



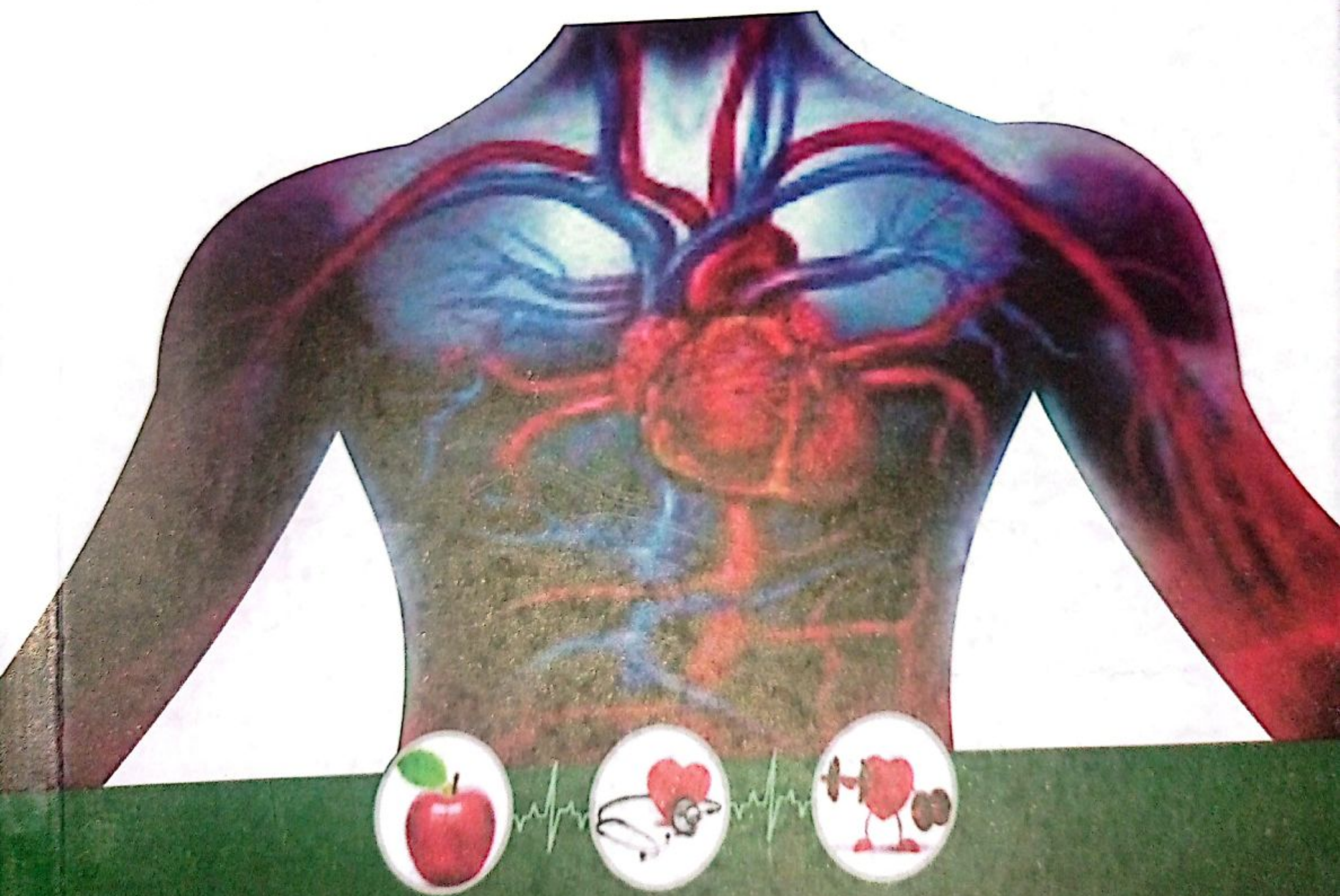
12

GJHRR



GLOBAL JOURNAL OF HEALTH RELATED RESEARCHES

VOLUME 2, No. 1 March/June 2020



Publication of Department of Human Kinetics and Health Education
Faculty of Education
Ahmadu Bello University, Zaria, Nigeria

Global Journal of Health Related Researches, Vol.2, No. 1, March/June, 2020

**GLOBAL JOURNAL OF HEALTH RELATED
RESEARCHES**

ISSN: 978-978-57083-6-3

VOLUME 2, No. 1 March/June 2020

<http://kobanni.abu.edu.ng/handle/123456789/12276>

Welcome to GJHRR

Welcome to the Global Journal of Health Related Researches. The Global Journal of Health Related Researches (GJHRR) is a broad based scholarly, referred, yearly journal published by the Department of Human Kinetics and Health Education, Faculty of Education, Ahmadu Bello University, Zaria, Nigeria. The scope of the journal includes the research, development, and practice in all areas of health, environment and education (human development, school, training, formal, informal, tertiary, vocational education, industry training, and lifelong learning).

Hard Copy and Online: Hard copies of the journal are available at a price fixed by the publisher. Online version can be accessed in all instances through the internet, free of charge.

Editorial board will first subject articles received for publication to plagiarism test, only articles with 70% and above originality shall be processed for peer review exercise.

Peer Review: Articles published in the journal had been subjected to blind peer-review by at least two experts in the field.

Copyright: Copyright of the materials in this journal rests with the publisher, Department of Human Kinetics and Health Education, Faculty of Education, Ahmadu Bello University, Zaria. Apart from fair use such as brief quotation for scholarly purposes, no article in this publication may be reproduced in any form or by any means without permission of the publisher.

