

**Parenting Styles and Communication Strategies of Secondary School students Sexual
Behaviour in Osun state**

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Certification

This is to certify that Joseph Olufemi ADEBAYO with the Matriculation Number LCU/PG/000870 carried out this research work titled “Parenting Styles and Communication Strategies of Secondary School Students Sexaul Behaviour in Osun state” in the Department of Acts and Social Science Education, Faculty of Arts and Education, Lead City University, Ibadan, Nigeria for the award of Master of Education Degree (M.Ed.) in Pastoral Counselling under my supervision. This has not been previously submitted.

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Dedication

I dedicate my project to the Almighty God.

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Abstract

Even though empirical evidence exists to validate the avowal parenting styles and communication strategies hold the key in reducing the surge in students sexual behaviour in other secondary schools outside Osun state. Little is known also, about the nexus of these variables in the Osun state context. In view of this dearth in literature, this study investigated the influence of parenting styles and communication strategies on secondary school students sexual behaviour in Osun state. Using the Bowlby attachment theory as the theoretical basis, this study adopted the descriptive survey research design where multi-stage random sampling technique was used to select 500 students for the study. Data on the parenting styles and communication strategies were collected with a questionnaire. It was analyzed using both descriptive and inferential statistics at 0.05 level of significance. The study discovered that the regression correlation (R) existed among communication strategies, Democratic Parenting Styles, Laissez-faire Parenting Style, Autocratic Parenting Style and students sexual behaviour in Osun state. The results show that R is **0.744**, R^2 is **0.554** and Adjusted R square is **0.550**. This implies that the variables contributed **55.4%** to the variation on students' sexual behaviour. ANOVA produced $F_{(4, 495)}$ equals 153.457; $p < .05$. Also, the result shows contribution of Autocratic; **B=.539, t=15.650; $p < .05$** ; Democratic ;**B=.286, t= 7.767; $p < .05$** ; Laissez-faire; **B=.052, t= 1.537; $p > .05$** ; and communication strategies ; **B=.222, t= 10.496; $p < .05$** . From the result too, the mean difference in the male regarding parenting styles were higher for female (M=62.28, SD= 7.05) than male (M=67.02, SD= 6.47), $t(497.942)=-.413, p > .05$. $F=5.626, p=.018$. Thus, it is not significant. Recommendations were made that public schools through its Academic Board such as TESCOM, SUBEB should incorporate a general course on sex education to equip students with current theories in sexual practices for improved sexual behaviour.

Keywords: Parenting Style, Communication strategies, Students' sexual Behaviour

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Chapter One

Introduction

1.1 Background to the Study

Student in their adolescence age experiences transition period between childhood and adulthood. It extends roughly through the entire second decade of life. Growing into adolescence is a gradual process and this has to do with different stages of development. The first stage is the early adolescence, which covers the period of 11-14 years. The second is middle adolescence from 15-18 years, and the third is late adolescence, from 18-21 years. It is the period in which pattern of behaviour which has long-life consequences are formed and become established¹.

For instance, it is in adolescence that many individuals begin sexual relations and some become involved in risky sexual behaviours with life threatening consequence. The increase in adolescent pre-marital sexual activity in conjunction with the multiplicity of sexual partners have led to an increase in the incidence of unwanted pregnancies and sexually transmitted infections (STI) ¹. The high incidence of the acquired immunodeficiency syndrome (AIDs) among persons now in there 20s globally implies that, many contacted HIV in their adolescent age¹. Data on pre-marital sexual intercourse indicate that in Ibadan, Oyo State, 79% and 55% of males and females respectively age 15-24 years had experienced intercourse. Variables like parenting styles, communication strategies, family history, parental education and type of parental can affect sexual behaviour.

Concern continues to mount day by day in most secondary schools and communities of the world about student sexual behavioural problems. The concerns are being intensified by certain realisations. Firstly, adolescent birth rates are increasing at a very fast pace whereas, becoming a parent too soon before adults' abilities are attained and before acquiring necessary

resources for parenting pose problems for children and their young parents^{2,3}. Secondly, increased acts of adolescents' sexual abuse of peers and children on one hand as well as sexual abuse of adolescents by adults on the other hand presents high risk for healthy productive life of adolescents in our secondary schools. Exposing adolescents to involuntary, non consensual sexual activities usually does them more harm than good. It initiates adolescents to untimely sexual practices, exposes them to high risk of unintended pregnancy, abortion, unprepared parenthood and sex related diseases. Sexually active students are extremely vulnerable to high risks of Sexually Transmitted Infections like Human Immuno deficiency Virus (HIV/AIDS)⁴. There are enormous disastrous effects of negative sexual behaviour on students' academic outcome of which problems of school interruption, school termination, self actualization and attainment of future job success are prominent ^{3,4}.

As in the case of any other areas of human development, the prospect for adolescents' healthy productive life partly lies in healthy sexual development. Sexuality, as a vital aspect of adolescents' life which pertains to change in awareness and curiosity about sexual feeling behaviour, characterized by the onset of puberty, the stage of sexual expression is just a normal stage of sexual development that is of high necessity to human reproduction. Thus, the changes in awareness and curiosity about sexual feeling are naturally experienced as individual child grows and passes from infancy to childhood and even through puberty to adolescence. As a result of the changes in development trend, questions about decision making, social relationships, masturbation in private, experimenting between adolescents of the same age, open-mouthed kissing , fondling and body rubbing ,oral/genital contact and voyeuristic towards much younger children are common behaviours that are consistent with students' healthy sexual behavior/development⁵.

Parenting is a complex task that includes many specific behaviours that work individually and together to influence child's behaviour. Although specific parenting behaviours such as spanking or reading aloud may influence child development behaviour, looking at any specific behaviour in isolation may be misleading. Specific parenting practices are less important in predicting child well being than in the broad pattern of parenting. The construct of parenting styles is used to capture normal variations in parents' attempt to control and socialize their children⁶.

Parenting styles consider broader pattern of methods, hence, psychologists; theory of social development and parenting styles identify four parenting styles, namely authoritative, authoritarian, permissive and neglectful parenting. The four styles involve a combination of acceptance and responsiveness on the one hand and demand and control on the other hand. While Three primary parenting styles namely: emotional concentration (autocratic), avoidance prone (permissive) and accepting (democratic) models were recognized by a psychologist⁷. Autocratic parenting ranges from over protection to over demanding parent expect much of their children but generally do not explain the reasoning for the rules or boundaries. During adolescence the child may have less social competence as the parent generally tells the child what to do ⁸. On the other hand permissive parenting ranges from neglect to rejection. Within limits both physical and psychological needs of the child are ignored. Parenting adolescents here tends to be more impulsive and may engaged adolescents in behaviour misconduct. In the better cases they are emotionally secure independent and are willing to learn to accept defeat and also able to live life without the help of someone else. While accepting (democratic) parent sees to it that the physical and psychological needs are met. Independence and self-reliance are courage in an active and supportive way ⁹.

Parent-adolescent communication is an appealing source for influencing adolescents' knowledge, attitudes and behavior, because parents are an accessible and often willing source of information for their children. Conversations between parents and adolescents about their sexuality in particular are often difficult for both parents and adolescents¹⁰. Peer education appears more achievable although it is unlikely to be effective as a single strategy considering a few developmental and social issues affecting young people. According to behavioral psychologists, adolescence is an age category where individuals begin to develop identity and self image. This is the stage that they begin to explore concepts of education, career and marriage and examine how their roles fit into their future. Physically young people experience rapid growth and maturation of their sexual organs and become more interested in their sexuality. These physical and emotional changes can be overwhelming and intensify the need for information, support and experimentation¹¹.

Communication within the family appears to be particularly important during the adolescent years especially concerning reproductive health issues. Parental communication affects adolescent identity formation and role-taking ability¹². Cooper et al. suggest that adolescents who experience the support of their families may feel freer to explore identity issues. It was found that discussions between parents and children significantly facilitated the development of higher levels of moral reasoning in adolescents behaviour^{12,13}. The role of communication in the process of adolescent individuation from the family was studied, where data shows that 42 percent of Latino adolescents reported learning "a lot" about sexual health issues from their parents compared to white adolescents and African American adolescents¹⁴.

Sexual behaviors such as inconsistent condom use and sexual intercourse with multiple partners are relatively common among adolescents and youth in Sub-Saharan Africa. This

behavior increases the risk of unplanned pregnancies and the infection of sexually transmitted diseases and particularly HIV/AIDS¹⁵.

A major study showed that adolescents who reported feeling connected to parents and their families were more likely than other teens to delay initiating sexual intercourse¹⁶. Further, in a recent study, teens who benefited from parental guidance and who reportedly had a “good talk” with parents in the last year about sex, birth control, and the dangers of STDs were two times more likely to use condoms at the last time they had sex than teens who did not talk to their parents as often¹⁷. Therefore, the research intends to investigate the influence of parenting style and communication strategies on secondary school students’ sexual behaviour in Osun state, Nigeria.

1.2 Statement of the Problem

There are many outcries against sexual immorality in the Nigerian society today especially in our secondary schools. The involvement of teenagers, adolescents, youths and students in sexual immorality has become a serious problem and concern to parents, religious leaders, school authorities, government in particular and the society in general. Parents can no longer speak for or trust their daughters or sons as not being involved. The level of sexual immorality among some female and male students has highly increased. Schools have become a comfortable place for sexual immorality for some female and male students. Wearing of seductive attires has become fashionable among teenagers. At the secondary schools level, the virtue of virginity is becoming unthinkable, old fashion and abominable. Virginity among female and male students is not as common as it was in years past. How can this scourge be reduced such that male and female students will abide by their society moral injunctions?

The incidence of teenage pregnancy, sexually transmitted infection (STIs) and HIV infections among our youth is alarming. Hence, the fact that adolescents are in the age of high sexual drive causes many to engage in unsafe sex, premarital sex and prostitution. Male adolescents were also reported to have had sexual experience from early age of 14 years. Casual observation shows that parents spend insufficient time with their children. Some parents would even travel to distant places, leaving the children at the mercy of nannies and guardians. Such children lack parental care and attention and may end up becoming delinquent and most often would engage in early sexual intercourse even among themselves. Many parents subject their adolescent children, especially the females to child labour and make them hawk in market places, streets and motor parks. In so doing, they expose these adolescents to sexual harassment from older males. Some parents encourage their teens into early sexual intercourse and prostitution, unknowingly, by neglecting their responsibilities toward them. Yet another problem is the communication gap between parents and the children in school on their sexual behavioural issues. Communication of sexual matters between parents and adolescents is one of the strategies that could encourage adolescents to delay sexual debut or avoid unprotected sexual intercourse. However, parents and their adolescent children do not often communicate about sexual matters, and even where discussions occur, parents provide scanty information about sexual matters²⁰. This study, therefore, intends to investigate the influence of parenting style and communication strategies on secondary school students' sexual behaviour in Osun state, Nigeria.

1.3 Aim and Objectives of the Study

The main objective of this study is to investigate the influence of parenting styles and communication strategies on secondary school students' sexual behaviour. Other objectives are:

1. to determine the extent parenting styles will affect secondary school students' sexual behaviour in Osun state.
2. to examine the extent communication strategy of parents will affect secondary school students' sexual behavior in Osun state.
3. to determine the significant composite influence between parenting style and communication strategies on secondary school students' sexual behaviour in Osun State.
4. to determine the significant relative influence between parenting style and communication strategies on secondary school students' sexual behaviour in Osun State.
5. to examine whether male parenting style will significantly determine secondary school students' sexual behavior in Osun State

1.4 Research Questions

1. What extent will parenting styles affect secondary school students' sexual behavior in Osun state?
2. What extent will communication strategies of parents affect secondary school students' sexual behaviour in Osun state?

1.5 Hypotheses

The following specific hypotheses will be tested:

- H₀₁ There will be no significant composite influence between parenting styles (democratic, autocratic and laissez-faire) and communication strategies on secondary school students' sexual behaviour in Osun State.

H₀₂ There will be no significant relative influence between parenting styles (democratic, autocratic and laissez-faire) and communication strategies on secondary school students' sexual behaviour in Osun State.

H₀₃ There will be no significant difference between male and female parenting styles on secondary school students' sexual behavior in Osun State

1.6 Significance of the Study

This study through its findings would create the necessary awareness among parents on the influence of what they do on the sexual behaviour of their children in schools. It will shed more light on the relevance of parents monitoring/supervision on the present and future well being of the children. It will also equip the students with some of the dangers involved in pre marital sexual intercourse and therefore make them to manage their teenage age with more caution. The findings of this study would be very useful to governmental ministries and agencies like Ministries of Health and Education; Non-Governmental Agencies as well as sundry stakeholders in packaging effective and result oriented interventions on students in secondary schools in Osun state. The study will be useful to health practitioners and other key stakeholders in the areas of practice, policy and research. It will contribute to a clearer understanding of the role they can play in promoting knowledge of parental communication strategies as an important aspect of adolescent health and curbing HIV/AIDS. The findings and recommendations of this study will contribute to the existing body of knowledge of health communication by analyzing the relationship between parent-adolescent communication and, sexual behavior. Lastly, it will contribute positively to the expansion of knowledge in the area of students' sexual behaviour and also serve as an important reference tool for future researchers in the field.

1.7 Scope of the Study

The scope of this study is basically on the influence of parenting styles and communication strategies on secondary school students' sexual behaviour. The targeted groups for the study will be the adolescents in senior secondary schools. The respondents will cover students in SS1-SS3. The researchers decided to use this group because these groups are within the age range of 14-21 years which is the middle adolescence and at which stage all the secondary sexual characteristics would have manifested. Also, they are more vulnerable to sexual experimentations and adventures.

1.8 Limitation to the Study

The main limitation of this study is that the topic of sex is quite private and some respondents might feel inhibited to discuss it. Financial constraints may not allow for a broader coverage of any other slum.

1.9 Operational Definition of Terms

Adolescence: The term is used interchangeably with 'teenager' 'youth' and 'Children' to refer to a time of life between the ages of 10 and 19.

Adolescents' Sexual Behaviour: Sexual behavior in adolescence usually refers to sexual intercourse during adolescent years.

Awareness: In this study awareness will refer to how well adolescents are informed on the topics of sexuality.

Communication: Communication in this study refers to the exchange and sharing of information, attitudes and ideas among parents and adolescents on sex-related issues.

Communication Strategies: This refers to the numerous strategies implemented to help the adolescents overcome the limited sexual literacy.

Sexuality: This refers to the whole way a person expresses himself or herself as a sexual being. It includes reproductive mechanisms, dressing physical and emotional growth and gender roles.

