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**Influence of Child-Rearing Practices on Sexual Adventurism among
Junior High Students in Ghana**



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Influence of Child-Rearing Practices on Sexual Adventurism among Junior High Students in Ghana

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Abstract

Purpose: This study examined the influence of child-rearing practices on sexual adventurism among Junior High students in Ghana.

Methodology: The descriptive survey design was adopted for the study. A sample of 525 students were selected from an accessible population of 2,492 for the study. Data was collected with an adapted version of the Youth Sexual Intention Questionnaire (YSI-Q). Descriptive and inferential statistics were used to analyse the gathered data.

Findings: The research revealed among others that child-rearing practices significantly predicted sexual adventurism among the target. A high level of sexual adventurism, characterised by marked intentions to engage in sexual activities, with a high efficacy for sexual intimacy were also found among the respondents. Despite reports of fairly weak disciplinary acts employed by parents generally, respondents basically acknowledged the role of consistent parental monitoring with immense parental warmth as important in child up-bringing.

Unique Contribution to Theory, Practice and Policy: It was thus recommended that parents adopt stricter disciplinary measures, especially in relation to shaping the sexual attitudes of their children at a tender age. Guidance Coordinators and school counsellors were also encouraged to guide students to channel their sexual energies into useful physical and creative activities, rather than resorting to masturbation to satisfy their strong sexual urges. Conclusions drawn from the study include projecting parental discipline as a useful tool in promoting acceptable behavior among Junior High students, especially regarding sexual adventure.

Keywords: *Junior High Students, Child-Rearing Practices, Sexual Adventurism, Ghana*

Introduction

Sexual adventurism is a typical Junior High student behaviour that heightens their intentions and interest for pre-mature sexual intimacy and related activities. A high incidence of illicit sexual acts exposes Junior High students to various health problems, with dire future life consequences. Though many attribute the perilous sexual behaviours of the target to the sudden surge of biological transformations typifying adolescence, others also blame it on unfortunate parental acts the target experienced as infants. This justifies the current research that focused on the influence of child rearing practices on sexual adventurism among Junior High students, to make appropriate recommendations for the ultimate control of students' problematic sexual behaviours in Ghana.

Background of the study

The Junior High school period is a distinctive tumultuous adolescent stage. This description results from the numerous biological, cognitive and emotional transformations that ultimately expose the Junior High student to a host of hazardous life circumstances (Crone, 2016; Andrews, Ahmed & Blakemore, 2021). Sexual maturation, with its immense curiosity and a high desire for romantic and sexual encounters, also frequently propel Junior High students into many intolerable sexual behaviours (Hegde, Chandran & Pattnaik, 2022). Increased wrongful sexual acts, ranging from masturbation to partnered acts (e.g., sexual intercourse, non-penetrative sex, oral and anal sex) in varying patterns of frequency, *prevail over the lives of many JHs students* (Rosenthal, 2021).

Masturbation, a common but dangerous Junior High student sexual behaviour, that involves self-genital stimulation for pleasure depends essentially on the individual's body and personal preferences. For instance, while female masturbation often entails manipulation of the clitoris and labia, stimulation of the breasts, or vaginal penetration with a sex toy (King, 2024), that of males often involves stimulating the penis either with the hand or sex toys (Lehmiller, 2017). Research further suggests that Junior High students who exhibit high sexual adventurism are more likely to engage in unprotected sex, have multiple sexual partners, and experience unintended pregnancies or Sexually Transmitted Infections (STIs) (Malacane & Beckmeyer, 2016). This trend is understandable given the targets' heightened sexual desires, with contributory factors such as low parental monitoring and supervision (Dittus, Michael, Becasen ... et al., 2015), peer influence and social norms (Ahmed, Asadullah & Deleer, 2023), media and cultural influences (Trekels, Karsay, Eggermont & Vandenbosch, 2018) and Personal characteristics like sensation-seeking and impulsivity (Paat, Torres, Morales, Srinivasan & Sanchez, 2020). The foregoing reports underscore the importance of appropriate parental training, to inculcate appropriate sexual and responsible future behaviours among Junior High students (Harris-McKoy, 2016; Andrews et al., 2021).

