Influence of Personality Traits, Peer Group Pressure and Parental Monitoring on Alcohol use among In-School Secondary Students in Ibadan, Oyo State, Nigeria

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Abstract: Objective: Alcohol consumption has been found to be common among adolescents in various studies globally. It has been associated with public health problems, high risk lifestyles, mental disorders, eating disorders, risk taking attitudes, failure in school and increased drop-out rate. This study therefore, investigated the influence of personality traits, peer group pressure and parental monitoring on alcohol use among in-school secondary students in Ibadan, Oyo State, Nigeria. Method: Survey design was adopted for the study. The researchers randomly selected Ibadan South-East Local Government Area out of eleven (11) Local Government Areas in Ibadan, for the study. Simple random sampling technique was used to select three (3) public secondary schools out of nineteen (19) secondary schools in Ibadan South-East Local Government Area while accidental sampling technique was used to select (298) in-school secondary students. Four research instruments were used to collect data. Analysis of data was carried out using mean and percentage while the hypotheses were tested using simple multiple regression and t-test statistics. Results: Findings revealed that personality traits, peer pressure and parental monitoring significantly and jointly explained 58.5% of the variance observed in alcohol use among in-school secondary students in Ibadan South-East Local Government Area of Oyo State. Students who reported high peer pressure significantly scored higher on alcohol use than those
with low peer pressure. Students with low parental monitoring significantly scored higher on alcohol use than those with high parental monitoring. Moreover, there was no significant difference between male and female in-school secondary students on alcohol use in Ibadan South-East Local Government.

Conclusion: Personality traits, peer group pressure and parental monitoring are significant predictors of alcohol use among in-school secondary students in Ibadan South-East Local Government, Oyo State.

**Keyword:** Personality traits, peer pressure, parental monitoring, alcohol use, in-school adolescents

### Introduction

The increasing rate of alcohol use among adolescents in secondary schools has continued to constitute a source of serious concern to researchers and psychologists worldwide. In Nigeria, the situation shows there is high prevalence of alcohol use among adolescents and there is high probability that the frequency of alcohol drinking will continue to increase (Adeyemo, 2007). Alcohol use is one of the risk behaviours that secondary school students involve themselves and it has been shown to have implications for their wellbeing. Alcohol consumption has negative consequences; especially as it affects health and quality of life of an individual.

The 2014 global status report on alcohol and health indicated that worldwide, 3.3 million deaths result from harmful use of alcohol every year, representing 5.9% of all deaths (Hibell et al., 2009). The implications of alcohol use among secondary school students on their well-being and academic performance cannot be overemphasized. Young people or students are vulnerable to many behaviors that put their health at risk such as experimenting with smoking cigarettes, taking illegal drugs, and drinking alcohol (Reyna & Farley, 2006). As in-school secondary students’ alcohol intake increases; the rate of risky behaviour also increases. Students’ substance use and abuse is influenced by a number of factors, among which are parental lifestyles, peer influence, parental attachment, and commitment to conventional activities among others. Indeed, each of these factors exerts tremendous influence on students’ frequency of substance use and abuse (Onongha, 2012).

In addition, personality refers to characteristic ways of thinking, feeling and acting that are fairly consistent when measured across situations and overtime. Ruiz et al., (2003) found significant associations between neuroticism, alcohol use and alcohol-related problems among a sample of non-clinical college students. Stewart, Loughlin & Rhyno (2001) also found a significant relationship between neuroticism and alcohol-related problems among undergraduate students. The connection between neuroticism and alcohol use may be explained in part by the tendency for those high on neuroticism to experience negative emotions. Stewart et al., (2001) found that high extraversion was significantly associated with alcohol-related problems. Cooper, Agocha, and Sheldon (2000) found that those who reported high levels of neuroticism...
tended to engage in heavy drinking \( (r = .07) \) and experience problems related to their alcohol use \( (r = .27) \). Ruiz et al., (2003) reported similar results among a sample of 200 undergraduate students. In their study, neuroticism significantly predicted both drinking quantity and frequency after controlling for gender. Neuroticism was also a significant predictor of alcohol-related problems after controlling for gender.

