



PARENTING STYLES AS CORRELATES OF TEENAGE PREGNANCY AMONG ADOLESCENTS IN PUBLIC SECONDARY SCHOOLS IN ENUGU STATE, NIGERIA

Loveth Chinasa Ngwaka¹,
Eberechukwu Francisca Chigbu²ⁱ,
Alphonsus Ekejiuba Oguzie²,
Nwadinobi, Vera Nkiru²

¹PhD, Department of Educational Foundations,
Chukwuemeka Odumegwu Ojukwu University,
Igbariam Campus,
Nigeria

²PhD, Department of Guidance and Counselling,
Nnamdi Azikiwe University,
Awka, Nigeria

Abstract:

The study investigated parenting styles as a correlates of teenage pregnancy among adolescents in public secondary schools in Enugu State. Four research questions guided the study and four null hypotheses were tested at a .05 level of significance. The correlation research design was adopted for the study. The population of the study comprised 9,974 senior secondary school two (SS II) female adolescent students, in the 292 public secondary schools in Enugu State. A sample of 996 female adolescent students was drawn for the study through a multi-stage sampling technique. Structured questionnaires titled Parenting Styles Questionnaire (PSQ) and Teenage Pregnancy Questionnaire (TPQ) were used for data collection. The instrument was face and construct validated by three experts; while the construct validation was ascertained using the Varimax Rotation Method. Internal consistency coefficients of 0.89, 0.91, 0.90, and 0.86; 0.92, and 0.89; were obtained for PSQ and TPQ respectively, using Cronbach Alpha statistical method. Pearson Product Moment Correlation Co-efficient, simple linear regression, and multiple linear regression statistics were utilized for data analysis. The p-value was used to determine the significant difference at a .05 level of significance for all hypotheses. The findings of the study revealed that there was a low positive significant relationship between authoritative parenting style and teenage pregnancy. The result also showed that there was a high positive significant relationship between authoritarian parenting style and teenage pregnancy. It was equally found that there was a highly positive significant relationship between permissive parenting style and teenage

ⁱCorrespondence: email chigbueberechukwu@gmail.com

pregnancy. Finally, the result indicated that there was a very high positive significant relationship between neglectful parenting style and teenage pregnancy. Based on the findings, the study recommended among others that the school management and parents should ensure that the home and school environment are well protected to shield the children from exposure to negative influences, by being concerned about the well-being of the girl child through education about sex, sexuality and the danger inherent. Social welfare agencies (public and private) should re-double their efforts in educating, counselling, and rehabilitation of victims of teenage pregnancy.

Keywords: correlate, parenting styles, teenage pregnancy, adolescents, students

1. Introduction

Education is the bedrock of societal development. It is the key that unlocks the door of development, modernization, civilization, and industrialization of any nation. Okechukwu (2022) noted that through education, a nation can harness its numerous resources, develop its manpower, and improve the quality of life of its citizens. It is with this understanding that Onokpaunu (2016) considered education as an indispensable input for national development and an avenue for empowering the citizens of any nation. Education in this perspective is perceived as a cornerstone of economic growth and social development as well as a principal means of improving the welfare of individuals. An extensive outlook into the Nigerian educational system shows that education is systematically structured into pre-basic, basic, secondary, and tertiary education (Federal Republic of Nigeria [FRN], 2013). Secondary school education is the focus of this study.

In Nigeria, secondary school education is considered as a strategic sub-sector of the education industry, because it is at this level that the adolescents and youths consolidate the basic knowledge gained in primary school, and also acquire the necessary culture to become useful citizens in the society. The FRN (2013) described secondary school education as the education children receive after a successful completion of nine years of basic education. Secondary school education is the form of education students receive after primary school and before the tertiary stage. The importance of secondary school education lies in its position both as the bridge between primary and tertiary education and as an agent for preparing individuals for useful living in society. As indicated by the FRN, the broad goals of secondary school education in Nigeria are preparing individuals for useful living in society and higher education. Secondary school education not only provides youths with the opportunity to acquire the human capital that prepares them to pursue higher education in different areas of specialization, but it also improves their skills leading to higher labour productivity. This implies that tertiary institutions and the labour market depend on the qualified outputs from secondary schools for their inputs. It is for this reason that the FRN (2013) specified the primary objectives of secondary school education to include the provision of specified sets of competencies and skills that will improve individuals' lives and enable them to

participate actively in the development of the economy. In essence, secondary school education in Nigeria is recognized as a prerequisite for quality human life and labour skills; as well as a sine qua non for sustainable economic development of the country.

Admittedly, attainment of the primary objectives of secondary school education demands that quality be built into the system and the students be properly guided to avoid all forms of vices that derail their academic achievement. Consequently, a culture of continuous school improvement and moral reorientation must necessarily be cultivated in secondary school students. Adolescents must be guided, directed, protected, and made to understand the consequences of teenage pregnancy. The concept of teenage pregnancy refers to under-aged girls usually between the ages of thirteen to nineteen years becoming pregnant from pre-marital sexual activities. It involves a female under the age of 20 according to the World Health Organization [WHO] (2020). Nwosu (2017) defined teenage pregnancy as the occurrence of pregnancy in girls aged ten to nineteen years. It is one of the most common problems among adolescents worldwide. The scholar further held that teenage pregnancy is when a female under the age of 20 years becomes pregnant. The scholar also referred to it as adolescent pregnancy. Teenage pregnancy mainly occurs after sexual intercourse between two teenagers of the opposite sex just after the start of the ovulation period; which starts between the age of twelve and thirteen. A teenage female starting from the age of thirteen can conceive although most are usually not well developed to handle pregnancy. Getting pregnant may expose a teenage female to many complications that are faced by pregnant fully grown women; although there is always great concern for those under the age of fifteen since most are not fully developed to have a healthy pregnancy or even give birth (Alabi & Oni, 2017).

Teenage pregnancy and teenage motherhood are courses for concern globally. The vast majority of teenage pregnancies occur in low and middle-income countries characterized by poor health care services. Abbas et al. (2017) noted that teenage pregnancy is a major public health problem, particularly in Africa. It has contributed to maternal and child morbidity and mortality and affects the socio-economic development of a country. Abbas et al. added that teenage pregnancy is also linked to an increased risk of adverse pregnancy and childbirth outcomes compared to older women. Mezmur et al. (2021) pointed out that teenage pregnancy has continued to be a social, emotional, and economic challenge for teens and society. Nearly two-thirds of births to women younger than 18 years and more than half of pregnancies to 18-19-year-old girls are unintended. They maintained that teen mothers are most likely to be depressed, more likely to drop out of school, and at high risk of a repeat pregnancy if they live with the baby's father. Teenagers who choose to have a termination or an abortion have a separate burden to carry, with potential emotional sequelae if they are not given the support and tools with which to process the decision. Fiscally, teen pregnancy can maintain or create a new cycle of poverty, especially if the teen does not complete secondary school. Adolescent fathers remain an understudied group, with a need for intervention preventing teen pregnancy that targets girls and boys, as well as services to engage and support parenting adolescents of both genders (Gaby, 2012).

Lack of information about sexual and reproductive health and rights; inadequate access to services tailored to young people; family, community, and social pressure to marry; sexual violence against children, early and forced marriage, which can be both a cause and a consequence; and lack of education or school drop-out. Other factors contributing to adolescent pregnancy are imbalance of power, no access to contraception, and pressure on girls to prove their fertility. Factors such as parental income and the extent of a girl's education also contribute. Girls who have received minimal education are 5 times more likely to become a mothers than those with higher levels of education. Pregnant girls often drop out of school, limiting opportunities for future employment and perpetuating the cycle of poverty. In many cases, girls perceive pregnancy to be a better option than continuing their education. In addition, the unique risks faced by girls during emergencies increase the chances of them becoming pregnant.

