Influence of Parenting Styles and Peer Pressure on Adolescents' Involvement in Premarital Sex in Ibadan North Local Government Area Oyo State

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Abstract

Premarital sex is sexual intercourse engaged in by persons who are not married. It is generally used in reference to individuals who are presumed to be not yet of marriageable age, or between adults who will presumably marry eventually, but who are engaging in sexual activity prior to marriage. More than one in every 20 youth contracts a curable STDs and more than half of all new HIV infections occur in people between the ages of 15 to 24 years as a result of involvement in premarital sex. Therefore, this study explores the influence of parenting styles and peer pressure on adolescents' involvement in premarital sex in Ibadan North Local Government Area, Oyo State. In this study, Diana Baumrind's Parenting Typology was uses to explain parenting style, and Theory of Reasoned Action was used to explain involvement in premarital sex. The study utilised a cross-sectional survey design for 150 participants with a mean age of 16.02 and a standard deviation of 1.52. Data was collected using self-administered questionnaire which comprises four sections. Section A measured demographic information, Section B measured parenting style, Section C measured peer pressure and Section D measured engagement of adolescents in pre-marital sex. Three hypotheses were tested in this study and the result revealed that some parenting styles (permissive, authoritative and authoritarian) and peer pressure jointly encouraged adolescents to engage in premarital sex ($R^2 = 0.108$, $F(4,145) = 4.403$, $P < .05$). Independently a result showed that authoritative parenting style ($\beta = -.204$, $t = -2.529$; $P < .05$) and peer pressure ($\beta = .216$, $t = 2.651$; $P < .05$) were significant, while permissive parenting style and authoritarian parenting style were not significant. It was concluded that parenting style and peer pressure have influence on involvement in premarital sex by adolescents. Therefore, parents should adopt authoritative parenting style which will discourage adolescents from involving themselves in premarital sex.

Keywords: Parenting style, premarital sex, and peer pressure

Introduction

Human development involves different stages starting from conception to death. Among these stages the most worrisome and troublesome stage is adolescence. The period of adolescence is a stage when a child fights for identity and tries to understand who he/she is so that he/she can develop healthy psychological well-being. In defining who he/she is, he/she is easily influenced by the style of parenting and most importantly pressure from his/her peers. He/she tends to uphold his/her parents' legacies and discharge this through a proper channel. It is easy for an adolescent to dispose of his/her parents' legacies if he/she perceives those in authority to be bossy or imposing their identity and feel it will not allow freedom. In this case, the adolescent tends to imbibe teachings from his/her peers which him/her perceive to be interesting and welcoming. Adolescents tend to define their identity with these characteristics they can see in their friends. But if they have a stronger parental guide, they will discard their peers' influence. During this

stage, they tend to experiment with their lives, not minding the consequences and this makes them engage in risky behaviour that can mar their future; and because of their myopic perception of some risky behaviours they can engage in smoking, premarital sex, criminal act, drinking alcohol e.t.c.

This study focuses on why adolescents involve themselves in premarital sex despite knowledge of the consequences of the act. Parenting style and peer pressure are used as predictors of involvement of adolescents in premarital sex because studies have shown that some of the adolescents have premarital sex because of pressure from their peers and because of the style of parenting that is adopted by their parents. Peer pressure is the direct influence of peers on adolescents' attitudes and behaviours that make them conform to the demands of their peers. Parenting style is a psychological construct representing standard strategies that parents use in child-rearing. The quality of parenting is far more essential than the quantity of time spent with the child. For instance, a parent can spend an entire afternoon with his or her child, yet the parent may be engaging in a different activity and not demonstrating enough interest towards the child. Parenting styles are the representation of how parents respond to their children. Parenting practices are specific behaviours, while parenting styles represent broader patterns of parenting practices.

Pre-marital sex is sexual intercourse had by persons who are not married to each other. It is generally used in reference to individuals who are presumed not yet of marriageable age, or between adults who will presumably marry eventually, but who are engaging in sexual activity prior to marriage (Lucas, 2000; Ramesh, 2008). Pre-marital sex is sex before marriage and it is generally found among the youths. It involves fornication, rape, defilement, and incest. Its causes have been established including curiosity among the youth, proof of manhood, lust, pornography and its adverse effects, insanity and sexual promiscuity as well as moral decadence among the youths (Choe *et al.*, 2004). Worldwide, rates of sexually transmitted diseases (STDs) among the youth are soaring: one-third of the 340 million new STDs each year occur in people under 25 years of age (Fernández *et al.*, 2010). Each year, more than one in every 20 youth contracts a curable STDs. More than half of all new HIV infections occur in people between the ages of 15 o 24 years. The sexual health needs for adolescent girls are generally overlooked because the stigma and vulnerability affect particular groups of men as well as women.