Sex Education: The lifelong process of acquiring information and forming attitudes, beliefs and values about identity, relationships and intimacy. It encompasses sexual development reproductive health, interpersonal relationship, affection, intimacy, body image and gender roles.

Sexual Acts: Any physical, emotional or psychological act that is used to express sexuality. x

Sexual Behaviour: Refers to all activities which gratify an adolescent's sexual needs.

Parenting: This is the skill required by parents in order to influence a child's behavior.

Parenting Style: This is the control the parents exercise over their children sexual behaviour which are identified as autocratic, democratic and Laissez-faire.

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Chapter Two

Literature Review

2.0 Introduction:

This chapter will present conceptual review, theoretical framework, empirical review, conceptual framework and appraisal of review of related literature. In order to ensure effective review of the literature, the chapter therefore will be organised under the following headline.

2.1 Conceptual Review

2.1.1 Family Concept

2.1.2 Parental Styles

2.1.3 Adolescent Sexual Behaviour

2.1.4 Gender and Students Behaviours in Secondary Schools

2.1.5 Parenting Style, Students' Age and School Location

2.1.6 Consequence of Sexual Behaviour among Secondary School Students

2.1.7 Responsible Parenthood and Sex Education and Communication in Nigeria

2.2 Theoretical Review:

i. Theory of planned Behaviour Theory

ii. Attachment Theory

2.3 Empirical Review

2.4 Conceptual Model (Framework)

2.5 Summary of Reviewed Literature

2.1 Conceptual Review

In recent times, the concept of parenting has become very relevant in the study of adolescents sexual behaviour. Researchers have provided convincing evidence that parenting behaviour during adolescence period is an important determinant of offspring behavior. The

family is the first setting that is capable of affecting children's ability to function effectively in the society and even the coping strategies they adopt in relationship emerge from their interaction with their parent. The effects of the quality of the bifold mother-child-and-father-child experience are obviously manifested in the way the children perceived their parents role of childcare. Conceptually, parenting goes beyond being paternal or maternal progenitor but a representation of role modeling in upbringing of the children. It is basically the ability to look after children which involves the rearing of a child or children especially the care, love and guidance given by the parents. In this sense children are monitored and supervised by parent as they grow up. Further many researchers have investigated the Influence of Parenting Styles and Communication Strategies on Sexual Behaviour.

In a study review on how parents' styles are related to the ability of adolescents to achieve independence and self-regulation, it was established that a relationship between these parenting styles and the adolescents' self-regulation existed¹. Indeed parent's involvement in the socialization process of adolescent in the family is vital to the psychological and social growth of the adolescents. Several important conceptual and methodological issues may complicate one's understanding of the association between the parents or family process on sexual behaviour of adolescent. For example the issue of parental control is multidimensional, prior parents' child sexual communication and variations in family rules and household routines.

Many adults have difficulty in acknowledging adolescents as sexual being and therefore see adolescents' sexuality as something that must be controlled and restrained, whereas adolescents nature or characteristics of sexual behaviour are very obvious in their heterosexual relationship. Due to the biological or physiological changes in the adolescence period as characterized by hormonal changes, it is natural for adolescents to become curious about making

choices around sexual activities. But in the contrary in many African nations, data is accumulating that youth are getting much involved in sexual activity than before. Report shows that there is a declining age of first sexual debut, increasing number of sexually active adolescents and highrisk sexual behaviour among adolescents. Fortunately, in recent years researchers have brought unusual focus on the age at which adolescents boys and girls initiate sexual activity. A study showed a high level of sexual activities among Nigerian adolescents². Many of these activities include having more than one sex partners, patronage of prostitutes and masturbation when they lack access to opposite sex.

2.1.1 Family Concept and Parenting Style

Your parenting style can affect everything from how much your child weighs to how she feels about herself. It's important to ensure your parenting style is supporting healthy growth and development because the way you interact with your child and how you discipline her will influence her for the rest of her life. Researchers have identified four types of parenting styles: Authoritarian, Authoritative, Permissive, Uninvolved. Each style takes a different approach to raising children and can be identified by a number of different characteristics.

Types of parenting styles

Verywell / Joshua Seong

Authoritarian Parenting

Do any of these statements sound like you?

You believe kids should be seen and not heard.

When it comes to rules, you believe it's "my way or the highway."

You don't take your child's feelings into consideration.

If any of those ring true, you might be an authoritarian parent. Authoritarian parents believe kids should follow the rules without exception.

Authoritarian parents are famous for saying, "Because I said so," when a child questions the reasons behind a rule. They are not interested in negotiating and their focus is on obedience. They also don't allow kids to get involved in problem-solving challenges or obstacles. Instead, they make the rules and enforce the consequences with little regard for a child's opinion.

Authoritarian parents may use punishments instead of discipline. So rather than teach a child how to make better choices, they're invested in making kids feel sorry for their mistakes. Children who grow up with strict authoritarian parents tend to follow rules much of the time. But, their obedience comes at a price. Children of authoritarian parents are at a higher risk of developing self-esteem problems because their opinions aren't valued.

They may also become hostile or aggressive. Rather than think about how to do things better in the future, they often focus on the anger they feel toward their parents. Since authoritarian parents are often strict, their children may grow to become good liars in an effort to avoid punishment.

Signs That You Are Too Strict With Your Child

Authoritative Parenting

Do any of these statements sound like you?

You put a lot of effort into creating and maintaining a positive relationship with your child.

You explain the reasons behind your rules.

You enforce rules and give consequences, but take your child's feelings into consideration.

If those statements sound familiar, you may be an authoritative parent.

Authoritative parents have rules and they use consequences, but they also take their children's opinions into account. They validate their children's feelings, while also making it clear that the adults are ultimately in charge.

Authoritative parents invest time and energy into preventing behavior problems before they start. They also use positive discipline strategies to reinforce good behavior, like praise and reward systems. Researchers have found kids who have authoritative parents are most likely to become responsible adults who feel comfortable expressing their opinions. Children raised with authoritative discipline tend to be happy and successful. They're also more likely to be good at making decisions and evaluating safety risks on their own.

The Authoritative Parenting Approach

Permissive Parenting

Do any of these statements sound like you?

‘You set rules but rarely enforce them.

You don't give out consequences very often.

You think your child will learn best with little interference from you’.

If those statements sound familiar, you might be a permissive parent. Permissive parents are lenient. They often only step in when there's a serious problem.

They're quite forgiving and they adopt an attitude of "kids will be kids." When they do use consequences, they may not make those consequences stick. They might give privileges back if a child begs or they may allow a child to get out of time-out early if he promises to be good.

Permissive parents usually take on more of a friend role than a parent role. They often encourage their children to talk with them about their problems, but they usually don't put much effort into discouraging poor choices or bad behavior.

Kids who grow up with permissive parents are more likely to struggle academically. They may exhibit more behavioral problems as they don't appreciate authority and rules. They often have low self-esteem and may report a lot of sadness. They're also at a higher risk for health problems, like obesity, because permissive parents struggle to limit junk food intake. They are even more likely to have dental cavities because permissive parents often don't enforce good habits, like ensuring a child brushes his teeth. Are You a Permissive Parent?

Uninvolved Parenting.

Do any of these statements sound like you? You don't ask your child about school or homework. You rarely know where your child is or who she is with. You don't spend much time with your child. If those statements sound familiar, you might be an uninvolved parent. Uninvolved parents tend to have little knowledge of what their children are doing. There tend to be few rules. Children may not receive much guidance, nurturing, and parental attention. Uninvolved parents expect children to raise themselves. They don't devote much time or energy into meeting children's basic needs. Uninvolved parents may be neglectful but it's not always

intentional. A parent with mental health issues or substance abuse problems, for example, may not be able to care for a child's physical or emotional needs on a consistent basis.

At other times, uninvolved parents lack knowledge about child development. And sometimes, they're simply overwhelmed with other problems, like work, paying bills, and managing a household.

Children with uninvolved parents are likely to struggle with self-esteem issues. They tend to perform poorly in school. They also exhibit frequent behavior problems and rank low in happiness. Sometimes parents don't fit into just one category, so don't despair if there are times or areas where you tend to be permissive and other times when you're more authoritative.

The studies are clear, however, that authoritative parenting is the best parenting style. But even if you tend to identify with other parenting styles more, there are steps you can take to become a more authoritative parent. With dedication and commitment to being the best parent you can be, you can maintain a positive relationship with your child while still establishing your authority in a healthy manner. And over time, your child will reap the benefits of your authoritative style³.

Relationships between parents and children continue to play a significant role in children's development during early childhood. We will explore two models of parenting styles. Keep in mind that most parents do not follow any model completely. Real people tend to fall somewhere in between these styles. And sometimes parenting styles change from one child to the next or in times when the parent has more or less time and energy for parenting. Parenting styles can also be affected by concerns the parent has in other areas of their life. For example, parenting styles tend to become more authoritarian when parents are tired and perhaps more authoritative when they are more energetic. Sometimes parents seem to change their parenting

approach when others are around, maybe because they become more self-conscious as parents or are concerned with giving others the impression that they are a “tough” parent or an “easy-going” parent. And of course, parenting styles may reflect the type of parenting someone saw modeled while growing up.

Baumrind’s Parenting Styles

Baumrind offers a model of parenting that includes three styles. The first, authoritarian, is the traditional model of parenting in which parents make the rules and children are expected to be obedient. Baumrind suggests that authoritarian parents tend to place maturity demands on their children that are unreasonably high and tend to be aloof and distant. Consequently, children reared in this way may fear rather than respect their parents and, because their parents do not allow discussion, may take out their frustrations on safer targets – perhaps as bullies toward peers.

Permissive parenting involves being a friend to a child rather than an authority figure. Children are allowed to make their own rules and determine their own activities. Parents are warm and communicative but provide little structure for their children. Children may fail to learn self-discipline and may feel somewhat insecure because they do not know the limits.

Authoritative parenting involves being appropriately strict, reasonable, and affectionate. Parents allow negotiation where appropriate and discipline matches the severity of the offense. A popular parenting program that is offered in many school districts is called “Love and Logic” and reflects the authoritative or democratic style of parenting just described.

Today we recognize a fourth style within the Baumrind framework: uninvolved parenting. These parents are disengaged from their children. They do not make demands on their children

and are non-responsive. These children can suffer in school and in their relationships with their peers. Those with low warmth/responsiveness and low expectations/control are uninvolved. Those with low expectations and high warmth are permissive. Those with high expectations and low warmth are authoritarian. Those with high expectations and high warmth are authoritative.

Lemasters offered yet another model of parenting. This model is interesting because it looks more closely at the motivations of the parent and suggests that parenting styles are often designed to meet the psychological needs of the parent rather than the developmental needs of the child.

The martyr is a parent who will do anything for the child, even tasks that the child should do for himself or herself. All of the good deeds performed for the child, in the name of being a “good parent,” may be used later should the parent want to gain compliance from the child. If a child goes against the parent’s wishes, the parent can remind the child of all of the times the parent helped the child and evoke a feeling of guilt so that the child will do what the parent wants. The child learns to be dependent and manipulative as a result.

The pal is like the permissive parent described in Baumrind’s model above. The pal wants to be the child’s friend. Perhaps the parent is lonely, or perhaps the parent is trying to win a popularity contest against an ex-spouse. Pals let children do what they want and focus most on being entertaining and fun. They set few limitations. Consequently, the child may have little self-discipline and may try to test limits with others.

The police officer/drill sergeant style of parenting is similar to the authoritarian parent described above. The parent focuses primarily on making sure that the child is obedient and that the parent has full control of the child. Sometimes this can be taken to extremes by giving the

child tasks that are really designed to check on their level of obedience. For example, the parent may require that the child fold the clothes and place items back in the drawer in a particular way. If not, the child might be scolded or punished for not doing things “right.” This type of parent has a very difficult time allowing the child to grow and learn to make decisions independently. And the child may have a lot of resentment toward the parent that is displaced on others.

The teacher-counselor parent is one who pays a lot of attention to expert advice on parenting and who believes that as long as all of the steps are followed, the parent can rear a perfect child. “What’s wrong with that?” you might ask. There are two major problems with this approach. First, the parent is taking all of the responsibility for the child’s behavior, at least indirectly. If the child has difficulty, the parent feels responsible and thinks that the solution lies in reading more advice and trying more diligently to follow that advice. Parents can certainly influence children, but thinking that the parent is fully responsible for the child’s outcome is faulty. A parent can only do so much and can never have full control over the child. Another problem with this approach is that the child may get an unrealistic sense of the world and what can be expected from others. For example, if a teacher-counselor parent decides to help the child build self-esteem and has read that telling the child how special he or she is or how important it is to compliment the child on a job well done, the parent may convey the message that everything the child does is exceptional or extraordinary. A child may come to expect that all of his efforts warrant praise, and in the real world, this is not something one can expect. Perhaps children get more of a sense of pride from assessing their own performance than from having others praise their efforts.

Lemasters suggest that the athletic coach style of parenting is best. Before you draw conclusions here, set aside any negative experiences you may have had with coaches in the past.

The principles of coaching are what are important to Lemasters and Defrain. A coach helps players form strategies, supports their efforts, gives feedback on what went right and what went wrong, and stands at the sideline while the players perform. Coaches and referees make sure that the rules of the game are followed and that all players adhere to those rules. Similarly, the athletic coach as parent helps the child understand what needs to happen in certain situations whether in friendships, school, or home life and encourages and advises the child about how to manage these situations. The parent does not intervene or do things for the child. Rather, the parent's role is to provide guidance while the child learns first hand how to handle these situations. The rules for behavior are consistent and objective and presented in that way. So, a child who is late for dinner might hear the parent respond in this way, "Dinner was at six o'clock." Rather than, "You know good and well that we always eat at six. If you expect me to get up and make something for you now, you have got another thing coming! Just who do you think you are showing up late and looking for food? You're grounded until further notice!"

The most important thing to remember about parenting is that you can be a better, more objective parent when you are directing your actions toward the child's needs while considering what they can reasonably be expected to do at their stage of development. Parenting is more difficult when you are tired and have psychological needs that interfere with the relationship. Some of the best advice for parents is to try not to take the child's actions personally, and be as objective as possible.

Class and Culture

The impact of class and culture cannot be ignored when examining parenting styles. The two models of parenting described above assume that authoritative and athletic coaching styles

are best because they are designed to help the parent raise a child who is independent, self-reliant, and responsible. These are qualities favored in “individualistic” cultures such as the United States, particularly by the middle class.

