

**INTEGRATIVE PSYCHOTHERAPY AND PEER EDUCATION TRAINING  
ON RISKY SEXUAL BEHAVIOUR OF IN-SCHOOL ADOLESCENTS IN  
LAGOS STATE**

**BY**

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**CERTIFICATION**

I certify that the research upon which this thesis is written is an independent research work carried out by Adebayo Williams OLABODE with matriculation number 36757 in the Department of Counselling and Human Development Studies, University of Ibadan, Ibadan under my supervision.

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## **DEDICATION**

This research work is dedicated to the Almighty God in compliance with his purposes for the human race. He has enabled and empowered me to seek the knowledge and skills with which the people he created might be helped to grow, develop and overcome their life challenges.

Consequently therefore, the work is dedicated to the advancement of parents in their bid to bring up their children successfully in their life and career. In like manner, this work is dedicated to Counsellors and School Administrators especially at the secondary school level. These are the personnel detailed to train, equip and guide the adolescents of secondary schools to acquire adequate and appropriate life patterns and adjustments in this ever dynamic world.

This research is therefore dedicated to all adolescents of every generation of all cultures all over the world as a working tool for their emancipation, especially from those environmental and social factors that inhibit successful career pursuit. The thesis is written to take care of the interest of adolescents with regards to directing adequately and addressing their sexual growth challenges. The research was undertaken because of the adolescents and it is therefore dedicated to them.

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## ABSTRACT

Risky sexual behaviour among adolescents is one of the global challenges because of its dire consequences on the adolescents, family and the society. It could lead to unwanted pregnancy, abortion, school dropout, untimely death, as well as disappointment for parents, who strive daily to ensure these adolescents become useful in future. Even though efforts have been made by various stakeholders and scholars continuous and sporadic reported cases of unwanted pregnancy involving adolescents is an evidence of geometric increase in risky sexual behaviour. Previous efforts had been concentrated on identification of factors leading to risky sexual behaviour with scanty attempts at formulating strategies for curbing the menace of risky sexual behaviour of in-school adolescents. The objective of the present study therefore, was to investigate the effectiveness of Integrative Psychotherapy (IP) and Peer Education Training (PET) on risky sexual behaviour of in-school adolescents in Lagos State. The moderating effects of self-esteem and parental socio-economic status were also equally examined.

Anchored on Problem Behaviour Theory (PBT), the study adopted pretest-posttest control group quasi-experimental design with 3x3x3 factorial matrix. Multi-stage sampling technique was used to select ninety six students from three secondary schools in Lagos State. The students were screened using Sexual Decision Making Scale (SDMS) and randomly assigned to IP (31), PET (34) and control (31) groups. The participants in the two treatment groups were exposed to eight weeks of integrative psychotherapy and peer education training respectively. Risky Sexual Behaviour ( $\alpha = 0.84$ ), Parental Socio-Economic Status ( $\alpha = 0.89$ ), and Self-Esteem ( $\alpha = 0.78$ ) Scales were used for data collection. Seven hypotheses were tested at 0.05 level of significance. Analysis of Covariance (ANCOVA) was used as tool of analysis.

There was a significant main effect of the treatment on risky sexual behaviour of in-school adolescents ( $F_{2, 75} = 15.275$ ,  $p < 0.05$ ,  $\eta^2 = 0.289$ ). Participants in the IP (Mean = 21.2258) improved better than those in the PET (Mean = 22.7353). Self-esteem and socio-economic status had no significant main effect on risky sexual behaviour. There were two-way significant interaction effects of treatment and self-esteem, as well as treatment and socio-economic status on risky sexual behaviour of the participants ( $F_{2, 75} = 0.565$ ,  $p > 0.05$ ,  $\eta^2 = 0.015$ ). However, there was no significant interaction effect of self-esteem and socio-economic status on risky sexual behaviour. Also, there was no significant three-way interaction effect of treatment, self-esteem and socio-economic status on risky sexual behaviour of the participants.

Integrative psychotherapy and peer education training were effective in reducing risky sexual behaviour of in-school adolescents in Lagos State. Counselling and Educational Psychologists should make use of integrative psychotherapy and peer education training as veritable strategies for reducing risky sexual behaviour of in-school adolescents.