It is basically on the above background that youths have suffered a lot from the HIV/AIDS scourge and other sexually transmitted infections and its infections have become a serious threat among adolescents and this has shortened the life span of the adolescents and increased the number of school dropouts. Pre-marital sexual intercourse has recently developed a major concern among adolescents. For instance, a study in Nepal (Ramesh, 2008) found that one-third of the students (39 percent) had pre-marital sex. However, youth are still practising` pre-marital sex and thus youths share the blame and responsibility in the spread of HIV/AIDS increase. Studies have shown that about 20 percent of adolescents in Nigeria have their first sexual intercourse by the age of 15 years. By the age of 18years, over 50 percent of adolescents have had sexual intercourse, 25 percent of teenage women have given birth or are pregnant and only 20 percent of young people are using contraceptive due to their exposure to pre-marital sex. About 80 percent of pregnancies occurring among unmarried young women in Nigeria are unplanned and have a high rate of unsafe abortion (National Health and Medical Research Council (NHMRC), 1996).

According to a 2001 UNICEF survey, 10 out of 12 developed nations have available data, more than two-thirds of young people have had sexual intercourse while still in their teens. In Denmark, Finland, Germany, Iceland, Norway, the United Kingdom and the United States, the proportion is over 80%. In Australia, the United Kingdom and the United States, approximately 25% of 15-year-olds and 50% of 17-year-olds have had sex. In a 2005 Kaiser Family Foundation study of US teenagers, 29% of teens reported feeling pressure to have sex, 33% of sexually active teens reported "being in a relationship where they felt things were moving too fast sexually", and 24% had "done something sexual they didn't really want to do". Several polls have indicated peer pressure as a factor in encouraging both girls and boys to have sex.

Parental influence is one of the primary protective factors for at-risk adolescents (Kotchick, Shaffer & Forehand, 2001; Zimmer-Gembeck & Helfand, 2008). Previous research on the risky sexual behaviour of adolescence in the family environment has generally focused on family structure, parent-child closeness, parent-child conflict, communication, parental monitoring, participation in family activities, and family violence (Elliott, Avery, Fishman, Hoshiko, 2002; Aseltine, Doucet and Schilling, 2010). Findings indicate that adolescents living in less stable family environments and with less parental involvement are more likely to participate in riskier sexual behaviours (Elliott *et al.*, 2002; Aseltine *et al.*, 2010. Several theoretical models of human development recognise the influence of caregivers as agents of emotional, cognitive and relational socialisation for offspring (Bronfenbrenner, 1979; Super & Harkness, 1999). Bronfenbrenner's model places parents within the micro-system, or the innermost circle of influence. Parents exert influence on the child directly via shared genetics, parenting style, and parenting behaviour. Rebekah, Bethany, Holly (2008) showed that even after controlling for unobserved heterogeneity across individuals and across families, parenting processes significantly later predicted adolescent sexual risk behaviours. Specifically, more regular family activities and less negative and hostile parenting during mid-adolescence will predict lower sexual risk behaviour during late adolescence.

Statement of Problem

The increase in the rate of involvement in pre-marital sex has been overwhelming and its influences have been a thing to research. Worldwide, rates of sexually transmitted diseases (STDs) among the youth are soaring: one-third of the 340 million new STDs each year occur in people under 25 years of age (Fernández *et al.*, 2010). Findings indicate that each year, more than one in every 20 youth contracts a curable STDs. More than half of all new HIV infections occur in people between the ages of 15 to 24 years. Findings indicate that adolescents living in less stable family environments and with less parental involvement are more likely to participate in riskier sexual behaviours (Elliott *et al.*, 2002; Aseltine *et al.*, 2010). A study in Nepal (Ramesh, 2008) found that one-third of the students (39 percent) had pre-marital sex. Therefore, youth are still practising` pre-marital sex and thus share the blame and responsibility in the spread of HIV/AIDS increases.

Purpose of the Study

The purpose of the study is to investigate the influence of parenting style and peer pressure on the involvement of adolescents (13-19 years) who are senior secondary students in Ibadan North Local Government Area, Oyo State, in premarital sex. The specific objectives are to:

1. Examine the influence of parenting style on senior secondary school adolescents' involvement in pre-marital sex.
2. Examine the influence of peer pressure on senior secondary school adolescents' involvement in pre-marital sex.
3. Examine the joint influence of parenting style and peer pressure on senior secondary school adolescents' involvement in pre-marital sex.