Anayochukwu (2022) alleged that there is a high rate of teenage pregnancy among adolescents in secondary schools in Nigeria; which is one of the tragedies greatly confronting the entire society. According to her, it is a manifestation of the tide of immorality that is sweeping across the world; the consequences of the phenomenon go beyond the victims themselves but down to the entire family and the wider society. The scholar also reported that the health hazards that gush from it cannot be understood as most of the teens that are exposed to unintended pregnancy taste the bitter pills of some deadly sexually transmitted diseases such as Acquired Immune Deficiency Syndrome, syphilis, herpes, and so on. Anayochukwu finally concluded that teenage pregnancy leads to multiple sexual intercourse, prostitution, and abnormal sexual practices such as premarital and extramarital intercourse as well as indiscriminate use of condoms.

Globally, teenage pregnancy is widely considered a social, emotional, economic, and health challenge for teens and society at large. Antonio (2017) pointed out that Nigeria can be counted as an unfortunate country, as the rate of teenage pregnancy in the country is relatively high. Antonio believed that cultural, economic, and social conditions existing in a country determine the rate of teenage pregnancy. It is clear in the light of academic research that family influence and parental styles are fundamental factors that could push adolescents to indulge in premarital sexual behaviors; which could result in teenage pregnancy. Parents play an influential role in molding and shaping the behaviour of adolescents' transition to adulthood. Chigbu, Ofojebe. Nnadi and Mokwelu (2022) postulate that parents exert a far-reaching influence on human behavior. Parenting has been recognized as a major agent in socializing adolescents (Utobo, 2019). Parenting according to Yang, Kim, Laroche, and Lee (2014), is the act of parenthood, the child's upbringing, training, child-rearing, or child education. Parenting can also be viewed as a set of behaviors involved across life in relations among organisms who are usually non-specifics, and typically members of different generations or at the least, of different birth cohorts. Parenting interactions provide resources across generational groups and function regarding the domains of survival, reproduction, nurturance, and socialization. Parenting is the emotional climate in which parents raise their children (Chigbu, Nwobi, Ngwaka & Mokwelu, 2021).

Parenting style according to Saldana (2012) is described as a constellation of parents' attitudes and behaviours toward their children and an emotional climate in which the parents' behaviours are expressed. It is a psychological construct describing standard strategies that parents use in bringing up their children. It is the representation of how parents respond to and make demands on their children. The quality of parenting can be more essential than the quality of time spent with the child. That is, the parent may be engaging in a different activity and not demonstrating enough interest in the child. Fakhar (2014) noted that parenting practices are specific behaviours, while parenting styles represent broader patterns of parenting practices.

Children go through different stages in life; therefore parents create their own parenting styles from a combination of factors that evolve over time as children begin to develop their own personalities (Koori, 2014). Koori further stressed that during the stage of infancy, parents try to adjust to a new lifestyle in terms of adapting and bonding with their new infant. Developmental psychologists distinguish between the relationship between the child and the parents, which ideally is one of attachment, and the relationship between the parent and the child referred to as bonding. In the stage of adolescence, parents encounter new challenges, such as adolescents seeking and desiring freedom. Earlier research by Kathy et al. (2018) on parenting and child development found that parents who provide their children with proper nurture, independence, and firm control, have children who appear to have higher levels of competence and are socially skilled and proficient. Showing love and nurturing children with care and affection encourages positive, physical, and mental progress in children. Additional developmental skills result from positive parenting styles including: maintaining a close relationship with others, being self-reliant, and being independent.

In developmental and family psychology, parenting styles emphasize continuous child development and improvement in all functional aspects and activities in life. They are critical family context factors that are closely related to parent-adolescent relationships. Although the parenting styles that are recorded in literature are numerous, Baurind (as cited in Utobo, 2019) enumerated the following as predominant parenting styles adopted by parents: permissive, authoritative, neglectful, and authoritarian parenting styles. In this study, the aforementioned variables by Utobo were also adopted as parenting styles prevalent among the parents that could predict teenage pregnancy among adolescents in public secondary schools in Enugu State.

Authoritative parenting style is an approach to child training that combines warmth, sensitivity, and the setting of limits. Baumrind (as cited in Samiullah, 2016) described an authoritative parenting style as a parenting style in which parents provide guidance to their children on issue-oriented rationally. Since the level of demandingness is higher in this parenting style, parents usually welcome effective communication as well as effective relationships between them. Sunday (2014) emphasized that authoritative parents display a more supportive attitude towards harsh behaviour. These parents encourage verbal give-and-take, express reasons behind rules, and use power, reason, and shaping to strengthen objectives. This style of parenting is more associated

with positive adolescent outcomes. As a result, it is found as most beneficial and effective style of parenting among most families (Vieira, 2017). In other words, an authoritative parenting style fosters the positive well-being of adolescents. For parents to be classified as authoritative; they should fulfill the criterion proposed by Brook et al. (2014); however, they should have a low score in terms of passive acceptance. The authors believed that the authoritative parenting style plays an influential role in the development of healthy adolescents psychologically and socially. This is particularly because the authoritative parenting style helps the children to develop a higher level of self-reliance, self-esteem, and the ability to employ effective coping strategies; while developing a positive self-image (Yang, Kim, Laroche & Lee, 2014). Just like the authoritative parenting style, the authoritarian parenting style is another parenting style employed by parents in training their children.

Authoritarian parenting style is a parenting approach that involves high levels of demandingness and low levels of responsiveness. Cummins and Fonseca (2017) asserted that authoritarian parents display high levels of demandingness and low levels of responsiveness, tending to make rules and set high expectations but lacking warmth and support. Authoritarian parents tend to rule with an iron fist. They are often described as strict, demanding, cold, critical, and punitive. Wall-Wieler et al. (2016) stated that authoritarian parents attempt to evaluate, shape and control the attitudes as well as behaviours of their children in line with the standard of conduct, known as an absolute standard. The scholar maintained that in the light of the absolute standard, children are supposed to follow very strict rules defined by their parents. However, if the children fail to comply with such rules they are punished. Coste (2015) ascertained that authoritarian parents usually fail to come up with reasons behind such rules. Coste maintained that authoritarian parents exhibit low responsiveness and are highly demanding. In the authoritarian parenting style, parents emphasize on conformity and obedience; thus, expect that they are obeyed without explanation in a less warm environment.

Temitope and Christy (2015) admitted that authoritarian parents display a low level of engagement and trust toward their children. They most often discourage open communication and take strict control of a child's behaviour. In other words, it is widely believed that an authoritarian parent is forceful, and punitive and believes that a child should adhere to work in accordance to ethics and should be obedient. Igwe (2016) buttressed that in an authoritarian parenting style, parents are more concerned with the traditional family structure; therefore, they limit the child's autonomy along with the parent-child relationship. Since the foremost concern of this parenting style rests within the traditional family structure, the child is demanded to adhere to the parent's orders without any questions; therefore, it is argued that the authoritarian parenting style tends to rely on rules that are considered concrete. Igwe further maintained that children raised by authoritarian parents are aggressive; but can also be socially inept, shy, and cannot make their own decisions. Children in these families have poor self-esteem, are poor judges of character, and will rebel against authority figures when they are older.

