baskin-Sommers (2016). Linear and multiple regression analyses were conducted to examine the data. The results showed that Authoritative parenting style ( $\beta = -.11$ ;  $t = -1.79$ ,  $p > .05$ ) did not have a statistically significant influence on risky behaviour tendencies. Authoritarian parenting style ( $\beta = .15$ ;  $t = 2.54$ ,  $p < .05$ ) and permissive parenting style ( $\beta = .21$ ;  $t = 3.20$ ,  $p < .05$ ) had a significant impact on risky behaviour tendencies. Additionally, peer pressure significantly influenced risky behaviour tendencies ( $\beta = .44$ ;  $t = 8.92$ ,  $p < .05$ ). The combined influence of parenting styles and peer pressure on risky behaviour tendencies was found to be statistically significant ( $F(4,331) = 25.32$ ,  $p < .05$ ). To conclude, the influence of parenting styles and peer pressure on the risky behaviour tendencies of undergraduate students in Ogun State is pivotal and warrants attention. It is recommended that educational programs focussing on self-awareness and assertiveness and campaigns targeting risky

behaviours be introduced to equip students with the necessary skills for navigating challenges and making informed decisions.

**Keywords:** Parenting styles, Peer pressure, Risky behaviours, Undergraduate Students.

### 1. Introduction

University life is a crucial phase for individuals in late adolescence and early adulthood, transitioning from childhood joys to adult responsibilities and independence. It is characterized by evolving emotions like excitement, anxiety, and curiosity, and an increased risk-taking inclination, as students grapple with the challenges of newfound independence and self-discovery (Ojo, 2021). The milieu of tertiary education subject's students to a myriad of influences, which may precipitate risky behaviours that can significantly impact their future trajectories (Schieberet al, 2024).

Risky behaviours, such as substance misuse, impulsive dietary habits, hazardous driving, self-injurious actions and gambling, according to Tariq & Gupta (2022), are actions that increase the risk of illness or damage, potentially leading to disability, death, or social problems. According to the UNODC World Drug Report 2023, 60% of young adults consume alcohol, with 30% misusing cannabis and 20% misusing tramadol. The WHO, 2022 report on risky sexual behaviours reveals that early sexual

activity, inconsistent condom use, and limited access to sexual health services are major contributors to the rise in sexual Transmitted Diseases (STIs) and unintended pregnancies among young Nigerians. Adeyemo et al.'s 2023 research, conducted through surveys with university students revealed the alarming prevalence of gambling addiction among young Nigerians in academic settings. The study concluded that psychosocial factors such as age, financial strain, and suicidality significantly influence gambling behaviours among young Nigerians, with statistics showing a direct correlation between these factors and risky gambling tendencies.

These maladaptive behaviours pose significant threats to psychological health by increasing the risk of mental health disorders, impacting overall well-being negatively, and potentially reducing life expectancy. Studies also indicate that these risky behaviours can lead to harmful effects like increased anxiety, depression, injuries, and higher death rates (WHO, 2017; Afshari, 2019).

## 2. Literature Review

### 2.1 Parenting Styles and Risky Behaviours Tendencies

Family plays a vital role in shaping children's character and behavior. During infancy, parents or parental figures teach children essential skills for self-sufficiency and care. Moreover, research has shown that people start learning social skills within their families, and their development is shaped by various teaching methods such as positive reinforcement, role-playing and setting clear expectations (Fenton, 2016). Children learn rules and boundaries from their parents through imitation, which helps pass on values such as honesty, social norms like respect for elders, and cultural practices such as celebrating festivals (Sotodeh, 2004).

Parenting significantly shapes a child's development by nurturing and guiding their growth, influencing their physical, emotional, and social well-being. However, it is important to acknowledge that parents, despite their influence on their children's upbringing, may not always serve as positive role models due to factors such as, social prejudices, religious beliefs, and personal issues can lead parents astray, potentially negatively impacting their children.