Relevance of Study
The findings aim at raising factors that contribute to involvement of adolescents in pre-marital sex so that parents, guardians, and teachers will guide and guard adolescents in order to be better adults in the future. The findings will provide additional information to the already existing records and theory about pre-marital sex which can be of much importance to future scholars and those interested in research on issues related to pre-marital sex. After the establishment of the factors promoting pre-marital sex, various solutions and measures on how to curb the vice among youths shall be provided. This will be of great value to the entire community in minimising the level of pre-marital sex practices among the youth. The local leaders who work in the field of the rights of the youth and also youth sensitisation may use findings from this study to educate the youth about the dangers of by pre-marital sex and what causes pre-marital sex. Also, parents will be enlightened on how they can improve their interaction style in their homes in order to make their children and environment free from involvement in premarital sex. Having established the importance of parents in curbing pre-marital sex, the information of the study will encourage the parents to monitor the movements that the youth make so as to protect them from pre-marital sex activities. Findings will also open adolescents' eyes to skills necessary to develop healthy relationships and take part in responsible decision-making about sex, especially during adolescence when their emotional development accelerates.

Hence the study will be useful for adolescents' counsellors, advisers, parents, adolescents, teachers, schools and society at large.

Theoretical Background
Theory of Parenting Styles
Diana Baumrind is a researcher who focused on the classification of parenting styles. Baumrind's research is known as "Baumrind's Parenting Typology". In her research, she found what she considered to be the four basic elements that could help shape successful parenting: responsiveness vs. unresponsiveness and demanding vs. undemanding. Through her studies Baumrind identified three initial parenting styles: Authoritative parenting, authoritarian parenting and permissive parenting. Maccoby and Martin expanded upon Baumrind's three original parenting styles by placing parenting styles into two distinct categories: demanding and undemanding. Baumrind believed that parents should be neither punitive nor aloof. Rather, they should develop rules for their children and be affectionate with them. These parenting styles are meant to describe normal variations in parenting, not deviant parenting, such as might be observed in abusive homes. In addition, parenting stress can often cause changes in parental behaviour such as inconsistency, increased negative communication, decreased monitoring and/or supervision, setting vague rules or limits on behaviour, being more reactive and less proactive, and engaging in increasingly harsh disciplinary behaviour.

Authoritative Parenting

The parent is demanding and responsive. When this style is systematically developed, it grows to fit the descriptions of propagative parenting and <u>concerted cultivation</u>. Authoritative parenting is characterised by a child-centred approach that holds high expectations of <u>maturity</u>. Authoritative parents can understand how their children are feeling and teach them how to <u>regulate</u> their feelings. Even with high expectations of maturity, authoritative parents are usually forgiving of any possible shortcomings. They often help their children to find appropriate outlets to solve problems. Authoritative parents encourage children to be independent but still place limits on their actions. The extensive verbal give-and-take is not refused, and parents try to be warm and nurturing toward the child. Authoritative parents are not usually as controlling as authoritarian parents, allowing the child to explore more freely, thus having them make their own decisions based on their own reasoning. Often, authoritative parents produce children who are independent and <u>self-reliant</u>. An authoritative parenting style mainly results when there is high parental responsiveness and high parental demands. Authoritative parents will set clear standards for their children, monitor the limits that they set, and also allow children to develop <u>autonomy</u>. They also expect mature, independent, and age-appropriate behaviour of children. Punishments for misbehaviour are <u>measured and consistent</u>, not arbitrary or violent. Often, behaviours are not punished but the natural consequences of the child's actions are explored and discussed -allowing the child to see that the behaviour is inappropriate and not to be repeated, rather than not repeated in order to merely avoid adverse consequences.

Authoritative parents set limits and demand maturity. They also tend to give more positive encouragement in the right places. However, when punishing a child, the parent will explain his or her motive for their punishment. Children are more likely to respond to authoritative parenting punishment because it is reasonable and fair. A child knows why he/she is being punished because an authoritative parent makes the reasons known. As a result, children of authoritative parents are more likely to be successful, well-liked by those around them, generous and capable of <u>self-determination</u>.

