

Exploring the Impact of Parenting Styles and Cognitive Alertness on Adolescent Sexual Behavior in Ibadan North Local Government Secondary Schools

By

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ABSTRACT

In Nigeria, the family name and integrity are protected from being tarnished by all extended family members. In some families, this is usually done by consulting oracles to reveal the secret surrounding the birth of the child and what the child will become in the future. Some people believe in reincarnation. This quantitative study investigates the impact of parenting styles and cognitive alertness on adolescent sexual behavior among 250 secondary school students in Ibadan North Local Government. A structured questionnaire was administered to collect data, which was analyzed using descriptive and inferential statistics. The results show that authoritative parenting style ($\beta = -0.25, p < 0.01$) and cognitive alertness ($\beta = -0.31, p < 0.001$) significantly predict lower levels of adolescent sexual behavior. Conversely, permissive parenting style ($\beta = 0.21, p < 0.05$) predicts higher levels of adolescent sexual behavior. The study highlights the importance of parenting styles and cognitive alertness in shaping adolescent sexual behavior. The findings have implications for parents, educators, and policymakers seeking to promote healthy adolescent development and reduce risky sexual behavior.

Keywords: *parenting styles, cognitive alertness, adolescent sexual behavior, secondary school students, Ibadan North Local Government.*

1. INTRODUCTION

The birth of a child into the traditional Nigerian family system is the beginning of a series of long-term activities involving extended family members. It is the joint responsibility of every member of the traditional family system to see to the overall positive adjustment of the child. For example, in the Yoruba setting, the children are born into Agbo ile meaning a compound. A compound consists of many nuclear families residing in housing units built closely together and enclosed by a common wall. The arrival of the newly born child has always brought joy and celebration to the family. Relatives and well-wishers come together to rejoice with the family and to care for the mother and the child. Beyond this immediate care, the entire family is curious to find out more about the future of the child. It is a concern of family members what a child turns out to be as a member of the large family.

The family name and integrity are protected from being tarnished by all members of the extended family. In some families, this is usually done by consulting oracles to reveal the secret surrounding the birth of the child and what the child will become in future. Some people believe in reincarnation. It is believed that a dead parent may decide to come back as a child of the most loved person while alive. This has implication for how the child will be named and reared by the family members. For example, Iyabo, Yejide, Yetunde are names given to female children believed to be the dead mothers reincarnating while Babatunde is the male name of

such children. In some Hausa cultures, the day of the week is believed to have significance in the life of the child hence children are named after the day of the week in which they are born. For example, *Danlami* is the name of a female child born on a Thursday while the male counterpart is named *Danladi*. Children are also named after deities, for example *Njoku* and *Nmaji* are the male and female figures of the yam deity conferred by divination in the Ibo culture while *Nwaokorie* is the male child born on 'orie ' market day, *Ogunmuyiwa*, *Sangowanwa*, are names given after the *ogun-god* of iron, *sango-* god of thunder deities among the Yorubas.

All the pieces of information gathered by the parents together with the circumstances surrounding the birth of the child are utilized in the child rearing process and also influence the techniques used in parenting the child. This is done with the future positive adjustment of the child in mind by both the nuclear and extended family members. The new born baby and the mother are taken care of by experienced elderly mothers in the compound. In some cases, the new mother is only allowed to carry the baby for breastfeeding. Older siblings in the compound also take part in socializing the child. In this way, the norms and values of the family are inculcated into the child from the beginning. In modern times, however, things have changed because of the adoption of the nuclear family system. For most children, the period of attention and indulgence is short lived. The lavish affection accorded infants ends with the resumption of the mother at work after 12 weeks postpartum and also with the arrival of another baby.

This is confirmed by the findings of Agiobu-Kermer (1984). In a short- term longitudinal study of Nigerian and British infants, it was found that Nigerian infants were ahead of the British in the tasks at 9 months; at 12 months the mean performance was the same for both samples while at 15 months the British infants had overtaken the Nigerian subjects -by a better performance. This trend was associated with the fact that Nigerian Infants were ahead of British babies due to their greater earlier social stimulation. However, towards the end of the first year, Nigerian babies began to lose their cognitive advantage indicating that the kind of experience they were having was no longer appropriate to sustain their precocious development.

The term "puberty" is applied to the aspect of the life cycle when sexual and reproductive maturation becomes evident. It is the beginning of adolescence which is the developmental stage between childhood and adulthood. During this period young people undergo revolutionary changes in growth and development (Brooks-Gunn, 1991). The pubertal period is a transition period between childhood and adulthood. Hormones released during puberty are closely associated with emotions, specifically with aggression in boys and depression in girls (Brooks-Gunn, 1991). Other studies (Sroufe and Fleeson, 1986; Maccobby, 1992; Weinberg & Tronic, 1997; Farington, 2001) have also shown that the impact of puberty may depend on the child's adjustment to the various factors of change in the life of the child during the transition period.

In essence, the issues faced by the child in this transition period may include puberty and physical changes; loss of control, development of the adult body, taking care of self, making decisions, starting to live independently away from parents, coping with self awareness, agonies of indecision, experimentation, risky sexual behaviour, teenage marriage, difficulties in establishing own identity as opposed to that prescribed by family or society, development of economic independence, formation of ideas and beliefs, idealism, self-discipline, and need to establish sense of autonomy or control (Bakare, C.G.M. 1986; Bandul U., Ross, & Rass 1963'1; Capuzzi, 1994; Ibeagha, P.N., & Oladimeji, 1996; Sunmola, Dupeolu, Babalola and Adebayo, 1998). For the girl child, there may difficulties in identifying what her role is in marriage and child rearing as a teenage mother; may also see autonomy and femininity as irreconcilable. Many others

may engage in social behaviour that can lead to serious long-term difficulties; many more are vulnerable to future problems. Thus, adolescence begins in biology (production of hormones stimulates the secondary characteristics in adolescents (Brooks-Gunn, 1991) and ends in culture because both the family and the society have their expectations from the adolescent.

There are expectations to live up to in the family, school, among peers and in the larger society. At the same time they must adjust to the hormonal changes taking place in the body. For example, a girl is expected traditionally to keep herself from pre-marital sexual intercourse which may bring shame and disgrace to the family of the girl should she be found not to be a virgin on her wedding day by her husband. Thus pubertal period is hence a social and psychological process the outcome of which may either be positive or negative. When negative, it may lead to early onset of antisocial behaviour. During this transition from childhood to adulthood, family conflict, family atmosphere and parenting styles, have been found to influence teenagers psychological adjustment. For example, parents who are not getting along with each other tend to be more hostile toward an adolescent child, and their children tend to become more hostile, anxious or depressed (Harold, Fincham, Osborne and Conger, 1997).