Disclaimer: The views and styles expressed in the articles in this publication are those of the individual authors and are not necessarily shared by the reviewers, the editors, the editorial consulting board, the Department of Human Kinetics and Health Education, Faculty of Education, or the University

Published by:

Department of Human Kinetics and Health Education,
Faculty of Education,

Ahmadu Bello University, Zaria

P.M.B. Zaria

Nigeria

Copyright © 2020

Instructions to Contributors

1. General Guidelines

- I. **Types of Manuscripts:** Global Journal of Health Related Researches articles that meet its aims and scope must be original; therefore, authors are to guarantee that their article is original and not currently being considered for publication elsewhere. Additionally, the authors also guarantee that coauthors, where applicable, have approved the manuscript and have consented to submit it to the *Global Journal of Health Related Researches*. If figures, tables or texts passages included in a submission have been published previously, the authors are required to obtain written consent (to be submitted to Global Journal of Health Related Researches) for reprint from the original author(s) and other copyright holders, where applicable, prior to the publication of such material in Global Journal of Health Related Researches. Therefore, any material received without such copyright permission will be considered as original work of the authors.
- ii. **Language:** The GJHRR is published in English Language.
- iii. **Length:** Usually full-length article, survey or report should be between 5 000 – 10 000, while book review should be between 500 – 1 000 words.
- iv. **Abstract and keywords:** Each article should be summarized in about 150 – 200 words, serving as a brief description of the content of the article. In addition, following the abstract, supply 4 – 5 keywords that characterize the content of the paper and which can be used for indexing purposes.
- v. **Manuscript:** Manuscripts, including the abstract and references, should be typed doubled line spaced on A4 paper set-up using Times New Roman 12 Font.
- vi. **Review:** Each submission will be peer-reviewed. Before the publication of accepted article, corresponding authors will receive a PDF version of their manuscript for final proof reading. It should, however be emphasized that changes in content (new or additional results, corrected values, changes in article title, etc.) are not permitted without the approval of the Editor-in Chief.

2. Copyright

No article can be published unless accompanied by a signed publication agreement that serves as a transfer of copyright from author to the Journal. Only original papers will be accepted, and copyright in published papers will be vested in the publisher.

In addition, no compensation will be given in respect of published papers. However, authors reserve the right to use their own materials for purely educational and research purposes.

3. **Format of Submitted Manuscripts**

All manuscripts, written in good English, should be submitted electronically as an e-mail attachment (in Microsoft Word) to the Editor-in-Chief or Managing Editor(seunakorede@gmail.com), or the Journal's e-mail (globaljournalkineticshealth@gmail.com). No paper versions are needed. All manuscripts are subjected to a peer review process and copy-editing. The beginning of the manuscript must bear the title of the paper and the full names of authors and their affiliations for correspondence (including e-mail and telephone number). Where there are two or more authors include the addresses for correspondence (e-mail and postal addresses) for the contact author. The phrasing: All correspondence should be directed to (name and contact information) should be used. Financial support may be acknowledged within the manuscript to avoid footnotes.

4. **Style**

In general, the style should follow the format given in the Publication Manual of the American Psychological Association (Washington, DC: 2001, up-dated 2015 6th edition), (referred to here as the APA Manual).

5. **Organization**

The background and purpose of the manuscript should be given first, followed by details of methods, materials, procedures and equipment used (where applicable). Findings, discussion and conclusions should follow in that order. Appendices are not encouraged, but may be countenanced if considered necessary for the manuscript content to be understood. Specifically, author(s) are advised to consult the current APA Manual for the details they may need.

6. **Figures and Tables**

Figures should be kept to a minimum, and used only when not avoidable. They should be prepared separately, numbered consecutively and submitted in one of JPEG File Interchange (jpg), CompuServe GIF (gif), Windows Bitmaps (bmp), Tagged Image File (tif), and PC Paintbrush (pcx). Images should not exceed width of 450 pixels.

7. **References**

The author should ensure that the references given are complete. References to personal letters, papers presented at meetings and other unpublished material may be included. Where such materials may help in the evaluation of the paper, copies should be made available to the Editor-in-Chief or the Managing Editor. Papers and explanatory materials may be appended to the manuscript to avoid footnotes. Citation of an author's work in the text should follow the author-date method citation; the surname of the author(s) and year of publication should appear in text. Generally, the format for citations in the Manuscript for references is the Manuscript for references is that of the APA Manual as previously described under "Style".

Professor M. A. Suleiman

Head of Department,

Department of Human Kinetics and Health Education,

Editor-in-Chief, Global Journal of Health-Related Researches,

Ahmadu Bello University, Zaria, Zaria, Nigeria.

EDITORIAL TEAM

Editor-in-Chief

Professor M. A. Suleiman, Head of Department, Department of Human Kinetics and Health Education, Ahmadu Bello University, Zaria

Managing Editor

Akorede Seun Nurudeen (Ph.D), Department of Human Kinetics and Health Education, Ahmadu Bello University, Zaria

Internal Editorial Board Member

Prof. T.N Ogwu Department of Human Kinetics and Health Education, Ahmadu Bello University, Zaria

Prof V. Dashe Department of Human Kinetics and Health Education, Ahmadu Bello University, Zaria

Prof Umaru Musa Department of Human Kinetics and Health Education, Ahmadu Bello University, Zaria

Associate Editors

Prof. M.G. Yakasai

Bayero University Kano

Prof. R.A. Shehu

University of Ilorin

Prof. Oladipupo Okorie B.