Authoritarian Parenting

The parent is demanding but not responsive. Authoritarian parenting is a restrictive, punishment-heavy parenting style in which parents make their children follow their directions with little to no explanation or feedback and focus on the child's and family's perception and status.[24][29] <u>*Corporal punishment*</u> *and shouting are forms of discipline frequently preferred by authoritarian parents. The goal of this style, at least when well-intentioned, is to teach the child to behave, survive, and thrive as an adult in a harsh and unforgiving society by preparing the child for negative responses such as anger and aggression that the child will face if his/her behaviour is inappropriate. In addition, advocates of this style often believe that the shock of aggression from someone from the outside world will be less for a child accustomed to enduring both acute and chronic stress imposed by his/her parents. Authoritarian personalities also tend to rationalise their behaviour through skewed interpretations of research studies.*

Authoritarian parenting has distinctive effects on children

- Children raised using this type of parenting may have less social competence because the parent generally tells the child what to do instead of allowing the child to choose by him or herself, making the child appear to excel in the short term but limiting development in ways

that are increasingly revealed as supervision and opportunities for direct parental control decline.

- Children raised by authoritarian parents tend to be conformist, highly obedient, quiet, and not very happy. These children often suffer from <u>depression</u> and <u>self-blame</u>. For some children raised by authoritarian parents, these behaviours continue into adulthood.
- Children who are resentful of or angry about being raised in an authoritarian environment but have managed to develop high behavioural self-confidence often rebel in adolescence and/or young adulthood.
- Children who experience anger and resentment coupled with the downsides of both inhibited <u>self-efficacy</u> and high <u>self-blame</u> often retreat into <u>escapist behaviours</u>, including but not limited to <u>substance abuse</u>, and are at heightened risk for <u>suicide</u>.

Theories of Peer Pressure
Psychologist Erik Erikson built upon the work of Sigmund Freud but focused more on social rather than sexual aspects of development. He organised psychosocial development into a lifespan model of eight stages from birth to death. Each stage is characterised by an issue in conflict between an individual's makeup and the societal context. Adolescents are in Erikson's fifth stage, which is characterised by a conflict between identity and identity confusion. This is when humans wrestle most with the questions "who am I?" and "where am I headed?"

Autonomy
Children seek to become independent from their parents and immerse themselves in their own social environment during adolescence. In order to increase their autonomy and explore their own individual identities, adolescents also need to question their parents' rules and behaviours, says University of Michigan professor Jacquelynne S. Eccles. As a result of questioning their parents and spending less time with them, adolescents are more susceptible to peer pressure, particularly in the younger years.

Fitting in: They may be pulling away from their parents, but adolescents want to fit in and understand their place in society. Peer groups fulfill the adolescent's need for validity and acceptance and provide space and opportunity for exploration and experimentation. Adolescents actively seek membership in a peer group to help them explore different educational, occupational, political and social roles. Parents might take comfort in knowing that adolescents generally select peers who resemble them and their upbringing, according to Eccles.

Failure: If a child is struggling at this stage and identity confusion is stronger than identity formation, he/she might explore lifestyles that are unhealthy or dangerous. A child who fails to develop properly during this stage rejects social contracts with others and fights to conform to social values, becoming particularly susceptible to negative peer pressure. Children who are pressured by parents to conform to a particular role they do not identify with may also rebel.

Success: Successful progression through the fifth stage is not free from adolescent rebellion. Challenging parents and teachers are necessary for optimal emotional and cognitive health, as is exploring a range of answers to "who am I?" However, healthy rebellion includes the acceptance of rules, responsibilities and consequences. According to Erikson, successful completion of his

fifth stage leads to the virtue of fidelity and the ability to be loyal to people and ideologies, and it is necessary for a positive transition to adulthood.

According to Erik Erikson, adolescence is the age in which people must set up an identity to escape identity diffusion and confusion. At this age, adolescents give much importance to their friends who have power over them. This phenomenon is called "peer pressure." Bronfenbrenner (as cited in Oswald and Suss, 1988), a Russian psychologist who had developed many theories in the developmental psychology, asserts, "the first level of the ecology or the context of human development is the microsystem [that is] family, school, peer groups as well as the specific culture within which the family identifies."(349) this means that adolescents are mostly influenced by their families and their surroundings. In previous findings, the family was the only factor responsible for adolescents' behaviour, yet recent research shows that peers have a more powerful influence on adolescents, especially in what concerns academic achievement (Oswald & Suss, 1988). Although in Bronfenbrenner's model, family comes before the outer world which is school and peers, researches prove that the role of peers is more significant than parents' role. This role is important because, at teenage, youths become interested in knowing who they are. They try hard to find out their identity as this stage is known as the "identity versus identity confusion" in Erik Erickson's Theory of Identity Development. This means that peer pressure is important and even unavoidable in adolescence. Peers are crucial for adolescents' development because development needs to be in context which mainly means within family and peers (Oswald & Suss, 1988). In fact, peer pressure has more negative than positive effects which influence adolescents' personality. Drug abuse is an illustration of the dangerous negative effects that peer pressure has on adolescents.