However, to reduce the negative side effects of the authoritarian parenting style, parents are encouraged to adopt the permissive parenting style.

The permissive parenting style focuses on being a friend to children rather than a parent. The parents understand their children better, and communication becomes easy as they grow old. According to Cummins and Fonseca (2017), permissive parents are not demanding and they treat their children as equals. They are against the idea of exerting control over their children and believe in nurturing them by being emotionally supportive and responsive. Silsby (2012) described permissive parenting as indulgent parenting or lenient parenting. Silsby noted that permissive parents are loving, nurturing, and caring, but without rules and boundaries. Baumrind (as cited in Tilahun, 2012) posited that permissive parents attempt to behave in an acceptant, affirmative, and non-punitive manner toward their children's impulses, actions, and desires. Considering Tilahun's position, a permissive parenting style tends to have a higher level of responsiveness. It implies that a responsive parent is more likely to define and determine rules associated with family; while encouraging the adolescents to consider it as a resource. Fakhar (2014) pointed out that children love a permissive parenting style as it gives them the maximum freedom without any strings attached. In addition to the parenting styles above, the neglectful parenting style is another method of rearing children (Bankole & Ogunsakin, 2015).

A neglectful parenting style is a style characterized by a lack of responsiveness to the children's needs. Neglectful parents make few to no demands of their children and they are often indifferent dismissive, or even completely uninvolved. Neglecting parents are those who show a very low level of involvement as well as strictness with their children (Piko & Balazs, 2012). According to Kathy et al. (2018), neglectful parents are neither responsive nor demanding. They behave in a manner that is more affirmative towards the impulses, actions, and desires of adolescents while consulting with them about family decisions. In addition, they tend to avoid engaging in behavioural control, do not set rules, and set a small number of behavioural expectations for their adolescents. Hidayana et al. (2016) submitted that neglectful parents provide little or no supervision and set few or no expectations or demands for behaviour. They maintained that neglectful parents show little warmth, love, and affection towards their children. The scholars averred that neglectful parents have little emotional involvement with their children. The scholar clearly noted that though neglectful parents provide for basic needs like food and shelter, they are, for the most part, uninvolved in their children's lives. Thus, children might be given the bare minimum they need for survival; such as shelter, nourishment, and clothing, yet little or nothing in the way of guidance or affection.

It is important to note that the results of the relationship among parenting styles, peer pressure, school type, and teenage pregnancy have been inconsistent. Some researchers (Maphoso & Dikeledi, 2014) found that parenting styles are not significantly related to teenage pregnancy. Other researchers such as (Nguyen et al., 2016) found that there is a significant relationship between parenting styles and teenage pregnancy. Besides, most of the studies were conducted in western countries (Odongo, Aloka

&Raburu, 2016); Silsby, 2012; Yin, 2013; Cherry, 2015), thus the full understanding of the relationship runs the risk of being culturally biased. Replication of the study in Nigeria especially in Enugu State will likely clear the bias. Hence, the present study investigated parenting styles as a correlate of teenage pregnancy among adolescents in secondary schools in Enugu State.

2. Statement of the Problem

Secondary school education in Nigeria is designed to produce useful graduates who are equipped with the necessary qualities, right morals, acceptable culture, values and norms, attitude as well as behaviour to serve in various sectors of the economy for the growth and development of the nation. Unfortunately, observation has revealed that in many cases secondary school students in Nigeria; especially female students drop out of school. Many times, teenage girls engage in premarital sex; which exposes them to the risks of sexually transmitted infections (STIs) and teenage pregnancies. This problem is believed to be one of the major causes of morbidity rates among adolescent girls in secondary schools; due to increased rates of abortion, obstructed labour, high blood pressure, bleeding during delivery, child abuse, anemia, frustration, depression, and emotional stress.

Perhaps, these consequences could lead to intergenerational cycles of poverty, sub-optimal health and development, poor education, and unemployment resulting in low socioeconomic status in adulthood; since a reasonable percentage of them drop out of school. Not only does this serve as an indicator that the secondary schools seem not to be attaining the objectives for which they are established, but it is also an indication of the possibility that parents are not doing enough to raise morally sound children. More so, it seems that parents in an effort to meet their financial obligations in the family have abandoned their primary responsibility of raising their children to the teachers, their siblings, and peers. This appeared to have contributed to high adolescent delinquency among secondary school students as a result of negative peer influence.

Teenage pregnancy is a major health problem in Nigeria, and Enugu State in particular. The incidence of teenage pregnancy remains high among adolescents in the state; therefore, it is important to seek an understanding of the relationship among the variables of the study. Hence, the problem of this study was to investigate parenting styles as a correlate of teenage pregnancy among female adolescents in public secondary schools in Enugu State.

3. Research Questions

The following research questions guided the study:

- 1) What is the relationship between authoritative parenting style and teenage pregnancy among adolescents in public secondary schools in Enugu State?

- 2) What is the relationship between authoritarian parenting style and teenage pregnancy among adolescents in public secondary schools in Enugu State?
- 3) What is the relationship between permissive parenting style and teenage pregnancy among adolescents in public secondary schools in Enugu State?
- 4) What is the relationship between neglectful parenting style and teenage pregnancy among adolescents in public secondary schools in Enugu State?

3.1 Hypotheses

The following null hypotheses were formulated and tested at a .05 level of significance.

- 1) There is no significant relationship between authoritative parenting style and teenage pregnancy among adolescents in public secondary schools in Enugu State.
- 2) There is no significant relationship between authoritarian parenting style and teenage pregnancy among adolescents in public secondary schools in Enugu State.
- 3) There is no significant relationship between permissive parenting style and teenage pregnancy among adolescents in public secondary schools in Enugu State.
- 4) There is no significant relationship between neglectful parenting style and teenage pregnancy among adolescents in public secondary schools in Enugu State.

3.2 Theoretical Framework

The theoretical framework for this study is anchored on two theories which are discussed as follows:

3.2.1 Pillar Theory by Diana Blumberg Baumrind (1967)

The Pillar Theory provides the first theoretical base for the study. The theory was propounded by Diana Blumberg Baumrind in the year 1967 and was later expanded by Maccoby and Martin in the year 1983. The Pillar Theory states that a child's behaviour is associated with parenting styles as they grow and interact with new people. The theory emphasizes that parenting styles have always been a major factor in children's development. The author identified four elements that could help shape successful parenting: Responsiveness or unresponsiveness and demanding or undemanding. Demandingness refers to the extent to which the parents control their child's behavior or demand their maturity. Responsiveness refers to the degree to which parents are accepting and sensitive to their children's emotional and developmental needs. Baumrind established four parenting styles, which include authoritative parenting, authoritarian parenting, permissive parenting, and neglectful parenting. The author equally postulated that differences in parenting styles accounted for the way children functioned socially, emotionally, and cognitively.

Authoritative parenting style is characterized by a child-centered approach. Authoritative parents direct the child's activities in a rational-oriented manner. They exert some control over their children but also set high standards for future conduct. They usually set clear expectations for their children, monitor their children's behaviour, use discipline based on reasoning, and encourage their children to make decisions and learn

from their mistakes. They exercise high warm positive or assertive control or demandingness but also high in support and responsiveness, treating their children with kindness, respect, and affection. They often help their children to be independent but still place limits on their actions. They usually allow their children to explore more freely; thus, having them make their own decisions based upon their own reasoning. Punishments for misbehavior are measured and consistent, 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 the behaviour as inappropriate and not to be repeated rather than not repeated to merely avoid adverse consequences. They also tend to give more positive encouragement at the right place. However, when punishing a child, the parents will explain his or her motive for the punishment. As a result, children of authoritative parents are more likely to be successful, well-liked by those around them, generous, more confident, more autonomous, (highly disciplined) more socially responsible, and capable of self-determination.