Lagos State University

Dr. Arif Mohammad

Faculty of Education, Jamia Millia Islamia,
New Delhi, INDIA.

Dr. Ngozi Ani Rita

Enugu State University of Technology

Dr. Abdullah Abdulsalam

University of Maiduguri

Dr. Levi Akah

University of Calabar

Table of Contents

Adigun, J. O. Ololade, Ololade, R. O.,	Knowledge, Attitude and Practice of	1
Adeleye. A. I., Ayoade, A. K.,	Residents of Egbeda Local Government Area,	
Gbadewole, K.	Oyo State towards Tuberculosis.	
Abdulraheem, A. M.;	Solid Waste Disposal Methods among	12
Ologele Ibrahim; Suleiman,	Household Members in Kwara State,	
M. A.; Ogwu T. N.;	Nigeria.	
Umar Musa; Ayewole S B.	Influence of Maternal Health Literacy on	20
Oguntunji, I. O.(Ph.D).,	Health Status of Children under 5 Years in	
Ajayi, A. E.;	Atisbo Local Government, Oyo State.	
Olaleye, E. O.;		
Awojobi, H. A.;		
Alaro, A.F.(PhD).		
Yakubu Iliya (Ph.D) &	Impact of Cost sharing on the Efficiency of	30
Cordelia Adanma	Public Primary Schools in Jama'a Local Government	
Goldface Irokalibe.	Area of Kaduna State.	
Yusuf Aminu,	Knowledge of Malaria prevention Strategies	42
Sanusi Mohammed (Ph. D),	among Pregnant Women in North-East Zone,	
Isyaku A. Mohammed (Ph. D),	Nigeria.	
Professor V. Dashe.		
Musa Jibril Yakasai, (Ph.D),	Awareness of Health Consequences of Sexually	49
A. I. Hassan, Ph.D,	Transmitted Infections among Pregnant Women in	
Umar Ibrahim Babangida &	Jigawa State, Nigeria.	
Zainab Muhammad Aminu.		
Olubiyi Simeon Kayode,	Knowledge, Attitude and Preventive practice against	56
Nyamngee Amazie,	Lassa fever among Undergraduate of Achievers	
Ikeh Ifunanya Uchechukwu,	University Owo, Ondo State.	
Olubiyi, V.M, Ayeni, A.R &		
Samuel Abegunde.		

Shehu Salihu, Prof. Umaru Musa, Prof. (Mrs.) M. A Suleiman, Prof. (Mrs.) T.N. Ogwu, A.M. Isiyaku.	Assessment of Socio-cultural Belief Determent of the Utilization of Traditional Birth Attendants Services among Women of Childbearing Age in North East Zone, Nigeria.	65
Yahaya, Ayuba Barau (M.ed), Abdullahi Yanoko Tukur (M.ed)	Impact of Psychological Capital and Quality Education on Graduate Employability in the 21 st Century.	73
Sumayya A. Tijjani, (Ph.D), Hussani Garba (Ph.D), & Nofiu Oluwatobi Daniel (Ph.D).	Impact of Health Education on Primary Health Care Delivery System in Maiduguri Metropolitan Council, Borno State.	80
Nofiu Oluwatobi Daniel (Ph.D), Hussani Garba (Ph.D), & Sumayya A. Tijjani, (Ph.D).	Perceived Effects of Self-Medication on the Health of the People in Shanono Local Government Area of Kano State.	87
Abdulsalam, A. Ayodele (Ph.D.) Olokooba, Issa Nasiru (Ph.D.)	Undergraduates' Perception on transportation Issues in the Nigerian Public Universities.	97
James, Joke Felicia, Olaitan, Olukunmi Lanre, Adaramaja Sheu Raheem	Relationship between Parenting Styles and Social Health of Undergraduates of University of Ilorin, Ilorin, Nigeria.	105
Jamiu, A. T., Edungbola, A. A., Alaro A. F., Obaditan, O. F., & Adebola, C. O.	Health and Psychological Implications of Divorce Among Residents in Ilorin South Local Government Area, Kwara State.	116
Murtala Muhammad Jangebe, Fatima Zubairu, Mubarak Umar	Utilization of Immunization Services among Child Bearing Mothers in Zamfara State, Nigeria.	128

- | | | |
|--|--|-----|
| Oniye Ridwanullahi Kolapo | Prevalence, Causes and Perceived Effect of Commercial Sex amongst Students of Tertiary Institutions in Kwara State. | 137 |
| Badamas, O. L.,
Uyanne, E. O. (Ph.D) &
Okafor, I. P. (Ph.D) | Cohabitive Marriage among University Undergraduates in Kwara State, Nigeria: Students' Perceived Causes and Consequences | 147 |
| Solomon Moses &
Prof. Khadijah Mahmoud | Relationship between Post Traumatic Stress Disorder and Psychological Adjustment of Internally Displaced Persons in Darumi-1 Camp, Abuja, Nigeria. | 157 |

RELATIONSHIP BETWEEN PARENTING STYLES AND SOCIAL HEALTH OF UNDERGRADUATES OF UNIVERSITY OF ILORIN, ILORIN, NIGERIA.

¹James, Joke Felicia, Olaitan, ¹Olukunmi Lanre, ¹Adaramaja Sheu Raheem, & ²Ijaodola Tawakalitu Kikelomo

Departments of Health Promotion and Environmental Health Education, Faculty of Education, University of Ilorin. Ilorin, Nigeria

Department of Health education, Kwara state college of health technology Offa, Kwara state.