It is with all these problems in mind and to prevent negative behavioural outcomes of puberty in children that in the Nigerian traditional family system, pubertal rites, which are special ceremonies, are carried out to welcome the child into the age of maturity. The pubertal rites in a way solve some of the problems of adjustment associated with pubertal changes in the child by ensuring a marked transition from childhood to adulthood. For example, in the Ibo culture boys are passed through formal initiation known as *ima ogawor*-a rite of passage which enabled them to acquire aggressive medicine. Girls on the other hand passed through *mgbede*, a ceremonial seclusion known as the fat house while in the Yoruba culture, a cock is killed to mark the first menstruation for the girl child. Thus the pubertal child in the traditional family setting is closely monitored by her parents and members of the extended family. As such, any adult in the extended family, neighbourhood or community could correct a child found behaving inappropriately. Thus, parents in the extended traditional family system were cognitively ready for the parenting responsibility. Every adult seemed to be ready to give what it takes for the child to grow up into a well adjusted adult. But this has become a thing of the past and given way to the emergence of the nuclear family system in which all the challenges of parenting will have to be borne by ill-prepared parents. The struggle to make ends meet continues to increase for the modern parents. This study aims to examine the readiness of parents in this modern age of technological advancement, economic distress and political instability to parent their children most especially those in the adolescent stage of development. Early adolescents between the ages of puberty develop sense of consciousness and self awareness. They suddenly catch up with adults in physical size and strength with rapid development of the reproductive organs accompanying these changes. (Boxer, Tobin Richards and Peterson, 1983). The emergence of puberty; the impact of maturation on family and peer relations; parents' responses to the emergence of adolescent autonomy and the changes in family life are a few of the areas of study essential to understanding adolescent mental health and adjustment. Puberty is not a single event or set of events, but a crucial phase in a long and complex process of maturation. These adolescents, unlike infants, experience the dramatic changes with a developed sense of consciousness and self awareness. So not only do they respond to the biological changes but their psychological states may also have a bearing on those changes. Many parents may not be aware of these changes. Those who are aware may not know what to do to assist their children resolve certain issues. Some of these changes are held as taboos in some cultures, thereby, making it difficult for the parents to explain them to the child. Thus, pubertal maturation is associated with

increased emotional distance between youngsters and their parents. This may be due to the fact that children at this stage are beginning to express their views about issues thus making use of their thinking abilities. Not only this, they may also want more autonomy than the parents want them to have. Many parents may give up, thus leaving the child to do whatever is desired while others may not know how to handle such situation. Others still may just watch the child helplessly in the transition to adulthood.

Some other parents may be overwhelmed with the personal day to day stressful conditions that coming to terms with the child may be difficult. Some of the parent's ideas about growing up may have since changed, thus, becoming old-fashioned ideas which at best may be ineffective, due to developments around the world. However, the child may be privileged to have current information but not parent. It is also possible for the parent to assume that this child that is in between childhood and adulthood is already old enough to handle complex issues such as marriage and child rearing. Some parents may be aware of their children's wrong doings but may just not know what to do since the child is already the same height with the parent. These and the pubertal outcome border on how ready a parent is for the parenting of the pubertal child. There is therefore a need for parents to become skilled in parenting in order to keep pace with the fast changing world of their children in a nation such as Nigeria.

Cognitive alertness of parents may be defined in terms of parents' knowledge of child development and appropriate parenting techniques as well as positive beliefs about the parenting role utilized in such a way that it brings about positive behaviour and adjustment in the child. Whitman, Borkowski, Schellenbach and Nath, (1987) highlighted the importance of cognitive alertness as a critical factor affecting both parenting practices and child development. Parents with less accurate and often inadequate knowledge base about child development and parenting practices may be predisposed once they become parents to view their children's behaviour and their parenting roles in a negative way. These parental perceptions may negatively influence parent-child interactions and subsequently hinder child development psychologically in such a way that behaviour is negatively affected. Webster-Stratton and Hammond, (1990) found that many children with early onset of problem behaviour associated with puberty have parents with significant personal problems which negatively influence child management skills and child behaviour. Since it is apparent that the adolescent years are very crucial in the life span of human development, issues such as parental involvement in terms of parental pubertal knowledge and parent-child sexuality communication; constituting both parental cognitive alertness and parenting style variables being considered in this study as they contribute to adolescent sexual behaviour outcomes. In other words, quality of parent child relationship constitutes the parenting style while parent-child communication and parent-child sexuality communication make up the parental cognitive alertness variables.

The parenting process is facing a lot of challenges in Nigeria today. A strange mix of prolonged military rule, political instability (Okigbo, 1997) early marital age for girls, unemployment, economic hardship in families, rapid urbanization, modernization, technological awareness, rural-urban drifting, breakdown in traditional family system and emergence of nuclear family system (Isiugo-Abanihe, and Obono, 1999; Planned Parenthood Federation of Nigeria (PPFN) 1998), may have made Nigerian parents mere on-lookers in the welfare and development of their children. All around us, in our streets and by ways and city slums, the consequences of child mismanagement within are everywhere visible. Children particularly girls are withdrawn from schools into early marriages, and into extensive child labour such as street trading, prostitution, and the like (Child Welfare League of Nigeria, (1996). Also, the World Organization Against Torture (2003) reports that child trafficking has become 'an industry', in Nigeria such that 'professional placement agents-hired by families who cover their fees, the price paid to the parents and bribes [Q

officials, if necessary, to comb the countryside and bring children to the cities', Such children according to these reports end up no better than slaves as they are subjected to sexual, physical and psychological abuse.

The result is negative adolescent sexual behavioural outcomes such as maladjustment of youths as evidenced by increased parent-child conflict, religious and civil riots, disruption of administration in institutions of learning through cultism, pre-marital sexual intercourse, vulnerability to HIV/AIDS among the youths, teenage pregnancy and increased maternal mortality in Nigeria. In Lagos alone, there are 100,000 boys and girls living in the streets. (Child Welfare League of Nigeria, 1996).