Authoritarian parenting is a restrictive parenting style that makes use of heavy punishment in which parents make their children follow directions with little to no explanation. Authoritarian parenting involves low parental responsiveness and high parental demand; the parents set rigid rules and also demand obedience without explanation and focus on status. Authoritarian parents use corporal punishment and yelling as forms of discipline. However, children resulting from 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. They lack the warmth of the authoritative parent and may seem aloof to their children. They also tend to conform highly, be obedient, and be quiet but moody and anxious. They usually suffer from depression and self-blame. Thus, rebellion is common in such children as soon as they reach the age of adolescence.

Permissive parenting is also called indulging, non-directive, or lenient parenting style. A permissive parenting style of is one in which parents are very involved with their children but place few demands or controls on them. Parents present themselves to the child as a resource for him to use as he wishes, not as an ideal for him to emulate, or as an active agent responsible for shaping or altering her ongoing or future behaviour. A child under permissive parenting regulates his own activities as much as possible, avoids the exercise of control, and is not encouraged to obey externally defined standards. Permissive parents try to be friendly with their children and do not play a parental role. The expectations of the child are very low, and there is a little discipline. This type of parenting is very lax, with few punishments or rules. Children of permissive parents may tend to be more impulsive as a result of misconduct or exhibition of antisocial behaviours, poor emotional regulation, rebellion, and defiance when desires are challenged, and low persistence in a challenging task.

Neglectful parenting also referred to as uninvolved parenting; obviously carries more negative connotations. It is a type of parenting where parents do not respond to their children's needs or desires beyond the basics of food, clothing, and shelter. The

parents provide little or no support for their children and make no demands. These parents lack warmth, affection, structure, and rules; rather display low levels of support and control. The theorists held that neglectful parents are not focused on meeting their children's emotional needs. They may ignore their emotions, belittle them, or encourage a tougher attitude. Children learn that they cannot go to them for emotional support. These parents do not set rules, expectations, or limits, and enable problematic behavior for their adult children. Children are given little structure or guidance, which can cause problems when they are in environments that demand rule following like school or work. Neglectful parents tend to put more effort into other aspects of their lives at the expense of their families. As a result, children typically feel disregarded and disconnected. They are aware they can get away with more than their peers, but this comes at the cost of not having a supportive parent whom they can turn to for help. The pillar theory averred that the "hands-off" approach is associated with negative behaviour in adolescents including low self-esteem and self-confidence, impulsivity, and aggression, poor academic performance, immoral and pre-marital sex, and drug and alcohol use.

Based on the Pillar Theory, incite into the four parenting styles which variously spelled out the contributions of parents to the upbringing of a child and the consequences of bringing up a child in such a manner were given. The Pillar Theory levels support this study because it gives an understanding of the parenting styles prevalent in families and the influence of these parenting styles on adolescents' attitudes, behaviour, and dispositions. With the knowledge of this theory, the parents will be guided in adopting desirable parenting styles that will be best for bringing up responsible children who will shun immoralities, anti-social activities, and crimes and be useful to themselves, their families, the communities where they came and the country at large. Unfortunately, the Pillar Theory does not provide sufficient propositions on teenage pregnancy; therefore, another theory that makes provision for this is discussed below.

3.2.2 Behavioural Decision Theory (BDT) by Ward Edwards in the year (1954)

The Behavioural Decision Theory (BDT) was propounded by Ward Edwards in the year 1954. An underlying assumption of decision theory is an individual's ability to form rational decisions when making choices. Decisions are portrayed as part of a process based on using the maximum amount of available information when considering all possible outcomes, and carefully weighing the costs and benefits of each possible outcome. Each stage of this process assumes an optimal amount of sound reasoning ability. The behavioural decision theory focuses on only some aspects of human activity. In particular, it focuses on how freedom is used. In the situations treated by decision theorists, there are options to choose between, and people choose in a non-random way. People's choices, in these situations, are goal-directed activities. Hence, decision theory is concerned with goal-directed behaviour in the presence of options. Decision theory is based on the premise that man's capacity to solve life's problems correctly is limited by two factors: in extremely complex situations, she is not always capable of mastering all the information, and she does not always decide as logic and reason tell her she should.

Beyond human intuition, they explained that it lays an individual's personal calculation of the odds in favour or against. This personal factor, which measures the individual's will to win rather than the mathematical probabilities, must be counted into the risk and the odds.

Decision theory recognizes that the ranking produced by using a criterion has to be consistent with the decision-maker's objectives and preferences. The theory offers a rich collection of techniques and procedures to reveal preferences and to introduce them into models of decision. It is not concerned with defining objectives, designing the alternatives or assessing the consequences; it usually considers them as given from outside, or previously determined. Given a set of alternatives, a set of consequences, and a correspondence between those sets, decision theory offers conceptually simple procedures for choice. In a decision situation under certainty, the decision maker's preferences are simulated by a single-attribute or multi-attribute value function that introduces ordering on the set of consequences and thus also ranks the alternatives. Situations involving interdependent decisions arise frequently in all walks of life. All of these situations call for strategic thinking, making use of available information to devise the best plan to achieve one's objectives. For example, the max-min rule, where people choose the alternative such that the worst possible consequence of the chosen alternative is better than or equal to the best possible consequence of any other alternative. The second approach is to reduce the uncertainty case to the case of risk by using subjective probabilities, based on expert assessments or on analysis of previous decisions made in similar circumstances.

Decision theory is important to this study because it provides a common descriptive framework for describing how people actually make decisions, for comparing what people actually do with what they could conceivably do under ideal circumstances, and for uncovering ways to help people improve their decision-making skills, which is what is lacking in the adolescents' decision-making. The theory helps to explain the rationale behind the choices adolescents make in relating with the opposite sex. The choices that come with consequences could result in teenage pregnancy if wrongly made. The theory explained that adolescents could be forced to make grievous decisions influenced by peers, the media, and the environment that could lead to pregnancy.

4. Methodology

The study adopted the correlation research design. According to Stephen (2017), correlation design seeks to establish the statistical relationship that exists between two or more variables without the researcher controlling or manipulating any of the variables. The study was conducted in Enugu State, South-East, Nigeria.

The population of the study comprised 9,974 Senior Secondary School Two (SS II) female adolescent students in the 292 public secondary schools in Enugu State (Department of Planning, Research and Statistics [PPSMB], 2022). The sample size of 996

SS II SS (II) female adolescent students, representing 10.05 percent of the entire population was selected for the study.