Authoritarian parenting has been used historically and reflects the cultural need for children to do as they are told. African-American, Hispanic, and Asian parents tend to be more authoritarian than non-Hispanic whites. In collectivistic cultures such as China or Korea, being obedient and compliant are favored behaviors. In societies where family members’ cooperation is necessary for survival, as in the case of raising crops, rearing children who are independent and who strive to be on their own makes no sense. But in an economy based on being mobile in order to find jobs and where one’s earnings are based on education, raising a child to be independent is very important.

Working class parents are more likely than middle-class parents to focus on obedience and honesty when raising their children. In a classic study on social class and parenting styles called *Class and Conformity*, Kohah explained that parents tend to emphasize qualities that are needed for their own survival when parenting their children. Working class parents are rewarded for being obedient, reliable, and honest in their jobs. They are not paid to be independent or to question the management; rather, they move up and are considered good employees if they show up on time, do their work as they are told, and can be counted on by their employers. Consequently, these parents reward honesty and obedience in their children. Middle-class parents who work as professionals are rewarded for taking initiative, being self-directed, and assertive in their jobs. They are required to get the job done without being told exactly what to do. They are asked to be innovative and to work independently. These parents encourage their

children to have those qualities as well by rewarding independence and self-reliance. Parenting styles can reflect many elements of culture.

In Scout O'Donnell, she describes the alternative parenting style used by her parents. Can you find elements of authoritative and coaching parenting, along with a little Love and Logic?

Child Care Concerns

About 75.7 percent of mothers of school-aged and 65.1 percent of mothers of preschool aged children in the United States work outside the home. Since more women have been entering the workplace, there has been a concern that families do not spend as much time with their children. This, however, may not be true. Between 1981 and 1997, the amount of time that parents spent with children increased overall. Modern numbers for this vary widely, as many parents who work outside of the home also devote significant amounts of time to childcare, to 14 hours a week, compared with 10 in 1965. The amount of this time that is undistracted and involved may be close to 34 minutes a day.

Seventy-five percent of children under age 5 are in scheduled child care programs. Others are cared for by family members, friends, or are in Head Start Programs. Older children are often in after school programs, before school programs, or stay at home alone after school once they are older. Quality childcare programs can enhance a child's social skills and can provide rich learning experiences. But long hours in poor quality care can have negative consequences for young children in particular. What determines the quality of child care? One very important consideration is the teacher/child ratio. States specify the maximum number of children that can be supervised by one teacher. In general, the younger the children, the more teachers required for a given number of children. The lower the teacher to child ratio, the more time the teacher has

for involvement with the children and the less stressed the teacher may be so that the interactions can be more relaxed, stimulating and positive. The more children there are in a program, the less desirable the program as well. This is because the center may be more rigid in rules and structure to accommodate the large number of children in the facility.

The physical environment should be colorful, stimulating, clean, and safe. The philosophy of the organization and the curriculum available should be child-centered, positive, and stimulating. Providers should be trained in early childhood education as well. A majority of states do not require training for their child care providers. And while formal education is not required for a person to provide a warm, loving relationship to a child, knowledge of a child's development is useful for addressing their social, emotional, and cognitive needs in an effective way. By working toward improving the quality of childcare and increasing family-friendly workplace policies, such as more flexible scheduling and perhaps childcare facilities at places of employment, we can accommodate families with smaller children and relieve parents of the stress sometimes associated with managing work and family life⁴.

Parenting style is defined as a constellation of parents' attitudes and behaviors toward children and an emotional climate in which the parents' behaviors are expressed. In the field of parenting, typological approach of conceptualizing parenting has had a tremendous impact. he classified parenting into four types based on responsiveness and demandingness. Authoritative parenting style is characterized as high in responsiveness and demandingness. Authoritative parents provide not only support and warmth, but also clearly defined rules and consistent discipline. Authoritarian parenting style is characterized as low in responsiveness but high in demandingness. Parents of this style tend to use hostile control or harsh punishment in an arbitrary way to gain compliance, but they seldom provide explanation or allow verbal give-and-

take. Indulgent parenting style is characterized as low in demandingness but high in responsiveness. Indulgent parents are responsive to their children and satisfy children's needs, but they fail to set proper disciplinary, exhibit behavioral control, or make demands for mature behaviors. Finally, neglectful parenting style is characterized as low in responsiveness and demandingness. Neglectful parents are parent-centered and they are seldom engaged in child rearing practices. They neither provide warmth nor set rules for their children.

Adolescence is a critical developmental period that requires parents and youth to renegotiate their relationships. Existing research has shown that variation in parenting styles is related to differences in parent-adolescent relationship features. Overall, most studies with Western samples have consistently found that authoritative parenting style is associated with higher levels of parent-adolescent cohesion and lower levels of conflict frequency, conflict intensity and total conflict. In contrast, an authoritarian parenting style is associated with lower cohesion and higher conflict frequency, intensity, and total conflict. For instance, in a sample of American adolescents, found that more frequent and intense conflicts were predicted by more authoritarian parenting and less authoritative parenting. Similarly, analyzed data from American adolescents who had Asian, Latino, Arab, European or other ethnic background. They found that adolescents of authoritative parents reported less conflict than those with authoritarian parents.

In studies of Western families, parenting styles are recognized as having predictable associations with parent-adolescent conflict and cohesion. Previous studies have reported that adolescents of authoritative parents have lower conflict frequency and intensity and higher cohesion than those of authoritarian parents. In contrast to previous research, the present study showed that adolescents reported similar levels of parent-adolescent conflict frequency regardless of parenting style. This result may be attributed to the traditional Chinese culture,

which places emphasis on keeping harmonious relationships and avoiding confrontation. This unique cultural context may alleviate any links between parenting and frequency of conflict because Chinese adolescents may avoid conflict with their parents.

However, conflict intensity did show associations with parenting style. Compared with indulgent parenting styles, adolescents of neglectful and authoritarian parents experienced greater intensity of conflict. Indulgent parents place relatively few demands on the adolescents' behavior, giving them high degree of freedom to act as they wish. In contrast, neglectful parents are characterized as lacking warmth and guidance, whereas authoritarian parents place a high value on obedience and conformity and allow less verbal give-and-take. Conflict may be more intense in neglectful parenting style because the adolescent is making demands on a parent who otherwise is withdrawn and minimizing of the youth's needs. Also, adolescents may be dissatisfied with authoritarian parents' setting broad rules without emotional support, which leads to more intense conflict when it occurs. Other variables might also explain the effect. For instance, adolescents with neglectful parents are more likely to engage in delinquent behaviors, which itself may lead to more intense conflict.

In addition, the current study found that adolescents raised in authoritative and authoritarian parenting style reported similar levels of conflict intensity with parents. This is inconsistent with previous findings, which showed that Western adolescents raised in authoritarian parenting homes reported more intense parent-adolescent conflict than those raised in authoritative parenting homes. One explanation for this difference in results may be that in Chinese culture, similar to training and tiger parenting, the motivation and intention of authoritarian parenting is to supervise children and promote optimal development, instead of simply controlling them. And Chinese adolescents may perceive positively the parents' intention

to supervise their development, resulting in no direct association between levels of parental control and conflict intensity.

With regard to parent–adolescent relationship cohesion, the current study showed that adolescents with authoritative parents reported the highest levels of cohesion. This result extends previously published work in various cultural groups showing greater cohesion for authoritative parenting . Authoritative parenting is characterized by a high degree of warmth and acceptance as well as supervision, but also including the granting of adolescent autonomy. In Chinese and Western cultures today, adolescents seek greater independence along with support (compared to children)—a balance of youth and parent goals that is best met in authoritative households that promote close relationships. In contrast, neglectful parents’ lack of warmth and supervision, which may be interpreted as irresponsibility, may hinder the establishment of cohesive relationships. Indulgent and authoritarian parents provided either limited guidelines or limited support for their children. All these characteristics were likely to reduce parent–adolescent cohesion⁵.

Parenting styles constitute a well-known concept in parenting research, two issues have largely been overlooked in existing studies. In particular, the psychological control dimension has rarely been explicitly modelled and there is limited insight into joint parenting styles that simultaneously characterize maternal and paternal practices and their impact on child development. Using data from a sample of 600 Flemish families raising an 8-to-10 year old child, we identified naturally occurring joint parenting styles. A cluster analysis based on two parenting dimensions (parental support and behavioral control) revealed four congruent parenting styles: an authoritative, positive authoritative, authoritarian and uninvolved parenting style. A subsequent cluster analysis comprising three parenting dimensions (parental support, behavioral

and psychological control) yielded similar cluster profiles for the congruent (positive) authoritative and authoritarian parenting styles, while the fourth parenting style was relabeled as a congruent intrusive parenting style. ANOVAs demonstrated that having (positive) authoritative parents associated with the most favorable outcomes, while having authoritarian parents coincided with the least favorable outcomes. Although less pronounced than for the authoritarian style, having intrusive parents also associated with poorer child outcomes. Results demonstrated that accounting for parental psychological control did not yield additional parenting styles, but enhanced our understanding of the pattern among the three parenting dimensions within each parenting style and their association with child outcomes. More similarities than dissimilarities in the parenting of both parents emerged, although adding psychological control slightly enlarged the differences between the scores of mothers and fathers.

Parenting has gained ample research attention from various scientific disciplines. Many theoretical frameworks emphasize that parenting plays a vital role in child development, which has fueled research investigating the impact of parenting on child development for over 75 years. When studying parenting, researchers can take various strategies by considering parenting practices, parenting dimensions or parenting styles. Parenting practices can be defined as directly observable specific behaviors that parents use to socialize their children. For example, parenting practices intended to promote academic achievement are showing involvement by attending parent-teacher meetings or regular supervision of children's homework. Other parenting practices pertain to positive reinforcement, discipline, or problem solving.

Rather than focusing on specific parenting practices, other researchers have identified overarching parenting dimensions that reflect similar parenting practices, mostly by modeling the relationships among these parenting practices using factor analytic techniques. There is

consensus among scientists about the existence of at least two broad dimensions of parenting, labeled parental support and parental control. Parental support pertains to the affective nature of the parent-child relationship, indicated by showing involvement, acceptance, emotional availability, warmth, and responsiveness. Support has been related to positive development outcomes in children, such as the prevention of alcohol abuse and deviance, depression and delinquency and externalizing problem behavior.

The control dimension has been subdivided into psychological and behavioral control. Parental behavioral control consists of parenting behavior that attempts to control, manage or regulate child behavior, either through enforcing demands and rules, disciplinary strategies, control of rewards and punishment, or through supervisory functions. An appropriate amount of behavioral control has been considered to positively affect child development, whereas insufficient (e.g., poor parental monitoring) or excessive behavioral control (e.g., parental physical punishment) has been commonly associated with negative child developmental outcomes, such as deviant behavior, misconduct, depression and anxious affect. While parental behavioral control refers to control over the child's behavior, parental psychological control pertains to an intrusive type of control in which parents attempt to manipulate children's thoughts, emotions, and feelings. Due to its manipulative and intrusive nature, psychological control has almost exclusively been associated with negative developmental outcomes in children and adolescents, such as depression, antisocial behaviour and relational regression. The three parenting dimensions (support, psychological control, and behavioral control) have been labelled conceptually distinct, although they are related to some extent.

Other authors have taken yet a different approach to studying parenting by emphasizing that specific combinations of parenting practices within a parent particularly impact child

development rather than separate parenting practices or dimensions. Within such a configurational approach, one examines which patterns of parenting practices occur within the same parent and how these patterns—commonly labelled as parenting styles—are related to children’s development. Such parenting styles have the clear advantage of accounting for different parenting practices at the same time within the same person. As such, it comprises a person-centered approach that focuses on configurations within individuals rather than a variable-centered approach that focuses on relationships among variables across individuals as has been used to identify parenting dimensions.

Baumrind is commonly considered a pioneer of research into parenting styles. She introduced a typology with three parenting styles to describe differences in normal parenting behaviors: the authoritarian, authoritative and permissive parenting style. He suggested that authoritarian parents try to shape, control, and evaluate their children’s behavior based on the absolute set of standards; whereas permissive parents are warmer and more autonomy granting than controlling. She considered an authoritative parenting style to fall between those two extremes. Later on in the 1980s, he attempted to bridge Baumrind’s typology and parenting dimensions. Based on the combination of two dimensions – demandingness and responsiveness – they defined four parenting styles: authoritative (i.e., high demandingness and high responsiveness); authoritarian (i.e., high demandingness and low responsiveness); indulgent (i.e., low demandingness and high responsiveness); and neglectful (i.e., low demandingness and low responsiveness). These two parenting dimensions are similar, yet not identical to the dimensions ‘parental support’ and ‘parental behavioral control’. Based on Maccoby and Martin’s work, Baumrind expanded her typology with a fourth parenting style, namely the ‘neglectful’ parenting style.

Maccoby research efforts primarily focused on the configuration of the parenting styles and to a lesser extent on their association with children's development. Baumrind, in contrast, has also extensively studied the association between parenting styles and child development. This work consistently demonstrated that youth of authoritative parents had the most favorable development outcomes; authoritarian and permissive parenting were associated with negative developmental outcomes; while outcomes for children of neglectful parents were poorest. These aforementioned associations have also been replicated by other researchers. An authoritative parenting style has consistently been associated with positive developmental outcomes in youth, such as psychosocial competence (e.g., maturation, resilience, optimism, self-reliance, social competence, self-esteem) and academic achievement. Findings regarding permissive/indulgent parenting have been inconsistent yielding associations with internalizing (i.e., anxiety, depression, withdrawn behavior, somatic complaints) and externalizing problem behavior (i.e., school misconduct, delinquency), but also with social skills, self-confidence, self-understanding and active problem coping. An authoritarian parenting style has consistently been associated with negative developmental outcomes, such as aggression, delinquent behaviors, somatic complaints, depersonalisation and anxiety. Children of neglectful parents have shown the least favorable outcomes on multiple domains, such as lacking self-regulation and social responsibility, poor self-reliance and social competence, poor school competence, antisocial behavior and delinquency, anxiety, depression and somatic complaints.