Moreover, Ibeagha & Oladimeji (1996) found that adolescents from intact families in their sample had similar negative behavioural characteristics similar to those of adolescents from divorced families. All these may have their roots in the early onset of negative adjustment to pubertal changes and may be pointing to the ineffectiveness of the parenting skills and practices being utilized by parents in the parenting process

Positive communication is the extent to which a parent and adolescent listen to what each other are saying. One of the most trying aspects of parent-adolescent relationship is the aspect of communication. Communication issues may take several forms. The adolescent needs information to understand the changes occurring in his/her body and in the environment. The parent may have noticed some or even all these changes but may not have said anything to the child either because it is forbidden to talk about such issues or it is thought not to be necessary. Some other parents may not be aware that such issues can be discussed with the child. In other cases, it may be that the child is careful about what to say to the parent since it may be usual for the parent not to understand the child's point of view. For example, poor parent adolescent communication has been linked to more delinquency (Henggeler, 1989) and general deviance (Stewart and ZarageJein-Senger, 1984).

Also, Gray-Ray and Ray (1990) found that measures of monitoring and communication were associated with a measure of deviant behaviour in early adolescents. Sex education as an aspect of communication may be defined as a comprehensive package of information about an individual as a total being. This includes relationship with other members of the society (in this case the peers), sex orientation, career in life and other aspects of human relationship that the individual interacts with from birth to death. Parents' role in the aspect of sex education of their children cannot be overemphasized. As children negotiate the transition from childhood to adolescence, they are especially vulnerable to the initiation of pre-marital sexual intercourse, deviance, drug use and other problem behaviour. Also, currently adolescents' sexual attitudes and behaviours have changed dramatically. This has resulted in an increased incidence of adolescent sexual intercourse and a decreased age at first intercourse for both boys and girls. For example, in Nigeria 80% of the teenage population are involved in pre-marital sex with 40% of girls getting pregnant before the age of 20 years Early adolescents' increased participation in pre-marital sexual intercourse places them at a risk for a variety of undesirable outcomes of which are STIs/AIDS, unintended pregnancy and abortion, to mention a few. Children these days learn so little about sex from their parents but pick up ideas with which they can experiment from other sources such as peers, school and media. There is therefore need to equip parents with knowledge and effective skills with which to help their children thus increasing their self-efficacy in parenting, reducing incidence of STIs/AIDS and antisocial behavioural tendencies among the youths in Nigeria (Forest and Singh, 1990; Makinwa-Adebusoye, 1991).

In order to understand why parents, rear their children the way they do, it may be important to understand the characteristic ways in which people behave. That is, the underlying factors that make a parent behave in a way different from that of another parent. Personality encompasses the relatively enduring

characteristics that differentiate people. It includes those behaviours that make each person unique. An understanding of personality will enable us to understand the factors underlying the behaviour of some parents with regard to the upbringing of their children. It may also provide explanation to the attitude of parents to issues related to their children. It may also provide explanation to the attitude of parents to issues related to their children. It is personality that leads us to act in a consistent and predictable way both in different situations and over extended periods of time. Belsky, (1984) concluded that parenting, like other aspects of human functioning, is influenced by the relatively enduring characteristics or personalities of a man or woman.

Monitoring is the extent to which a parent knows where the child is and what the child is doing. A higher level of monitoring has been associated with lower levels of adolescent problems (Lamborn, Dornbush and Steinberg, 1996). Monitoring has become an important aspect of parenting in recent times, as many parents are faced with activities at home, work and in the society that keep them too busy to monitoring their children. In addition to this, are the economic pressures and stressful life events which add to the burdens of parents thus making them to spend most of their time solving personal problems of life to the detriment of their children. In Nigeria today, many parents leave their homes early in the morning and may not have returned home by the time the children return from school or even till some of them go to bed at night. Thus children may be left on their own for most part of the day thus leaving room for them to associate with deviant peers in the neighbourhood. This type of situation is more pronounced in families today as the traditional family system is being destroyed without an acceptable alternative way of rearing children. Adolescents are shaped by the world around them which includes the parenting style. The work a parent does, has been considered in this study as an important economic factor in child rearing which affects the parenting style. It is from the parent's work that resources to cater for members of the family are generated. In other words, the children are sustained on the income of the parents. In the traditional family system a lot of social support is available. Members care for the needs of one another. Whenever there is a need in a family, the other members rally round to meet the need and this may be in form of material or financial help. For example among the Yorubas, it was a common occurrence for men to join forces together to help each other farm, especially, in the raining season or at the beginning of a new farming season when the work is much.

In this way, the strain and stress of work is relieved. Also an individual was able to farm extensively both for family consumption throughout the year and for sale in the local market to generate income for family upkeep. The women join their husbands in the farm work especially for harvesting the farm products and for marketing. The adolescents follow their parents to the farm especially during the holidays. But things have changed. Urbanization and modernization, together with technological advancement brought about the nuclear family system in which social support from extended family members is not so much forthcoming. Both parents have to go different ways to look for daily bread. The less money is generated, the more strain in the family and the less care for the children in some cases.

This may not allow them to pay enough attention to the welfare of their children. Some parents also engage their children in child labour which increases the tendency for such children to become exposed to bad influences from friends. In addition to this, such children may be spending little time on their school work which may result in consistent failure in-school, teenage pregnancy and eventual drop out of the school system. In recent times a lot of businesses have reported a downward trend in their work. This may put a

strain on the parent such that it becomes difficult to meet the daily needs of their children. When this occurs, the child may be forced to go out and fend for himself/herself at a young age. This may eventually lead to the development of negative behavioural outcomes. Moreover, the nuclear family system has put greater responsibility on the modern parents. Each family has to fend for members of the immediate family. Social support from members of the extended family may not always be available or adequate to meet such needs.

The events of the adult life pose new challenge and require that a parent should continue to refine the reasoning capabilities and problem-solving techniques. Be it in the realm of work, parenting, household management or interpersonal relationship, new circumstances, uncertainties, and difficulties call for readjustment and decision making. Psychological disorders and disturbances result from both individual vulnerability and environmental stresses. These in turn have an influence on both the parent and effectiveness as a parent which may be negative. Studies have shown that when a parent is passing through a difficult situation, attention seems to be directed towards solving this problem and this may be at the expense of the meeting the needs of the adolescent.

2. OBJECTIVE OF THE STUDY

The general aim of this study is to expand the knowledge concerning the dimensions of parental environment and cognitive readiness which contribute to adolescent sexual behavioural among normal families residing in Ibadan. It attempts to find out the trend of parenting adopted by the different major tribes residing in Ibadan. The study contribute to the construction and elaboration of a science of parenting knowledge techniques, skills and practices, and to improve parent-child relationships through interventions among Nigerian families. It is therefore the purpose of this study to identify factors in parental functioning which contribute to adolescent sexual behavioural outcomes. The focus is on the determination of the directions and strengths of parenting skills as they affect Adolescents sexual behaviours. Specifically, this study seeks to determine the individual and collective contributions of aspects of parenting styles and cognitive alertness. This would aid in understanding how multiple form of parenting factors uniquely contribute to adolescent Sexual behavioural.