The instruments used for data collection were the Parenting Styles Questionnaire (PSQ) developed by Robinson et al. (1995) and Teenage Pregnancy Questionnaire (TPQ) developed by Chireshe (2012) adapted by the researchers. Face and construct validation of the instruments (PSQ, PPQ & TPQ) were ascertained. Face validation of the instruments was done by three experts; one in the area of Guidance and Counselling and one in Educational Psychology, all from the Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbaram. The third expert is from Measurement and Evaluation in the Department of Educational Foundations National Open University, of Nigeria, Awka Study Centre. Construct validity was also conducted by the use of factor analysis with split-sample estimation involving the Varimax Rotation. Out of the 80 items that were subjected to factor analysis, 69 items were found to be valid. The remaining 11 items were replaced as well as re-subjected to factor analysis and were found to be valid. The 80 items were loaded on seven factors that addressed the variables. The instrument was trial-tested on a representative sample of 20 students in public secondary schools in Anambra State. The coefficient values obtained PSQ were .89, .091, .90, and .86 for clusters A, B, C, and D respectively. In addition, a coefficient value of .89 was obtained for TPQ. Pearson Product Moment Correlation Coefficient (r) was used for the data analysis.

5. Results

Table 1 shows the relationship between authoritative parenting style and teenage pregnancy among adolescents in secondary schools in Enugu State. The results indicate that the respondents agreed that there is a low relationship between authoritative parenting style and teenage pregnancy among adolescents in secondary schools in Enugu State because the Pearson r-value of .377 was obtained.

Table 1: Pearson correlation coefficient on the relationship between authoritative parenting style and teenage pregnancy among adolescents in secondary schools in Enugu State

| | | Authoritative Parenting Style | Teenage Pregnancy | Remarks |
|-------------------------------|---------------------|-------------------------------|-------------------|------------------|
| Authoritative Parenting Style | Pearson Correlation | 1 | .377* | |
| | Sig. (2-tailed) | | .016 | Low relationship |
| | N | 996 | 996 | |
| Teenage Pregnancy | Pearson Correlation | .377* | 1 | |
| | Sig. (2-tailed) | .016 | | |
| | N | 996 | 996 | |

Table 2: Pearson correlation coefficient on the relationship between authoritarian parenting style and teenage pregnancy among adolescents in secondary schools in Enugu State

| | | Authoritarian Parenting Style | Teenage Pregnancy | Remarks |
|-------------------------------|---------------------|-------------------------------|-------------------|-------------------|
| Authoritarian Parenting Style | Pearson Correlation | 1 | .611** | |
| | Sig. (2-tailed) | | .000 | High relationship |
| | N | 996 | 996 | |
| Teenage Pregnancy | Pearson Correlation | .611** | 1 | |
| | Sig. (2-tailed) | .000 | | |
| | N | 996 | 996 | |

The Pearson Correlation analysis displayed in Table 2 shows the relationship between authoritarian parenting style and teenage pregnancy among adolescents in secondary schools in Enugu State. The results in the table revealed that the Pearson Correlation Coefficient (r) value of .611 was obtained. This signifies that the respondents agreed that there is a substantial relationship between authoritarian parenting style and teenage pregnancy among adolescents in secondary schools in Enugu State.

Table 3: Pearson correlation coefficient on the relationship between permissive parenting style and teenage pregnancy among adolescents in secondary schools in Enugu State

| | | Permissive Parenting Style | Teenage Pregnancy | Remarks |
|----------------------------|---------------------|----------------------------|-------------------|-------------------|
| Permissive Parenting Style | Pearson Correlation | 1 | .698** | |
| | Sig. (2-tailed) | | .000 | |
| | N | 996 | 996 | High relationship |
| Teenage Pregnancy | Pearson Correlation | .698** | 1 | |
| | Sig. (2-tailed) | .000 | | |
| | N | 996 | 996 | |

The results in Table 3 showed the relationship between permissive parenting style and teenage pregnancy among adolescents in secondary schools in Enugu State. The computed Pearson Correlation Coefficient (r) value is .698, implying a substantial positive relationship. This stipulates that there is a substantial positive between permissive parenting style and teenage pregnancy among adolescents in secondary schools in Enugu State.

Table 4: Pearson correlation coefficient on the relationship between neglectful parenting style and teenage pregnancy among adolescents in secondary schools in Enugu State

| | | Neglectful Parenting Style | Teenage Pregnancy | Remarks |
|-----------------------------|---------------------|----------------------------|-------------------|------------------------|
| Teenage Pregnancy | Pearson Correlation | 1 | .769** | |
| | Sig. (2-tailed) | | .000 | |
| | N | 996 | 996 | Very high relationship |
| Neglectful Parenting Styles | Pearson Correlation | .769** | 1 | |
| | Sig. (2-tailed) | .000 | | |
| | N | 996 | 996 | |

Table 4 shows the Pearson Correlation results on the relationship between neglectful parenting style and teenage pregnancy among adolescents in secondary schools in Enugu State. The results show that the Pearson Correlation Coefficient (r) value on school furniture and teachers' job performance is .769. The results indicate that the research subjects agreed that there is a substantial positive relationship between neglectful parenting style and teenage pregnancy among adolescents in secondary schools in Enugu State.

Table 5: Simple linear regression summary analysis of authoritative parenting style and teenage pregnancy among adolescents in secondary schools in Enugu State

| Variables | R | R Square | Adjusted R Square | Std. Error of the Estimate | F-value | P-value | α | Remarks |
|-------------------------------|-------------------|----------|-------------------|----------------------------|---------|-------------------|----------|-------------|
| Authoritative Parenting Style | .377 ^a | .143 | .120 | 9.239 | 6.315 | .016 ^b | .05 | Significant |

The results of the test of hypothesis one showed that the p-value (.016) is less than the .05 level of significance. Thus, the null hypothesis, which states that there is no significant relationship between authoritative parenting style and teenage pregnancy among adolescents in secondary schools in Enugu State, was not upheld. As a result, the alternative hypothesis was upheld. This signifies that there is a significant poor relationship between authoritative parenting style and teenage pregnancy among adolescents in secondary schools in Enugu State. More so, the R square value was .143, which also indicates that 14.3% of authoritative parenting styles can predict teenage pregnancy among adolescents in secondary schools in Enugu State.

Table 6: Simple linear regression summary analysis of authoritarian parenting style and teenage pregnancy among adolescents in secondary schools in Enugu State

| Variables | R | R Square | Adjusted R Square | Std. Error of the Estimate | F-value | P-value | α | Remarks |
|-------------------------------|------|----------|-------------------|----------------------------|---------|-------------------|----------|-------------|
| Authoritarian Parenting Style | .611 | .373 | .357 | 7.899 | 22.637 | .000 ^b | .05 | Significant |

The results of the test of hypothesis one showed that the p-value (.000) is less than the .05 level of significance. Thus, the null hypothesis, which states that there is no significant relationship between authoritarian parenting style and teenage pregnancy among adolescents in secondary schools in Enugu State, was not upheld. As a result, the alternative hypothesis was upheld. This signifies that there is a significant relationship between authoritarian parenting style and teenage pregnancy among adolescents in secondary schools in Enugu State. More so, the R square value was .373, which also indicates that 37.3% of authoritarian parenting styles can predict teenage pregnancy among adolescents in secondary schools in Enugu State.

Table 7: Simple linear regression summary analysis of permissive parenting style and teenage pregnancy among adolescents in secondary schools in Enugu State

| Variables | R | R Square | Adjusted R Square | Std. Error of the Estimate | F-value | P-value | α | Remarks |
|----------------------------|-------------------|----------|-------------------|----------------------------|---------|-------------------|----------|-------------|
| Permissive Parenting Style | .698 ^a | .488 | .474 | 7.143 | 36.149 | .000 ^b | .05 | Significant |

The results of the test of hypothesis one showed that the p-value (.000) is less than the .05 level of significance. Thus, the null hypothesis, which states that there is no significant relationship between permissive parenting style and teenage pregnancy among adolescents in secondary schools in Enugu State, was not upheld. As a result, the alternative hypothesis was upheld. This signifies that there is a significant relationship between permissive parenting style and teenage pregnancy among adolescents in secondary schools in Enugu State. More so, the R square value was .488, which also indicates that 48.8% of permissive parenting styles can predict teenage pregnancy among adolescents in secondary schools in Enugu State.