Unarguably, it behoves on the first teachers in the home (parents), to take up the challenge (Rochelle & Cheng, 2016), as admonished by the Bible (Proverbs 22:6 and Proverbs 13:24). This highlights the current research importance to investigate the influence of child-rearing practices on sexual adventurism among Junior High students in Ghana. Aisyah and Insani (2023), assert that the parenting style experienced by 4-5 year olds for instance, severely informs their sexuality and therefore ultimately predicts their sexual behaviours. The authors further suggested that the permissive parenting style often reflects more favourable impact, than the authoritarian and democratic parenting styles do. Especially at the early infantile and malleable stage, the transfer of accepted norms and cultural practices, including self-discipline and control, often heighten the relevance of parental responsibility in the home (Rochelle & Cheng, 2016).

Research findings that Junior High students who experienced authoritative parenting (high warmth and high control) were less likely to engage in sexual intercourse compared to those who experienced authoritarian parenting (low warmth and high control) (Miller & Hastings, 2018) are thus informative to stakeholders. Another reference point is that Junior High students who reported higher levels of parental monitoring and communication were less likely to engage in risky sexual behaviours (Widman, Choukas-Bradley & Noar, 2015; Ocansey & Amankwanor, 2023). This highlights the role of parents as key romantic decision-making sources among adolescents (Ocansey & Amankwanor, 2023). The afore-mentioned conclusively highlight the importance of parental discipline and monitoring in determining the level of sexual adventurism among Junior High students in Ghana.

Statement of the Problem

Child-rearing practices comprise culturally approved methods of behaviour shaping that equally facilitate the transfer of valuable African norms to the younger generation. The enduring effect of such practices explicitly articulate the high premium Ghanaians generally place on them. A recent worrying observation however suggests that rather than aim at inculcating acceptable attitudes in children, some parents wrongfully educate their wards regarding sexual relationships, thus ultimately instilling inappropriate attitudes such as sexual adventurism among Junior High students.

In a Nigerian research for instance, over sixty percent of the respondents reported having sexual intercourse at a mean age of 13.7 years (Akumiah, Suglo, & Sebire, 2020). Similarly in Ghana, as many as 2, 746 Basic school students reportedly experienced a sexual debut at an early age range of 15 - 19 (Asante, Nketiah-Amponsah, Andoh-Arthur, Boafo & Ampaw, 2018). In view of the key-informant role of parents (Ocansey & Amankwanor, 2023), the latter accounts provide strong justifications for some Ghanaian parents encouraging their daughters to prematurely exchange sex for financial gains (Stoebenau, Heise, Wamoyi & Bobrova, 2016; Agbeve, Fiaveh & Anto-Ocrah, 2022). Yet sexual promiscuity, particularly during the rudimental years of females, easily exposes them to myriad health issues with dire future reproductive health challenges (Stoebenau et al., 2016; Gichane, Morocco, Pettifor, ... & Rosenberg, 2020). Increased exposure

to Sexually Transmitted Infections, including HIV/AIDS and unwanted teenage pregnancy remain principal consequences of sexual adventurism among female adolescents (Stoebenau et al., 2016; Gichane et al., 2020).

While the afore-mentioned perturbing trend has been attributed to the marked biological and physical changes typifying adolescence essentially, some researchers simply associate the situation to the infantile child-rearing practices the children experienced (Beyers, Veryser & Verlee, 2018). In view of the life-threatening nature of the highlighted adolescent sexual behaviour, the above-mentioned trend urgently draws the attention of parents especially, as key child training stakeholders, to consider the woes of adolescent sexual acts and propose feasible remedies to swiftly salvage the future Ghanaian human resource. More importantly, the significantly high representation of adolescents (6.6%) out of the total Ghanaian fertility population (Gichane, Moracco, Pettifor ... & Rosenberg, 2020), makes it expedient to closely monitor the moral trainings parents offer their infants that so prematurely instills wrongful sexual attitudes in adolescents, hence the current research.