Members of the same peer wear the same clothes and they are often unique ones and reveal an idea or a view that the peers hold or share. They can wear hip-hop clothes if they are fans of hip-hop, or they can wear a gang fashion that shows that they are violent and they belong to another gang group. Besides, all peers try to wear the same clothes and they cannot wear anything different. If they do so, they will be hardly criticised by their friends. This may lead them to have low self-esteem in addition to the adolescence' crisis they are living. Girls are the most influenced by peers and they suffer from the pressure put on them which is sometimes more than the pressure boys have.

They have to dress nicely and they have to wear fashionable clothes because if they do not, they will be rejected by their friends. For girls, there is another kind of pressure added to peer pressure which is media pressure (Sheid, 2005). In fact, the media tries to give a standard beautiful body to all girls without any distinction. Adolescent girls have, in most case, a role model who has a perfect body, so they want to be like her and possess the same attractiveness that she gets from her body. As a result, and as it is explained by Harvey (2002) girls undergo many eating pathologies such as bulimia which is mainly due to the stress to own a perfect body and since it is difficult and even impossible, they start eating whatever crosses their way, Or anorexia which is characterised by the throwing up of whatever they eat because they are obsessed with a perfect body and eating is considered a crime for them. In fact, adolescents care a lot about their appearance in the teen age; however, peers add more pressure that most of the time influence youths' identity and makes them lose their choice and their personal way of expression. Appearance consciousness is one of the most striking indicators of adolescence (Morrison and Kalin, 2004). In fact, parents spend many years teaching their children morals and helping them to feel happy about their identities, parents' social status, and appearance. Conversely, peers try to

get them rid of their beliefs and thoughts and start to model their own identities and personalities, especially the ones that they hide from their families. However, the problem that rises with peer pressure in relation to attitudes and behaviour is that adolescents influence each other in a negative way and let them lose their values and even believe in things they would not previously accept. For instance, peers can influence an adolescent's religion and make him or her convert to another religion without the agreement of his/her parents and sometimes the parents would not even know about this issue. Accepting others' ideas can be explained by Lawrence Kohlberg's Cognitive Development Approach to Adolescent Morality and precisely in the Interpersonally Normative Morality stage.

During this stage, adolescents give more importance to others' expectations and the pleasure of others rather than "goodness." This stage explains well why adolescents give more importance to their peers' approval than parents' views because they see that the moral support from people of the same age is more credible than from aged people. This influence in behaviour adds to the behavioural disorders that adolescents have namely "Oppositional Defiant Disorder (ODD), a pattern of negative, defiant, and disobedient behaviour or Conduct Disorder, where adolescents repeatedly and persistently violate rules and the rights of others, [especially parents] without concern or empathy ("Focus Adolescent Services," 2000). As a result, if these disorders are added to the peer pressure, the adolescent will be manipulated and will never be the real person he or she was. Besides, and more dangerous than this is if these disorders are not treated at the time they appear, adolescents could accumulate them in their psychology and this could give rise to other psycho-traumatic disorders later. Rolf, R. Muuss (1996) sates: "Each item of the vital personality is systematically related to all others; they all depend on the proper development in the proper sequence of each item." Consequently, there is an on-going occurrence of the eight ages of man, therefore, if a stage occurs and encounters a disorder, the next stage will occur and the disorder will reappear later since it was not cured. Conclusively, one can perceive the importance of the socio-cultural environment for the identity development of adolescents. Indeed, adolescents need to be in a precise context in order to develop their own identity. Peer pressure as previously explained is one of these contexts, but the problem with peers is that they influence adolescents in a negative way.

This is very negative because peers break down all that the parents have constructed from the birth of their child. Peer pressure is one of the most dangerous aspects of adolescence to which teenagers are exposed. Consequently, parents should care more about their adolescents until they overcome this critical age. They should be helpful to their children and they should talk to them as friends not as authoritative parents because adolescents are convinced more when they are with an open-minded person who shows both understandability and kindness. Otherwise, adolescents will encounter crisis and will hide them in their psychology and as explained by Lawrence Kohlberg, and these disorders will appear later with more psycho-traumatic troubles.