Table 8: Simple linear regression summary analysis of neglectful parenting style and teenage pregnancy among adolescents in secondary schools in Enugu State

| Variables | R | R Square | Adjusted R Square | Std. Error of the Estimate | F-value | P-value | α | Remarks |
|----------------------------|-------------------|----------|-------------------|----------------------------|---------|-------------------|----------|-------------|
| Neglectful Parenting Style | .769 ^a | .592 | .581 | 6.374 | 55.105 | .000 ^b | .05 | Significant |

The results of the test of hypothesis one showed that the p-value (.000) is less than the .05 level of significance. Thus, the null hypothesis, which states that there is no significant relationship between neglectful parenting style and teenage pregnancy among adolescents in secondary schools in Enugu State, was not upheld. As a result, the alternative hypothesis was upheld. This signifies that there is a significant relationship between neglectful parenting style and teenage pregnancy among adolescents in secondary schools in Enugu State. More so, the R square value was .592, which also indicates that 59.2% of neglectful parenting styles can predict teenage pregnancy among adolescents in secondary schools in Enugu State.

6. Discussion of Findings

6.1 Relationship between Authoritative Parenting Style and Teenage Pregnancy among Adolescents in Secondary Schools

The findings in Table 1 show that students agree that there is a relationship between authoritative parenting style and teenage pregnancy among adolescents in secondary schools. The analysis in Table 10 also shows that there is a significant relationship between authoritative parenting style and teenage pregnancy in public secondary

schools. Therefore, the two results show that adolescent students in Enugu State irrespective of their school type and environment agree that there is a relationship between authoritative parenting style and teenage pregnancy among adolescents in public secondary schools. The idea behind the relationship between authoritative parenting style and teenage pregnancy is that adolescent students in the state admit that parents' being responsive to their children's feelings; taking their children's wishes into consideration before asking them to do something; explaining to their children how they feel about bad behaviour; encouraging their children to freely speak their mind even if they disagree with them; are attributes of authoritative parenting style that affects teenage pregnancy. The respondents also believe that parents explaining the reasons behind their expectations of their children as equal members of the family; considering their children's preferences when making plans for the family; and providing their children with reasons for the plans they have for them as members of the family; having intimate times together with them; and respecting their children's opinions whenever they express them are factors that influence teenage pregnancy.

The findings above are in agreement with the result of an earlier study by Odongo, Aloka, and Raburu (2016) which found that authoritative parenting style influences students' academic achievement in Kenyan Day Secondary Schools, Kenya. The study affirmed that authoritative parents are always kind, respectful, responsive, and have high affection towards their children, hence are always there for their academic needs, and this makes their children perform better not only in academics but also in their social life. The study by these researchers also revealed that authoritative parents are very supportive and understanding to their children and such parents guide their children jealously against anti-social behaviour as well as responsive to their children's welfare. Similar results were equally found in related studies by Silsby (2012) and Yin (2013) which found that authoritative parents guide their children in an issue-oriented and rational manner. The studies held that since the level of demandingness is higher in an authoritative parenting style, parents usually welcome effective communication as well as effective relationships between them. The findings of the study are also in tandem with the findings of Katty et al. (2018) whose study found that there is a positive relationship between authoritative parenting style and juvenile delinquency such as drug abuse, and pre-marital sex among others. Their study noted that authoritative parents display more demandingness and responsiveness by exhibiting more support towards harsh behaviour. The study further revealed that authoritative parents encourage verbal give-and-take, express reasoning behind rules, and use power, reason, and shaping to strengthen objectives. Their study concluded that an authoritative parenting style is more associated with positive adolescent outcomes.

6.2 Relationship between Authoritarian Parenting Style and Teenage Pregnancy among Adolescents in Secondary Schools

Regarding the relationship between authoritarian parenting style and teenage pregnancy in secondary schools, the results in Table 2 indicate that students consent that a

relationship exists between authoritarian parenting style and teenage pregnancy in secondary schools. In Table 11, the results also indicate that there is a significant relationship between authoritarian parenting style and teenage pregnancy in secondary schools. From these results, it is obvious that adolescent students in secondary schools in Enugu State concur that there is a relationship existing between authoritarian parenting style and teenage pregnancy among adolescents in public secondary schools. This is expected since it is already established in the previous results that the authoritative parenting style; which is one of the parenting styles has a relationship with teenage pregnancy. It is only intuitive that the authoritarian parenting style as a type of parenting style should have a relationship with teenage pregnancy, all things being equal. The logic behind this assertion is that the research participants recognize that parents punish their children by taking privileges away from them; yelling at their children whenever they disapprove of their behaviour; exploding in anger towards their children; spanking their children when they don't like what they do; and using criticism to make their children improve their behaviour are factors that could lead to teenage pregnancy. This is because children whose parents exhibit low responsiveness and high demandingness are likely to seek comfort elsewhere; thereby falling victim to teenage pregnancy. Certainly, the relationship between authoritarian parenting style and teenage pregnancy suggests that students acknowledge the influence of authoritarian parenting style on teenage pregnancy and the need to discourage parents from adopting that parenting style when training and rearing their children. They are cognizant that parents' use of threats as a form of punishment with little or no justification; criticizing their children openly when their behaviour does not meet their expectations; pointing out their children's past behavioural problems; reminding their children that they are their parents as such they must obey them; and punishing their children by withholding emotional expressions are factors that could push adolescents to withdraw from their parents.

The above findings are in line with the findings of Yang, Kim, Laroche, and Lee (2014) study which revealed that parents who adopt a strong authoritarian parenting style contribute to students' lower academic performance and high students' anti-social behaviour. Their study found that there is a significant relationship between authoritarian parenting style and children's behavioural problems. The findings also tally with the findings of research conducted in Ibadan Metropolis by Eragbai (2016). The study was carried out to investigate the influence of parental factors like parents' educational background, income level, and parenting styles on teenage pregnancies among secondary school students. The study found that parenting styles such as authoritarian parenting style significantly influence teenage pregnancy in secondary schools in Ibadan Metropolis. The findings of this study are also in congruence with the findings of Utobo (2019) which established that there is a relationship between parenting styles and teenage pregnancy. The study further noted that a parenting style that does not give room for openness on the part of adolescents makes them prone to sexual experimentation which in the long run has grave consequences like teenage pregnancy. Utobo's study recommended among others that parents should adopt a parenting style

that offers family integration, warmth, or support to their children; especially teenagers; this is necessary so as to ensure that teenagers feel a sense of connectedness to their parents. In line with this study, Farahnaz and Hasanali (2013) also found that there is a relationship between parenting styles and hardiness in high school students in Iran. The researchers noted that parents who evaluate, shape and control the attitude as well as behaviour of their children in line with set standards of conduct, known as absolute standards compel their children to be hardened and commit to deviant behaviours that could lead to teenage pregnancy.