Purpose of the study

The purpose of this study was to examine the influence of child-rearing practices on sexual adventurism among Junior High students in Ghana. Specifically, the study sought to:

1. Explore the child-rearing practices adopted by parents as perceived by Junior High students in Ghana.
2. Identify the existing levels of sexual adventurism prevailing among Junior High students in Ghana
3. Examine the relationship between the child-rearing practices adopted by parents and their likely effects on the incidence of sexual adventurism among Junior High students in Ghana.

Research Questions

The following research questions and hypothesis guided the conduct of the study:

1. What are the child-rearing practices adopted by parents as perceived by Junior High students in Ghana?
2. What are the existing levels of sexual adventurism prevailing among Junior High students in Ghana?

Hypothesis

H_0 1: There is no significant relationship between the child-rearing practices adopted by parents and sexual adventurism among Junior High students in Ghana.

H_A 1: There is a significant relationship between child-rearing practices adopted by parents and sexual adventurism among Junior High students in Ghana.

Theoretical framework

The current research was underpinned by Sigmund Freud's five-staged psychosexual development process, embedded in his Psychoanalytic Theory (Thurschwell, 2009). In this theory, Freud attributes the increased sexual interest in the five pleasure-seeking childhood developmental stages to the presence of sexual/libidinal energy at various erogenous body areas such as the oral, anal, phallic, latent and genital parts at different life periods (Kesavelu, Sheela & Abraham, 2021; Mazur, 2021). The libidinal energy is responsible for the increased sensitivity to stimulation and arousal of the specified erogenous body parts (Kesavelu et al., 2021; Moore, 2024), hence making the Junior High student more prone to illicit sexual activities during the specified age range. The sudden profound surge of sexual awareness at the Phallic (3-6 years) and Genital stages (from puberty to death) especially, coupled with the intense desire for sexual experimentation, categorically transform the mentioned stages into the peak of sexual consciousness and advancement (Mazur, 2021).

Khan and Haider, (2015) for instance alluded to the intense sexual awareness at the phallic stage where adolescent girls often rivalled with their mothers over their fathers' attractive sexual organ. At the genital stage similarly, the search for an enduring heterosexual relationship towards marriage, equally underline the sexual and social focus of the period (Kesavelu et al., 2021), hence their decisive underpinning of the current research, particularly with regards to their association with the 'the Oedipus and electoral complexes' as well as 'penis envy' assumptions that indisputably align with this particular research focus (Thurschwell, 2009; Kesavelu et al., 2021; Mazur, 2022). In effect, the potent libidinal energies, added to the profound pleasure-seeking goal, characterizing the entire psychosexual development process ushers Junior High students into increased sexual sensitivity at both of the mentioned stages, leaving them little or absolutely no power to safely battle the vibrant storms of sexual adventurism.

Importance of Child rearing Practices in Ghana

The socialization of African children assures the older generation of a reliable, responsible and well-prepared adult group to continue running the society. Etiquette, respect for the elderly, diligence, self-discipline and responsible sex education often endow Junior High students with acceptable social and sexual behaviours (Makwana, Vaghia, Solanki, Desai & Maheshwari, 2023). In concurrence, Miller and Hastings (2018) report that unlike children of authoritarian parents (low warmth and high control), Junior High students of authoritative parents (high warmth and high control) were less likely to engage in pre-mature sexual intercourse. Literature further confirmed the favourable sexual effect of high parental monitoring and discipline on the sexual attitude of Junior High students (Widman, Choukas-Bradley & Noar, 2015; Okigbo, et.al., 2015; Singh, Gera & Behmani, 2021). Communication with their mothers equally delayed the students' pre-mature sexual engagement (Ocansey & Amankwanor, 2023).

Yet socio-economic influences, parental variation styles, personal factors and mothers' level of education, (Bedzo & Manortey, 2019; Makwana et al., 2023) notably created discernible differences among the child-rearing practices adopted by varied groups of African descent. Further

literature validations highlighted the marked influence of early life training on children as they aged (Makwana et al., 2023), thereby explicitly aligning with the current research focus.