Baumrind's typology was initially determined on theoretical grounds, although with time she did conduct empirical validation research (1967, 1971, 1989, 1991). Nonetheless, the empirical studies always started with parenting styles that were predefined in a prototypical score profile in terms of minimum or maximum limit scores (e.g., scores above or below the median)

on the different parenting practices; thus parents were first classified using cut-off scores for these predefined parenting styles and afterwards associations with child developmental outcomes were examined. However, such a confirmatory approach is not preferred to investigate parenting styles types, as it does not allow the identification of the naturally occurring typology, because people are actually forced into some predefined category defined on theoretical grounds. To empirically identify typologies in a certain population an exploratory clustering approach is needed. Such clustering methods entail that persons are assessed on different variables (e.g., parenting practices) and patterns that naturally occur in the data are identified. Persons with a similar score profile are classified in the same cluster and those with distinctly different profile scores are classified into other clusters; with the number of clusters and associated score profiles being unknown a priori. The literature shows that researchers started to adopt such clustering methods in research into parenting styles about 15 to 20 years ago. These studies have generally identified three or four parenting styles that resemble the initial theoretical parenting styles.

Although Baumrind's typology has greatly influenced parenting research, two issues have largely been overlooked in the existing knowledge. A first issue relates to the psychological control dimension which is currently considered the third parenting dimension. Initially, Baumrind paid little attention to the role of psychological control because her control dimension solely referred to parental socializing practices aimed at integrating the child in the family and society. In her later work (1971, 1989, 1991), Baumrind did incorporate aspects of psychological control but the confirmatory nature of that research (cf. using predefined clusters) makes it impossible to determine which parenting styles would naturally evolve when psychological control would be taken into account. Empirical studies have also rarely explicitly included parental psychological control when modeling parenting styles. So far, the limited research

including psychological control indices has mostly identified four parenting styles that match the theoretically distinct styles. Within these parenting styles psychological control coincided with behavioral control levels in the authoritarian parenting style, yet cumulative knowledge remains too limited to draw firm conclusions.

A second issue is that existing research provides little insight into the coexistence of maternal and paternal parenting styles and their joint impact on child development. Although Baumrind included both parents in her studies, she assigned a (pre-defined) parenting style to each one separately. In some studies (1991), data was limited to mothers if both parents were assigned a different parenting style^{6,7,8}; in others (1971) families were entirely excluded in such instances^{9,10,11}. Not only Baumrind, but research on parenting styles in general has paid less attention to the impact of joint parenting styles on child development, but has mainly focused on the unique, differential or interaction effects of maternal and paternal parenting styles adopting a variable-oriented perspective. Children in two-parent households are influenced by the combined practices of both parents; and some studies have clearly shown that mothers and fathers can differ in their parenting style. Considering how the parenting styles of both parents cluster together, therefore, aligns more closely with the real experiences of children growing up in two-parent households. Only such an approach can shed light onto possible additive and compensatory effects. For example, Simons and Conger found evidence for an additive effect as having two authoritative parents was associated with the most favorable outcomes in adolescents, as well as a compensatory effect where one parent's authoritative parenting style generally buffered the less effective parenting style of the other parent. Similarly, other suggested that in late adolescence perceiving one parent as authoritative while the other parent has a different parenting style, partly buffered for emotional adjustment problems.

Only two studies have simultaneously clustered maternal and paternal practices into joint parenting styles and examined how they are associated with child development (for other approaches, modeled the warmth and dysfunctional discipline practices of both parents resulting in three parenting styles that aligned with Baumrind's typology, namely supportive parents (i.e., similar to Baumrind's authoritative style), mixed-supportive parents (i.e., mother's parenting style is similar to Baumrind's 'good enough parenting'-style and father's to Baumrind's authoritarian style) and non-supportive parents (i.e., similar to Baumrind's authoritarian style). Although insightful, this study did not incorporate aspects of psychological control; was limited to early elementary school children (6- to 7- year olds); and was based on a rather small sample size (85 families). He also identified four joint parenting styles in their cluster analyses using late adolescents' (18-22 years) reports of authoritative, authoritarian, and permissive parenting: congruent authoritative (i.e., an authoritative parenting style by both parents), congruent authoritarian (i.e., an authoritarian parenting style by both parents), an authoritarian father-authoritative mother combination, and a permissive father-authoritarian mother combination.

2.1.2 Parenting Styles: Types and examples

Parenting style is the control which parents exercise over their children. A psychologist identified types of parenting styles as *autocratic, democratic and Laissez-faire styles*¹. In her view, parenting is a complicated occupation which requires variety of skills that work in concert to influence the behaviour of the child. No wonder it is used to capture normal variations in parents' attempts to control and socialize their children as well as to influence, teach and control their children. It is therefore evident that parenting style could enhance or diminish acceptable behavioural outcomes in children¹². Although other studies found no clear relationship between parenting style and child psychopathology^{1,3,14}. This was because of some moderator or

moderating variables such as age, socio-economic status, temperament, gender, family structure and the child's perception of the parenting style^{15,16,17,18,19}. An autocratic parent tend to have the final decision in the home, usually they are demanding and directive. Though they ordered environment with rules clearly stated, they are strict and as a result adolescents from such homes are often afraid of their parents and this tends to influence their decisions. It was opined that boys from such homes tend to be violent while the girls cannot withstand pressure from the opposite sex and thus engage in antisocial behaviours such as alcohol, drug abuse and promiscuity²⁰. The reason being that, this parenting style adheres strictly to the use of authority, punishment and do not expect the children to express disagreements with their rules but to obey without explanation²¹. On the other hand, the democratic style gives the adolescent a free hand to regulate their behaviour. They succumb to the child, giving few rules and avoiding confrontation, as a result the adolescent lacks initiative and discipline and expects everything to be done for them. Although, the parent here expects maturity from the child, by maintaining their position and respecting the child's opinion which in turn gives the child freedom of speech²². Adolescents from such homes view sex as an expression of mature love. The Laissez-faire parents tend not to interfere with the child's independence; thus demands little obedience and respect for authority. On the contrary the involved parent is much as the worst because there are no rules and no guidance towards the direction of the child's behaviour. The adolescent is entirely on his own and may depend on his peers for social and emotional development. Parenting style no doubt has been found to predict child well being arising from the conclusion that adolescents of autocratic parents tend to lack social competence in dealing with other people and tend to withdraw from social contact, they hardly use their initiative rather they depend on authorities to decide what is correct because they are used to adhering strictly to rules without being allowed to express their

own opinion. Conversely, children of democratic parents have more self-control, while those from Laissez-faire parents exhibit immature behaviour and have difficulty accepting responsibility for their own actions. And of course adolescents from uninvolved parents are totally dependent and cannot determine right from wrong behaviour. Such adolescents no doubt will fall prey to their peers. Parent's approval of sexuality appears to be related to adolescent's sexual behaviour. This was evident in a study which revealed that out of 10,000 adolescents studied, adolescents who were most satisfied with the relationship they had with their mothers and who perceived their mothers attitude as disapproving of premarital sex were less likely to initiate early sexual activity, and that the more satisfied the adolescents were with their relationship with their parents the more likely it was that they had used birth control²³. Similarly, in another study, it was concluded among 568 adolescents where girls showed similar relationship between parents approval and adolescent sexual behaviour because the adolescents tend to delay the onset of sexual behaviour when they perceived their parents attitude about sex as restrictive²⁴. Consequently adolescents of "good parents" have good home training and would grow up to abstain until marriage; on the contrary those of "bad parents" stand a higher chance of being pushed consciously or unconsciously into early sexual initiation.

Democratic style is more directly related to children's psychosocial and behavioural adjustment than the other parenting styles²⁵. Adolescents from autocratic homes do not usually present behavioural problems²⁶. Although when discipline becomes too rigid, the probability of the adolescent engaging in antisocial behaviours becomes higher²⁷. On the other hand, adolescents with uninvolved parents are less socially competent and present adjustment problems in all domains. Some researchers point out that adolescents from Laissez-faire homes do not interiorize norms and social rules adequately therefore are likely involved in antisocial

behaviour²⁸. Others are of the opinion that these adolescents show a social and behavioural adjustment as good as those from democratic homes ²⁹. It is therefore possible that the specific culture where the various researches were conducted could be responsible.

2.1.3 Parenting Style and Adolescent Sexual Behaviour

Research indicates the importance of parenting style on child development and their sexual behavior and activities. In fact, in Social Determination Theory the parenting style is essential in formulating parent and child relations and it serves as the basis for the child's well-being³⁰. Parenting style is within this context is a measurement of emotional climate in the home. Within this theory is also stated that there are three primary psychological needs for optimal being and those are (competence, autonomy, relatedness or warmth) (Kocayörük et al., 2015). These core psychological needs are viewed as the cornerstone of self-regulation. The parenting style has a heavy role in satisfying those needs for the child. When the child perceived a warm and affectionate presence from their parents, the child was more likely to develop ability to self-regulate their activities and sexual behavior.

Parents supporting their child's ability to be a catalyst for their own actions (autonomy support) fostered the child's ability to formulate a positive self-concept and the ability to adapt to a new environment³⁰. Parents who demonstrate autonomy support and ultimately volitional functioning by showing the child empathy, prompting the child to evaluate, personal values, and by having the child make age appropriate choices on their own.

Parent involvement is also essential in creating solid development. The lack of involvement can manifest in decreased understanding and communication in parent-child

relations. Studies do indicate that mother autonomy support and involvement heavily contributed to child autonomy, perceived competence and volitional control³⁰.

Warmth is another contributor to child well-being, and studies gauge this within parenting style. However, warmth in the home consists of the interaction in the home consists of the interaction in the home, care, and fulfillment of needs. Based on Social Determinant Theory, parents who provide warmth, involvement, and autonomy support foster positive outcomes in their children³⁰

Within adolescence many factors pertaining to parents are present and parents have a distinct impact on adolescent development in sexual behavior. Literature indicates that parents possess a variety of factors that protect against risky sexual behavior³¹. One important area of parenting is parent-child communication. Parent-child communication can refer to general communication, and it can refer to sexual communication more specifically. When there is open dialogue or exchange between parent and child, it is less likely that the child will engage sexually risky behavior. The impact of communication is essential because it signifies formation and cohesion of the family. The more cohesion of the family can lead to lesser need for sexual exploration for the child.

In addition, more family cohesion and connectedness also may suggest more parents monitoring, which measure the extent that the parent knows their child's whereabouts like who they are with and the activities they are engaging in³². As imaginable more parental monitoring decreases sexual risk behavior due to the parent's active role in the child's activities. Studies also suggest that the parent child relationship is especially important in establishing and communicating clear boundaries and understanding of those boundaries³².

The previous studies provide great research on parenting styles on adolescents, but there is limited research on emerging adults especially within the collegiate setting. Many differences emerge from adolescents to emerging adults such as a heightened autonomy due to no longer living at home, a decrease in parental monitoring, and a decrease in overall family collectivism. It is understood that that these factors usually increase sexual risk behaviors³².

2.1.4 Adolescent and Sexual Behaviour

Adolescent Sexual and Reproductive Health (ASRH) is a public health concern because sexual behaviours can have both direct and *lasting* impacts on the health and well-being of adolescents. In addition to sexually transmitted infections and HIV, early pregnancy and unsafe abortion are of particular concern for this age group.

Globally, pregnancy and childbirth complications are amongst the leading causes of death of 15-19 year old girls³³. The risks associated with adolescent pregnancy include premature birth, low birth weight and cognitive and developmental difficulties for the child³⁴. In addition, early pregnancy typically marks the end of formal education for girls, which subsequently reduces their employment opportunities and increases chances of and/or perpetuates poverty in later life³⁵. This not only impacts the adolescent mother, but also places economic strain on her family; a particular burden for already poor families. Indeed these negative implications of early pregnancy contribute to the disproportionately high rates of unsafe abortions amongst teenage girls; every year 3.9 million girls aged 15 to 19 undergo unsafe abortions³⁶. ASRH is of particular concern in countries in sub-Saharan Africa (SSA) because, as explained by Izugbara, adolescent sexual and reproductive health in this region, is directly associated with a ‘triple tragedy’ of unwanted teenage pregnancy, unsafe abortions and HIV/AIDS³⁷. Amongst girls aged

15-19 years in SSA, there are 101 births per 1000 girls annually³⁸ and adolescent girls account for 25% of abortions and abortion related deaths in the region³⁹. Furthermore, in 2017, 70% of new HIV infections amongst adolescents occurred in sub-Saharan Africa and the majority of these were amongst young women and girls⁴⁰.

There are other factors which also contribute to the burden placed on adolescents in the SSA region. For example, the high rates of poverty in the region exacerbate the financial strain that comes with early pregnancies. In addition to this, there seem to be conflicting social and cultural norms around early pregnancy in a number of countries in SSA, which may increase the social burden for adolescent girls in this region. For example, although countries in sub-Saharan Africa have some of the highest incidence of early pregnancy and early marriage in the world⁴¹, “In the African cultural set-up, those who conceive outside marriage are looked down upon and are more likely to face social ostracism, which can also hamper future relationships and development”⁴².

Indeed, studies have suggested that in many countries in sub-Saharan Africa, parents feel shame simply at the thought of their adolescent children being sexually active. Furthermore if a girl falls pregnant outside of marriage, she brings shame on to the whole family, often resulting in social sanctions from community members⁴³. Simultaneously however, as is the case in Zambia for example, there is high value placed on fertility and the new born child, regardless of the age or marital status of the mother⁴⁴. Such findings suggest that although teenage pregnancy may be more normalized in SSA than in other regions, the conflicting social implications are added to the burdens of ill-health outcomes and increased economic strain on the adolescent mother. In order to reduce this burden therefore, there is a need to equip adolescents with the knowledge, skills and services to make safe sexual choices, but there is also a need to challenge

the negative association that parents and communities have towards adolescents' sexual behaviour.

In order to address negative attitudes towards adolescents' sexual behaviour, it is first necessary to understand the complexities and discourses that can shape attitudes towards adolescent sexuality- including early pregnancy- in a given context. The discourses and opinions around early pregnancy are influenced by social and cultural norms, but also by political and economic factors; this results in a number of conflicting discourses occurring in parallel. Indeed, this is what was found in a study in rural Zambia; discourses around early pregnancy and schooling were examined through focus groups with parents, teachers, adolescent boys and girls, community health workers and district leaders⁴⁴.

The finding suggests that although early pregnancy and early marriage are described as both moral and development problems, parallel discourses presented early marriage and pregnancy as an acceptable means of ensuring social and economic security for girls. In such cases, parents encouraged adolescent girls to conceive and marry in order to reduce the economic burden on the household and ensure her security. The authors also point out that these less 'politically correct' attitudes towards early pregnancy were less openly presented by the participants and were framed in terms of the opinions of others or 'some people's opinions'. Indeed such findings indicate that despite political will (as is the case in Zambia) and apparent support for reducing adolescent pregnancy in a community, there may be 'hidden' barriers which need addressing. Understanding and changing attitudes surrounding adolescent sexual and reproductive is complex.