In another study, correlations between neuroticism and alcohol-related problems \( (r = .24) \) were found among a sample of 521 undergraduate students in Spain (Mezquita et al., 2010). Flory et al., (2002) investigated the role of personality in predicting alcohol abuse and dependence in a sample of 481 twenty one year old young adults. The results of their study indicated that individuals higher on extraversion were more likely to be diagnosed with alcohol abuse or dependence. Littlefield et al., (2009) examined the extent to which extraversion, neuroticism, and impulsivity predicted problematic alcohol involvement over a 16 year time period. Results indicated that changes in extraversion were significantly related to changes in problematic alcohol involvement (defined as experience of negative alcohol consequences and reported symptoms of alcohol dependence) over the entire span of the study. In several studies, extraversion was found to be related with more frequent or more hazardous drinking and also with more tolerant attitudes toward alcohol use in several studies (Merenakk et al., 2003).

The roles of peer pressure group on alcohol use of in-school secondary students were also examined. A peer group is a source of great influence during the time of adolescence (Chaunhon, 2007). Peer groups are an important influence throughout one’s life but they are more critical during the developmental years of adolescence. Peer pressure or the direct or indirect encouragement from one’s own age group to engage in activities they may or may not want to engage in is a major factor in the development of risk taking behaviours e.g alcohol use, drug use and tobacco use (Santor et al., 2000). Peers activities have an influential model by introducing, providing or pressuring risky activities (i.e. alcohol use) to other peers (Kinard & Webster 2010). Wood et al., (2004) investigated the influences of peer and parent variables on alcohol use and problems in a sample of late adolescents in the summer immediately prior to entry into college. The study observed significant associations between both peer and parental influences and alcohol involvement, and showed that parental influences moderated peer-influence on drinking behaviour.

Quine and Stephenson (1990) posited that the attitude of parents towards alcohol will also affect how children will feel about the depressant. High numbers of students who consume alcohol are from families where there are low levels of parenting and emotional support, lack of control and monitoring of a child's behaviour by parents, poor family communication, inadequate family problem solving and nagging at home (Bada and Adebiyi, 2014). In addition, parental monitoring is a hypothetical psychological construct that has been used to explain a composite of
parenting practice variables including awareness, communication, concern, supervision, and tracking of adolescent behaviour. Poor monitoring is consistently associated with antisocial behaviour in both cross-sectional and longitudinal studies (Hayes et al., 2007; Patrick et al., 2005).

Furthermore, Barnes et al., (2000) also hypothesized that parental factor, particularly parental support and monitoring would influence individual trajectories in the development of alcohol misuse. Zaborskis (2008) found that parental monitoring was most salient for boys but more salient for girls. Anthony (1996) cited by Hayes et al., (2007) found that increased parental monitoring was significantly associated with lower levels of drug use during mid-childhood but the effect of monitoring was significantly weaker during late adolescent. It is important to know that adequate parental control can act as protective factor for adolescents.

Moreover, an individual's family background plays an important role in the attitude of students' toward alcoholic drinking. Families in which children have cordial relationship with their parents, parental monitoring and parental control efforts are effective means in preventing children from involving in problematic behaviour. The attachment relationship goes hand in hand with parenting (Dervost et al., 2006). Parents that adequately control and supervise their adolescents may prevent them from starting to drink early in life. A student who is attached to a peer group that values anti-social activities inevitably finds it difficult to resist the encouragement of peer group members in such negative behaviour (Bada and Adebiyi, 2014).

Moreover, WHO (2004) stated the side effect of alcohol on individuals and society at large. These effects are numerous and include the following: psychological disorder, untimely death and health problems. In addition, Johnson and Johnson (2000) identified factors that enhance the consumption of alcoholic substance by adolescents such as dysfunctional families, cheap availability of alcohol, heredity, gender, race, and ethnicity. Based on this, this study investigated the influence of personality traits, peer group pressure and parental monitoring on alcohol use among in-school secondary students in Ibadan, Oyo State, Nigeria.