Sexual Adventurism and likely effect on the lives of Junior High students in Ghana

Research has severally endorsed the dire effect of sexual adventurism on the lives of Junior High students and also the general public. Prevalence of teenage pregnancy, STIs and HIV/AIDS, high school dropout and poor future life attainment are among the critical effects of sexual adventurism among Junior High students in Ghana (Bedzo & Manortey, 2019). Several factors such as low sex education, poverty, ignorance and peer pressure, among others easily attract Junior High students into sexual adventurism (Bedzo & Manortey, 2019). Indeed, the increased tendency to engage in sexual activities equally impacts national advancement remarkably, precipitating problems such as population explosion, high unemployment rates, limited employment opportunities, all of which hamper national development (Awdeh & Hamadi, 2019). Such explicit confirmations of Junior High students' increased promiscuity leave much to be desired both in contemporary Ghana and Africa.

Research Methods

The descriptive survey design was adopted for this study. This design helps to obtain credible information on the current status of an understudied phenomena, such as describing the nature of individuals, events or conditions of interest (Siedlecki, 2020). The research targeted all public Junior High students aged 12-19 years and selected from the northern, middle and southern zones of the country that were represented by the Northern, Ashanti and Central Regions of Ghana respectively. The accessible population comprised 2,492 Junior High students, from nine schools, sampled from the three zones. To derive the research sample of 525, Creswell (2014)'s proposal for survey research, with some adjustment the sake of generalization was used. An adapted form of the Youth Sexual Intention Questionnaire (YSI-Q), developed by Muhammad, Shamsuddin, Amin, Omar and Thurasamy (2017) was used to mobilize data, over a period of 8 weeks.

The instrument had a total of 32 items with a reliability coefficient of 0.93. There were 9 items on the sexual intention subscale, 10 items on sexual attitude and a total of 11 items on self-efficacy. The response scales ranged from "untrue of me", rated as 1, "somewhat untrue of me", rated as 2, "somewhat true of me", rated 3 and "true of me", rated 4. Prior to data-collection the researchers paid familiarisation visits to each of the sampled schools to seek official research permission and also introduce the researchers with the two trained Research assistants. Letters of introduction were also presented to the institutional heads of the sampled school. The researchers briefed the selected respondents about the purpose of the study, prior to the data collection sessions. The filled questionnaires were subsequently coded and analysed via the SPSS version 22. Descriptive and inferential statistics were used to analyse the data for the research questions and hypothesis. A Multivariate Multiple Regression was also applied to explain the relationship between the variables, child-rearing practices and sexual adventurism.

Ethical Considerations

The University of Cape Coast, Institutional Review Board approved the research with reference number UCC/IRB/A/2016/298. Approval from institutional management, written informed consent were also secured from all study participants before data collection. For participants below 18 years, parental assent was also secured.

Results

Child-rearing practices adopted by Parents as perceived by Junior High Students

Results on the child-rearing practices adopted by parents, as perceived by Junior High students comprised the following three dimensions: discipline, provision of emotional warmth, and monitoring of child's behaviour. The respondents rated a total of 32 items on a four-point Likert-type scale graded from 1 to 4 where (strongly disagree-1, disagree-2, agree-3, and strongly agree-4). A benchmark of 2.50 $[(1+2+3+4)/4]$ was set based on this scale to compare the obtained means. Mean scores below 2.50 were considered low while those above the 2.50 cut off point were considered high. Before the analysis, all the negatively worded items were also reverse-coded. Table 1 provides details of the results on the influence of child-rearing practices on Junior High students in Ghana.

Table 1: Parental Discipline as a Child-rearing Practice of Junior High Students

Statements	Mean	SD	Level
My parents do not tolerate mistakes at home	2.60	1.06	High
My parents punish me for the little wrong things I do	2.55	.89	High
I am punished for every mistake that I make at home	2.38	.97	Partially Low
I am beaten more than necessary when I go wrong	2.33	1.01	Partially Low
When something happens, my parents do not allow me to explain myself	2.21	1.07	Low
I am severely punished for doing wrong even when it is not my fault	2.14	1.00	Low
My parents say unpleasant things about me to others when I do something wrong (e.g., <i>You are naughty</i>)	1.83	.96	Low
My father or mother does not talk to me when I do something wrong	1.79	.94	Low
My parents sometimes send me to bed without food as punishment for wrongdoing	1.79	.94	Low
When I do something wrong my parents do not care about it	1.67	.93	Low
Average	2.26	.40	Partially Low