2.1.5 Parenting Style, Gender and Students Behaviours in Secondary Schools

In addition to signalling norms and attitudes, parents can also influence adolescents' sexual behaviours by communicating directly with them about sexual issues. Through direct communication with their children especially female children, parents can provide knowledge, set standards, norms and rules regarding acceptable and safe sexual behaviour. By directly addressing sexual issues in conversations with their children, parents can also challenge false beliefs, perceived norms and negative peer influences which can lead to risky sexual behaviour. For example by explaining the risks of unprotected sex and early pregnancy, a parent can challenge the perceived positive attitudes towards teenage pregnancy amongst his/her peers. Furthermore, if they are able and willing to communicate with their children about sex, parents can formulate messages which are consistent with their familial context and in line with their frame of reference. Parents can also tailor their messages according to the life stage, cognitive capacity, maturity and emotional development of the child. Although public health service providers and teachers are more commonly considered as the 'teachers of sexual health', adolescents may not always have access to these information sources, nor want to access them. Therefore, relative to other information sources, parents are uniquely suited to communicate with their children about sexual health behaviours.

Evidence suggests that parent-child sexuality communication can have a direct influence on adolescent sexual and reproductive health behaviour. Intervention studies, largely from North-America for example, have shown that when parents are trained to effectively communicate with their children about sexual health, adolescent sexual risk behaviour can be reduced⁴⁵. Outcomes from intervention studies include more accurate sexual knowledge, delay in sexual debut, fewer partners, increased condom use and improved sex negotiation skills amongst adolescents⁴⁶. Furthermore, in a study of African American and Hispanic adolescents, parent-

child communication around sex and condoms not only delayed sexual debut but also reduced the influence that peer norms had on adolescents' sexual behaviours.

Based on the theories and findings presented above, it is perhaps not surprising that global public health actors are increasingly emphasising the need to include parents in initiatives to address adolescent sexual health. For example, the World Health Organization's *Global Accelerated Action for the Health of Adolescents* and the *Guidance on Adolescent and Sexual Health and Rights*^{34,47}, highlight the need to include parents in the delivery of adolescent health interventions. More recently, UNESCO specifically included parent-child sexuality communication in its *Revised Technical Guidance on Sexuality Education (2018)*⁴⁸. Importantly, these global guidelines also recognize that parents need support if they are to be able to communicate with their children about sexual and reproductive health. As aptly stated by Jaccard et al, "it seems somewhat naïve that parents will know exactly what factors need to be addressed to alter or prevent risk activity on the part of their children. Parents need help!".

2.1.6 Parenting Style, Students' Age and School Location

Parents' attitudes towards adolescent sexual and reproductive health can also affect whether and how they communicate with their children about sexual issues. Parents are less likely to communicate with their children about sex if they hold conservative views and if they endorse abstinence⁴⁹.

Furthermore, parental attitudes can determine the content of the communication; parents who are averse to condoms and contraception are limited in the advice they can provide regarding safe sexual practices. Indeed, it is for this reason that many have emphasized the need to work with and educate parents to challenge beliefs which may hinder safe sexual behaviour. In sub-Saharan

Africa for example, authors have highlighted the need to challenge specific cultural scripts, including those regarding the irrepressible nature of the male sexual drive⁵⁰.

Parental styles towards ASRH also differ between countries and cultures and may therefore also have different effects on parent-child sexuality communication. For example, although Poulsen found that both Kenyan and American parents were both more likely to speak to their children about sex if they feel their child is ready⁵¹. In the study, fewer Kenyan parents reported sexuality communication than American ones. Indeed, this may have been the result of attitudinal differences regarding the appropriate age for communication. However, other studies have also identified parental attitudes which prevent parents from communicating with their children about sex.

Findings from a number of countries in the SSA region suggest that parents avoid communicating about sex out of fear that it will promote sexual activity amongst children⁴³. A study in rural Tanzania also described a belief amongst parents that children who are in school simply do not have sex and therefore do not need to learn about it⁴³. Based on such findings, it is clear that in order to increase and/or improve parent-child sexuality communication, its associations with parents' attitudes in that context, must be considered.

2.1.7 Consequence of Sexual Behaviour among Secondary School Students

Adolescents' knowledge and access to reproductive health services is important for their physical and psychosocial wellbeing. It has been found in an earlier study that the lack of knowledge about the consequences of unprotected premarital sex among adolescent females predisposed them to unwanted pregnancies, unsafe abortion and its complications, and sexually transmitted infections⁵².

According to the 2014 Ghana Demographic and Health Survey (GDHS), about 14% of females aged 15–19 years had begun child bearing. Of these 14%; about 11% have had a life births and 3% were pregnant at the time of the survey⁵³. Abstinence, use of condom, use of contraceptives, decision to keep a pregnancy, use of safe abortions services are some of the choices and reproductive health decisions adolescents make⁵³. The International Conference on Population and Development (ICPD) which was held in Cairo in 1993 recognised the negative effects of risky sexual behaviour. Several countries including Ghana were implored to institute measures to ameliorate the situation⁵⁴. Therefore, adolescent-friendly reproductive health services and comprehensive abortion care were instituted in Ghana to increase access to reproductive health and safe abortion services. This notwithstanding, many adolescents still encounter significant obstacles in accessing sexual and reproductive health services⁵³. Knowledge on reproductive health services is essential to enable them make informed choices. The type of choices made by these young adults could either impact positively or negatively on their lives, their families and the society at large⁵⁴. This study therefore explored adolescents' knowledge about reproductive health and choices, what choices they make and the factors that affect those choices.

An organization dedicated to making health objectives to promote the health of Americans, it recognized there were crises, STIs and unintended pregnancies are a major issue⁵². The objectives of Healthy People 2020, an initiative of the Department of Health and Human Services, include “promoting healthy sexual behaviors,” and “improving the health and well-being of women, infants, children, and families”^{53,54}. STIs are more prevalent than before and some are more difficult to treat. For instance, Gonorrhoea has evolved and developed resistance to

antibiotics⁵⁴. The CDC also indicates that there are about 20 million new cases of STIs annually⁵⁵.

Furthermore, the United States Health Care System allots about \$16 billion annually to care related STIs⁵⁵. By these through examining parenting style's impact on adolescent sexual behavior constructs of risky sexual behavior may be determined. Although STIs contribute to the weakening of the immune system, increasing the likelihood of acquiring HIV and other ailments, and causing pregnancy difficulties⁵⁶, they are not the only cause of concern. Unintended pregnancy has also been detrimental to our society. This phenomenon can cause problems for both the mother and the baby if the mother is not ready financially, physically, and mentally⁵⁷. All these issues can cause long term obstacles for future generations. For instance, if a mother is of the working class, the child is less privy to higher education and other enriching opportunities which will impact their social economic status⁵⁷.

Educating the parents about the impact of their parenting style on the child's sexual behavior is an opportunity to address leading to STIs and other sexual risk behaviors in preliminary stages. The link between parenting and child sexual risk behaviors is very important. Theoretical concepts regarding child development, indicate that the family is the initial most crucial factor in determining child behavior⁵⁸. Children learn a variety of behaviors and attitudes from their parents, and sexuality is no exception. Parenting practices are commonly associated with reflective behavioral outcomes in children, and many theoretical frameworks illustrate how parent-child relationships form behavior⁵⁹. Some of the frameworks include behavior theory, social learning theory, attachment theory, life history theory, social control theory, and self-control theory⁵⁸. The basic premise of these theories stipulates that parenting that focuses on "warmth, involvement and positive communication" decrease likelihood in risky sexual behavior

among children. Throughout the study, the theoretical framework was used to guide the current study.

2.1.8 Responsible Parenthood and Sex Education and Communication in Nigeria

Externalizing behaviors have been defined as a series of maladaptive behaviors related to aggressiveness, delinquency, and/or hyperactivity in childhood and adolescence⁵⁹⁻⁶⁶. Externalizing disorders are a significant phenomenon that is associated with minors' distress and that of people from their immediate social environment (family, friends, classmates). Thus, they have a negative impact on social, educational, professional, and other important areas⁶⁷.

Externalizing behaviors have been linked to multiple individual, genetic, or environmental variables, such as family, school, or community⁶⁸. Numerous studies have highlighted parental styles as one of the most important variables that influence children's neurological, psychological, and social development⁶⁹.

In responsible parenthood, fathers and mothers should love, protect, educate, guide, and teach their children in order to help them grow, develop, and prosper. In this regard, the work described by a scholar said that boys and girls who do not have the opportunity to develop tools for emotion self-regulation through positive parenting may develop problems of adaptation and functionality related to academic achievement, mental health, behavior problems, or social competence⁷⁰.

The scientific literature describes parenting styles from two perspectives: dimensional and typological. The dimensional perspective allows categorizing certain parental behaviors (such as affection, punishment, or control), whereas the typological perspective would include a constellation of those parental dimensions⁷¹. The typological perspective is the most widely used

because it allows a multidimensional approach, more appropriate for the study of parenting⁷². In this sense, one can distinguish three types of parental styles as a result of the combination of the dimensions of affection and control: the authoritarian style, the authoritative style, and the permissive style.

In addition, it is good to divide the permissive style into indulgent style and negligent style. Thus, parents with an authoritarian style are characterized by a low level of affection and a high level of control, the authoritative style is characterized by a high level of both affection and control, the indulgent style is characterized by high affection but low control, and the negligent style is characterized by a low level of both affection and control.

Studies that explore the influence of different parenting styles and the development of externalizing behaviors found that the authoritative style is the only one that provides clear positive effects in a child's adaptation, promoting resilience, self-esteem, and a better psychological adjustment. In contrast, the other styles (authoritarian, indulgent, or negligent) place a child at risk of suffering externalization problems⁷³⁻⁷⁵.

Some authors begin to be interested in fathers' and mothers' behavior separately, arguing that there is evidence that the association between parenting style and children's externalizing behaviors may vary as a function of parents' sex⁷⁶. Moreover, it has been observed that the father's participation has a positive impact on the acquisition of greater cognitive capacity, increased empathy, and fewer stereotypical beliefs of a sexual nature. All these aspects, in turn, are related to lower rates of aggressiveness⁷⁷.

With regard to gender, some scholars noted the effect of the father on boys' externalizing behaviors⁷⁸. This could be explained from the perspective of the theory of roles, in which boys

are traditionally encouraged to be more independent and adventurous. In this sense, fathers can exercise their educational function more forcefully when interacting with their sons than with their daughters. Therefore, it could be stated that the father affects the child, and also, child's actions influence father's reactions. All this suggests that boys and girls could respond differently to their parents' behavior^{79,80}.

Given the interest in this subject, in recent years, many primary studies were carried out, creating the need to gather, synthesize, and analyze the available scientific evidence. The last published review found paper, given the proliferation of studies carried out since that date. On the other hand, most of the research has focused on the childhood stage, without taking into account adolescence, the stage with the highest prevalence of emotional or behavioral disturbances^{81,82}. These changes in adolescents also influence the relationship with their parents, which are adapted according to their needs⁸³. In a longitudinal study, report that the authoritative style is characterized by high levels of control and supervision at the beginning of adolescence, which progressively decline in late adolescence⁸³. The rest of the parental styles also show a decrease of control and supervision, though more dramatically.

The reason for these changes is the fact that during middle and late adolescence boys and girls increase the time spent with their peers, to the detriment of time spent with their parents, in a process of seeking autonomy and independence⁸⁴.

2.2a Theoretical Review: Theory of Planned Behaviour

The influence that friends and family (parents) have on adolescent sexual behaviour can be further explained using the Theory of Planned Behaviour (TPB) ⁸⁵. As children transition through puberty and adolescence, their understanding and perceptions regarding sexual behaviours are formed. Similar to the Social Ecological model, the TPB highlights the importance of environmental, as well as individual factors in determining behaviour. However, the Theory of Planned Behaviour further specifies that social norms and the perceived attitudes of significant others, influences one's intention to behave and subsequently determines behaviour itself. According to TPB therefore, the behaviours of friends and family can influence adolescents' sexual behaviour because it provides them with vital information about the social norms and attitudes surrounding sex. Therefore, using the risk factors identified by Chung et al, we can see that if it is normal amongst peers to be pregnant, and if one's mother was pregnant in adolescence, it signals a positive attitude and social norm around unprotected sex and teenage pregnancy amongst the adolescent's significant others and thus increases the likelihood of him/her engaging in such behaviour.

Communication about sexual issues between parents and children is a complex process. Whether or not communication leads to behavioural changes depends on aspects of the communication process (e.g. the source, the message, the audience and the channel), as well as the elements which influence and determine behaviour (e.g. attitudes, norms, perceived control). Hereto, studies on the effects of parent-child sexuality communication on adolescent sexual behaviour have used a variety of social and developmental theories to conceptualize the findings; including Social Learning Theory and the Theory of Planned Behaviour. In an attempt to encourage a more standardized approach to research on parent-child sexuality communication,

developed a common theoretical framework which combines the most pertinent elements of each of these theories⁸¹.

The framework represents a more advanced version of the Theory of Planned Behaviour; it specifies not only the specific factors that influence one's *intention* to behave, but also additional factors that may directly influence behaviour itself. According to this framework therefore, if parental communication addresses rule setting and restrictions of movement (e.g. curfews), it relates to 'environmental constraints', which influence behaviour directly. However, if communication focuses on challenging peer pressures and 'social norms' around risky sexual behaviours, it influences behavioural intentions, which can then influence behaviour. Indeed, such a mechanism could be used to explain the previously presented study which found that parent-child sexuality communication moderated the influence of peer norms and delayed sexual debut amongst African American and Hispanic adolescents⁸⁶.

Some scholars' framework can also be used in relation to studies which find no effect of parent-child sexuality communication on behaviour⁸⁷. In such cases it is possible that the nature or quality of parental communication either negatively affects or does not sufficiently impact on the factors that influence intentions and/or behaviours. For example, it has been found that children whose mothers use interactive communication styles when talking to their children about the risks of HIV/AIDS, have a higher level and more accurate knowledge of HIV/AIDS than those whose mothers use an instructive style⁸⁷. Using the conceptual framework, one may argue that the way in which the parent communicates influences the 'knowledge and skills for behavioural performance', which subsequently influences behaviour. In this case, an instructive communication style may have prevented the adolescents from asking questions and clarifying the information provided to them, thus resulting in little and/or inaccurate knowledge about

HIV/AIDS and thus little change in behaviour. Therefore, if parent-child sexuality communication is to help reduce sexual risk behaviour amongst adolescents, it is important to consider not only whether parents are communicating about sex with their children, but also the nature and characteristics of that communication.