Corresponding Author: Jokejames24@gmail.com 08034278244

Abstract

This study inquired the relationship between parenting styles and social Health of undergraduates of University of Ilorin, Ilorin, Nigeria. Descriptive research design of survey type was adopted for the study. The population consisted all the undergraduates of the University of Ilorin, Ilorin, totalling 36,435 (2019). Multi- stage sampling technique of simple random technique and proportionate of simple balloting were used to select 390 respondents for the study. A researcher's designed questionnaire was used for data collection. Reliability of the instrument was ascertained through split-half method, Cronbach-Alpha was used for the analysis and reliability coefficient of 0.68 r. was obtained. Inferential statistics of Pearson Product Moment Correlation (PPMC) was used to analyse the three postulated hypotheses at 0.05 alpha level, using Statistical Package for Social Sciences (SPSS) version 23.0 software. The findings of the study showed that there is no relationship between parenting styles and friendliness, but there is correlation between some parenting styles, loneliness and self-actualization of undergraduates of University of Ilorin. The researcher recommends that, parents should adopt parenting styles that will inculcate good human relations and interactions in their children to encourage friendliness; allow their children to socialize with family, friends and neighbours and discourage living an isolated life; adopt parenting styles which has high positive effects on the children and speak positive words that build confidence and efficacy in children and make them believe in themselves

Key words: relationships, parenting, parenting styles, social health.

Introduction

Fostering children to become responsible adults is the responsibility of the parents or caregivers and the raising of children forms the foundation of his/her character formation. Parenting is the act of raising a child through the provision of physical, psychological, social and emotional needs for that child (Starr, 2011). Parenting or child rearing is the process of enhancing and supporting the physical, emotional, social, financial and spiritual development of children from infancy to adulthood (Dewar, 2010).

A parent is one who births a child; legally adopts a child or is traditionally obligated with the responsibility of nurturing children from infancy to adulthood. Parents are male and female who collectively take up the responsibility of providing the physical, economical, emotional and spiritual

needs of children from infancy into adulthood (Ehiozuwa, 2011). There are different types of parents. These include; Biological parent (one who has a direct genetic relationship to a child); adoptive parent (an individual who through legal means voluntarily takes responsibility for another person's child); foster parent (an individual who gives parental care to a child that is not his/her biological or adopted child); step-parent (an individual who provides parental care for a child whose father or mother he/she married after the divorce or death of a child's biological father or mother) and single parent which may be a biological or adoptive father or a mother who singly provides parental care for a child (Ehiozuwa, 2011).

Parenting is deuced from a Latin word '*parere*' which means "to bring forth, develop or educate". Parenting, therefore, is the long-term nurturing activity, involving the children, parents and other family members to bring about positive desired development in children. It is the purposive activities geared towards ensuring the survival and development of children. Child-rearing is not a technical term with definite significance, it refers to all the relationships and interactive activities between parents and their children. These interactions include the parental interest and care (responsiveness) and enforcing and inculcating values, beliefs, norms and positive attitudes (demandingness) in child-rearing Clarke-Stewart (2016). Parenting is a ceaseless process and each interaction has some effect on both the present behaviour and the child's capabilities for future habits. It should be noted that generally speaking, the role of parents concerning their children mainly involves caring, protecting and providing for basic needs such as food, clothing, shelter, education and love; emotional supports and shock absorber or spring to rise when the children fall. Many parents do not understand this. Many parents think parenting involves providing the child's basic needs and to help whenever the child asks for aid (Sternberg, 2006).

Parenting is often taught to be a difficult task by many parents who realised the seriousness of the task. As a result of this, parenting is pregnant with self-doubt, insecurity and psychological pain for an average parent. Many parents in developed countries often express a wish or desire that they would ideally like to attend schools, seminars, workshops or some sort of classes where parenting is taught. However, it must be noted that there is no one perfect method that can bring about the correct desired results. Even though there are books, magazines and advertisements and workshops on parenting, it should be noted that there is no perfect technique that can work in every circumstance and for every child. Parents have to learn by trial and error, and what may work for one child may not bring out the desired result in another. The parents, therefore, need to study and tune in to their children and study situations. Parenting is a responsibility that comes naturally to some; however, it is a herculean task for others (Vidyanathan, 2007).

United Nations International Children Emergency Fund (UNICEF)(2012) showed that young people below age 25years represent about 50% of the world population and about 20% of that category of people experience social health problems yearly on a global level. With such a large population at the threshold of suffering social problems which may lead to mental problems, this requires interventions from stakeholders. However, this report stated that the most consistent indicator of adolescents' social and mental well-being is the essential distinguishing attribute of the relationship they have with their parents. This means that good parenting decreases the risk of unacceptable behaviour among adolescents.

Good parenting is evidenced by when a person creates for a child a stable nurturing environment, act as a positive role model and plays a positive and active role in a child's life. Good parents provide moral and spiritual guidance, set restrictions, and provide consequences for a child's behaviour. Good parents accept responsibility for the overall development of the child and guide the child in making sound, healthy life decisions through open communication and mutual respect (Kwaiji, 2014).