Source: Field Survey (2019)

Results displayed on Table 1 indicate a combination of high and partially high responses on the first four items on parental discipline. Parental intolerance to mistakes and punishment for the little wrongs ($M=2.60$, $SD=1.06$) and ($M=2.25$, $SD=.89$) respectively established the strict disciplinary acts of parents. The partially low results on being punished for every mistake made at home and also being excessively beaten for committing an error equally, deserve consideration in this discourse, though rated slightly low. The average value of ($M=2.26$, $SD=.40$) was similarly slightly low, suggesting that discipline was a partially recognised child-rearing practice for Junior High students in Ghana, generally.

Table 2: Parental Emotional Warmth towards Junior High Students as a child-rearing practice

Statements	Mean	SD	Level
My parents are proud of me when I do something good	3.40	.87	High
My parents show me so much love	3.23	.89	High
My parents do well to provide my needs for me	3.14	.94	High
My parents like being with me	2.85	.97	High
If I am unhappy, my parents try to console me	2.81	1.01	High
My parents are always busy to pay attention to me	2.54	1.08	High
My parents allow me to have different opinions	2.39	1.00	Low
I am not able to discuss my personal issues with my parents	2.26	1.08	Low
My parents do not understand my feelings or emotions	2.22	.98	Low
I sometimes feel that my parents do not like me	1.99	1.05	Low
My parents are not friendly or welcoming	1.83	1.05	Low
My opinions are not considered in decision-making at home	1.18	.97	Low
Average	2.87	.38	High

Source: Field Survey (2019)

With a high average score of (2.87 .38) and also high results on each of the items, parental warmth summarily emerged as a typical child-rearing practice for Junior High students (refer to Table 2). A closer consideration of the displayed results on expressed parental pride in the student for good deeds, and parental love for the student ($M=3.40$, $SD=.87$) and ($M=3.33$, $SD=.89$) respectively spoke volumes about the effect of expressed parental warmth on the students.

Table 3: Parental Monitoring as a child-rearing practice on Junior High Students

Statements	Mean	SD	Rank	Level
My parents tell me not to learn bad things from friends	3.40	.86	1 st	High
My parents question me on whatever I do or wherever I go	3.08	.90	2 nd	High
My parents tell me what I should do at home	3.07	.88	3 rd	High
My parents want to know my friends	3.00	.89	4 th	High
My parents expect a lot from me in whatever activity I engage in	2.99	.95	5 th	High
My parents want to know whatever am doing at any point in time (e.g. <i>playing with friends</i>)	2.94	.95	6 th	High
What I wear and how I should look like is of interest to my mother or father	2.93	1.00	7 th	High
My parents want to find out what I do when in school	2.92	.96	8 th	High
My parents interfere in everything I do	2.71	.95	9 th	High
My parents do not give me privacy at home	2.16	1.05	10 th	Low
Average	2.92	.60	-	High

Results on the third dimension of parental monitoring was similarly typical with a high average score ($M=2.92$, $SD=.60$) (refer to Table 3). Results of specific items such as parents advising Junior High students not to copy irresponsible behaviours from friends ($M= 3.40$, $SD= .86$) and parents questioning the student wherever he/she went ($M= 3.08$, $SD= .90$) further stressed the importance of parental monitoring of their wards as a commonly used child-rearing practice in Ghana.

Level of Sexual Adventurism among Junior High Students in Ghana

The following three dimensions namely, sexual intentions, sexual attitude, and self-efficacy to engage in sexual activities were used to determine the levels of sexual adventurism among Junior High students in Ghana. A total of 32 items, on a scale of 1-4 (“untrue of me”-1, “somewhat untrue of me”-2, “somewhat true of me”-3, and “true of me”-4) were used to answer the research question on levels of sexual adventurism among JH students. A benchmark of 2.50 $[(1+2+3+4)/4]$ was set, based on the scale employed to compare the obtained mean. Mean scores of 2.50 or more, indicated higher levels of the sexual adventurism construct (i.e., sexual intentions, attitudes, and self-efficacy), whereas mean scores lower than 2.50 were regarded as low. Tables 4 to 6 present the details of the analysis.