2.2b Theoretical Review Adopted

Bowlby attachment theory is adopted for this study⁸⁸. This theory advocates the importance of parental attachment to the development of the child. Bowlby in his theory identified four developmental stages of attachment behaviour to include – phase one (1) orientation and signal behaviour without discrimination of figures. Phase two (2) orientation and signal behaviour without discrimination of figures. Phase three (3) maintenance of proximity to a discriminatory individual by means of locomotion as well as by signals. Phase four (4) formation of reciprocal behaviour relationship. The theory is relevant to this work on the basis that attachment parenting seeks to create strong emotional bonds avoiding physical punishment and accomplishing discipline through interactions; and providing insight as to the influence on adolescents behaviour. While Elder structural variation of parenting styles adopt three primary variation of parenting children such as autocratic, equalitarian (accepting) and laissez-faire (permissive) parenting styles⁸⁹.

- Autocratic parenting – Here parents exercise rigid authority on the child.
- Equalitarian parenting - Parenting model where there exists minimal role differentiation between the child and the parent.
- Laissez-faire parenting – The young person or adolescent is free to submit or disregard parental wishes.

The implication of the theory to this work is on the basis that it provides adequate insight to understanding the impact of different parenting style on adolescents' behaviour and enabling parents and caregivers to adopt the best model for productive child up-bringing.

The parenting style of culture adopted and practice in the area of study

The most parenting model adopted and practice is the authoritative parenting style (the parent is demanding and responsive). The culture of the Nigerian people, with particular reference to the central education zone of Cross River State, holds that the child learn the basic facts of life from the home, the basic ingredients of life such as respect for the adults or elders, the fear of God, cleanliness, obedience, hardwork, honesty, truth, justice among others. Even if the real parents fails in their duty to teach their children, member of the extended family take over and parents the child on their behalf. Children learn a lot from their parents through interaction.

Authoritative parenting also called balanced parenting is characterized by child-centred approach. Parents understand their children's feelings and teach them how to regulate them. They often help them to find appropriate outlets to solve problems. Parents also encourage children to be independent but places limit and control on their actions. He further contents that existence give-and-take is allowed and parent are warm and nurturant toward the child. Therefore the cultural practice of the people in the area of study, subject to the family ties as a form of training for successful adult life. What others regards as child torture and abuse may simply be regarded as an appropriate training for the growing person or adolescent.

2.3 Empirical Review

The study found that a minority of men (11.3%), and almost twice as many women (21.2%) received sexual and reproductive health information at home⁹¹. Notwithstanding the fact that younger respondents reported receiving more parent-adolescent communication at the family level, just 20.8% of young men aged between 18-24 years reported receiving communication on sexual and reproductive behavior at home – this compares to 37.5% of young women aged between 18-24 years. Scholars of the sexual attitudes and lifestyles of young people (aged 14-25 years) in Northern Ireland also reported that friends (80.4%), followed by school (74.4%), were their most important source of sexuality education, with parents providing a good deal less. Data for this study were gathered through self-administered questionnaires completed by (a non probability sample) of 1,013 young people. Results of a large survey (N=1727) conducted in 1998 designed to investigate the sexual health of Scottish school children indicated that just 7.5% of boys and 14.1% of girls identified their parents as their main informants on sexual matters. A British scholar tracking survey similarly found relatively low levels of parent-adolescent communication, with almost half of young people (46%) in the survey indicating that they had received ‘no’ or ‘not a lot’ of information on sex and relationships from their parents.

U.S and Australian research reveals a similar pattern of relatively low reported rates of input into sexual and reproductive health by parents⁹². A large-scale quantitative study involving 6,527 undergraduate students who completed a questionnaire about sexuality at a Midwestern university in the US from 1990 to 2006 (cohorts of students taking a particular module were invited to complete the same questionnaire each year over a 17-year period), found that respondents received more sex education from peers and the media than from parents. A scholar surveyed of 286 male undergraduates enrolled in a psychology course, also at a Midwestern

university in the US, similarly showed that participants reported receiving less sexual and reproductive information from their parents than from either peers or the media. In fact, a significant number of participants (almost a quarter) reported that their parents had told them “nothing” about sex and relationships, and where parents did address sexuality issues, the messages received primarily concerned encouraging the use of contraception when having sex.

Some scholars drawing on data from telephone surveys conducted with 1,069 parents of adolescents (aged between 13-17 years) in the USA, noted that, of the topics covered in their research, parents were most likely to engage in a “great deal” of discussion about the consequences of pregnancy (49.6%) and the dangers of sexually transmitted infections (STIs) (41.4%)⁹³. However, relatively few parents had actually discussed with their children, to any great extent, how to obtain condoms (12.3%) or other forms of birth control (11.7%). In fact, while just 6.2% of parents had not discussed at all the dangers of STIs and 6.4% the consequences of pregnancy with their adolescents, 55.1% had not communicated with their teenager about where to get condoms and 56.1%, other forms of birth control. Therefore, while parents most commonly discussed the possible negative consequences of sexual activity, parents were much less likely to discuss ways of preventing these consequences, with just one in four discussing (to at least a moderate amount) ways to access birth control⁹³.

Some scholars conducted an early study on parent-adolescent communication that investigated the knowledge and attitudes of seventh and eighth grade students regarding AIDS⁹⁴. The study included 412 seventh and eighth grade students and assessed them using a questionnaire. Results indicated that, overall, participants tended to report high levels of knowledge and positive attitudes towards people living with HIV/AIDS. It was also found that having discussed AIDS with a parent was directly related to higher levels of knowledge and

more positive attitudes about a range of AIDS related issues (e.g., “More medical help should be given to people living with AIDS”).

Some scholars also investigated parent-adolescent communication, but focused specifically on mothers⁹⁵. Additionally, while other investigated knowledge and attitudes. They investigated preventive behavior. The study focused on the impact of timing of mother adolescent condom discussions on condom use during adolescents’ first sexual experiences and those thereafter⁹⁶. Time periods for the communications included those prior to first sexual experience, during the year of which the first sexual experience occurred, the year after which first sexual experience occurred, or never.

A scholar investigated the influence of both mothers’ and fathers’ influence on daughters’ sexual risk-taking behaviors⁹⁶. The study included 234 Latina, African American, or Caucasian young women aged 19 to 21 years. The study assessed differences in mother-daughter and father-daughter communication, the relationship between timing of parent-adolescent communication and sexual risk-taking behaviors, the impact of the quality of communication on sexual risk-taking behaviors, and the role of ethnicity as a moderator of sexual risk-taking behaviors. A main finding of this study was that the young women were more likely to engage in parent-adolescent communication with their mothers than their fathers. The authors also found that mother-daughter communication prior to the daughter’s engagement in sexual activity decreased the likelihood of daughters initiating sexual intercourse and also increased the likelihood of condom use among daughters that did initiate sexual intercourse. Furthermore, condom use increased with the quality of communication.

2.4 Conceptual Frame Work (Model)

There has been no developed conceptual framework to explicitly illustrate perceived relationships among the independent variables (parental styles and communication strategies) and the dependent variable (students sexual behaviour). It should be emphasized, however, that these relationships are more complex and intertwined than they appear. This position is well supported in scholarly literature as well, as illustrated in Figure 2.1.

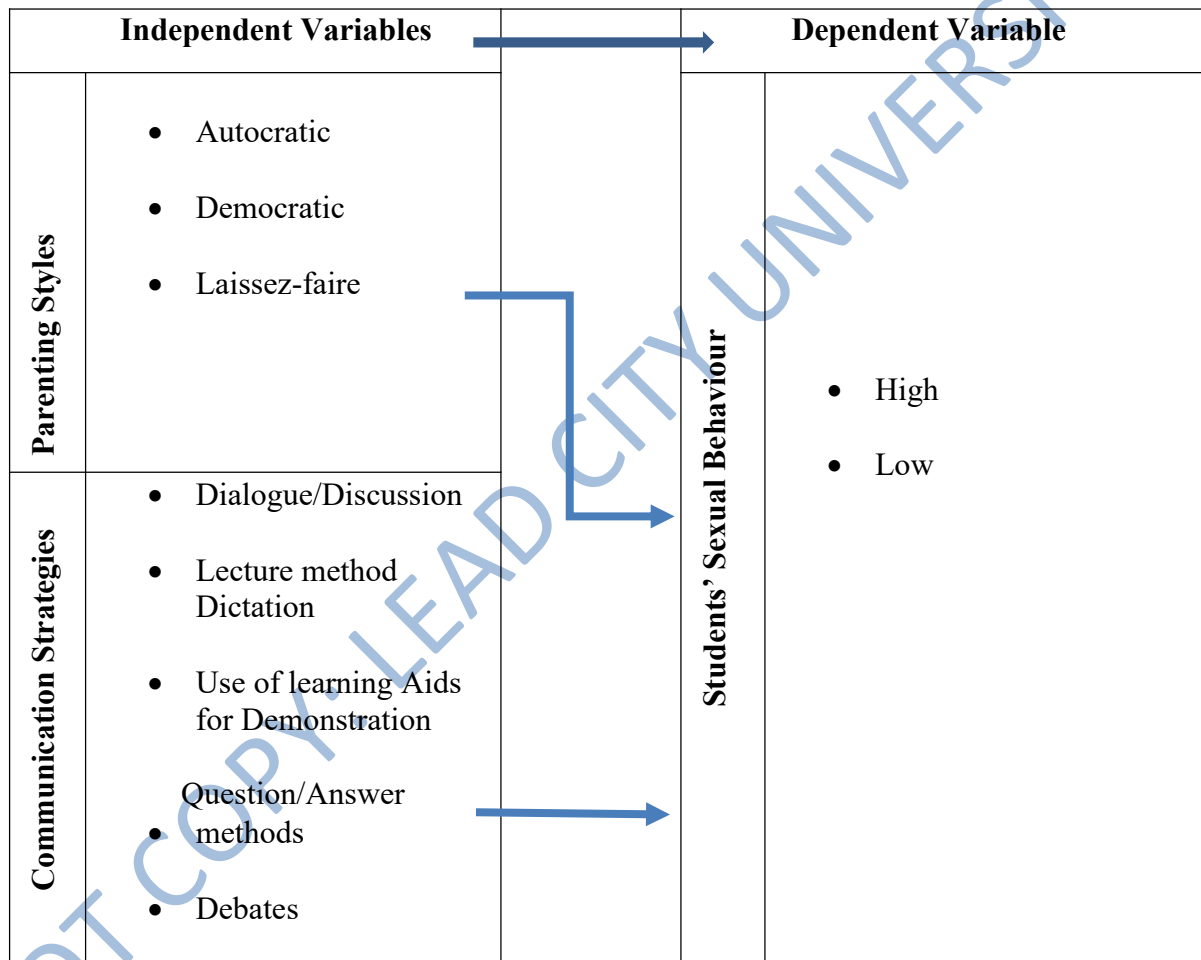


Figure 2.1: Conceptual framework of Parenting Styles, Communication strategies and Students' Sexual Behaviour

2.5 Summary of Literature Reviewed

Taking the above into account, the main objective of this systematic review is to evaluate the influence of parental styles on the development of externalizing disorders in adolescents like sexual behaviours. It has shown that educating the parents about the impact of their parenting style on the child's sexual behavior is an opportunity to address STIs and other sexual risk behaviors in preliminary stages. Therefore, this study examines the correlation between parents and their child's sexual behavior to ultimately improve sexual health behavior. The link between parenting and child sexual risk behaviors is very important. Theoretical concepts regarding child development, indicate that the family is the initial most crucial factor in determining child behavior⁵⁸. Children learn a variety of behaviors and attitudes from their parents, and sexuality is no exception. Parenting practices are commonly associated with reflective behavioral outcomes in children, and many theoretical frameworks illustrate how parent-child relationships form behavior. Some of the frameworks include behavior theory, social learning theory, attachment theory, life history theory, social control theory, and self-control theory. The basic premise of these theories stipulates that parenting that focuses on "warmth, involvement and positive communication" decrease likelihood in risky sexual behavior among children. Throughout the study, the theoretical framework was used to guide the current study.

On the other hand, If parent-child sexuality communication can reduce adolescent sexual risk, "There is an obvious need to train parents in sub-Saharan context in communicating about sexuality with their adolescent children". However, in order to be culturally relevant, an intervention for parent-child sexuality communication must be based on and include those characteristics of parent-child sexuality communication which are relevant; one cannot assume that the features used in American interventions are equally salient and relevant to parents in

sub-Saharan African countries. Based on the reviewed studies from countries in SSA, it seems that parent-child sexuality communication interventions in the region may benefit from placing specific emphasis on several aspects; for example normalizing parent-child communication and challenging negative parental attitudes towards ASRH, as well as encouraging open conversation which avoids fear-based messages to prevent adolescents from having sex. However, before it is possible to make such recommendations, there is first a need to identify the types of characteristics which are associated with parenting styles and parent-child sexuality communication and how. This is the gap the study intends to bridge.

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Chapter Three

Methodology

This chapter explained the methodology and procedures that was used in the study. The main focus of the chapter included, the research design, the population of the study, sample and sampling techniques, instrumentation, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

3.1 Research Design

The descriptive survey research design was adopted for this study, since the problem being examined is the influence of parenting styles and communication strategies on secondary school students' sexual behaviour. This research design was considered appropriate because the study involved collection of data to objectively describe existing phenomena, without any manipulation or randomization. Also, the research design allowed the researcher to obtain a true picture of the present condition of the particular phenomena under study.

3.2 Population of the study

In this study, the targeted population consisted of all students (108000) in the senior secondary school 1-3 in Osun state¹. (NBS, 2020)

3.3 Sample and Sampling Techniques

Five hundred (500) respondents formed the sample for this study. The multi-stage sampling procedure was employed for sampling. At the first stage, simple random sampling technique was used to select two (2) local government areas (LGAs) out of the 23 LGA in Osun State. At the second stage, purposive sampling technique was employed to select 10 secondary schools which have been in operation for the past ten years, each from the 2 selected LGA making 5 schools from each LGA. Therefore, the total schools used for the study was 10

secondary schools altogether. At the third stage, 50 students were selected using the disproportionate stratified random sampling technique to arrive at the 500 respondents which formed the sample for the study (that is 50 students from each of the 10 secondary schools making a total of 500 for the study was arrived at).