Parenting style is the various system of nurturing adopted by parents in bringing up their children to be able to fit into society. The way people raise their children plays an important role in the child's overall development (Boundless, 2010). Baumrind's typology of parenting identified three parenting styles, authoritative, authoritarian and permissive, the uninvolved or neglectful style was later included in the typology. Steinberg, Blatt-Eisengart and Cauffman (2006), later observed that not every parent falls neatly into one category. Those parents who use authoritative, mostly adopt an authoritarian style in some cases, while the permissive parents sometimes become un-involved. These parenting styles generally closely correlates with the type of discipline a parent chooses to use with his or her child.

The commonly recommended styles of parenting by many researchers are authoritative, a little authoritarianism style and a little permissiveness. Although it is advisable to study individual children to know the appropriate style that can bring out the positive outcome from that child. Boundless (2010) pointed out two basic elements that help in shaping successful parenting, these are parental responsiveness and parental demandingness. Responsiveness refers to the extent to which parents intentionally foster individuality, self-regulation and self-assertion by being attuned, supportive and acquiescent to children's special needs and demands. While demandingness, on the other hand, means control, which refers to the claims parents make on their children to become integrated into the family wholly by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys (Gwen 2010).

Authoritative parenting is a style of raising a child using a democratic method of administration. Using this method, the parents still hold the authority but they are lenient and permissive enough to allow the child to ask questions and take some personal decisions (Birgitte 2008). Typical traits of authoritative parenting style include child discipline strategy that put demands on children such as assigning house chores, been expected to do as they are told most of the time (so they are raised in this spirit of disciplined, conformity, general obedience and sticking to rules). There are rules but they made logical sense. The relative freedom of choice, independent thinking is encouraged and discussions are allowed but the parent will always have the last say (Birgitte, 2008).

An authoritarian style of parenting is the style which institutes must follow rules and regulations. The children are not allowed to ask questions or make any contribution. This style of parenting is similar to autocratic administration. Baumrind (1966) and Kingsley (2011). Authoritarian parenting style is characterized by high behaviour control, (demandingness) but with low parental responsiveness (warmth). The traits include a value system that is conservative and predictable adhering to a strict family hierarchy.

of authority and submissiveness, constituent upholding of rules without discussions, suppression of emotions, aggressiveness, lacks closeness and cordiality among family members, the mental mindset that is characterized by rigidity, harshness, order, rules; punishment and strict discipline. The most common traits of authoritarian style of parenting are fear, sadness and loneliness.

Permissive parenting which is also known as indulgent is a style that follows strong intercommunication and self-control measures. In using this style parents permit children to groom themselves. They do not demand the children to follow strict orders. The parents nurture the children properly and expect matured and disciplined behaviour from them. It is characterized by low behavioural control and high parental responsiveness. (Birgitte, 2008).

The un-involved parenting style which is also known as neglectful parenting is evidenced by low behaviour control (demandingness), low parental responsiveness (warmth), lack of responsiveness to child's needs and very little emotional involvement with the children. They often meet physical needs but neglects emotional needs. The parents are mentally distant and disengaged from their children's lives. Un-involved parents fail to set limits on behaviour or expectations, does not offer a response at all to her hungry child (Lim & Smith 2011). The ability of a child to grow well socially as time progresses is known as social development. Social development involves learning the values, knowledge and skills that enable children to relate to others effectively and to contribute in positive ways to family, school and the community. This kind of learning is transmitted on to children directly by those who care for and teach them, as well as indirectly through social relationships within the family or with friends, and through children's participation in the culture around them (Koshuta, 2015).

Social health is the ability of an individual to make and maintain acceptable interactions with other people, such as feeling sad when people around you are grieved and celebrating with people when they are rejoicing. Social health has to do with one's ability to form satisfying interpersonal relationships with others. It is the ability to adapt intimately to different social situations and act appropriately in a variety of settings (Olawale 2014). It is how one gets along with other people, how other people react to you and how you interact with society. Developing social skills can improve the relationships you have with other people and help you to make friends. The variables under social health include friendliness, self-esteem, loneliness, self-actualization and rejection (Koshuta, 2015). Social health is also defined as the ability to form a meaningful relationship with other people in healthy and positive ways.

Statement of the Problem

University students are expected to have a high level of friendliness, sociability and self-actualization after the first initial feelings of arriving in a new environment. This seems not to be true for every student. There are differences in students' behaviour, habits, attitudes, and comportment, and this makes the researcher wonder why some students' behaviours are so appropriate and others leave much to be desired and inappropriate. Santrock (2010) revealed that children respond or react differently in society because of differences in their parental upbringing. The researcher assumed that there may be correlations in the way children are brought up and the way they react to situations, relate with people and take up challenges.

Mensah and Alfred (2013) carried out a study on the influence of parenting styles on the social development of children among 480 basic school pupils in Ghana, who were in their adolescent stage. The result showed that a large number of the parents adopted the authoritative style in the upbringing of their children and this has an influence on the students' social development. It is therefore deduced that the authoritative parenting style resulted in pro-social behaviour while authoritarian resulted in anti-social behaviour. This study further reported that a positive and significant relationship exists between authoritative parents exhibit teachers in pro-social behaviour such as cooperativeness, friendliness and empathy but authoritarian style shows a significant relationship with social incompetency. This may be because authoritative parenting allows children to make their contributions in whatever goes on in the house.