- Specific aspects of authoritarian styles are prevalent among certain cultures and ethnic groups, most notably aspects of traditional Asian child-rearing practices sometimes described as authoritarian are often continued by Asian American families and sometimes emulated by intensive parents from other cultures. These may be associated with more positive median child outcomes than Baumrind's model predict, albeit at the risk of exacerbated downside outcomes exemplified by Asian cultural phenomena such as hikikomori and the heightened

suicide rates found <u>in South Korea</u>, <u>in India</u>, <u>in Japan</u>, and <u>by international observers of China before 2014</u>.

Methodology
Design
The study utilises a cross-sectional survey design to gather data in order to describe the situation as they exist. The research is interested in observing the relationship that exists between variables of interest. The independent variables of this study are parenting style, status, peer pressure and sex education. The dependent variable is pre-marital sex.

Settings
Oyo State, a south-western state in Nigeria was used as the area where the study was carried out. The state was founded on February 3, 1976, and it has a population of 5,591,589 (2007 census). Oyo state is homogeneous, mainly inhabited by the Yoruba ethnic group who are primarily agrarian but have a predilection for living in high-density urban centers. Oyo state is largely urban with 33 Local Governments areas; Ibadan serves as Oyo State Capital. Oyo state can boast of many educational institutions and it is highly industrialised. The study was carried out in Ibadan, the capital of the state, hence, Ibadan North Local Government was used. In the city of Ibadan, four secondary schools were visited in four different locations in Ibadan; Ikolaba High School in Ikolaba, Ojoo High School in Ojoo, Community High School Samonda in Samonda and St Louis Grammar School in Mokola.

Participants
The population of this study comprised of in-school adolescents between the ages of 13-19. Both the male and female genders in the selected schools were selected for the research. The researcher selected the participants from Government-owned secondary schools in Ibadan North Local Government. One hundred and fifty questionnaires were administered to the students in the selected secondary schools.

Sampling Technique
Multi-stage sampling technique was used to select samples, systematic sampling techniques were used to choose the secondary schools from the list of Government secondary schools as given by the Department of Research and Statistics in the Ministry of Education, Oyo state. Every 10th school was chosen and four schools were selected and used. The students were also randomly selected for the research and a questionnaire was randomly distributed.

Instruments
Data were collected using self administered questionnaire which comprises four sections (A, B, C, D). Section A measured demographic information and Section B measured parenting style which was extracted from Parental Authority Questionnaire (PAQ) which contains 30 items. The parental Authority Questionnaire was designed to measure parental authority or disciplinary practices from the point of view of the child; it has 3 subscales namely, Permissive, Authoritarian and Authoritative. The scale was developed by John R Buri; it has fairly good construct validity. The Cronbach alpha ranges from 0.77 to 0.92. Section C includes peer pressure which is extracted from Peer Pressure Inventory (PPI) this was developed in University of WI-Madison by Bradford

Brown; Donna Raeclasen in University of White water, the scale has 5 subscales. It is designed to know how much friends encourage a child to do something and their compliance to such request. The responses range from "No pressure, little, sometimes and lot (0-3). The scale has 53 items; the items that are related to sexual behaviour were extracted from this scale and used in the questionnaire. Section D measured involvement of adolescents in pre-marital sex and this was extracted from Sexual Activities & Attitudes Questionnaire by Jennies G Noll and F.W Putnam. It is a 44 item self report measure which assesses sexual activities & sexual attitudes.

Hypotheses
1. There is a significant relationship between parenting style and involvement of senior secondary school adolescents in pre-marital sex.
2. There is a significant relationship between peer pressure and involvement of senior secondary school adolescents in premarital sex.
3. Parenting style and peer pressure are jointly related with involvement of senior secondary school adolescents in pre-marital sex.

Procedures
The researcher obtained permission from the school authorities before distributing the questionnaire to the students through formal means. The participants were informed about the main purpose of the study; the researcher assured the participants of utmost confidentiality of their response and also appreciated them for their cooperation and participation in the research. The participants were well informed and their consent was sought, some of them refused participation and they were excused. 150 questionnaires were administered and the students were put through in some areas of the questionnaire that were not clear to them. Adolescents were given questionnaires to fill in 15 to 20 minutes. No incentives were given to the participants and they were encouraged to ask questions and necessary answers were given to the students.