In 1967, Baumrind identified parenting styles and their substantial impact on a child's development and well-being, affecting areas such as emotional intelligence and social skills through parental interactions and

expectations. Three prominent parenting styles—authoritarian, permissive and authoritative parenting styles have shaped research. Authoritarian parenting, characterized by strict rules and little warmth, can lead to anxiety, low self-esteem, and social difficulties (Sahithya et al., 2019). Authoritative parents set clear expectations, encourage open dialogue, and nurture children, leading to strong academic performance, social skills, and emotional health (Baumrind, 1991; Chen, 2020). Permissive parenting prioritizes children's freedom and self-expression but often lacks clear boundaries and guidance, leading to potential negative outcomes such as lack of discipline and challenges in setting limits. This approach may lead to increased risk-taking behaviours and challenges in self-regulation, highlighting the potential negative impact of permissive parenting (Hoskins, 2014).

Afshari (2019) conducted an empirical investigation into the correlation between various parenting styles and the propensity for risky behaviours among students at an Iranian university. The findings revealed a relationship between permissive parenting styles and the tendency towards smoking, sexual behaviour, and relationships. Balogun & Famakinde's 2019 study found a strong association between peer pressure and cigarette smoking among in-school adolescents in Ibadan, Nigeria. The study by Baharin et al. (2021) also found out that parental engagement and parenting style significantly influence cigarette consumption among teenagers.

There is also a positive relationship between authoritarian parenting styles and the tendency towards high-risk behaviours like violence. Ezebuchu & Chujor (2023) evaluated the correlation between parenting styles and engagement in at-risk sexual behaviours among adolescents in Etche Local Government, Rivers State, Nigeria. The findings indicated that parenting styles, particularly the authoritarian style, strongly correlated with at-risk sexual behaviours. Osborne (2020) investigated the interplay between parenting styles, family dysfunction, and risk behaviours in college students, concluding that students nurtured by authoritarian parents exhibited elevated levels of risky behaviour.

Purba et al., 2023 research elucidated that exposure to risky behaviours on social media correlates with an increased likelihood of substance use and engagement in high-risk sexual activities. In a subsequent study conducted by Aluko et al. (2023), the researchers explored the interrelations of self-esteem and impulsivity within undergraduate populations concerning the dynamics of internet addiction. The findings revealed that students dealing with low self-

esteem and difficulties in regulating impulsive behaviours are prone to various risky behaviours due to their involvement with social media or internet addiction. Overall, these studies highlighted that authoritative parenting fosters effective communication, establishes boundaries, and nurtures trust, leading to a decrease in risky behaviours.

## 2.2 Peer- Pressure and Risky Behaviours Tendencies

During adolescence, individuals often engage in various behaviours, including consuming alcohol, using tobacco, experimenting with illicit substances, engaging in sexual activity, reckless driving, and participating in criminal activities. Studies have shown that adolescents seek independence by trying new and sometimes risky behaviours like challenging norms or pushing personal boundaries to understand themselves better (Middleearthnj, 2024). Peer influence significantly affects adolescents' commitment to behaviours. In the context of social interactions and peer pressure, a 'peer' is defined as a group of individuals who share common traits or interests, typically including close friends or family members who engage in similar activities. Peer pressure encompasses the impact of friends and peers on our thoughts and actions, leading to a range of outcomes that can be either beneficial or detrimental. Positive peer pressure is associated with improved task performance and the promotion of prosocial behaviour among individuals. Conversely, negative peer pressure may lead to behaviours like truancy, substance abuse, or bullying, highlighting the risks associated with negative peer influence.