3. LITERATURE REVIEW/ THEORETICAL FRAME WORK

3.1 THE FOUR PARENTING STYLES

1. Authoritarian

In this style of parenting, children are expected to follow the strict rules established by the parents. Failure to follow such rules usually results in punishment. Authoritarian parents fail to explain the reasoning behind these rules. If asked to explain, the parent might simply reply, "Because I said so." These parents have high demands, but are not responsive to their children. According to Baumrind, these parents "are obedience- and status-oriented, and expect their orders to be obeyed without explanation" (1991).

2. Authoritative Parenting

Like authoritarian parents, those with an authoritative parenting style establish rules and guidelines that their children are expected to follow. However, this parenting style is much more democratic. Authoritative parents are responsive to their children and willing to listen to

questions. When children fail to meet the expectations, these parents are more nurturing and forgiving rather than punishing. Baumrind suggests that these parents "monitor and impart clear standards for their children's conduct. They are assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. They wanted their children to be assertive as well as socially responsible and self-regulated as well as cooperative" (1991).

3. Permissive parenting

Permissive parents, sometimes referred to as indulgent parents, have very few demands to make of their children. These parents rarely discipline their children because they have relatively low expectations of maturity and self-control. According to Baumrind, permissive parents "are more responsive than they are demanding. They are nontraditional and lenient, do not require mature behavior, allow considerable self-regulation, and avoid confrontation" (1991). Permissive parents are generally nurturing and communicative with their children, often taking on the status of a friend more than that of a parent.

4. Uninvolved Parenting

An uninvolved parenting style is characterized by few demands, low responsiveness and little communication. While these parents fulfill the child's basic needs, they are generally detached from their child's life. In extreme cases, these parents may even reject or neglect the needs of their children.

The Impact of Parenting Styles

What effect do these parenting styles have on child development outcomes? In addition to Baumrind's initial study of 100 preschool children, researchers have conducted numerous other studies that have led to a number of conclusions about the impact of parenting styles on children.

- Authoritarian parenting styles generally lead to children who are obedient and proficient, but they rank lower in happiness, social competence and self-esteem.
- Authoritative parenting styles tend to result in children who are happy, capable and successful (Maccoby, 1992).
- Permissive parenting often results in children who rank low in happiness and self-regulation. These children are more likely to experience problems with authority and tend to perform poorly in school.
- Uninvolved parenting styles rank lowest across all life domains. These children tend to lack self-control, have low self-esteem, and are less competent than their peers.

3.2 THEORETICAL FRAMEWORK

3.2.1 Psychodynamic Theories

Personality and Sexual Development

Personality is the unique way in which each person deals with the world, expresses emotions, and, so on. Social development includes relationships with others. It affects both the cognitive and the physical aspects of functioning. For example, anxiety about taking a test can impair performance; and social support from friends helps people cope with the negative effects

of stress on their physical and mental health. In general, though the basic physical and psychological processes involved in development are the same for every child, the outcome is usually different as for example you are different from your classmates. Each child from birth is unique and very different from any other child in the world. Developmental psychologists are interested not only in factors that affect everyone but also in the reason why one child is different from another child. However, development is very complex which makes it difficult to answer that question fully. Today, a lot is known about what children need to develop normally, how they can achieve their best potential and how they react to the various influences that affecting their development in life.

3.2.2 Psychosexual Development

Sigmund Freud (1953) proposed three hypothetical parts of the personality: the id, the ego, and the superego. Newborns are governed by the id, a source of motives and desires that is present at birth. The id seeks immediate satisfaction under the pleasure principle. When gratification is delayed (as when they have to wait for food), infants begin to see themselves as separate from the outside world. The ego, which represents reason or common sense, develops sometime during the first year of life and operates under the reality principle. The ego's aim is to find realistic ways to gratify the id. At about age 5 or 6, as the child identifies with the parent of the same sex, the superego develops. It includes the conscience and incorporates social approved "should" and "should not" into the child's own value system.

Sigmund Freud developed a psychosexual theory of human development from infancy onward, in accordance with his view of a basic human motivation being the sexual drive. He divided into five stages. Each stage centered on the gratification of the libido within a particular area, or erogenous zone of the body. He also argued that as humans develop, they become fixated on different and specific objects through their stages of development.

Oral Stage: Birth - 18 months

The first stage of psychosexual development is the oral stage, which lasts from the beginning of one's life up to (about) the 15th month. During this stage, the focus of gratification is on the mouth and pleasure is the result of nursing, but also of exploration of surroundings (as infants tend to put in mouths new neither objects). In this stage, the id is dominant since neither the ego nor the superego is yet fully formed. Thus, the baby does not have a sense of self and all actions are based on the pleasure principle.

The ego, however, is under formation during this first stage. Two factors contribute to the formation of the ego. Firstly, body image is developed, which implies that the infant recognizes that the body is distinct from the outer world. For instance, one will start understanding that one feels pain only when force is applied on one's own body. By the identification of the body boundaries, one starts developing the sense of ego. A factor to which ego formation is attributed is experiences involving delay of gratification and leads to the understanding that specific behaviours can satisfy some needs. The infant gradually realizes that gratification is not immediate and that it has to produce certain behaviours to initiate actions that lead to gratification. An example of such behaviour is crying, which seems to be purposeless during the first 2 months of the baby's life, but later seems to be used productively and is connected

to certain needs (Leach 1997). The key experience in this stage is weaning, during which the child loses much of the intimate contact with the mother and leads to the first feeling of loss ever experienced by the baby. Weaning also adds to the baby's awareness of self, since it learns that not everything is under its control, but also that gratification is not always immediate.

In this stage, the gratification of needs will lead to the formation of an independent, since the baby forms a clear idea about the limits of the self and has formed its ego) and trusting, since the baby learned that specific behaviours will lead to gratification and thus to trust its own abilities but also its parent's (and generally social environment) willingness to meet its requirements, personality. On the other hand, a fixation can lead to passivity, immaturity and unrealistic optimism, but also to the formation of a generally manipulative personality, due to improper formation of the ego. This can be the result of either too much or too little gratification. In the case of too much gratification, the child does not learn that not everything is under its control and that gratification is not always immediate (which are the results of weaning), forming an immature personality. On the other hand, the child's needs may be insufficiently met, and thus the child becomes passive since it has learned that either it produces behaviour or not, no gratification will come.