Table 4: Levels of Sexual Intentions among Junior High Students

Statements	Mean	SD	Rank	Level
I would engage in sexual activities for money and other gains	3.60	.81	1 st	High
I constantly look for sexual opportunities	3.37	1.00	2 nd	High
I propose or accept proposals because I want to satisfy my sexual desires	3.30	1.06	3 rd	High
I intend to touch private part of the opposite sex when there is the opportunity	3.26	1.06	4 th	High
Most times, I want to have sex if I find a partner who is willing to do so with me	3.19	1.10	5 th	High
I desire to engage in sexual activities	3.19	1.12	6 th	High
I have plans of engaging in sexual acts (e.g., kiss, fondle, etc)	3.07	1.16	7 th	High
I would like to engage in sexual activities to see how it feels	2.97	1.18	8 th	High
I have plan of knowing more about sex	2.91	1.22	9 th	High
Average	3.20	.76	-	High

Source: Field Survey (2019)

Results displayed on Table 4 clearly confirmed sexual intentions as a key dimension of sexual adventurism among Junior High students. The high average score (M=3.20, SD= .76) clearly corroborated the high ratings of all the 9 items on the variable on levels of sexual intentions.

Table 5: Attitude of Junior High Students towards Sexual Behaviours/Activities

Statements	Mean	SD	Rank	Level
I feel like masturbating	3.45	.93		High
I feel addictively drawn to certain sexual activities	3.43	.91		High
I feel I should not live without sex	3.35	1.05		High
I feel good engaging in sexual acts	3.33	1.01		High
I have strong sexual desires I have to satisfy	3.25	1.06		High
I like watching pornographic materials	3.22	1.08		High
My sexual energy needs not to be controlled	3.21	1.08		High
I wish I know more about sexual activities than I do know	3.06	1.15		High
I often feel like having sex	2.74	1.26		High
Engaging in sexual activities is all that matters	2.45	.91		Low
Average	3.25	.81		High

Source: Field Survey (2019)

Again, results displayed on Table 5 indicated a very high rating on all the items considered under the attitude of Junior High students towards sexual behaviours and activities. Once more, the overall average score of ($M=3.25$, $SD=.81$) revealed a positive JH student attitude towards sexual activities. Specific item responses for example indicated that students sometimes felt like masturbating ($M=3.45$, $SD=.93$) and also felt addictively attracted to some sexual activities ($M=3.43$, $SD=.91$). Results on students' indications of having strong desires for sex ($M=3.25$, $SD=1.06$) and also feelings to have sex ($M=2.74$, $SD=1.26$) were simple practical confirmations of the reality of increased sexual interest among Junior High students.

Table 6: Junior High Students' perceptions regarding Efficacy to Engage in Sexual Activities

Statements	Mean	SD	Rank Level	
I have a boyfriend/girlfriend I have sex with	3.40	1.01	1 st	High
I sometimes decide to find someone with whom to engage in sexual activity	3.37	.98	2 nd	High
Once I feel like having sex, I have to do it	3.31	1.06	3 rd	High
Sex is something I have to taste at this stage	3.31	1.07	4 th	High
Having sex is something I easily do	3.44	.98	5 th	High
Sex is a duty I must perform	3.28	1.10	6 th	High
I plan sexual activity with my boyfriend/girlfriend	3.25	1.12	7 th	High
I lose all power to protect myself when sexually approached	3.23	1.08	8 th	High
I am unable to say no to sex	3.22	1.08	9 th	High
I am sexually active	2.92	1.23	10 th	High
I have decided to have sex with more than one person at a time	2.37	.88	11 th	Low
Average	3.19	1.05	-	High

Source: Field Survey (2019)

Results in Table 6 further highlight the perception of JH students' efficacy to engage in sexual activities. It was revealed that, on the whole, JH students tended to have high levels of efficacy to engage in sexual activities ($M=3.19$, $SD=1.05$), with the item, "*I have boyfriends/girlfriends whom I have sex with*" ($M=3.40$, $SD=1.01$) reflecting the peak results and so was ranked first. This was followed by the statement '*I sometimes decide to find someone with whom to engage in sexual activity*' which was ranked 2nd, in 3rd place by "*once I feel like having sex, I have to do*" it ($M=3.31$, $SD=1.06$).