The effects of both positive and negative peer pressure on mental health can manifest in increased levels of anxiety, depression, and diminished self-esteem. Research by Cruz et al. (2022) has emphasised the substantial correlation between unaddressed peer pressure in adolescents and the development of mental health issues, underscoring the importance of addressing peer pressure among undergraduate students. Research studies, such as those by Bryant et al. (2003), Svensson (2000), and Godley et al. (2005), have demonstrated that peers play a crucial role in both initiating substance experimentation and perpetuating substance use and addiction. According to the study by Liang et al. (2020), peer pressure was found to increase the probability of engaging in risky behaviours, such as binge drinking and drug use, by 30%, highlighting the significant influence of peer pressure on behaviour. This effect was particularly significant among students with low self-esteem and inadequate parental support, resulting in a 50%

increase in engaging in risky behaviours among this population. Thus, the study indicated that peer influence, including direct interactions and peer pressure, was a stronger predictor of risky behaviours compared to parental influence, which predominantly provided guidance and advice.

In their assessment of peer influences on risky sexual behaviours, such as unprotected sex and early sexual debut, among out-of-school adolescents in Kamuli Municipality, Ivan, K.E & Omona K., 2021 found that adolescents' engagement in these behaviours was strongly influenced by their association with peers and friends. Likewise, in a study by Adegboyega et al. (2019) examining the impact of peer pressure on the sexual behaviour of adolescents in Kwara State, it was found that peer pressure substantially heightened the risk of involvement in prostitution, acquiring sexually transmitted diseases, and engaging in incest, resulting in enduring adverse effects.

A study by Knezevic, Pavlovic, & Ninkovic (2021) investigating the correlation between peer pressure, academic success, and adolescent risk behaviours in Serbia found out that both peer pressure and academic achievement were robust predictors of various risky behaviours in adolescents, including substance abuse, academic dishonesty, and delinquent conduct.

## 2.3 Theoretical Framework

The Social Learning Theory by Albert Bandura in 1977 provides a framework for understanding how parenting styles and peer pressure influence risky behaviors among collegiate populations. It highlights the significant role parental figures and peers play in shaping young adults' conduct. Students raised by authoritative parents are more resilient against peer pressure due to their strong values and self-regulatory abilities. Conversely, those from neglectful or permissive families may lack these protective characteristics, making them more vulnerable to peer influence, especially in precarious situations with a lack of support networks (Fosco et al., 2012). Students often engage in hazardous behaviours like substance misuse or reckless driving after observing their peers' receiving rewards or social validation. This behaviour is shaped by observational learning within social frameworks and individual cognitive processes. Social learning theory also emphasizes reinforcement, which involves applying rewards or sanctions to enhance or diminish behaviors. Students are more likely to engage in risky behaviors when they perceive immediate satisfaction, social acknowledgement, or integration into peer groups.

Undergraduate students are experiencing a surge in risky behaviours, leading to frequent disciplinary actions and safety concerns. These include drug concealment, substance misuse, and unsafe social environments. These behaviours compromise student safety and undermine the university's efforts to maintain a secure academic community. Therefore, this study investigates the influence of peer pressure and parenting style on risky behaviours among undergraduate students in Ogun State, Nigeria. Despite previous research on the link between perceived parenting styles and substance use, it has not explored how these styles, combined with peer pressure, influence a wider range of risky behaviours in Nigeria context. Most studies treat peer pressure as a singular factor, neglecting its interaction with other social factors like parenting styles. This leaves the potential joint influence of parenting styles and peer pressure on risky behaviors like self-harm, impulsive eating, and recklessness unclear and requires further investigation. The hypothesis generated for this study are:

- There would be a significant influence of parenting styles (authoritarian, authoritative, permissive) on risky behaviour tendencies among undergraduate students in Ogun State, Nigeria.
- There would be a significant influence of peer pressure on risky behaviour tendencies among undergraduate students in Ogun State, Nigeria.
- There would be significant independent and joint contributions of parenting styles (authoritarian, authoritative, permissive) and peer pressure in predicting risky behaviour tendencies among undergraduate students in Ogun State, Nigeria.