Williams (2006) reported research conducted among African-American high school students to find out the influence of parenting styles on the family environment. The finding revealed that adolescents who reported less conflict in their family perceived their parents as more authoritative. These students were reported to have high self-actualization, were more friendly and possess high self-esteem. Also, Abrhiem (2014) reported in a study conducted in the USA among students of high school, Adolescents from authoritarian families were found to be more dependent and less active. They were found to be less self-assured, had low self-esteem and weak communication skills. These may be because authoritarian parents give instructions which children must follow strictly without question or criticism. This can lead to low self-actualization. Baumrind's research as reported by Abrhiem (2014) shows that adolescents of authoritarian parents were associated with low sociability, obedience, and are more likely to be involved in delinquency, while those of authoritative style was fearful, aggressive and experience difficulty in regulating emotion.

However, the result of the study of Newman; Harrison; Dashiff and Davies (2012) on relationships between parenting styles and social health in adolescents among 175 Mexican-origin families of 11-15 year old adolescents showed that there are concrete relationships between parenting style and adolescents' social development. The adolescents raised in authoritative households consistently demonstrate higher protective and fewer risk behaviours than that of other parenting styles families. The outcome of the study also revealed that there is considerable evidence to show that parenting styles have relationships with warmth, friendliness, mode of disciplinary practice, communication and psychosocial adjustment. All these experimental studies showed a link between parenting styles used on children with one social behaviour or another. However, one cannot conclude or generalise that every parenting style will have a link with all the children's behaviour.

Objectives of the study

The general objective of this study was to investigate on the relationship between parenting styles and social health of undergraduates of University of Ilorin, Ilorin, Kwara state, Nigeria. The specific objectives of the study were to:

- 1) investigate the relationship between the four major parenting styles (authoritarian, authoritative, permissive and un-involved) and friendliness of undergraduates of university of Ilorin.
- 2) determine the relationship between parenting styles and loneliness of undergraduates of

- university of Ilorin.
- 3) investigate the relationship between parenting styles and self-actualization of undergraduates of university of Ilorin.

Research Questions

The following research questions guided the study:

1. Is there any relationship between parenting styles and friendliness of undergraduates of university of Ilorin?
2. Is there any relationship between parenting styles and loneliness among undergraduates of university of Ilorin?
3. Is there any relationship between parenting styles and self-actualization of undergraduates of university of Ilorin?

Research Hypotheses

1. There is no significant relationship between parenting styles and friendliness of undergraduates in university of Ilorin.
2. There is no significant relationship between parenting styles and loneliness of undergraduates in university of Ilorin.
3. There is no significant relationship between parenting styles and self-actualization of undergraduates in university of Ilorin.

Methodology

Descriptive research design of survey type was used for this study. The population for the study consists all male and female undergraduates of University of Ilorin, Ilorin, Kwara State, Nigeria, with total population of thirty -six thousand four hundred and thirty- five (36,435) from fifteen faculties. (registrar's office, university of Ilorin 2019). A multistage sampling procedure consisting of simple random sampling and proportionate technique of simple balloting was employed to select 390 students from the five (5) selected faculties out of the fifteen faculties in the university. A researcher's developed questionnaire of four point Likert format rating scale, named relationships between parenting Styles (RBPS), was used in the collection of data for the study. A four point Likert rating scales with alternatives of Strongly Agree, Agreed, Disagree and Strongly Disagree was used. The instrument consists of seven (7) items on demographic data of the respondents and fifteen (15) items on the relationships between parenting styles and social health of students of university of Ilorin. In order to ascertain the validity of the instrument used, three copies of the questionnaire were given to three experts in the related field at the department of health promotion, university of Ilorin. The result was analysed and correlated using Cronbach Alpha. The reliability of the instrument was ascertained, and a reliability correlation Co-efficient of 0.68 alpha level was obtained. Descriptive statistics of factorial/ regression table was used to answer the research questions while inferential statistics of Pearson Product Moment Correlation was used to analyse the three (3) postulated hypotheses at 0.05 alpha level, using Statistical Package for Social Science (SPSS) version 23.

Results

Research questions 1, 2 and 3: Is there relationships between parenting styles and friendliness, loneliness and self-actualization among undergraduates of university of Ilorin?

Table 1: Showing regression table on relationships between parenting styles and friendliness, loneliness and self-actualization.

Variables	Authoritarian	Authoritative	Permissive	Uninvolved
Friendliness	0.007	0.056	0.073	0.163*
Loneliness	0.121*	0.286*	0.590*	0.115*
Self-actualization	0.004	0.256*	0.350*	0.421*

0.05 level of significance

Research questions 1, 2 and 3:

For authoritarian and friendliness, the table shows that there is no significant relationship between authoritarian and friendliness (because Cal. r. value $0.007 < \text{Crit. r. value} = 0.082$).

For authoritarian and loneliness, the study revealed that there is significant relationship between authoritarian and loneliness, (because Cal. r. value $0.121 > \text{Crit. r. value} = 0.082$).

For authoritarian and Self Actualization, the study revealed that there is no significant relationship between autocratic and self-actualization (because Cal. r. value $= 0.004 < \text{Crit. r. value} = 0.082$).

For authoritative and friendliness, the result showed that there is no significant relationship between authoritative and friendliness (because Cal. r. value $= 0.056 < \text{Crit. r. value} = 0.082$).

For authoritative and loneliness, the result of the study revealed that there is significant relationship between authoritative and loneliness because (cal. r. val. 0.286 is greater than crit. r. val. 0.082).

For authoritative and self-actualization, it was indicated that there is significant relationship between democratic and self-actualization (because Cal. r. value $= 0.256 < \text{Crit. r. value} = 0.082$).

For permissive and friendliness, it was indicated that there is no significant relationship between permissive and friendliness (because Cal. r. value $= 0.073 < \text{Crit. r. value} = 0.082$).