Results on the tested hypothesis

The only hypothesis in the research that centred on the relationship between parental child-rearing practices and sexual adventurousness among Junior High students in Ghana was also tested as follows to derive results. A Multivariate Multiple Regression analysis was conducted to test this hypothesis. The predictor was child-rearing practices (with 3-dimensions) and the criterion was sexual adventurousness (also with 3-dimensions).

Table 7: Multivariate Test

Effect		Value	F	Df	Err. Df	Sig.
Intercept	Pillai's Trace	.190	38.93*	3	498	.000
	Wilks' Lambda	.810	38.93*	3	498	.000
	Hotelling's Trace	.235	38.93*	3	498	.000
	Roy's Largest Root	.235	38.93*	3	498	.000
Discipline	Pillai's Trace	.026	4.47*	3	498	.004
	Wilks' Lambda	.974	4.47*	3	498	.004
	Hotelling's Trace	.027	4.47*	3	498	.004
	Roy's Largest Root	.027	4.47*	3	498	.004
Monitoring	Pillai's Trace	.006	.99	3	498	.397
	Wilks' Lambda	.994	.99	3	498	.397
	Hotelling's Trace	.006	.99	3	498	.397
	Roy's Largest Root	.006	.99	3	498	.397
Warmth	Pillai's Trace	.001	.19	3	498	.907
	Wilks' Lambda	.999	.19	3	498	.907
	Hotelling's Trace	.001	.19	3	498	.907
	Roy's Largest Root	.001	.19	3	498	.907

Overall Model: $F(3, 500) = 4.549, p = .004, R^2 = .033$; *Significant, $p < .05$

Table 7 presents the multivariate test for understanding the relationship between the predictors and the criterion in the research. The overall model was found to fit the data, $F(3, 500) = 4.549, p = .004$. Discipline, parental monitoring and warmth explain about 3.3% of the variances in sexual adventurousness, suggesting that all three dimensions on the whole predicted sexual adventurousness, $F(3, 498) = 38.93, p < .001$. Notwithstanding, discipline alone significantly predicted sexual adventurousness, $F(3, 498) = 4.47, p = .004$ while the remaining two dimensions, (i.e., parental monitoring and warmth) emerged insignificant and independent predictors of sexual adventurousness.

Table 8: Univariate Analysis on the relationship between Child-rearing practices and the dimensions of Sexual Adventurism among Junior High students

Criterion	Parameter	B	Std. Error	t-value	Beta	Sig.	R ²
Sexual Intent	Intercept	30.68	3.35	9.157*		.000	.021
	Discipline	-.26	.08	-3.237*	-1.86	.001	
	Monitoring	.09	.07	1.322	.12	.187	
	Warmth	.05	.07	.622	.07	.534	
Attitude	Intercept	32.86	3.23	10.169*		.000	.021
	Discipline	-.24	.09	-3.009*	-1.62	.003	
	Monitoring	.11	.06	1.680	.14	.094	
	Warmth	.05	.07	.744	.08	.457	
Efficacy	Intercept	38.75	3.79	10.229*		.000	.026
	Discipline	-.33	.09	-3.560*	-2.63	.000	
	Monitoring	.11	.07	1.532	.18	.126	
	Warmth	.05	.08	.559	.08	.576	

*Significant, $p < .05$

Source: Field Survey (2019).

The univariate test, as shown in Table 8, highlighted the relationship between the set of predictors and the specific dimensions of sexual adventurousness among JH students. For sexual intention as a criterion, the discipline, monitoring and parental warmth explained about 2.1% of the variances of the intentions to engage in sexual activities. The result indicated that apart from discipline [$t(498) = -3.237$, $b = -.26$, $p = .001$] which made a significant and highest contribution to sexual intentions, none of the predictors (i.e., monitoring [$t(498) = 1.322$, $b = .09$, $p = .187$] and warmth [$t(498) = .622$, $b = .05$, $p = .534$]) significantly contributed to sexual intentions.