### 3. Research Methodology

#### 3.1 Research Design and Setting

A cross-sectional research design was adopted for the study. This design was chosen because it enabled us to describe the prevalence and characteristics of the study population at a particular time. Additionally, a survey methodology was utilized in the acquisition of data from a heterogeneous cohort of undergraduate university students situated in Ogun State, Nigeria. The independent variables are parenting styles and peer pressure and the dependent variable is risky behaviour tendencies. The study was conducted in Abeokuta, the capital of Ogun State.

#### 3.2 Participants and Sampling Techniques

A total of 350 undergraduate students were conveniently selected from all levels of the universities to participate in the study. The sample size was determined using Slovin's formula. Males (164) comprised 46.9 percent of respondents, while females (186) comprised 53.1 percent. As part of the study, two universities were randomly selected from the three government-owned universities in Ogun State, Nigeria.

#### 3.3 Research Instruments

Researchers used the Perceived Parenting Style Scale (PPSS), Peer-Pressure Scale Questionnaire-Revised (PPSQ-R), and Risky, Impulsive, and Self-Destructive Behaviour Questionnaire to collect information from the respondents.

The Perceived Parenting Style Scale (PPSS) was developed in 2013 by Divya and Manikandan to measure participants' perceptions of their parents' parenting behaviours. The scale consists of 30 items scored on a five-point Likert scale, with scores ranging from strongly agree to strongly disagree. The scale scores for authoritative, authoritarian, and permissive parenting styles. The Cronbach Alpha coefficient indicates reliability for authoritative (0.79), authoritarian (0.81), and permissive styles (0.86).

The Peer-pressure Scale Questionnaire-Revised (PPSQ-R) was developed in 2016 by Saini and Singh to measure adolescents' peer influence tendency. The 29 items in the PPSQ-R evaluate adolescents' peer influence in various daily life scenarios to encompass a wide range of peer pressures. It employs a 5-point Likert scale ranging from 'strongly agree' (5) to 'strongly disagree' (1). It comprises five subscales, each representing a distinct aspect of peer influence. Scoring high on any subscale indicates a heightened level of peer pressure in the corresponding aspect. Internal consistency was evaluated through Cronbach's alpha, resulting in a high reliability score of 0.93

The Risky, Impulsive, and Self-Destructive Behaviour Questionnaire (RISQ) was developed in 2016 by Sadeh and Baskin-Sommers to assess general tendencies related to risky and self-destructive behaviours. The questionnaire consists of 38 items that individuals use to self-report their tendencies towards risky and self-destructive behaviors. The questionnaire evaluates specific risky and impulsive behaviours in eight domains: drug use, aggression, self-harm, gambling, risky sexual behaviour,

impulsive eating, heavy alcohol use, and reckless behaviour. Participants rate the frequency of behaviours in the past month on a scale from 'never' to more times per month.' After rating each domain, scores are computed for individual domains, as well as an overall total score in the questionnaire. Items 1 to 12 are scored on a 4-point Likert scale from Never (1) to Many Times (4) per month. Items 13 to 32 are scored on a 2-point Likert scale with Yes as 2 and Never as 1 per month. The RISQ shows good internal consistency, indicating a strong relationship among items within each domain, as measured by a Cronbach's alpha coefficient of 0.70, which signifies a reliable measure.

**3.4 Procedure**

**3.4.1 Ethical Statement**

The research was conducted with strict adherence to ethical protocols to prioritize the safety and well-being of all participants, highlighting the paramount importance of ethical considerations. Additionally, all collected data was kept confidential and utilized solely for the stated study purposes to protect the privacy and anonymity of the individuals involved in the research. The research findings were analysed and presented objectively without bias or manipulation to uphold impartiality. Before completing the questionnaires, participants were informed about the research purpose, and the researcher obtained their informed consent to participate. This step ensured that participants were

fully aware of the study's objectives before voluntarily agreeing to participate. Participants were reassured that their involvement in the research was voluntary, and they were informed of their right to withdraw at any point. The data of consenting participants was de-identified to protect their identities.