Sampling Procedure:

S/N	Stages	Sampling Procedures	Variables	Total
1.	First Stage	Simple Random	LGA	2
2.	Second Stage	Purposive	Schools	10 (50 students each) 250 students from each LGA
3.	Third Stage	Disproportionate Stratified	Students	500 (50 each from the 10 schools)

Number of Students and Teachers selected from each of the sampled schools

S/N	Names of Schools	No. of Students
1	Timi Agbale Grammar School.	50
2	CAC Grammar School.	50
3	Best Future Secondary School.	50
4	Ede Muslim High School	50
5	Ilori International High School.	50
6	Akoda Grammar School.	50
7	Obalaoye Grammar School.	50

8	Baptist High School.	50
9	Seven Day Adventist Grammar School.	50
10	Redeemer's University Secondary School, Akoda.	50
	Total	500

Source: Field Work, Medium-Term Sector Strategy, (MTSS, 2022)

3.4 Research Instrument

The instrument for this study was a self-generated and adapted question on parenting styles, communication strategies and sexual behavior titled *Parenting Styles and Communication Strategies on Sexual Behaviour of secondary schools Students' Questionnaire (PSCSSBQ)*. The instrument was divided into six sections which was divided into 2 parts. Part 1 contained section A and B while part 2 contained section C-F. Section A contained the demographic variables such as gender, age, level of class and school type/owner of students. Section B of the instrument contained 20 items on 4-point scoring scale of strongly agrees (SA), Agree (A), disagree (D) and strongly disagree (SD). The options of the items were weighted in the Likert format with SA = 4, A = 3, D = 2 and SD = 1. Section C, D E and F contained 30 items too on 4-point scoring scale of strongly agrees (SA), Agree (A), disagree (D) and strongly disagree (SD). The options of the items were weighted in the Likert format with SA = 4, A = 3, D = 2 and SD = 1, on communication strategies showing the influence and extent of communication strategies and students' sexual behavior

Parenting style has 20 items with questions on **Laissez-faire parenting styles** which include; my parents do not care about who my friends are; I have no regard for people's opinion; I hardly control my behaviour; I am so close and relaxed with my parents that I do not respect their opinion at times; my parents so over-empowered me with confidence that they do not feel I

can ever be wrong; my parents do not border whether I greet my neighbours or not; my friends have influence over the decisions I make; my parents do not care about my school materials. There are no rules guiding me at home and my parents feel it is my right to get all I request for at all times. For **democratic parenting styles** includes items: my parents encourage me to do better in my studies; my parents allow me to move with good friends; my parents do care about what I do at home; my parents answer my questions among other items. **Autocratic parenting style** includes; my parents do not show concern to my feeling, my parents are too strict; my parents punish me severely and my parents do not praise me whenever I do something right.

For **sexual behaviour**, the items include; upbringing influence my attitude toward sex; family values are determinants of my sexual behaviour; my sexual behaviour is based on interaction and socialization with member of my family; pubertal development is a determinant of sexual behaviour; my parents attitude to sex influence my sexual behaviour; the quality of parents-child relationships; and communication with my parents on sexual activity influence my sexual behaviour; my parental monitoring and supervision restrict my involvement on sexual activity; the development of my secondary sex characteristics has influenced my sexual behaviour; finally, I want to experiment with myself since I have what it takes.

To group the respondents into various parenting style (democratic, autocratic and laissez-affaire), a cluster analysis was conducted using K-means. The clusters show that 16 students belong to the autocratic parenting style, 14 students to laissez-affaire and 30 respondents to democratic parenting style.

3.5 Validity of Instrument

To establish the content and construct validity of the instrument principal component analysis was conducted using SPSS version 20. Prior to the analysis preliminary test was

conducted to ascertain for factor ability of the matrix. The correlation matrix for peer group (SS1 and SS2) showed that most of the terms significantly correlated. Kaiser Meyer-Olkin (KMO) measure of sampling adequacy value was 0.85 which exceeded the 0.60 value recommended. The Bartlett's sphericity test was also significant at 0.05. Upon analysis, only one component was extracted and it explained 58.3%. The content validity of the instrument is 59.20 and the content validity ranges from 0.73-0.77. For parenting style, the KMO value was 0.85 and the Bartlett's sphericity test is also significant. The construct validity of the parenting style is 62.71 and the content validity ranged from 0.43-0.75. For sexual behaviour, the KMO value was 0.88 and the Bartlett's sphericity test was also significant. The construct validity is 52.75 and the content validity is 0.52-0.75. At the above analysis, the instrument was given to the supervisor and other experts in the department to consolidate the content, construct and face validity.

3.7 Reliability of the Instrument

A pilot study was conducted using sixty students from some schools that was not part of the selected schools in the state for the purpose of establishing the reliability of the instrument. Cronbach alpha reliability procedure was used to assess the reliability index of the instrument. Hence, the reliability coefficient of 0.76 for PSCSSBQ using Cronbach alpha was considered reliable for the study.

3.8 Method of Data Collection

The instrument was administered to the respondents with the help of research assistant. About 600 copies of the questionnaire was administered while 500 were scored, analyzed and used for the study.

3.9 Method of Data Analysis

In analyzing the data that was collected for the study, research questions 1 and 2 were analysed using the descriptive statistics method of mean and standard deviation. Also the multiple regression was used in testing H_{01} and H_{02} while independent sample t-test was used in testing the stated H_{03} formulated for this study at 0.05 level of significance.

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Chapter Four

Results and Discussion of Findings

The purpose of this study was to find out the influence of parenting styles and communication strategies on secondary school students' sexual behaviour. For this reason, the opinions of students were sought. This chapter therefore deals with the presentation of data analysis for the study. The results were presented in tables on the basis of the research questions and null hypotheses formulated for the study. Descriptive statistics of mean and standard deviation were used to answer the research questions while t-test and multiple regression statistics were used to test the null stated hypotheses at a 0.05 level of significant. The findings were outlined and discussed accordingly.

The instrument **Parenting Styles and Communication Strategies on Sexual Behaviour of secondary schools Students' Questionnaire (PSCSSBQ)** was dispatched to 600 respondents. The questionnaire contains part 1 and part 2. Part one contains two sections A - B. Section A contains the student bio-data while section B contains parenting styles used on students' sexual behavior while Part 2 contains section C, D E and F with questionnaires on communication strategies showing the influence and extent of communication strategies used on students' sexual behavior where 500 were retrieved from the respondents making a total of 83.0% of the sampled used in the study. This was done to ensure that the intended 500 sample to be used were arrived at in the study.

4.2 Demographic Profile of the Respondents

4.2.1: Gender of the Respondents

The study sought information on the sex of the respondents. Table 4.1 presents a summary of the sex and school with school categories cross tab for all the categories.

Table 4.3: Demographic Characteristics of Respondents' Status

Gender	Frequency	%
Male	238	48.0
Female	262	52.0
Total	500	100.0

Source: Fieldwork Data, 2022

Out of the 500 respondents, 238 respondents representing 47.6% of the sample represented male while 262 respondents which constitutes 52.4% represented the female participants. This may be because the sampled schools used are predominantly male respondents.

4.2.2: School owner of the Respondents

The study sought information on the school owner of the respondents. Table 4.2 presents a summary of the distribution for all the respondents.

Table 4.2: Demographic Characteristics of Respondents Status

School owner	Frequency	%
Public	350	70.0
Private	150	30.0
Total	500	100.0

Source: Fieldwork Data, 2022

Out of the 500 respondents, 350 respondents representing 70.0% of the sample represented the public schools while 150 respondents which constituted 30.0% represented the private schools. This showed that the number of the ratio of public to private in this study is 2:1.

4.2.3 Age of the Respondents

The study sought information on the age of the respondents. Table 4.2 presents a summary of the age distribution for all the categories.

Table 4.3: Demographic Characteristics of Respondents' Age

Age Group	Frequency	%
11-14 years	168	33.6
15-17 years	252	50.4
18-21 years	80	16.0
Total	500	100.0

Source: Fieldwork, 2022

For the respondents in table 3, majority (50.0%) were aged between 15 and 17years, while the least (16.0%) were between 18 and 21 years and only (33.6%) were below 15 years. This clearly indicated that many respondents were mature and experience to handle understand sexual issues.

4.2.4: School Types of Respondents

The study sought information on the class of the respondents. Table 4.4 presents a summary of the class distribution for all the categories.

Table 4.4: Demographic Characteristics of Respondents' Class

Class	Frequency	%
SS1	200	40.0
SS2	250	50.0
SS3	50	10.0
Total	500	100.0

Source: Fieldwork, 2022

Table 4 shows that 200 respondents were from SS1 class representing 40.0% of the total sample used in the study, while 250 respondents were from SS2 class representing 50.0% of the total sample used and 50 respondents were from the SS3 class representing 10.0% of the total sample.

Results

Research Question One: What extent will parenting styles affect secondary school students' sexual behaviour in Osun State?

To answer the Research question above Table 4.5 below is used.

Table 4.5: Descriptive Statistics on Parenting Styles on students' sexual behaviours

Items	N	Mean	Std Dev	R
1. My parents do care about what I do at home	500	2.4020	.87517	
2. My parents hardly control my behaviour	500	2.8680	.63512	
3. My parents do not board that I have no regard for people's opinion	500	2.9160	.86628	
4. I have mere confidence in discussing sex issues with my parents	500	2.9460	.59312	
5. My parents answer my questions among other items	500	3.0260	.70592	
6. My parents do not influence my decision about sex	500	3.0520	.65891	
7. My parents feel it is my right to get all I request for at all times	500	3.1100	.73415	
8. There are no rules guiding me at home	500	3.1280	.59693	
9. I am so close and relaxed with my parents that I do not respect their opinion at times	500	3.1580	.54187	
10. My friends have influence over the decisions I make	500	3.1680	.73543	
11. My parents do not care about my school materials	500	3.1940	.70239	
12. My parents allow me to move with good friends	500	3.2340	.70159	
13. My parents punish me severely and my parents do not praise me whenever I do something right	500	3.3100	.62505	
14. My parents do not show concern to my feeling	500	3.3280	.51861	
15. My parents are too strict	500	3.3320	.59874	
16. My parents encourage me to do better in my studies	500	3.3380	.77521	
17. My parents do not care about who my friends are	500	3.4060	.64962	
18. My parents are not always there to answer my questions on Sexuality	500	3.4460	.53634	
19. My parents so over-empowered me with confidence that they do not feel I can ever be wrong	500	3.4960	.50048	
20. My parents do not border whether I greet my neighbours or not	500	3.5580	.55791	
Average Total	500	3.312	.8621	HE

R: Remarks; VHE: Very High Extent (3.50 – above); HE: High Extent (3.00-3.49); ME: Moderate Extent (2.50-2.99); LE: Low Extent (Below 2.50)

Source: Field Work, 2022

Table 5 showed that each of the items 1 to 20 on parenting styles obtained a mean score above 2.50. The above results implied that the respondents rated parenting styles in democratic parenting styles, laissez-faire parenting style, autocratic parenting style as high. The grand mean score was **3.312**, which was above the criterion of **2.50** set for the study while the standard deviation was **0.8621** indicating that the respondents were not far from the mean and from one another in their responses. Also, the table above revealed that item 20 had the highest mean of

3.558 while the least mean was that of item 1 with a mean score of **2.402**. This result implies that the grand mean score of **3.312** indicated that parenting styles in democratic parenting styles, laissez-faire parenting style, autocratic parenting style principals' in secondary schools students' sexual behaviour are on the high extent. Therefore, the level of **extent parenting styles affect secondary school students' sexual behaviour in Osun State** is to a high extent with the grand mean score of **3.312**.

Research Question Two: What extent will communication strategies of parents affect secondary school students' sexual behaviour in Osun state?

To answer the Research question above Table 6 below is used.

Table 4.6: Descriptive Statistics on Communication Strategies

Items	N	Mean	Std Dev	R
1. My parents never discussed Masturbation with me	500	2.3740	.92295	
2. My parents never discussed the improved use of condoms and/or other contraceptives.	500	2.9780	.76334	
3. Increased communication between adolescents and their sex partners are forbidden in my home	500	2.9840	.97037	
4. The parents discuss effect of communicating with sexual partners about sexual risk and condom use	500	3.0860	.76142	
5. My parents warn me of a lower risk of pregnancy	500	3.0880	.83285	
6. My parents warn me about danger of sex with an unknown partner	500	3.1400	.79351	
7. I increased self-efficacy to negotiate safer sex	500	3.1920	.87902	
8. My parents detest petting behaviors with sex partner	500	3.2840	.77753	
9. My parents discussed the benefit of reduced sexual activity	500	3.3660	.72739	
10. My parents discourage risk-taking in sexual activities	500	3.3860	.66775	
11. The benefit of abstinence was explained to me	500	3.4800	.75015	
12. Delayed sexual initiation is befitting and good as explained by my parents	500	3.5180	.69760	
13. My parents prevent adolescents from conforming to more permissive peer norms about sexual.	500	3.6140	.67075	
Average Total	500	3.259	.6221	HE

R: Remarks; VHE: Very High Extent (3.50 – above); HE: High Extent (3.00-3.49); ME: Moderate Extent (2.50-2.99); LE: Low Extent (Below 2.50)

Source: Field Work, 2022

Table 6 showed that each of the items 1 to 13 on principals' professional competencies in financial resource management obtained a mean score above 2.50. The above results implied that the respondents rated principals' professional competencies in financial resource management as high. The grand mean score was **3.259** (which fell within the range score of 2.50 and 3.49 was to a high extent), which was above the criterion of **2.50** set for the study while the standard deviation was **.6221** indicating that the respondents were not far from the mean and from one another in their responses. Also, the table above revealed that item 13 had the highest mean of **3.614** while the least mean was that of item 1 with a mean score of **2.374**. This result implies that the grand mean score of **3.259** indicated that communication strategies on secondary school students' sexual behaviour in Osun state are on the high extent. Therefore, the level of **extent communication strategies of parents affect secondary school students' sexual behaviour in Osun state** is to a high extent with the grand mean score of **3.259**.

Hypotheses

The hypotheses tested below were used to establish whether the independent variables of parenting styles and communication strategies on secondary school students' sexual behaviour significantly differ among the variables. This was done using multiple regression and t-test at .05 level of significance.

Regression

H₀₁: There will be no significant composite influence of parenting styles and communication strategies on secondary school students' sexual behaviour in Osun state.