In some societies, it is common for a child to be nursed by its mother for several years, whereas in others the stage is much shorter. Sucking and eating, however, compose the earliest memories for infants in every society. This stage holds special importance because so tribal societies commonly found in the Southwest Pacific and Africa; consider the stomach to be the seat of emotions.

Anal stage: 18 months - 3 years

In the anal stage of the psychosexual development, the focus of drive energy (erogenous zone) moves from the upper digestive tract to the lower end and the anus. This stage lasts from about the 15th month to the third year of age. In this stage, the formation of ego continues. The major experience during this stage is toilet training. This occurs by the age of two (there may be fluctuations among different societies as to the age in which toilet training occurs), and results to conflict between the id, which asks for immediate gratification of its drives that involves elimination and activities related to it (such as handling faeces) and the demands of their parents. The resolution of this conflict can be gradual and non-traumatic or intense and stormy, depending on the methods the parents will use to handle the situation. The ideal resolution will come if the child tries to adjust, but also the parents are moderate, so that the child will learn the importance of cleanliness and order gradually, which will lead to a self controlled adult. If the parents emphasize on toilet training too much while the child decides to accommodate, this may lead to the development of compulsive personality, extensively concerned about order and neatness. On the other hand, if the child decides to heed the demands of the id and the parents give in, the child may develop a messy and self-indulgent personality. If the parents react, the child will have to comply, but it will develop a weakened sense of self, since the parents were the ones who controlled the situation, not the ego.

Phallic stage: 3-6 years

The phallic stage extends from about three to five years of age, and the erogenous zone associated with it as the area of the genitals. Even though the gratification is focused on the genitals, this is not in the form of adult sexuality, since the children are yet physically immature. However, stimulation of genitals is welcomed as pleasurable and boys, like adult males, may have erection during their sleep. Children become increasingly aware of their body and are curious about the body of other children, but also their parents', so that very often children of this age can be observed taking off their clothes and playing "the doctor" with each other, but also asking their mother whether she has penis or not. These observations persuaded Freud that the gratification is focused on the genitals this period of time.

The major conflict of this stage is called Oedipus conflict, the name deriving from Oedipus, who killed his father and unintentionally slept with his mother. Freud used the term Oedipal for both sexes, but other analysts proposed that we refer to the female variant as Electra conflict. In the beginning, for both sexes the primary care giver (at least at most societies) and main source of gratification is the mother. As the child develops, however, it starts forming a sexual identity and the dynamics for boys and girls alter. For both sexes, the parents become the focus of drive energy. For the boy, the mother becomes more desired, while the father is the focus of jealousy and rivalry, since he is the one who sleeps with the mother, but still, he is one of the main caregivers. The id wants to unite with the mother and kill the father (like Oedipus did), but the ego, based on the reality principle knows that the father is stronger.

The child also feels affectionate towards the father, one of the caregivers, and his feelings are ambivalent. The fear that the father will object to the boy's feelings is expressed by the id as fear that the father will castrate him. The castration fear is not rational, and occurs in a subconscious (irrational) level.

For the girl, it is the father who becomes desired, but the mother promotes greater ambivalence, since she is the primary caregiver and the first object of drive focus for the infant. In this way, the girl's feels hostility for the mother due to the demands of the id that she should eliminate her mother and unite with the father, but their ego recognizes that the expression of such feelings would lead to an emotional split with the mother. One major discovery a girl makes at this stage is that she has not penis, just like her mother. While the boy is afraid of losing it, the girl feels devastated for having already lost hers, which leads to feelings of loss and guilt. Freud described that as penis envy.

Generally, Freud considered the Oedipal conflict experienced by girls more intense than that experienced by boys, potentially resulting to a submissive and unconfident personality.

In both cases, the conflict between the id drives and the ego is resolved through two basic defense mechanisms of the ego. One of them is repression, which involves the blocking of memories, impulses and ideas from the conscious mind, but does not lead to resolution of the conflict. The second is identification, which involves incorporation of characteristics of the same-sex parent into the child's own ego. The boy by adopting this mechanism seeks for the reduction of castration fears, since his similarity with the father is thought to protect the boy from him. The identification of girls with the mother is easier, since the girl realizes that neither she, nor her mother have a penis. Freud's theory regarding the psychosexual dynamic present

in female children in this point of their psychosexual development is termed, though not by Freud himself, the Electra complex. Freud's theory of feminine sexuality, particularly penis envy, has been sharply criticized in both gender and feminist theory.

If the conflict is not resolved, a fixation in this stage may lead to adult women striving for superiority over men, if she had overwhelming feelings of devastation due to lack of penis, being seductive and flirtatious, or very submissive and with low self-esteem. On the other hand, men can exhibit excessive ambition and vanity. Overall, the Oedipal conflict is very important for the super ego development, since by identifying with one of the parents, morality becomes internalized, and compliance with rules is not any more the result of punishment fear. A poor identification with the opposite sex parent may lead to recklessness or even immorality.

The latency period is typified by a solidifying of the habits that the child developed in the earlier stages. Whether the Oedipal conflict is successfully resolved or not, the drives of the id are not accessible to the ego during this stage of development, since they have been repressed during the phallic stage. Hence, the drives are seen as dormant and hidden (latent), and the gratification, the child receives are not as immediate as it was during the three previous stages. Now pleasure is mostly related to secondary process thinking. Drive energy is redirected to new activities, mainly related to schooling, hobbies and friends. Problems however might occur during this stage, and this is attributed to inadequate repression of the Oedipal conflict, or to the inability of the ego to redirect the drive energy to activities accepted by the social environment

Latency Stage: 6 years to puberty

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Genital Phase: from 12 years onwards

The fifth and last stage of psychosexual development, the genital stage, starts from puberty, about the twelfth year of age, and onwards. It actually continues until development stops, which is ideally in the eighteenth year of age, when adulthood starts. This stage represents the major portion of life, and the basic task for the individual is the detachment from the parents. It is also the time when the individual tries to come in terms with unresolved residues of the early childhood. At this stage, the focus is again on the genitals, like in the phallic stage, but this time the energy is expressed with adult sexuality. Another crucial difference between these two stages is that, while in the phallic gratification is linked with satisfaction of the primary drives, while the ego in the genital stage is well-developed, and so uses secondary process

thinking, which allows symbolic gratification. The symbolic gratification may include the formation of love relationships and families, or acceptance of responsibilities associated with adulthood.

Fixation: Strong conflict can fixate people at early stages.