**3.4.2 Inclusion Criteria**

Participants must be currently enrolled as undergraduate students at the university. Participants must be aged between 15 and 27 years old. Participants must be willing to read and sign the informed consent form.

**3.4.3 Exclusion Criteria**

Participants who are not currently enrolled as undergraduate students at the university. Participants aged outside the range of 15 to 27 years old. Participants who are not willing to read and sign the informed consent form.

**4. Data Analysis and Interpretation of Results**

Statistical analysis software SPSS 26 was used to analyse the data. Statistical analyses, including linear regression and multiple regression, were conducted at a significance level of  $p > 0.05$ . Before that, the zero-order correlation analysis was performed to examine the relationships between the variables.

**4.1 Socio-Demographic Characteristics of the Respondents**

**Table 1:** Summary of data showing the demographics of the respondents in the study

The descriptive analysis in table 4.1 shows the socio-demographic characteristics of the participants.

Demographic Profile (N= 350)	Frequency	Percent
Gender		
Male	164	46.9
Female	186	53.1
Level of study		
100	54	15.4
200	99	28.3
300	72	20.6
400	105	30.0
500	20	5.7
Total	350	100.0

The mean age of respondents was 1.30 years (SD = 0.46), with a range of 15 to 27 years. The descriptive analysis shows that male participants were 164, accounting for 46.9% of the total sample, and females were 186, accounting for 53.1% of the total sample. The descriptive analysis reveals that the levels of representation were as follows: 500 level had 20 individuals (5.7%), 100 level had 54 individuals (15.4%), 300 level had 72 individuals (20.6%), 200 level had 99 individuals (28.3%), and the most represented was 400 level with 105 individuals (30.0%).

Table 4.2: Zero Order Correlation showing Relationships among Risky behaviour tendencies, authoritative parenting style, authoritarian parenting style and permissive parenting style.

		3	4	5	Mean	SD	Range
.**. Correlation is significant at the 0.01 level (2-tailed).							
Authoritative PS	.24**	-			33.36	5.48	10-50
3. AuthoritarianPS	.25**	-.094	-		26.61	6.89	10-50
4. Permissive PS	.32**	-.56**	.38**	-	17.62	5.13	10-50
5. Peer pressure	.44**	-.21**	.26**	.37**	-	49.35	15.02

Legend: PS = Parenting Style

The results of the zero-order correlation in Table 4.2 show that high risk behaviours have a significant negative relationship with authoritative parenting style ( $r = -.24^{**}$ ,  $P < .01$ ), meaning that high risk behaviour tendencies are associated with a decrease in authoritative parenting style among undergraduate students. However, high risk behaviours have a significant positive relationship with authoritarian parenting style ( $r = .25^{**}$ ,  $P < .01$ ) and permissive parenting style ( $r = .32^{**}$ ,  $P < .01$ ), meaning that high risk behaviours are associated with an increase in authoritarian parenting style and permissive parenting style. Lastly, high-risk behaviours have a significant positive relationship with peer pressure ( $r = .44^{**}$ ,  $P < .01$ ).

#### 4.2 Analysis of Research Hypotheses

**Hypothesis One:** Parenting styles (authoritarian, authoritative, permissive) will significantly influence Risky behaviour tendencies among undergraduate students.

**Table 4.3:** Summary of Regression analysis of Parental styles (Authoritative parenting style, authoritarian parenting style, and permissive parenting style) on Risky behaviour tendencies.