Summary of regression on parenting styles and communication strategies on students' sexual behaviour

Table 4.7a Model Summary composite influence of Independent variables on students' sexual Behaviour

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	Change Statistics					
					R ² Change	F Change	df1	df2	Sig.	F Ch
1	0.744 ^a	.554	.550	2.74889	.554	153.457	4	495	.000	

a Predictors: (Constant), communication strategies, Democratic Parenting Styles, Laissez-faire Parenting Style, Autocratic Parenting Style

Table 4.7b Summary table of ANOVA of the influence of the independent on dependent variance

Model	sum of Square	df	Mean Square	F	Sig	Remarks
Regression	4638.325	4	1159.581	153.457	.000 ^b	significant
Residual	3740.417	495	7.556			
Total	8378.742	499				

a Dependent Variable: Sexual Behaviour of Students

b Predictors: (Constant), communication strategies, Democratic Parenting Styles, Laissez-faire Parenting Style, Autocratic Parenting Style

Source: Field work, 2022

Table 7a shows the regression correlation (R) among communication strategies, Democratic Parenting Styles, Laissez-faire Parenting Style, Autocratic Parenting Style and students sexual behaviour in Osun state. The results show that the regression correlation (R) is **0.744**, R square equals **0.554** and Adjusted R square equals **0.550**. This implies that the combination of the variables (independent variables) contributed **55.4%** to the variation on secondary school students' sexual behaviour in Osun state.

Further verification from table 7b using analysis of variance (ANOVA) produced $F_{(4, 495)}$ equals 153.457; $p < .05$. This implies that the linear relationship among the combined variables and students' sexual behaviour is significant. This means that there is a significant composite influence between the independent variables of parenting styles and communication strategies on secondary school students' sexual behaviour in Osun state.

H₀₂: There will be no significant relative influence of parenting styles and communication strategies on secondary school students' sexual behaviour in Osun state.

Table 4.8: Coefficients^a Relative influence of Independent variables on students' sexual Behaviour

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	sig
(Constant)	1.853	1.362		1.360	.174
Laissez-faire Parenting Style	.060	.039	.052	1.537	.125
Democratic Parenting Style	.314	.040	-.286	-7.767	.000
Autocratic Parenting Style	.603	.039	.539	15.650	.000
Communication Strategies	.018	.033	.016	.536	.592

a. *Dependent Variable: Sexual Behaviour of Students*

Table 8 presents the coefficients that indicate the relationship between each of the factors (communication strategies, Democratic Parenting Styles, Laissez-faire Parenting Style, Autocratic Parenting Style) and students sexual behaviour in Osun state. The result shows contribution of the variables factors as indicated by standardized Beta (B) weights in order of magnitude; Autocratic parenting style contributed most to students' sexual behaviour with **B=.539, t=15.650; p<.05** while Democratic parenting style was next to Autocratic parenting style with **B=.286, t= 7.767; p<.05**; Laissez-faire parenting style was next to Democratic parenting style with **B=.052, t= 1.537; p>.05**; and communication strategies was next Laissez-faire parenting style with **B=.222, t= 10.496; p<.05**. The analysis of the result shows that the independent variables of Autocratic parenting style and Democratic parenting style have significant influence on students' sexual behaviour while Laissez-faire Parenting Style and communication strategies have no significant influence on students' sexual behaviour.

H₀₃: There will be no significant mean difference between the male and female parenting styles on secondary school students' sexual behaviour in Osun state.

The independent-sample t-test was used in testing the opinions of principals and teachers regarding supervision.

Table 4.9a Group Statistics

Sex	N	Mean (\bar{x})	Std Deviation	Std Error
Male	238	67.0205	6.47418	.41966
Parenting Styles				
Female	262	67.2748	7.05159	.43565

Table 4.9b Summary table of independent samples t-test on students' Sexual Behaviour

Sex	Levene's Test		t-test for equality of Means				
	F	sig	t	df	sig 2 tail	Decision	Remarks
Equal variances Ass	5.626	.018	-.411	498	.681	accept	Not sig
Parenting Styles							
Equal V. Not Assumed			-.413	497.942	.680		

From the table 9 above, the mean difference in the male regarding parenting styles were higher for female (M=62.28, SD= 7.05) than male (M=67.02, SD= 6.47), $t(497.942)=-.413, p>.05$. Levene's test indicated equal variance not assumed ($F=5.626, p=.018$). Thus, it is not significant. The null hypothesis of no significant mean difference between the male and female parenting styles on secondary school students' sexual behaviour in Osun state is therefore upheld. Thus, there is no significant mean difference between the male and female parenting styles on secondary school students' sexual behaviour in Osun.

4.6 Discussions of Findings

This section presents discussion on the findings of the study with respect to parenting styles and communication strategies and students' sexual behaviour in Osun state. The three hypotheses were derived from Democratic Parenting Styles, Laissez-faire Parenting Style, Autocratic Parenting Style, communication strategies and students' sexual behaviour.

The hypothesis which sought the significant composite influence of parenting styles and communication strategies on secondary school students' sexual behaviour in Osun state revealed that there existed a composite influence of all the variables on students' sexual behaviour in Osun state. From the result of hypothesis one, it was cleared that significant composite influence of all the independent variables on students' sexual behaviour existed. This means Democratic Parenting Styles, Laissez-faire Parenting Style, Autocratic Parenting Style, communication strategies and students' sexual behaviour. This is in line with the opinions of some scholars who said that parenting styles have a positive relationship with students sexual behaviour^{1,2,3,4}.

The analysis of hypothesis two which sought the significant relative influence of the individual independent variables on students; sexual behaviour revealed that autocratic and democratic parenting styles existed while laissez-faire parenting style and communication

strategies did not exist. This means that autocratic parenting style and democratic parenting style has singular influence individually on students sexual behaviour in secondary schools in Osun state while laissez-faire and communication strategies has no singular influence individually on students sexual behaviour in secondary schools in Osun. This is in congruent with scholars views. They of the opinion that younger respondents reported receiving more parent-adolescent communication at the family level, just 20.8% of young men aged between 18-24 years reported receiving communication on sexual and reproductive behavior at home – this compares to 37.5% of young women aged between 18-24 years. Scholars of the sexual attitudes and lifestyles of young people (aged 14-25 years) in Northern Ireland also reported that friends (80.4%), followed by school (74.4%), were their most important source of sexuality education, with parents providing a good deal less ^{4,5,6,7,8}. Also, the finding is not in support of the scholars who are of the opinion that parents were most likely to engage in a “great deal” of discussion about the consequences of pregnancy (49.6%) and the dangers of sexually transmitted infections (STIs) (41.4%)⁵. Though, relatively few parents had actually discussed with their children, to any great extent, how to obtain condoms (12.3%) or other forms of birth control (11.7%) by some scholars⁶. In fact, while just 6.2% of parents had not discussed at all the dangers of STIs and 6.4% the consequences of pregnancy with their adolescents, 55.1% had not communicated with their teenager about where to get condoms and 56.1%, other forms of birth control⁷.

Analysis of hypothesis three which sought the opinions of respondents regarding the parenting styles in secondary schools revealed that majority of the respondents agreed that the parents were involved in influencing the students sexual behaviour. From the result of the hypothesis three, it was cleared that significant mean difference existed in the opinions of the two groups of respondents on the parenting styles in secondary schools students’ sexual

behaviour in Osun state. This finding supported the argument that minority of men (11.3%), and almost twice as many women (21.2%) received sexual and reproductive health information at home⁷. Respondents further stated that leaders strive on being accountable and they embrace transparency in their decision making process. Besides they try to involve teachers in discussions regarding conflict, use of legitimate decisions and share information to minimize the continuity of conflicts within the schools. The findings relate to results that argued that restricted and poor communication channels lead to conflict in the schools⁸. This was also in support of the argument that resource expansion was an important element as an intervention approach to handle conflicts⁹.

Based on the results on table 1 and 2, parenting styles and communication strategies showed a large extent in affecting secondary school students' sexual behaviour in Osun state. The grand mean score of 3.312 and 3.259 indicated that parenting styles and communication strategies have high mean scores respectively on students sexual behaviour in Osun state. This agreed with the opinion of some scholars^{5,6}. Hence, it was discovered that parents were involved in parenting and communicating sexual education with the children of various types. However, this finding contradicts a finding that says some parents feel reluctant in discussing with the children on sexual matter^{9,10}.

Endnotes

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Chapter Five

Conclusion

This chapter presents summary of the major research findings and conclusions of the study. The chapter also presents recommendations, contribution to knowledge and suggestions for further researches.

5.1 Summary of the Findings

Even though empirical evidence exists to validate the avowal parenting styles and communication strategies hold the key in reducing the surge in students sexual behaviour in secondary schools in Osun state. Little is known about the nexus of these variables in the Osun

state context. In view of this dearth in literature, this study investigated the influence of parenting styles and communication strategies on secondary school students sexual behaviour in Osun state. Using the Bowlby attachment theory as the theoretical basis, this study adopted the descriptive survey research design where multi-stage random sampling technique was used to select 500 secondary school students for the study. Data on the parenting styles and communication strategies were collected with a questionnaire which was analyzed using both descriptive statistics like mean, standard deviation as well as inferential statistics such as multiple regression and t-test at 0.05 level of significance. The study discovered that the regression correlation (R) among communication strategies, Democratic Parenting Styles, Laissez-faire Parenting Style, Autocratic Parenting Style and students sexual behaviour in Osun state. The results show that the regression correlation (R) is **0.744**, R square equals **0.554** and Adjusted R square equals **0.550**. This implies that the combination of the variables (independent variables) contributed **55.4%** to the variation on secondary school students' sexual behaviour in Osun state.

Further verification using analysis of variance (ANOVA) produced $F_{(4, 495)}$ equals 153.457; $p < .05$. This implies that the linear relationship among the combined variables and students' sexual behaviour is significant. Also, the result shows contribution of the variables factors as indicated by standardized Beta (B) weights in order of magnitude; Autocratic parenting style contributed most to students' sexual behaviour with **B=.539**, **t=15.650**; **p<.05** while Democratic parenting style was next to Autocratic parenting style with **B=.286**, **t= 7.767**; **p<.05**; Laissez-faire parenting style was next to Democratic parenting style with **B=.052**, **t= 1.537**; **p>.05**; and communication strategies was next Laissez-faire parenting style with **B=.222**, **t= 10.496**; **p<.05**.

The analysis of the result shows that the independent variables of Autocratic parenting style and Democratic parenting style have significant influence on students' sexual behaviour while

Laissez-faire Parenting Style and communication strategies have no significant influence on students' sexual behaviour. From the result too, the mean difference in the male regarding parenting styles were higher for female (M=62.28, SD= 7.05) than male (M=67.02, SD= 6.47), $t(497.942)=-.413, p>.05$. Levene's test indicated equal variance not assumed ($F=5.626, p=.018$). Thus, it is not significant. The null hypothesis of no significant mean difference between the male and female parenting styles on secondary school students' sexual behaviour in Osun state is therefore upheld. Therefore, recommendations were made for parents and the government official. Additionally, the public schools through its Academic Board such as TESCOM, SUBEB should incorporate a general course on sex education to equip students with current theories in sexual practices for improved sexual behaviour.

5.2 Conclusions

This study has gathered empirical evidence on influence of parenting styles and communication strategies on students sexual behaviour in Osun state. The findings of the study have proven that even though most students of Osun state have a pattern of sexual behaviour yet parents show little or no concern in terms of parenting and communication strategies in curtailing their behaviour.. Nevertheless, this study has gathered enough evidence to establish that the parenting styles and communication strategies are crucial in boosting their sexual behaviour.

5.3 Recommendations

Based on the findings discussed, this study recommends that;

1. Parent-student communication should occur more often to enhance the observed positive effects on sexual behaviors amongst secondary school students.
2. Parent-student topics on sexual and reproductive behavior should also include topics on the sexual activeness of students so as to reduce the variance on the awareness.

3. Since parents and students have a positive attitude towards the teaching and learning sex education, adolescents should be encouraged to utilize any available time that they have to get sex-related information from parents.

4. With regard to challenges faced by parents and students in communicating sex related issues, the government should fund training programmes on communicating sex related issues. Involving the wider community in appreciating the significance of parent-students' sexuality communication and identifying interventions to enhance communication on sexuality should be considered to overcome challenges to communication.

5. Parents and students should be encouraged to openly talk about issues related to sex. They should be provided with information and skills to enable them overcome the communication challenges related to talking about sexuality issues. This can be done through involving them in seminars and workshops hence minimizing the cultural bottlenecks related to sexuality communication. This is based on the premise that, in this study, some adolescents mentioned that peer pressure affects sexual and reproductive behavior

5.4 Contribution to Knowledge

The study has contributed to knowledge in that parents and secondary school students in Osun state do partly engage in sexual communication. The most common method for communicating sex related issues is dialogue/discussion, followed by question/answer methods, use of learning aids for demonstration and last but not least arguments. Also, there is a slight variance on the awareness about students' sexual activeness. However, there is a consensus that most students first indulged in a sexual relationship when they were 18 years or older. Conversations between students and their parents positively influence their sexual behavior. This is because the conversations between them and their parents on sexual matters are found to be helpful.

Parenting styles and communication strategies positively affects sexual behaviors amongst students especially in relation to delayed sexual initiation, followed by reduced sexual activity, increased communication between adolescents and their sex partners, a lower risk of pregnancy, increased self-efficacy to negotiate safer sex, communicating with sexual partners about sexual risk, preventing students from conforming to more permissive peer norms about sexual risk-taking, abstinence, masturbation and petting behaviors. There is sex related topics that are easy to discuss, they include; abstinence, followed by sex with an unknown partner, petting behaviors, safe sex and masturbation respectively. The most common reasons that pose the greatest challenge to parent in discussing sex related topic with adolescents was general communication problems, and conversations about specific topics (e.g. masturbation, safe sex practices). This was followed by comfort in communicating with a same-sex parent, difficulties related to embarrassment, age/development issues, appropriate times to discuss sexual attitudes and behaviors with their children, it may lead to personal disclosure of their own past experiences and anxiety.

5.5 Suggestions for further study

The study had a limited scope. More research needs to be done to enlighten secondary school students on some outstanding concerns and address the influence of parenting styles and communication strategies on sexual behavior among secondary students in Osun state.

First, it is worth noting that this study was limited to students in Osun state. There is need to carry out further research for a comparative study to establish how parenting style and communication strategies influence students' sexual behavior in other urban and rural slums in Osun state.

Second, the study focused mostly on influence of parenting styles and communication strategies on sexual behavior among the secondary school students. The study recommends that further research should be carried out to establish whether parental communication strategies can enlighten the students on HIV and AIDS. This is particularly important due to the current alarming HIV infections.

Third, the study focused on parenting styles and communication strategies and how it influences sexual behavior among the youth. Further studies should be carried on other interpersonal communication programmes and campaigns that influence students' sexual behavior.