Further, the analysis showed that 2.1% of the variances in JH students' attitude towards sex were explained by discipline, monitoring and warmth. Similarly, only discipline significantly contributed to the variances in attitude of JH students towards sex, discipline [$t(498) = -3.009$, $b = -.24$, $p = .003$]. However, parental monitoring [$t(489) = 1.680$, $b = .11$, $p = .094$] and warmth [$t(498) = .744$, $b = .05$, $p = .457$] did not significantly predict JH students' attitude towards sex. Also, discipline, monitoring and warmth explained about 2.6% of the variations in JH students' efficacy to engage in sexual activities. Discipline independently explained a greater and significant aspect of JH students' efficacy to engage in sexual activities [$t(498) = -2.63$, $b = -.33$, $p < .001$]. However, monitoring [$t(498) = .18$, $b = .11$, $p = .126$] and warmth [$t(498) = .08$, $b = .05$, $p = .576$] did not significantly contribute to the variances in the JH students' attitude towards sex.

Discussion of Results

Based on the applied research methods and underpinning Freudian theoretical framework, the research highlighted the following interesting findings.

First, the favourable influence of parental discipline, warmth and monitoring, in appropriately shaping the behaviour of Ghanaian Junior High students was an indisputable finding. Indeed, the emphasis on parental intolerance and prompt punishment to correct Junior High students' wrongful behaviours (refer to table I, items 3&4), firmly echoed the good efforts of Ghanaian parents regarding child up-bringing. Similarly, by agreeing with suggestions by modern day Psychologists (Straus & Donnelly, 2017) and Proverbs 22:6 and Proverbs 13:24, the research also underlined both the effective role of parental discipline in adolescent training, while stressing the significant role of parents, as key change agents at home. Reports by Widman et al., (2015), Miller and Hastings, (2018) and Ahmed et al., (2023) that corroborated the importance of early parental discipline also endorsed the research importance, by aiming at protecting adolescents from the several reproductive health challenges confronting many young people in contemporary society (Stoebenau et al., 2016; Gichane et al., 2020). Ultimately, the research focus on adolescent sexual adventurism severely enhanced key stakeholder awareness to guide their efficient training of modern-day adolescents into responsible adults. Knowledge about adolescent sexual maturation, with its associated heightened curiosity and increased sexual desires (Hegde et al., 2022) for instance would severely equip stakeholders to appropriately promote the smooth growth and development of adolescents.

Results of research question two on the other hand underlined the harsh and painful realities confronting Junior High students as they battled the strong urges of sexual adventurism. Their reported high sexual intensions with high efficacy to engage in sexual activities for instance, confirmed the difficulties Junior High students often face regarding sexual intimacy. In effect, the research highlighted the vulnerability of Junior High students to sexual adventurism, given the sharp biological transformations they often experienced. This was firmly endorsed by the Freudian theoretical underpinnings of the research and was interestingly, also validated by the results of the Multivariate Multiple Regression calculations that confirmed the influence of parental discipline among Junior High students in Ghana.

Conclusions

- Absolute absence of parental discipline, monitoring and warmth severely predicts high sexual adventurism incidence among Junior High students in Ghana.
- High sexual intentions, efficacy with positive attitude towards sexual activities among Junior High students urgently invites stakeholders, especially parents and teachers to adopt consistent sex education and related training to protect the target.

Recommendations

- Parents and guardians should incorporate reasonable disciplinary actions to efficiently train their children.
- Sexual adventurism is real among Junior High students. Instant concerted effort from parents, teachers and counsellors to coach the target to avoid masturbation, transform their sexual thoughts into positive ones while channeling their sexual energies into sports and reading educative books will keep them safe.
- School counsellors should further train the students to avoid identified sexual triggers and also collaborate with parents and teachers to promote best practices among the target.

Implications for Counselling

1. The high levels of sexual adventurism discovered among the target stresses the need for consistent sex education with professional counselling to control the strong sexual urges of Junior High students.
2. School counsellors should also educate and collaborate with parents to incorporate appropriate disciplinary measures in bringing up their children.

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