Predictor	$\beta$	t	P	R	R <sup>2</sup>	F	P
Authoritative parenting style	-.11	-1.79	> .05	.36	.13	16.30	< .05
Authoritarian parenting style	.15	2.54	< .05				
Permissive parenting style	.21	3.20	< .05				

The results in Table 4.3 show that parenting styles (authoritarian, authoritative, permissive) significantly influenced risky behaviour tendencies among undergraduate students ( $F_{(3,332)} = 16.30$ ,  $R^2 = .13$ ,  $P < 0.05$ ). Parenting styles (authoritarian, authoritative, permissive) jointly accounted for 13 % variance on risky behaviour tendencies among undergraduate students. An analysis of the independent impact of the three parenting styles showed that authoritarian parenting ( $\beta = .15$ ;  $t = 2.54$ ,  $p < .05$ ) and permissive parenting ( $\beta = .21$ ;  $t = 3.20$ ,  $p < .05$ ) significantly increased risky behavior tendencies among undergraduate students, while authoritative parenting ( $\beta = -.11$ ;  $t = -1.79$ ,  $p > .05$ ) did not have a significant effect. This result suggests that a standard deviation (SD) unit increase in parenting styles (authoritarian, authoritative, permissive) leads to a 0.13 increase in risky behavior tendencies among undergraduate students.

**Hypothesis Two:** Peer-pressure will significantly influence Risky behaviour tendencies among undergraduate students.

**Table 4.4:** Summary Regression analysis of Peer pressure on Risky behaviour tendencies.

Predictor	$\beta$	t	P	R	R <sup>2</sup>	F	P
Peer pressure	.44	8.92	< .05	.44	.19	79.53	< .05

The results in Table 4.4 showed that peer pressure had a significant impact on risky behavior tendencies among undergraduate students. The statistical values for this influence were:  $\beta = .44$ ,  $t = 38.92$ , and  $p < .05$ . Peer pressure explained 19% of the variability in risky behavior tendencies among undergraduate students. This means that a one-standard-deviation increase in peer pressure results in a 0.19 increase in risky behavior tendencies among undergraduate students.

**Hypothesis Three:** Parenting styles (authoritarian, authoritative, permissive) and peer pressure jointly predict Risky behaviours tendencies among undergraduate students.

**Table 4.5:** Joint contribution of parenting styles (Authoritative parenting style, authoritarian parenting style, and permissive parenting style) and peer pressure on risky behaviour tendencies

Predictor	$\beta$	t	P	R	R <sup>2</sup>	F	P
Peer pressure	.36	6.77	< .05				
Authoritative PS	-.10	-1.71	> .05				
				.48	.23	25.32	< .05
Authoritarian PS	.10	1.83	> .05				
Permissive PS	.10	1.59	> .05				

Note: PS = Parenting Style

The results in Table 4.5 show that peer pressure and parenting style (authoritarian, authoritative, permissive) jointly influenced risky behaviour tendencies among undergraduate students ( $F_{(4,331)} = 25.32$ ,  $R^2 = .23$ ,  $P < .05$ ). Peer pressure and parenting styles jointly accounted for 23% of the variance in risky behavior tendencies among undergraduate students. An assessment of the individual impact of the variables on risky behavior tendencies reveals that only peer pressure ( $\beta = 0.36$ ,  $t = 6.77$ ,  $p < .05$ ) significantly predicted risky behavior tendencies among undergraduate students. That is, Peer pressure independently accounted for 36% of the variance in risky behavior tendencies, implying that a standard deviation unit increase in peer pressure increases risky behavior tendencies by 0.36 among undergraduate students. However, authoritative, authoritarian, and permissive parenting styles ( $\beta = 0.10$ ,  $t = -1.71$ ,  $t = 1.83$ ,  $t = 1.59$ , respectively) did not have a significant independent influence on risky behavior tendencies among undergraduate students.

permissive parenting styles may elevate the likelihood of students engaging in risky behaviors. Authoritarian parenting fosters a restrictive and severe atmosphere due to excessive control, while permissive parenting fails to establish clear boundaries, resulting in heightened risk-taking. Authoritarian parenting may incite students to defy authority and seek independence, whereas permissive parenting can heighten their susceptibility to risky behaviors by lacking definitive limits. Nonetheless, the minimal adverse effects of authoritative parenting indicate that a balanced and nurturing methodology, which encompasses the establishment of clear expectations, the encouragement of independence, and the provision of a supportive environment, can aid in mitigating risky behavior, despite the absence of statistical significance in this study.