This could be inform of: Oral Fixation: This has two possible outcomes. The Oral receptive personality is preoccupied with eating/drinking and reduces tension through oral activity such as eating, drinking, smoking, biting nails. They are generally passive needy and sensitive to rejection. They will easily 'swallow' other people's ideas. Secondly, the Oral aggressive personality is hostile and verbally abusive to others, using mouth-based aggression.

Anal Fixation: This may be caused by too much punishment during toilet training, has two possible outcomes. The Anal retentive personality is stingy, with a compulsive seeking of order and tidiness. The person is generally stubborn and perfectionist. The Anal expulsive personality is an opposite of the Anal retentive personality, and has a lack of self control, being generally messy and careless.

Phallic fixation: At the age of 5 or 6, near the end of the phallic stage, boys experience the Oedipus complex whilst girls experience the Electra conflict, which is a process through which they learn to identify with the same gender parent by acting as much like that parent as possible. Boys suffer a castration anxiety, where the son believes his father knows about his desire for his mother and hence fears his father will castrate him. He thus represses his desire and defensively identifies with his father. Girls suffer a penis envy, where the daughter is initially attached to her mother, but then a shift of attachment occurs when she realizes she lacks a penis. She desires her father whom she sees as a means to obtain a penis substitute (a child). She then represses her desire for her father and incorporates the values of her mother and accepts her inherent 'inferiority' in society.

3.3 CRITICISMS OF SIGMUND FREUD'S THEORY

Freud has been criticized by feminists and gender theory practitioners for being androcentric. His theory failed to explain female sexual development. Secondly, over the years, there have been many accusations against the scientific value of the psychodynamic perspective. Even when it would be in the best interests of organized psychoanalysis to cite favourable empirical evidence, it has failed to do so. Even so, psychoanalytic thought has proven to be surprisingly heuristic and has probably generated more research than any other theory of personality, and perhaps more than all other theories combined. For example, Segall et al. (1999) hypothesized that Freud's theory was based on a misinterpretation of a confounding variable. Also, a survey of scientific research showed that while personality traits corresponding to Freud's oral, anal, Oedipal, and genital phases can be observed, they cannot be observed as stages in the development of children, nor can it be confirmed that such traits in adults result from childhood experiences (Fisher & Greenberg, 1977, p. 399).

Personality is the unique way in which each person deals with the world, expresses emotions, and so on. Social development includes relationships with others. It affects both the cognitive and the physical aspects of functioning. Sigmund Freud's psychosexual stages of development include oral, anal, phallic, latency and genital stages.

3.3.3 Behavioral Theories

Social Learning Theory

"Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modelling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action. "

-Albert Bandura, Social Learning Theory, 1977

The social learning theory proposed by Albert Bandura has become perhaps the most influential theory of learning and development. While rooted in many of the basic concepts of traditional learning theory, Bandura believed that direct reinforcement could not account for all types of learning. His theory added a social element, arguing that people can learn new information and behaviors by watching other people. Known as observational learning (or modelling), this type of learning can be used to explain a wide variety of behaviors.

3.3.4 BASIC SOCIAL LEARNING CONCEPTS

Observational Learning- People can learn through observation

In his famous "Bobo doll" studies, Bandura demonstrated that children learn and imitate behaviors they have observed in other people. The children in Bandura's studies observed an adult acting violently toward a Bobo doll. When the children were later allowed to play in a room with the Bobo doll, they began to imitate the aggressive actions they had previously observed.

Bandura identified three basic models of observational learning:

- a. A live model, which involves an actual individual demonstrating or acting out a behavior.
- b. A verbal instructional model, which involves descriptions and explanations of a behavior
- c. A symbolic model, which involves real or fictional characters displaying behaviors in books, films, television programs, or online media.

Intrinsic Reinforcement – Mental states are important to learning

Bandura noted that external, environmental reinforcement was not the only factor to influence learning and behaviour. He described intrinsic reinforcement as a form of internal reward, such as pride, satisfaction, and a sense of accomplishment. This emphasis on internal thoughts and cognitions helps connect learning theories to cognitive developmental theories. While many textbooks place social learning theory with behavioural theories, Bandura himself describes his approach as a 'social cognitive theory'.

Learning Does not Necessarily Lead to a Change in Behavior

While behaviourists believed that learning led to a permanent change in behavior, observational learning demonstrates that people can learn new information without demonstrating new behaviours.

The Modeling Process: Not all observed behaviours are effectively learned. Factors involving both the model and the learner can play a role in whether social learning is successful. Certain requirements and steps must also be followed. Attention, Retention, Reproduction and Motivation are involved in the observational learning and modelling process.

Attention: In order to learn, you need to be paying attention. Anything that detracts your attention is going to have a negative effect on observational learning. If the model interesting or there is a novel aspect to the situation, you are far more likely to dedicate your full attention to learning.

Retention: The ability to store information is also an important part of the learning process. Retention can be affected by a number of factors, but the ability to pull up information later and act on it is vital to observational learning.

Reproduction: Once you have paid attention to the model and retained the information, it is time to actually perform the behaviour you observed. Further practice of the learned behaviour leads to improvement and skill advancement.

Motivation: Finally, in order for observational learning to be successful, you have to be motivated to imitate the behaviour that has been modelled. Reinforcement and punishment play an important role in motivation. While experiencing these motivators can be highly effective, so can observing other experience some type of reinforcement or punishment? For example, if you see another student rewarded with extra credit for being to class on time, you might start to show up a few minutes early each day.

3.3.5 Humanistic Theories

Humanistic Theory: The humanistic psychology deal with self-awareness and getting in touch with feelings. Humanity psychology focuses on internal motivation of behaviour but it defers from classical thinking in its optimistic confidence in our positive natures. Humanist believes that people will become productive, fulfilled; happy, good human being unless unfavorable experiences interfere with their ability to express their truest natures. Young people today are compassed with a lot of problems such as unavailability of their parents, inadequate finances for their parents, poor parental health, insensitive parents, poor parent child communication and the like. A child is raised in the type of setting may exhibit more negative sexual pubertal behaviour outcomes. For example, in some cultures the female child is expected to learn how to take care of the house and at first menstruation should get married, such a girl may not be allowed to develop to her full potential due to cultural limitation.

Psychoanalytic theories maintain that our lives are determined by both inner and outer forces, humanist approaches emphasize self-determination and free will. Humanists have a phenomenological view which stresses the importance of the subjective, unique experiences of each person and the potential all of us have for self-fulfilment through spontaneity, creativity and personal growth. It follows that every child has the potential of becoming a useful productive member of the society unless the child begins to encounter difficult situations,

which prevent the expression of the potentials in a positive, productive way.