6.3 Relationship between Permissive Parenting Style and Teenage Pregnancy among Adolescents in Secondary Schools

The results in Table 3 reveal that students admit that there is a relationship between permissive parenting style and teenage pregnancy in secondary schools. The results in Table 12 also reveal that the respondents (students). One can see from the results that irrespective of school type and environment the students found themselves in, students in Enugu State indicate alike that there is a significant relationship between permissive parenting style and teenage pregnancy among adolescents in secondary schools. As long as the research participants agree that a permissive parenting style has a great influence on teenage pregnancy, there is a need to contrive a special training method for parents to increase the mental health of students. In any case, respondents' recognition that there is a relationship between permissive parenting style and teenage pregnancy does not necessarily imply that parents are not responsive to their children's welfare and needs. The parents may exhibit a low level of demandingness, but they are highly responsive to their children. Thus, the point behind the relationship between permissive parenting style and teenage pregnancy is that the research subjects acknowledge that parents find it difficult to discipline their children; give in to their children when they cause a commotion about something; spoil their children with gifts; ignore their children bad behaviour; and over pampering their children are variables that relate to teenage pregnancy. The respondents also admit that parents allow their children to decide most things for themselves without interference; permit their children to go out with their peers at will; give their children the freedom to make decisions on matters concerning them; provide comfort when their children are upset; and complimenting their children any time they perform a task are factors that correlate with teenage pregnancy.

The finding on the relationship between permissive parenting style and teenage pregnancy among adolescents in public secondary schools is supported by that of another study. Odongo, Aloka, and Raburu (2016) research on the influence of parenting styles on adolescent students' academic achievement in Kenya Day Secondary Schools, found that parenting styles (authoritative, authoritarian, permissive, and neglectful) statistically significantly predict academic performance and behaviour of adolescents. Their study noted that permissive parents supported their children or sided with them even if they were on the wrong side. The findings of the study are also supported by Koori (2014) whose study revealed that permissive parents have a very casual and

easygoing approach towards their children and lean towards them. Koori further noted that permissive parents were more lenient when it comes to taking care of their children. This hands-off kind of parenting could ultimately harm the academic progress of the children and thus, expose them to juvenile delinquency such as immorality and sexual experimentation that could lead to teenage pregnancy in the long run. The findings on the relationship between permissive parenting style and teenage pregnancy are also in tandem with Hoskins's (2014) work. The study report showed that there is a significant relationship between permissive parenting style and adolescents' sexual behaviour. One can infer that children of permissive parents are vulnerable to sexual exploitation because they are never disciplined by their parents.

6.4 Relationship between Neglectful Parenting Style and Teenage Pregnancy among Adolescents in Secondary Schools

Analysis in Table 4 shows that students agree that there is a positive relationship between neglectful parenting style and teenage pregnancy among adolescents in secondary schools. The results in Table 13 show that there is a significant relationship between neglectful parenting style and teenage pregnancy among adolescents in secondary schools. It is evident from the findings above that the two results reveal that the respondents irrespective of their school type and environment accede that there is a significant relationship between neglectful parenting style and teenage pregnancy among adolescents in secondary schools. This implies that the research subjects accept that parents ignoring their children whenever they default; hardly supervising their children's activities; not caring about the friends their children keep; not emphasizing the reasons for rules; and ignoring their children's emotional disposition are predictors of teenage pregnancy. There is a need for parents to be responsive to their children's financial welfare and always explain the consequences of their children's behavior. Furthermore, the respondents acknowledge that parents being overwhelmed with problems; keeping distance from their children because they are usually preoccupied with their work; and not attending school events that demand their presence are determinants of teenage pregnancy among adolescents in public secondary schools.

The findings above correspond with the study of Samiullah (2016) whose study discovered that neglectful parenting style influences children's substance abuse. The study found that there is no significant difference between male teachers' and female teachers' responses on the influence of neglectful parenting styles on children's substance abuse. The findings of the study also agree with the earlier findings of Igwe (2016) who noted that neglected parents show a very low level of involvement as well as strictness with their children. Igwe observed that lack of affection and attention at the adolescent age can lead to low self-esteem or emotional neediness in other relationships. The findings of this study also corroborate the finding of Cherry (2015) who found that neglecting parents who are also non-responsive to adolescents need to hurt their behaviours. The study established that neglectful parenting is related to low self-esteem and self-confidence in children and adolescents; which could lead to selecting

replacement role models, impulsivity and aggression as well as sexual immorality and substance abuse. Cherry recommended that parents should be directly involved in their children's upbringing and their educational process.

7. Conclusion

Based on the findings of the study, it is observed that students in public secondary schools in Enugu State agreed that there is a significant relationship between parenting styles and teenage pregnancy among adolescents. Thus, the study concluded that parenting styles are an important variable that influences teenage pregnancy among female adolescents in secondary schools in Enugu State.

7.1 Recommendations

The following recommendations were made based on the findings of the study:

- 1) The Ministry of Education should organize guidance and counselling programs in the communities to sensitize, educate and empower parents on various parenting issues. For example, teach parents to set limits and control for their children while still maintaining a warm and supportive relationship; neglectful parents becoming more engaged in the lives of their children, permissive parents setting more rules for their children, and authoritarian parents becoming more flexible with their children.
- 2) Teachers and Counsellors should seek ways of strengthening their relationship with the children, and with the parents to gain a better understanding of their parenting styles and then handle each child according to the parenting style applied.
- 3) Parents should embrace the authoritative parenting styles which will enhance proper communication between them and their children. This would help reduce cases of school dropouts and increase the academic performance of the students.
- 4) Parents should reappraise and strengthen their obligations towards their children particularly the adolescent/teenage daughters to enable them to achieve their full potential through the prevention of teenage pregnancies.
- 5) Parents should talk to their adolescents about sex, and the adolescents should be encouraged to candidly talk about sex in a bid to reduce cases of early pregnancy.
- 6) Parents and guardians should incorporate reasonable disciplinary actions in taking care of their children to enhance the proper upbringing of their adolescent children.
- 7) Educative platforms and/or imitative at home, school, and in the media could create awareness about peer pressure and sex-related issues among in-school adolescents.
- 8) School guidance and counselling coordinators should develop strategies that enable adolescents to channel their sexual energies into a productive venture, such

as physical activity, life-skills training (for example, creative arts and design), and reading of non-sexual storybooks.

Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author(s)

Loveth Chinasa Ngwaka is an academic doctor in Guidance and Counselling with a research interest in general issues in interpersonal relationships, adolescents' issues, behavioural problems, and delinquent issues among others.

Eberechukwu Francisca Chigbu occupied the position of lecturer II with PhD in Guidance and Counselling with research interests in counseling psychology and behavioural problems.

Alphonsus Ekejiuba Oguzie occupied the position of lecturer II with PhD in Guidance and Counselling with research interests on societal problems, interpersonal relationships, adolescents' issues, coordinating and analyzing empirical research works.

Nwadinobi, Vera Nkiru occupied a position as an associate prof in Guidance and Counselling with research interests on behavioural problems, educational problems, and family issues.