For permissive and loneliness, the study revealed that there is significant relationship between permissive and loneliness (because Cal. r. value $= 0.590 > \text{Crit. r. value} = 0.082$).

For permissive and self-actualization, it was indicated that there is significant relationship between permissive and self-actualisation (because Cal. r. value $= 0.350 > \text{Crit. r. value} = 0.082$).

For uninvolved and friendliness, it was indicated that there is significant relationship between uninvolved and friendliness (since Cal. r. value=0.163 > Crit. r. value=0.082).

Hypotheses Testing

Hypothesis 1: There is no significant relationship between parenting styles and friendliness of undergraduate students in university of Ilorin.

Table 2: Pearson's 'r' showing relationship between parenting styles and friendliness of undergraduate students in university of Ilorin.

Variable	N	Mean	SD	Df	Calc. r - value	Critical r - value	Decision
Parenting Style	390	55.154	4.17	388	0.072	0.082	Accepted
Friendliness	390	13.4179	2.24				

Table 2 shows the Relationship between parenting styles and friendliness of undergraduate students in university of Ilorin. Based on the analysis of the results, it indicated that the calculated r of 0.072 is less than the critical r. value of 0.082 at 0.05 level of significant. Thus the hypothesis is hereby accepted. This implies that there is no significant relationship between parenting styles and friendliness of undergraduates in university of Ilorin, Ilorin, Kwara state, Nigeria.

Hypothesis 2: There is no significant relationship between parenting styles and loneliness of undergraduate students in university of Ilorin.

Table 3: Pearson 'r' showing relationship between parenting styles and loneliness of undergraduate students in university of Ilorin

Variable	N	Mean	SD	Df	Calc. r - value	Critical r - value	Decision
Parenting Style	390	55.154	4.17	388	0.443*	0.082	Rejected
Loneliness	390	13.6282	2.20				

Table 3 showed the Relationship between parenting styles and loneliness of undergraduate students in university of Ilorin, Ilorin, Kwara state, Nigeria. Based on the analysis of the results, it indicated that the calculated r. value of 0.443 is greater than the critical r. value of 0.082 at 0.05 level of significant. Thus, hypothesis two is therefore rejected. This implies that, there is significant relationship between parenting styles and loneliness of undergraduate students in university of Ilorin, Ilorin, Kwara state, Nigeria.

Hypothesis 3: There is no significant relationship between parenting styles and self-actualization of undergraduate students in university of Ilorin.

Table 4: Pearson's 'r' showing relationship between parenting styles and self-actualization of undergraduate students in university of Ilorin

Variable	N	Mean	SD	Df	Calc. r value	Critical r value	Decision
Parenting Style	390	55.154	4.17	388	0.508*	0.082	Rejected
Self-actualization	390	13.7821	2.00				

Table 4 shows the Relationship between parenting styles and self-actualization of undergraduate students in university of Ilorin. Based on the analysis, the results indicated that the calculated r of 0.508 is greater than the critical r of 0.082 at 0.05 level of significant. Thus, the hypothesis is hereby rejected. Meaning that, there is significant relationship between parenting styles and self-actualization of undergraduate students in university of Ilorin, Ilorin, Nigeria.

Discussion of findings

In research question one, the result indicated that there is no significant relationship between parenting styles and friendliness of undergraduates of the University of Ilorin, therefore hypothesis one was accepted, which means that the parenting style used in bringing up a child has no significant relationship with the friendliness of undergraduates in the University of Ilorin, Ilorin, Nigeria. This may be because of some inborn and inherited tendencies. Some children are naturally friendly, while some are timid or reserved. The finding is at variance with the findings of Newman; Harrison; Dashiff and Davies (2008) which found that there is considerable evidence to show that parenting styles have an influence on adolescents' social behavioural development. The finding further stated that parenting styles and behaviours that are related to warmth and good communication favour good psychosocial adjustment. This finding may be because of other variables such as environment and inner tendency that could be responsible for friendliness or otherwise of undergraduates apart from parenting styles were not considered in their own study.

In research question two, result from the majority of the respondents indicated that there is an important relationship between parenting style and loneliness because of the calculated r value is greater than the table value, therefore parenting styles have a significant relationship with loneliness. This finding is in agreement with the finding of Mensah and Alfred (2013) which says that there is a relationship between authoritative and authoritarian parenting styles and social development of adolescents and these two parenting styles favour social competence. Similarly Akhtar (2012) found out the effects of parenting styles on the attachment styles of undergraduate students. The study revealed that, students that are brought up by authoritative parent experience loneliness if he/she has no friends to converse with when the decision is to be taken because he/she is used to sampling opinion.

In research question three, the majority of the responses institutes the relationship between parenting styles and self-actualization. Also, the result of hypothesis three indicated that there is a significant relationship between parenting styles and self-actualization because the calculated Pearson's 'r' is greater than critical Pearson's 'r'. hypothesis three was rejected, implying that, there is a significant

relationship between parenting styles and self-actualization of undergraduate at the University of Ilorin. The finding is in-line with that of Martinez and Garcia (2007) that stated that adolescents from indulgent parents had a high score in self-esteem, self-actualization and internalization of self-transcendence values than those from authoritative parents. It means some parenting styles actually favour self-actualization

Conclusions

Based on the findings of the study, it was concluded that:

1. There is no significant relationship between parenting styles and friendliness of undergraduates of the University of Ilorin, Ilorin Kwara State, Nigeria.
2. There is a significant relationship between parenting style and loneliness of undergraduates of the University of Ilorin, Ilorin, Kwara State, Nigeria.
3. There is a significant relationship between parenting styles and self-actualization of undergraduate students of the University of Ilorin, Ilorin, Kwara State, Nigeria.