Children at the pubertal stage of development need a lot of affection provision, care and love. When these needs are either not provided or neglected, such adolescents may try other ways of meeting the needs outside the family and this may put them at a risk. For example, children who are neglected or deprived often take a stealing and other antisocial behaviour to make ends meet. Thus, difficulties may come from the parents, environment and peer at a point in development process to negatively influence the already built in potential of the child.

Carl Rogers (1961), a humanist, held a life affirming view of human beings as powerful architects of themselves. He maintained that we all ask ourselves, who am I really? This a very important question that every adolescent tries to find answers to as he/she passes through the transition to adulthood in order to achieve identify formation. The way we answer this question, and the degrees to which we accept and value ourselves for the persons we are determine how we feel.

4. METHODOLOGY

The qualitative study involved the use of focus group discussion and in depth interviews among the participants selected for the study was a survey which involved the use of battery of scores of independent variables against dependant variables all of which are already in existence. Cognitive alertness (as parent-child sexual communication); and (Quality of parent child relationship) as parenting styles on Adolescents sexual behavior. Random sampling was used to select a total of 250 participants in a targeted secondary school in Ibadan North Local Government and the adolescents 10years to 17years old of age within JSS3 to SSS3 classes were randomly selected.

Some selected secondary school in the Ibadan North Local Government, which is the one of the centers for Adolescents Sexual behavior in Ibadan. Simple random sample method to select my participants, the nature of information collected were; Family Type, Personal Data, Sex, Age, Social and Sexual History.

The nature of information collected was handled with care and confidential also, questionnaires were generated (questionnaire-closed and open ended). The Sample size was 250 Students of which it was drawn from five (5) different Schools of which randomly selected across the Local Government Areas. However, internet & Kenneth Dike Library of the University of Ibadan for further study of literature.

5. RESULTS

Hypothesis one which stated that cognitive alertness and parenting style will jointly and independently predict Adolescents sexual behavior was tested using multiple regression analysis. The results are presented in Table 1.

Table 1: Summary of Multiple Regression Analysis Shows the Influence of cognitive alertness and parenting style on Adolescents sexual behavior

Predictors	B	T	P	R	R ²	F	P
Cognitive alertness	.232	3.657	<.01				
Parenting style	.315	4.966	<.01	0.33	0.11	14.72	<.01

The result revealed that cognitive alertness and parenting style jointly predicted Adolescents sexual behavior ($R^2 = 0.11$, $F(2,247) = 14.72$, $p < .01$). When combined cognitive alertness and parenting style accounted for 11% of the change observed in the self report of Adolescent sexual behavior. This revealed that the collective presence of cognitive alertness and parenting style variables have significant influence on Adolescents sexual behavior. The result revealed that cognitive alertness ($\beta = .23$, $p < .01$) and parenting style ($\beta = .32$, $p < .01$) have significant independent influence on Adolescent sexual behavior.

The result implies that cognitive alertness and parenting style significantly predicts sexual behavior among adolescents. The hypothesis was therefore supported.

HYPOTHESIS II

Hypothesis two stated that age, sex and family type will jointly and independently predict Adolescents sexual behavior was tested using multiple regression analysis. The results are presented in Table 2.

Table 2: Summary of Multiple Regression Analysis Shows the Influence of age, sex and family type on Adolescents sexual behavior.

Predictors	B	T	P	R	R ²	F	P
Age	-.12	-1.85	>.05				
Sex	-.02	-.32	>.05	0.13	0.02	1.43	>.05
Family type	.06	.94	>.05				

The result revealed that age, sex and family type did not jointly predict Adolescents sexual behavior ($R^2 = 0.02$, $F(1,246) = 1.43$, $p > .05$). When combined age, sex and family type accounted for 2% of the change observed in the self report of Adolescents sexual behavior. This revealed that the collective presence of age, sex and family type variables did not have significant influence on the Adolescents sexual behavior.

The result revealed that sex ($\beta = -.12$, $p > .05$) sex ($\beta = -.02$, $p > .05$) and family type ($\beta = .06$, $p > .05$) have no significant independent influence on Adolescents sexual behavior. The

result indicates that age, sex and family type significantly did not significantly predict sexual behavior among adolescents. The hypothesis was therefore rejected.

HYPOTHESIS III

Hypothesis three stated that participants with low level of cognitive alertness will report more sexual behavior than those with high level of cognitive alertness. This hypothesis was tested using the t-test for independence and the result presented in Table3.

Table 3: T-test summary table shows the difference between participants with low level and high level of cognitive alertness on Adolescents sexual behavior

	Cognitive alertness	N	Mean	Std	Df	t	P
Sexual behavior	Low	147	102.62	4.01	248	-9.22	<0.05
	High	103	99.19	1.71			

The result from table 3 shows that the participants with low level of cognitive alertness (M=102.62, S.D= 1.71) significantly reported higher scores on Adolescents sexual behavior than participants with high level of cognitive alertness (M=99.19, S.D =4.01). Respondent with low level of cognitive alertness reported more Adolescents sexual behavior (t (248) = -9.22, p<.05) than respondents with high level of cognitive alertness. This implies that cognitive alertness significantly influences Adolescents Sexual behavior. The hypothesis is thus accepted.

6. DISCUSSION

As earlier said and discussed in the remaining chapters, the aim and purpose of this study is to determine effect of parenting style and cognitive alertness on Adolescents sexual behavior among some selected secondary school in Ibadan, to be able to come up with possible solutions and recommendations for any of the students and parents finding it very hard to train up their children and Adolescent to know how to direct their energy (study) during the critical period (of Adolescent period).

Three Hypotheses were tested in this study, Hypothesis two stated that age, sex and family type will jointly and independently predict Adolescents sexual behavior was tested using multiple regression analysis.

The result revealed that age, sex and family type did not jointly predict Adolescents sexual behavior ($R^2 = 0.02$, $F(1.246) = 1.43$, $p > .05$). When combined age, sex and family type accounted for 2% of the change observed in the self report of Adolescents sexual behavior.

This revealed that the collective presence of age, sex and family type variables did not have significant influence on the Adolescents sexual behavior.

The result revealed that sex ($\beta = -.12$, $p > .05$) sex ($\beta = -.02$, $p > .05$) and family type ($\beta = .06$, $p > .05$) have no significant independent influence on Adolescents sexual behavior. The result indicates that age, sex and family type significantly did not significantly predict sexual behavior among adolescents. The hypothesis was therefore rejected.