The main purpose of this study is to investigate the influence of personality traits, peer group pressure and parental monitoring on alcohol use among in-school secondary students. Four research hypotheses were formulated and tested in this study.

1. Personality traits, peer pressure and parental monitoring will significantly, independently and jointly influence alcohol use among in-school secondary students.
2. There will be a significant difference between low and high peer pressure on alcohol use among in-school secondary students.
3. There will be a significant difference between low and high parental monitoring on alcohol use among in-school secondary students.
4. There will be a significant difference between male and female on alcohol use among in-school secondary students.

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Methodology
Ethical approval was obtained from the Social Sciences and Humanities Research Committee (SSHREC), prior to the study. Permission to conduct the survey was also obtained from the principals of the schools randomly selected for the study and the consent of the respondents were obtained before the administration of the questionnaires. The respondents were assured of confidentiality and anonymity of the information provided and that, the information provided would be used mainly for research purposes. Only the respondents who signed the consent form and indicated willingness to participate were used for the study.

A descriptive research design (survey type) was adopted for the study. All the secondary school students in Oyo State constituted the population for the study while the target population is made up of all the secondary school students in Ibadan. Ibadan, in South-west Nigeria, is one of the populous cities in Nigeria. It is the capital of Oyo State. The Yoruba speaking people are the main inhabitant of this popular city and it serves as the home for trade and commerce.

The researchers randomly selected Ibadan-South East Local Government Area out of eleven (11) Local Government Areas in Ibadan, for the study. Simple random sampling technique was used to select three (3) public secondary schools out of nineteen (19) secondary schools in Ibadan-South East Local Government Area while accidental sampling technique was used to select sample for the study. A total of two hundred and ninety-eight (298) in-school senior secondary school students participated in the study. The instrument used to collect data for the study was a questionnaire which was made up of standardized psychological scales with five sections A to E.

Demographic characteristics of the respondents include gender and age. Personality Traits Scale developed by John et al., (1991) is a 10 item self-reporting scale used to measure personality traits of an individual on a five – point Likert scale ranging from strongly agree to strongly disagree (SA=5, A=4, U=3, D= 2 and SD= 1). A Cronbach’s alpha reliability coefficient of 0.855 was obtained for the instrument. Peer pressure was measured using a 10-item scale developed by the researchers. It is 4-format Likert type response scale ranging from extremely unlikely to extremely likely with Crobanch alpha reliability of 0.810. Parental monitoring is a 10-item scale used to measure how parents monitor their children. It is 5-format Likert type response scale of Never, Rarely, Sometimes, A Lot of Time, Always and No Adult at Home with Cronbach’s alpha reliability of 0.861. A 10 - item self-reporting scale measured in-school students’ alcohol intake. It is 5-point Likert type scale with responses ranging from strongly agree to strongly disagree with Cronbach’s alpha reliability of 0.973.

Results
Demographic Characteristics of Respondents
Students were asked to indicate whether they were male and female. Their responses are summarized below:
Table 1: Showing frequency and percentage of respondents’ by gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>153</td>
<td>51.3</td>
</tr>
<tr>
<td>Female</td>
<td>145</td>
<td>48.7</td>
</tr>
<tr>
<td>Total</td>
<td>298</td>
<td>100.00</td>
</tr>
</tbody>
</table>

In Table 1, out of two hundred and ninety-eight (298) students sampled, one hundred and fifty-three (51.3%) students were males while one hundred and forty-five (48.7%) students were females.