Recommendations

Based on the conclusion of the study, the researcher made the following recommendations:

1. Parents should develop a good relationship and use parenting styles that encourage friendliness and permissiveness in their homes. The most widely recommended parenting style which has always yielded positive result is authoritative and a little authoritarianism. University authority should organize and encourage periodic social gathering that will correct the lives of those students who have a problem with their social health.
2. Parents should encourage their children to socialize and interact with relatives, friends and neighbours as early as possible in life. This will give them the opportunity to learn how to make and keep friends. Parents should also create time to play and discuss with their children so that they will not be living an isolated/lonely life.
3. Parents should speak positive and encouraging words to their children, no matter how poor their performance may be so as to facilitate the level of confidence of their children which will help in building confidence to achieve their goals in life.
4. The government and health counsellors should create a platform through which parents and caregivers could be advised on how to improve the social health of their children through counselling, periodic seminars and jingles on the media.

References

- Abhiem, T. (2014). The Role of Parenting Styles on Psychosocial Development of Adolescents. *Business and Management journal*, 3(11), 47-52.
- Akhtar, Z. (2012). The Effects of Parenting Styles of Parents on the Attachment Styles of Undergraduate Students. *Languageinindia.com*, 2(1), 6-8. Retrieved 01 15, 2018
- Baumrind, D. (1966). Effect of Authoritative Parental Control on Child Behaviour. *Child Development*, 887-907. Retrieved october 22, 2016, from WWW.positive-parenting-ally.com
- Birgitte, C. (2008). *Parenting Styles and Their effect on children*. Retrieved 06 02, 2017, from Positive Parenting Ally: <http://www.positive-parentingally.com>
- Boundless. (2016, 05 26). Cultural and Societal Influences on Child Development. *Boundless*

- Psychology, 1-4. Retrieved 03 09, 2017, from <https://www.boundless.com/psychology/textbooks/boundless-psychology-textbook/human-development-14/infancy-and-childhood-72/cultural-and-societal-influences-on-child-development-281-12816/>
- Dewar, G. (2013). The Authoritative Parenting Style: Warmth, Rationality and High Standards. *Guide for the Science-Minded Parent.*, 1(1), 64-82.
- Gwen, D. (2010). Parenting Styles: A guide For The Science Minded. *Parenting Science*, 1-15. Retrieved December 14, 2016, from www.parentingscience.com/parenting-styles.html
- Koshuta, J. (2015). Definition of Spiritual Health. *Study.com*. Retrieved June 04, 2017, from study.com/academylessontranscript
- Kwaiji, M. D. (2014). Influence of Parenting Styles on Social Behaviour of Adolescents in Senior Secondary Schools in Gombe state, Nigeria. *Thesis submitted to the school of postgraduate studies A.B.U., Zaria*, pp. 6-23.
- Lim, S., & Smith, J. (2011). The Structural Relationships of Parenting Styles, Creative Personality and Loneliness Creativity. *Research Journal*, 3(1), 412-419. Retrieved 12 26, 2017
- Maccoby, E., & Martins, J. A. (1983). Socialization in The Context of The Family : Parent-Child Interaction. In M. E. Hetherington (Ed.), *Handbook of psychology* (pp. 42-58). London: P.H. Mussen.
- Martinez, I., & Garcia, J. F. (2007). Impact of Parenting Styles on Adolescents' Self-esteem and Internalization of Values in Spain. *Spanish Journal of Psychology*, 10(2), 338-348.
- Mensah, M. K., & Alfred, K. (2013). Influence of Parenting Styles on the Social Development of Children. *Academic Journal of Interdisciplinary studies.*, 2(3), 123-128. Retrieved 6 2017, from www.mcser.org/journal/index.php/ajis/article/view/1397
- Newman, K., Harrison, L., Dashiff, & Davies, S. (2008). Relationships between Parenting Styles and Risk Behaviours in adolescent Health. *Latino-American Enfermagem*, 1-1. doi:10.1590/50104
- Ogunwale, A. O. (2014). Concept and Dimensions of Health. In F. Oshiname, O. L. Olaitan, & A. Ogunwale, *Emerging Issues in Health Promotion For Healthy Living* (pp. 1-3). Ibadan: Ibadan Educational Services.
- Santrock, J. W. (2010). *A Topical Approach to Life-span Development* (13ed. ed.). New-York .U.S. McGraw-Hill. Retrieved March 8th, 2017, from WWW.amazon.com
- Starr, M. (2011). The Relationship between parenting Styles, Learning Autonomy and Scholar Achievement in Undergraduate College Students. Retrieved 12 7, 2016, from digitalcommons.edu/masters
- Steinberg, L., Blatt-Eisengart, I., & Cauffman, E. (2006). Patterns of Competence and Adjustment Among Adolescents From Authoritative, Indulgent, and Neglectful Homes. *Journal of Research on Adolescents*, 47-58. doi:10.1111/j.1532-7795.2006.00119.x
- UNICEF. (2012). *Effects of parenting on adolescents' social wellbeing*. New-York: UNICEF.
- Williams, Y. (2006). The Effects of Parenting Styles on Adolescent delinquency: Exploring the interactions between Race, Class and gender. *Western Michigan University*, 64-68.