References

- Abbas, A. M., Ali, S. S., Ali, M. K., Fouly, H. & Altraigey, A. (2017). The maternal and neonatal outcomes of teenage pregnancy in a tertiary university hospital in Egypt. *Proceedings in Obstetrics and Gynecology*, 7(3), 1-10.
- Alabi, O. T. & Oni, I. O. (2017). Teenage pregnancy in Nigeria: Causes, effects and control. *International Journal of Academic Research in Business and Social Sciences*, 7,(2), 17-32. www.hrmars.com.
- Anayochukwu, G., I. (2022). Teenage pregnancy and its consequences: Evidence from a South-eastern rural community of Nigeria. *Journal of Social, Humanity, and Education*, 2(3), 245-267.
- Antonio, C. (2016). *A historical account of research in Filipino psychology: Milestones, methods, and ethical issues*. <https://bit.ly/2XIPWzH>.
- Bankole E. T. & Ogunsakin F. C. (2015). Influence of peer group on academic performance of secondary school students in Ekiti State. *International Journal of Innovative Research and Development*, 4(1), 324-331.
- Baumrind, D. (1966). Effects of authoritative parental control on child behavior. *Child Development*, 37(4), 887-907.
- Brook, D. W., Brook, J. S., Rosen, Z., De la Rosa, M., Montoya, I. D. & Whiteman, M. (2014). Early risk factors for violence in Colombian adolescents. *American Journal of Psychiatry* 160(8), 1470-1478.

- Cherry, D. P. (2013). A new scale of social desirability independent of psychopathology. *Journal of Consulting Psychology*, 24(4), 349-354.
<http://psychology.about.com/od/developmentalpsychology/a/parenting-style.htm>
- Coste, B. (2015). Positive parenting: Practical advice and deep insights.
<http://www.positive-parenting-ally.com/3-parenting-styles.html>
- Cummins, B. & Fronseca, K. P. (2017). Perceived paternal parenting style and proactive coping strategies of Indian adolescents. *International Journal of Psychological Studies*, 7(2), 1918-7211.
- Chigbu, E. F., Nwobi, N. G., Ngwaka, L. C. & Mokwelu, B. O. (2021). *Parenting styles of in-school adolescents in south-east Nigeria. European journal of education studies*, 8(8), 121-134.
- Chigbu, E. F., Ofojebe, E. E., Nnadi, G. C. & Mokwelu, B. O. (2022). Parenting Styles as Determinant of in-school Adolescents in south east Nigeria. *European journal of education studies*, 9(2), 79-106.
- Department of Planning, Research and Statistics, Post Primary Schools Management Board – PPSMB (2022). *List of public secondary schools according to six education zones and staff strength in Enugu State*.
- Fakhar, A. (2014). *Juvenile delinquency: A psychological outlook*. Retrieved from <http://www.pakistantoday.com.pk/2014/11/22/comment/juvenile-delinquency-a-psychological-outlook/>
- Farahnaz, M. & Hasaanali, K. (2013). Relationship between parenting styles and hardiness in high school students 5th World Conference on Educational Sciences 25th October, 2012.
- Federal Republic of Nigeria (2013). *National policy on education, (6th edition)*.
- Gaby, R. (2012). *The pregnancy project*. CBS College Publishers.
- Hidayana, H. E., Sanders, M. R. & Turner, K. M. (2018). The importance of parenting in influencing the lives of children. In M. R. Sanders & A. Morawska (Eds.), *Handbook of Parenting and child development across the lifespan*. Springer International Publishing AG. <https://doi.org/10.1007/978-3-319-94598-91>.
- Hoskins, D. H. (2014). Consequences of parenting on adolescent outcomes. *Societies*, 4(3), 506-531.
- Igwe, B. (2016). *Influence of peer group to family association and school type-article*. University Trust Publishers.
- Kathy, N., Lynda, H., Dashiff, C. & Susan, D. (2018). *Relationship between parenting styles and unhealthy sexual behaviour in adolescent United State*. Retrieved from www.revistas.usp.br/riae/viewfile/16930/18-735.10/10/15.
- Koori, U. (2014). *Parenting style among senior school adolescents*. Retrieved from www.koori-123http://.124kw.
- Maphoso, L. S. & Dikeledi, M. (2014). The influence of parental involvement on academic achievement in boarding and non-boarding schools. *Mediterranean Journal of Social Sciences*, 5(2), 155-165.

- Mezmur, H., Assefa, N. & Alemayehu, T. (2021). Teenage pregnancy and its associated factors in eastern Ethiopia: a community-based study. *International Journal of Women's Health*, 13(2), 267-279
- Nguyen, H., Shiu, C., & Farber, N. (2016). Prevalence and factors associated with teen pregnancy in Vietnam: Results from two national surveys. *Societies*, 6(2), 17-22.
- Nwosu, U. M. (2017). Contemporary factors of teenage pregnancy in rural communities of Abia State, Nigeria. *International Journal of Community Medicine And Public Health*, 4(2), 588-592.
- Odongo, A. A., Aloka, P. J. O. & Raburu, P. (2016). Influence of parenting styles on the adolescent students' academic achievement in Kenyan Day Secondary Schools. *Journal of Education and Practice*, 7(15), 210- 222.
- Okechukwu, J. N. (2022). *School plant and organizational climate as predictors of teachers' job performance in public secondary schools in Anambra State* [Unpublished doctoral thesis]. Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus.
- Onokpaunu, M. O. (2016). *Analysis of web-based instructional technologies for use by business education lecturers in tertiary institutions in Delta State* [Unpublished master's thesis]. Nnamdi Azikiwe University, Awka.
- Piko, B. F. & Balázs, M. Á. (2012). Authoritative parenting style and adolescent smoking and drinking. *Addictive Behaviors*, 37(3), 353-356.
- Saldana, J. (2012). *The coding manual for qualitative researchers*. Sage.
- Samiullah, S. H. (2016). Influence of parenting style on children's behaviour. *Journal of Education and Educational Development*, 3(2), 222-249.
- Silsby, J. C. (2012). *Emotional intelligence and juvenile delinquency among Mexican-American adolescents*. Alliant International University.
- Stephen, C. (2017). *Research methodology in business and social sciences*. Canon.
- Sunday, B. A. (2014). Comparative Study of Pupils' Academic Performance between Private and Public Primary Schools. *World Journal of Education*, 4(4), 55-60.
- Temitope, B. E. & Christy, O. F. (2015). Influence of peer group on academic performance of secondary school students in Ekiti State. *International Journal of Innovative Research and Development*, 4(1), 324-331.
- Tilahun, G. (2012). *The authoritative parenting style, Warmth, rationality, and high standards: A guide for the source-minded parents*. <http://www.parentingscience.com>.
- Utobo, J. (2019). *Physical environment of school and qualitative impact of learning among senior school Adolescents in Kogi State* [Unpublished master's thesis]. Kogi State University. Lokoja, Nigeria.
- Vieira, E. M., Bousquat, A., Barros, C. R. d. S. & Alves, M. C. G. P. (2017). Adolescent pregnancy and transition to adulthood in young users of the SUS. *Public Health Journal*, 51, 25. Available at: <https://doi.org/10.1590/s1518-8787.2017051006528>.
- Wall-Wieler, E., Roos, L. L. & Nickel, N. C. (2016). Teenage pregnancy: the impact of maternal adolescent childbearing and older sister's teenage pregnancy on a younger sister. *BMC pregnancy and childbirth*, 16(1), 1-12.

- World Health Organization. (2020). *Adolescent Pregnancy Fact Sheet*.
<http://www.who.int/mediacentre/factsheets/fs364/en>.
- Yang, Z., Kim, C., Laroche, M. & Lee, H. (2014). Parental styles and consumer socialization among adolescents: A cross-cultural investigation. *Journal of Business Research*, 67(3), 228-236.
- Yin, R. K. (2013). *Case study research: Design and methods*. Sage publications.

Creative Commons licensing terms

Authors will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Special Education Research shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflict of interests, copyright violations and inappropriate or inaccurate use of any kind content related or integrated on the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).