Table 2: Distribution of Respondents by Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 years</td>
<td>2</td>
<td>0.6</td>
</tr>
<tr>
<td>14 years</td>
<td>4</td>
<td>1.3</td>
</tr>
<tr>
<td>15 years</td>
<td>79</td>
<td>26.5</td>
</tr>
<tr>
<td>16 years</td>
<td>68</td>
<td>22.8</td>
</tr>
<tr>
<td>17 years</td>
<td>74</td>
<td>24.8</td>
</tr>
<tr>
<td>18 years</td>
<td>40</td>
<td>13.4</td>
</tr>
<tr>
<td>19 years</td>
<td>17</td>
<td>5.7</td>
</tr>
<tr>
<td>20 years</td>
<td>14</td>
<td>4.7</td>
</tr>
<tr>
<td>Total</td>
<td>298</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2 shows the distribution of the respondents by age. Majority of the students were 15 years (26.5%) followed by 17 year olds (24.8%) and 16 year olds (22.8%).

Hypotheses Testing

Multiple regressions was used to test the hypothesis that personality traits, peer pressure group and parental monitoring will significantly, independently and jointly influence alcohol use among in-school secondary students. The result is presented in table 3.

Table 3: Summary of Multiple Regression table showing joint and independent influence of personality traits, peer group pressure and parental monitoring on alcohol use

<table>
<thead>
<tr>
<th>Variables</th>
<th>β</th>
<th>T</th>
<th>P</th>
<th>R</th>
<th>R²</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental monitoring</td>
<td>-360</td>
<td>-7.583</td>
<td>.000</td>
<td>.765</td>
<td>.585</td>
<td>54.766</td>
<td>.000</td>
</tr>
<tr>
<td>Peer group pressure</td>
<td>-165</td>
<td>3.604</td>
<td>.000</td>
<td>111</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extraversion</td>
<td>-067</td>
<td>-1.597</td>
<td>111</td>
<td>000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agreeableness</td>
<td>-224</td>
<td>-1.638</td>
<td>000</td>
<td>103</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conscientious</td>
<td>-067</td>
<td>-4.031</td>
<td>000</td>
<td>226</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Openness</td>
<td>-200</td>
<td>-4.114</td>
<td>000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neuroticism</td>
<td>-061</td>
<td>-1.213</td>
<td>226</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table 3 the results indicate that there was significant joint influence of personality traits (extraversion, agreeableness, conscientiousness, openness and neuroticism), peer group pressure and parental monitoring on alcohol use among in-school secondary students (R = .765, R² = .585, F= 54.766=, p <.01). The result also indicates that 58.5% variance of
alcohol use among in-school secondary students is accounted for by personality traits, peer group pressure and parental monitoring. From the same Table, only agreeableness (β = -224), openness (β = -200), peer group pressure (β = -165) and parental monitoring (β = -7.583) independently influence alcohol used among secondary school students in Ibadan (P >.01) while extraversion (β = -067), conscientiousness (β = -067) and neuroticism (β = -061) did not independently influence alcohol used among in-school secondary students in Ibadan (P >.01) but jointly did. The hypothesis one was accepted.

T-test for independent samples was used to test the hypothesis that there will be a significant difference between low and high peer group pressure in alcohol use among in-school secondary students. The result is presented in Table 4.

Table 4: Summary table of independent t-test showing significant difference between low and high peer group pressure on alcohol use

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>Cal. t-value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Peer Group Pressure</td>
<td>175</td>
<td>13.18</td>
<td>6.870</td>
<td>296</td>
<td>-11.025</td>
<td>P&lt;.05</td>
</tr>
<tr>
<td>High Peer Group Pressure</td>
<td>123</td>
<td>24.82</td>
<td>11.321</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table 4, the result shows that there was significant difference between low peer group pressure (mean = 13.18) and high peer group pressure (mean = 24.82) on alcohol use among in-school secondary students (df = 296; t = 11.025, p <.05). This indicates that high peer group pressure engage in more of alcohol use than low peer group pressure. Therefore, hypothesis two is accepted.

T-test for independent samples was used to test the hypothesis that there will be a significant difference between low and high parental monitoring in alcohol use among in-school secondary students. The result is presented in Table 5.

Table 5: Summary table of independent t-test showing significant difference between low and high parental monitoring on alcohol use.