Statistical Analysis
Pearson Moment Correlation was run for each of the Independent variables against the dependent variables. Using Statistical Package for the Social Sciences (SPSS) version 16, the means and standard deviation were generated; multiple regression analysis was used to discover the joint influence of all the independent variables on dependent variables and also to determine the significance of the difference between the means (i.e. t-test), level of significance was set as 5%.

Results
Hypothesis
Hypothesis one which states that there is a significant relationship between parenting style and involvement of senior secondary school adolescents in premarital sex was tested using Pearson product moment correlation and the result is presented in table 4.1:

Table 4.1: Zero-order Correlation showing the relationship between parenting style and involvement in premarital sex

Variables	Mean	SD	1	2	3	4
1. Involvement in premarital sex	15.00	5.94	-			
2. Permissive	16.25	3.93	.03	-		
3. Authoritative	17.35	3.99	-.25**	-.00	-	
4. Authoritarian	11.06	2.64	-.05	.02	.09	-

**Correlation is significant at the 0.05 level (2-tailed).

Results in Table 4.1, reveal that there was significant inverse relationship between authoritative parenting style and involvement in premarital sex (r =-.25, p<.05), indicating that increase in authoritative parenting style significantly relates to a decrease in involvement of adolescents in premarital sex. The result further revealed that there was no significant positive relationship between permissive (r =.03, p>.05), authoritarian parenting style (r =-.05, p>.05) and involvement of adolescents in premarital sex. The result implies that an increase or decrease in authoritative and authoritarian parenting styles did not significantly relate to increase or decrease I'm involvement of adolescents in premarital sex. Thus the hypothesis is partially accepted.

Hypothesis II

Hypothesis two stated that there is a significant relationship between peer pressure and involvement of adolescents in premarital sex. The hypothesis was tested using Pearson r correlational analysis. The result is presented in table 4.2.

Table 4.2: Pearson Product Moment correlation showing the relationship between peer pressure and involvement in premarital sex

Variables	Mean	S.D	N	r	P	Remark
Involvement in premarital sex	58.09	6.34	150			
				.25**	<.05	Sig.
Peer pressure	19.15	2.57	150			

**Correlation is significant at the 0.05 level (2-tailed)

The results obtained from the result reveals that there is a significant positive relationship between peer pressure and involvement of adolescents in premarital sex(r=.25, df = 150, p<.05). This indicates that the increase in peer pressure significantly relates to increase in involvement of adolescents in premarital sex. The hypothesis is thus accepted.

Hypothesis III

Hypothesis three which states that parenting styles (Permissive, Authoritative and Authoritarian), and peer pressure jointly and independently predict involvement of adolescents in premarital sex was tested using multiple regression analysis. The results are presented in Table 4.5.

Table 4.3: Summary of Multiple Regression Analysis Showing the Influence of parenting style (Permissive, Authoritative and Authoritarian) and peer pressure on involvement of adolescents in premarital sex

Predictors	B	T	P	R	R^2	F	P
Permissive	-.023	-.30	>.05				
Authoritative	-.204	-2.53	<.05				
Authoritarian	-.066	-.83	>.05	0.329	0.108	4.403	<.05
Peer pressure	.216	2. 65	<.05				

Significant at the 0.05 level (2-tailed)

The result revealed that parenting styles (Permissive, Authoritative and Authoritarian) and peer pressure jointly predict involvement of adolescents in premarital sex (R^2 = 0.108, F(4,149) = 4.403, p <.05). When combined, parenting styles (permissive, authoritative and authoritarian) and peer pressure accounted for 10.8% of the change observed in the report on involvement in premarital sex. This reveals that the collective presence of parenting styles (permissive, authoritative and authoritarian) and peer pressure variables have significant influence on engagement of adolescent in premarital sex. The result demonstrated that Authoritative parenting style (β = -.204, t= -2.529, p<.05) and peer pressure (β = .107, t= 2.651, p<.05) were significant independent predictors of adolescents' involvement in premarital sex. While permissive parenting style (β = .023, t= 0.298, p>.05), and authoritarian (β = -.066, t= -.825, p>.05), have no significant independent influence on involvement of adolescents in premarital sex. The result implies that adolescents with low level of authoritative parenting and high level of peer pressure significantly reported more involvement in premarital sex. The hypothesis is thus supported.