7. CONCLUSION

This study examined the role of parental cognitive alertness and parenting styles on adolescent sexual behavior to construct an exploratory model of parenting styles and cognitive alertness determinants of adolescent sexual behavior. In this process, two scales, of measurement were adopted and validated from existing scales developed by Dr. Anuoluwapo Grace Adejumo as follows parent child communication scale which has only 10 items, all the ten items were adopted, the scale of quality of parent-child relationship has 37 items only 16 items were adopted for this study. The researcher also adopted and validated scale on adolescent sexual behavior outcome scale which has 56 items of which the researcher only adopted 16 items for this research.

The result of this study shows that parent-child communication scale and quality of parent-child relationship contribute significantly to the adolescent sexual behavior. Thus, the results showed that multiple forms of parenting factors play significant roles in the adjustment process and in the life course of the child especially during the pubertal transition period. However, the factors identified in this study are not exhaustive as there are still other contributory factors not covered by the scope of the study. The study also showed that the child engages in inappropriate antisocial behavior when the parenting styles and parenting cognitive are either inadequately or inappropriately utilized.

The following were the main finding of the study:

Hypothesis one which stated that cognitive alertness and parenting style will jointly and independently predict Adolescents sexual behavior was tested using multiple regression analysis. The result revealed that cognitive alertness and parenting style jointly predicted Adolescents sexual behavior ($R^2 = 0.11$, $F(2,247) = 14.72$, $p < .01$). When combined cognitive alertness and parenting style accounted for 11% of the change observed in the self report of Adolescent sexual behavior. This revealed that the collective presence of cognitive alertness and parenting style variables have significant influence on Adolescents sexual behavior. The result revealed that cognitive alertness ($\beta = .23$, $p < .01$) and parenting style ($\beta = .32$, $p < .01$) have significant independent influence on Adolescent sexual behavior. The result implies that cognitive alertness and parenting style significantly predicts Adolescents sexual behavior among adolescents. The hypothesis was therefore supported.

Hypothesis two stated that age, sex and family type will jointly and independently predict Adolescents sexual behavior r was tested using multiple regression analysis.

The result revealed that age, sex and family type did not jointly predict Adolescents sexual behavior ($R^2 = 0.02$, $F(1,246) = 1.43$, $p > .05$). When combined age, sex and family type accounted for 2% of the change observed in the self report of Adolescents sexual behavior. This revealed that the collective presence of age, sex and family type variables did not have significant influence on the Adolescents sexual behavior. The result revealed that sex ($\beta = -.12$, $p > .05$) sex ($\beta = -.02$, $p > .05$) and family type ($\beta = .06$, $p > .05$) have no significant independent influence on Adolescents sexual behavior. The result indicates that age, sex and family type significantly did not significantly predict sexual behavior among adolescents. The hypothesis was therefore rejected.

Hypothesis three stated that participants with low level of cognitive alertness will report more sexual behavior than those with high level of cognitive alertness. This hypothesis was tested using the t-test for independence shows that the participants with low level of cognitive alertness ($M=102.62$, $S.D= 1.71$) significantly reported higher scores on Adolescents sexual behavior than participants with high level of cognitive alertness ($M=99.19$, $S.D =4.01$). Respondent with low level of cognitive alertness reported more Adolescents sexual behavior ($t(248) = -9.22$, $p<.05$) than respondents with high level of cognitive alertness. This implies that cognitive alertness significantly influences Adolescents Sexual behavior. The hypothesis is thus accepted.

8. IMPLICATION AND RECOMMENDATIONS

More research is required to fully understand why children behave the way they do and the preparedness of their parents for the task of parenting style.

This work needs more research on the followings: parenting pubertal knowledge, social maladjustment, parenting neuroticism, parenting monitoring, work-parenting conflict and parenting health.

The issue of parenting style which has not received much attention from the government needs that attention at this present stage of the national development. There is a need for the implementation of the various agreements signed on behalf of the Nigerian child. Parents should seek for help from professionals on issue concerning the development and adjustment of their children.

However, like any other countries in the world, Nigeria is undergoing dramatic changes as participants have duly noted in the qualitative data western values and ideologies have been introduced to the country along with advanced technology.

Additionally, the Nigerian family structure and organization are witnessing changes in the face of instable political economic and other associated factors. The present study represents a fruitful step towards revealing the full complexity of the family setting, parenting styles and adolescent sexual behavior.

The result agrees with other finding in literature, for example, Albert Bandura, social learning Theory, 1977 Adolescents learn from parents and others through modeling

In addition, the result indicates the reflection of economic hardship and poverty in the society. The more hardship the parents experience, the more time is spent outside the home, on their jobs and the less time is available for quality parent-child relationship. This is in line with other finding in literature that parents spend more time attending to personal problem at the expense of time available to their parenting roles Russel & Bowman, (2000).

Moreover, results from analysis which established quality of parent-child relationship indicates that part of the effect of parenting variable was contributed by quality of parent-child relationship to account for the variations observed in adolescent sexual behavior as mentioned earlier.

This has implication for the environment which family functioning interactions take place. In other words, high or low level of parent-child communication affects the quality of parent-child relationship which in turn affects adolescent sexual behavior.

In essence the importance of quality of parent child relationship as the parenting style in which parent child interactions take place cannot be over emphasized. It therefore implies that intervention strategies for adolescents should take the parenting style into consideration. The findings in this study could have important implications for the design of parent training programme and indeed for our understanding of cognitive alertness and parenting style.

For example level of parent-child communication in this study interacted to affect the sexual vulnerability of the adolescents.

This implies that when a parent who believes in the cultural taboo associated with sex education, how low level of child development, in an atmosphere where the emotional stability of the parent is in question, then an adolescent being read in such a situation may be prone to experimenting with unprotected sex, premarital coitus, teenage pregnancy and run the risk of becoming infected with the HIV virus. This is a significant finding which has several implications for intervention into adolescent sexual behavior.

The result suggest that intervention into the sexual behavior of adolescent should protect adolescent from other risks resulting from poor parental functioning and psychological development. Legislators and policy makers should naturally be concerned to identify cost-effective means of reducing the prevalence of criminal and anti-social behavior especially in the modal age group for offending. With prevention by intervention now begins to establish its strategic position relative to deterrence by punishment and enforcement across many areas of the criminal justice system. It is important to establish whether a strategy that has worked well when applied to situations and objects can be extended to the development, training and education of adolescents together with their parents.

Social policy on a number of fronts should continue to attack the big issues of social deprivation, educational and economic disadvantage regardless of whether success on these fronts impacts the problem of anti-social behavior.

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