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>t-value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>153</td>
<td>18.54</td>
<td>10.958</td>
<td>296</td>
<td>.921</td>
<td>P &gt;.05</td>
</tr>
<tr>
<td>Female</td>
<td>145</td>
<td>17.40</td>
<td>10.307</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table 6, the result shows that there was no significant difference between male (mean = 18.54) and female students (mean = 17.40) on alcohol use (df = 296; t = 0.921, P >.05) This indicates that both male and female secondary school students have the same level of alcohol usage. Thus, hypothesis four is therefore rejected.

Discussion

Based on the data collected from the respondents, the findings of the study revealed that there is significant, independent and joint influence of personality traits, peer pressure group and parental monitoring on alcohol use among in-school secondary students. Many personality traits have been found to be associated with excessive
alcohol use in adolescents (George, Connor, Gullo & Young, 2010). The study of Littlefield, Sher and Wood (2009) findings indicated that changes in extraversion were significantly related to changes in problematic alcohol involvement supported this study. Extraversion and tendency to seek autonomy from parents among in-school students could be associated with risk-taking behaviour and experimentation which may fuel desire for alcohol consumption. In addition, Anthony (1996) cited by Hayes et al., (2007), found that increased parental monitoring was significantly associated with lower levels of drug use during mid-childhood but the effect of monitoring was significantly weaker during late adolescence. In the Nigerian culture, many in-school adolescents may be predisposed to alcohol consumption because of pressure on parents to meet societal obligations which may reduce their ability to monitor their children effectively. Increased societal pressure to meet modern day obligations especially in an urban area could also contribute to the inability of parents to effectively follow up their children in school. The adolescent sub-culture may also enhance the impact of peer pressure on the in-school adolescents since alcohol use may also be associated with being social or popular.

In this study, students who reported high peer group pressure scored significantly higher on alcohol use than those who reported low peer pressure. The findings of Loke and Mak (2013); Maxwell, (2002) and Simons-Morton and Farhat (2010) reported that the influence of friends is highly predictive of whether or not an adolescent will engage in smoking and drinking supported the result obtained in this study. They also noted that non-smoking adolescents had friends who objected to smoking, suggesting that the influence of friends could either promote or deter risky behaviour. In addition, the results of this study is consistent with those of previous studies which indicated that parental monitoring, parental support and control affect the uptake of behaviour by adolescents that puts their health at risk through smoking and drinking alcohol (Parker and Benson, 2004; Bares et al., 2011). No significant difference was established between male and female on alcohol use among in-school secondary students in this study. This result is in line with those of Cahill and Byrne (2010) which was carried out among students who attended a health centre of University College of Cork (UCC). The researchers found that female students appeared to be binge drinking as often as their male counterparts and drank similar measures of alcohol as males. Schmid, Bogt, Godeau, Hublet, Dias and Fotiou (2003) reported that consuming alcohol is associated with worse performance at school, with lower grades, missing classes, dropping out of school and reduced expectations of educational progression, such as to higher education. In Nigeria more recently, alcoholism was found to be a serious problem with secondary school students in Port Harcourt, Rivers State and it was linked with truancy, poor academic achievement and other substances use (Alex-Hart, Opara and Okagua, 2015). Furthermore, alcohol use is consistently associated with various risk behaviours, such as drug
use and smoking (Faeh, Viswanathan, Chiolero, Warren and Bovet, 2006; Leatherdale, Hammond and Ahmed, 2008; Barreto, Giatti, Casado, Moura, Crespo and Malta, 2011).

The findings of this study and various other studies have shown that alcohol use among adolescents is a complex, socially determined and multi-faceted occurrence. Many factors contributing to an understanding of alcohol use include personality, peer group pressure, parental monitoring as well as others not examined in this study such as contexts of the school environment, socio-demographic factors, and relationships with adult friends and family. It is becoming urgent that health educators as well as the society become involved in the promotion of intervention programmes tailored towards reduction of alcohol consumption among in-school students. Other agencies of change such as the authorities, social actors, the family and the stakeholders at community level should be involved to promote the health and well-being of the students and prepare them for responsible adult roles in future.

References