Previous studies have shown that authoritarian and permissive parenting styles positively impact risk-taking behaviors. Maine's 2020 study found that stricter or more lenient environments contribute to higher risk-taking tendencies. Folorunsho, et al, 2024 study found that both authoritarian and permissive parenting styles significantly influence juvenile delinquency in Nigeria. Adegbenro's 2023 study found that both authoritarian and permissive parenting styles significantly predict substance misuse among Kwara State undergraduate students, indicating a correlation between these parenting approaches and an increase in risky behaviors. These findings support the association between authoritarian and permissive parenting styles and increased participation in risky activities.

## 5. Discussion, Conclusion and Recommendations

### 5.1 Discussion

The study revealed that parenting styles have a substantial impact on the propensity for risky behaviors among students. Both authoritarian and permissive parenting styles were associated with elevated levels of risky behaviors, whereas authoritative parenting styles demonstrated a modest decrease in such tendencies. Authoritarian and

Peer pressure significantly influences students' decisions to engage in risky behaviors by shaping their responses to the social environment and peers' behaviors. Exposure to peers engaging in high-risk behaviors may lead students to conform to fit in, gain social acceptance, or avoid exclusion. Social interactions, especially in environments with strong peer influence like universities, significantly shape behavior. Studies have shown that adolescents, like university students, are significantly influenced by their peers' behaviors and attitudes, leading to a higher likelihood of engaging in risky activities. Hofmeister (2019) and Wanzheng (2023) also highlight the impact of peer pressure on young adults' engagement in risk-taking behaviors. Adegboyega et al, 2019 found that peer pressure significantly impacts high-risk behaviors, particularly in settings where students are heavily influenced by their social networks.

This study emphasizes the interactive role of both family and peer environments in shaping behavior, aligning with prior research. Ojo's 2021 study highlighted the interaction between parental and peer influences during adolescence, emphasizing the combined impact on risky behaviors, including increased susceptibility to peer pressure and decision-making influenced by parental guidance. Purwadi & Muhliawati (2023) discovered through a long-term analysis that the combination of authoritative parenting styles and positive peer influence substantially reduced the likelihood of risky behaviors, underscoring the significance of supportive family and peer environments. The combination of these factors creates an environment that strengthens students' inclination towards risky behaviours.

## 5.2 Conclusion

The study concluded that authoritarian (strict) and permissive (lenient) parenting styles are positively linked to an increase in risky behaviors, while authoritative (balanced) parenting reduces them. Peer pressure plays a significant role in influencing risky behaviors, highlighting how peers shape students' actions. The combined influence of parenting styles and peer pressure highlights how individual and social factors interact in behavior. This interaction was a strong predictor of risky behavior tendencies among undergraduate students in Abeokuta, Ogun State, Nigeria.

Future studies should specifically focus on thoroughly examining gender differences. Although the findings of this study are relevant to the general population, it is important to interpret them cautiously as the participants were only a subset of the university's general population. Researchers are encouraged to investigate the implications of these findings by

conducting similar studies in a broader and more diverse population.

## 5.3 Recommendations

On the basis of the present study, the following recommendations were made for school administrators and parents/caregivers:

- School administrators should develop and implement educational programs that focus on self-awareness, resilience, and assertiveness to equip students with skills to resist peer pressure and its negative impacts. Engaging students in role-playing activities that simulate peer pressure scenarios can improve their ability to navigate social situations effectively.
- Also, extensive educational campaigns that can educate students about risky behaviors and their consequences through various mediums such as informational posters, social media content, and interactive workshops to promote accountability and informed decision-making regarding substance abuse, cyberbullying, and unsafe sexual practices, among others.
- Parental Involvement Programs: Workshops and seminars for parents aim to educate them about the impact of parenting styles, such as authoritarian, permissive, and authoritative, on their children's behavior. The goal is to promote understanding and encourage positive parental practices that support responsible and informed decision-making.

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