Discussion

Hypothesis one stated that there is a significant relationship between parenting style and adolescents' involvement in premarital sex. However, it was found that there is significant inverse relationship between authoritative parenting style and involvement in premarital sex. Indicating that the increase in authoritative parenting style significantly relates to a decrease in involvement of adolescents in premarital sex. The result further reveals that there was no significant positive relationship between permissive, authoritarian parenting style and engagement of adolescents in premarital sex. The result implies that increase or decrease in authoritative and authoritarian parenting styles did not significantly relate to increase or decrease of adolescents' involvement in premarital sex. This implies that any parent who adopts authoritative parenting which involves parents emphasising supervision and rule-making along with involvement, support and affection will reduce every tendency for their adolescents to engage in premarital sex.

Important parts of authoritative parenting are parental monitoring and expression of concern and involvement through supervision (Rai *et al.*, 2003). Parental monitoring is generally perceived by researchers as the most important aspect of "authoritative parenting." Authoritative parenting is defined by Crosby *et al.* (2003) as "a combination of parenting behaviours (e.g., setting and enforcing clear standards, encouraging autonomy and communication with parents,

and being involved and supportive in adolescents' activities)" (172). Baumrind believes that parents should be neither punitive nor aloof. Rather, they should develop rules for their children and be affectionate with them.

These parenting styles are meant to describe normal variations in parenting, not deviant parenting. When parents provide warmth/support, appropriate monitor behaviour, and practice discipline in non-coercive ways, adolescents are more likely to develop interpersonal security and consider boundaries that are involved in sexual activity (Longmore, Manning & Giordano, 2001). While critical and negative parenting have been associated with higher levels of sexual activity amongst boys (Feldman & Brown, 1993), parental monitoring (Huebner & Howell, 2003) adult supervision (Cohen, Farley, Taylor, Martin & Schuster, 2002), parental trust (Borawski, Ievers-Landis, Lovegreen & Trapl, 2003) and parental support or intimate relationship with their children (Chewning & Koningsfeld, 1998) have been associated with their first intercourse and/or less sexual risk taking in the future. Parents are said to be the primary resource to discuss sexual matters with their teens to help adolescents to prevent early sexual initiation (Walker, Rose, Squire, Koo, 2008). Good communication between parents and the child has been demonstrated to increase contraceptive use and to decrease the number of sexual partners (Huebner *et al.*, 2003).

Hypothesis two states that there is a significant relationship between peer pressure and involvement of adolescents in premarital sex. The results obtained reveal that there is a significant positive relationship between peer pressure and involvement of adolescents in premarital sex. This indicates that an increase in peer pressure significantly relates to increase in engagement of adolescents in premarital sex.

Hypothesis Three states that parenting styles (permissive, authoritative and authoritarian) and peer pressure will jointly and independently predict engagement of adolescent in premarital sex. The result revealed that parenting styles (permissive, authoritative and authoritarian) and peer pressure jointly predicted engagement of adolescent in premarital sex. When combined parenting styles (permissive, authoritative and authoritarian) and peer pressure accounted for 10.8% of the change observed in the reported engagement in premarital sex. This revealed that the collective presence of parenting styles (permissive, authoritative and authoritarian) and peer pressure variables have significant influence on engagement of adolescent in premarital sex. The result demonstrated that Authoritative parenting style and peer pressure were significant independent predictors of adolescents engagement in premarital sex. While permissive and authoritarian parenting style has no significant independent influence on engagement of adolescent in premarital sex.

The result implies that adolescent with low level of authoritative parenting and high on peer pressure significantly reported more engagement in premarital sex. The hypothesis is thus supported.

Conclusion

From the result obtained in the study, one could come up with the following conclusion which answered some of the research questions at the beginning of the study. Parenting style and peer pressure have greater influence in determining involvement in premarital sex by adolescents. As a result of this, parents should intensify their parenting styles to make their children better adults. They should also show interest in them more during their early stages in life.

Recommendations

Considering Ibadan adolescents, there is a need for continual attention to be paid to the involvement of adolescents in premarital sex. It was discovered that a lot of responsibility lies in the hands of parents and the quality time they spend with their kids especially during this stage. The followings are ways by which parents can discourage their children from engaging in premarital sex.

- Parents should adopt the authoritative parenting style which will decrease a child's tendency to involve him/herself in premarital sex.
- Parents should spend quality time with their children so that they will not be too involved with their peers to the point of being influenced negatively.
- Parents should expose their children to education about sexuality and dangers that accompany premarital sex.
- Parents should not use fear appraisal in teaching sexuality rather they should use more explanatory methods so that their adolescents' peers will not be better teachers.
- Parents should help their children to identify themselves early so that they won't define themselves by their peers' definitions.
- Parents should take time to be friends of their children's friends.

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