**Keywords:** Integrative psychotherapy, Peer education training, Risky sexual behaviour, In-school adolescents

**Word count:** 447

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Adolescents, either in school, or out of school, are generally noted for restlessness and risk-taking. The issue of risk-taking has continued to be of serious concern to psychologists, school administrators, parents and the general public. As a part of the growing up process, adolescents have been found to engage in risks, sometimes low and sometimes high. In adolescence, reasonable risk taking is considered normal as it leads to confidence in forming new relationships and experiences in the social institutions where the adolescent lives. However, engaging in high and counter-productive risky sexual behaviour could lead to dire consequences for the adolescent. Risky sexual behaviour as opined by Guzman and Bosch (2007) can have antagonistic effects on the general advancement and prosperity of adolescent, as well as mar future successes and improvement.

Early adolescence is a period of progress for kids set apart by increased peer affiliation and parental distancing; guardians have less open door for direct monitoring, (Fuligni and Eccles, 2003). This calls for guardians to receive new methodologies to indicate concern and involvement in their youngsters' lives. Moreover, more youthful adolescents are increasingly ready to utilize complex reasoning and in this manner will probably look for chances to exhibit independent thinking and personality improvement. Thus, a standout amongst the most essential and effective methods for continuing monitoring with adolescents is to enable them to take an interest all the more effectively in choice and standard making in and outside of the home. This shows adolescents that are trusted and

empowers guardians to exhibit their anxiety for the prosperity of the adolescent while as yet giving them more self-sufficiency (Fuligni and Eccles, 2003).

Adolescents will in general connect progressively and relate to peers on the grounds that these connections are basically equivalent (Fuligni and Eccles, 2003). Parent-kid relationship isn't symmetrical and isn't intended to be so. At the point when adolescents begin to distant themselves from their folks, there might be a propensity for guardians to either increase coercive and controlling conduct, or go the other way and endeavour to regard the adolescents as an equal. Likewise, the writing demonstrates that juvenile young men's commitment in risky exercises is for the most part influenced by peer demeanours, convictions and activity, however not essentially guardians. Conversely, research has demonstrated that female adolescents are influenced by guardians and peers similarly with regards to chance practices or risky activities, (Rai, et al., 2003).

Adolescents, as defined by the World Health Organization (WHO) (2001), are young individuals within the ages of 10 and 24 years old. The age range of adolescence differs from country to country as defined by various laws, convention and culture. Thus, it could be 10 to 14 years in one country, while it could begin from 12 years and end in 25 years in some others. Based on United Nations Population Fund Agency, Malmstrom (2011) adolescents and youthful grown-ups constitute the highest part of the world population, whereby about 50% of the adolescents are less than 25 years of age and about 90% of these live in the developing nations. In Nigeria, the number of young people was estimated to 32.0% of the Nigerian populace in 2009 (National Population Commission of Nigeria (NPCN). Essentially, these reports suggest that adolescents and issues that have to do with adolescents should be given prominence because adolescents are the future hope upon which a nation is planning and resting. This is the more reason why the world and even nations cannot joke with any issue, such as risky sexual behaviour, that can ruin the lives of these adolescents. During this period of adolescence, sexual presentation and experimentation frequently occur. More so, from general perceptions, adolescents are not mature to sufficiently handle the social and enthusiastic ramifications of the sexual act; and thus susceptible to the risks associated with sexual behaviour. Ochieng (2013) considered that risky sexual behaviour can be defined as

an unprotected penetrative sexual act. This act includes but not limited to initiation of sexual intercourse at an early age, different sexual accomplices, and sexual intercourse affected by liquor or the use of different substances of sexual enhancement, the absence of prophylactic aids, sexual intercourse under compulsion and sexual maltreatment. The illicit sexual act increases adolescent's danger of contracting sexually transmitted infections and additionally experiencing unintended pregnancies, United States Centers for Disease Control and Prevention, Kuehn (2012). When an adolescent is having unprotected sex either with numerous accomplices or influence of alcohol or drug, such an adolescent is engaging in risky sexual behaviour that could bring about negative effects that is capable of jeopardizing the future.

Based on report of National Population Commission of Nigeria (NPCN) (2009), almost half (48.6%) of adolescents ranging from 15-19 are sexually dynamic, while around 1 in 5 of sexually dynamic females and 1 in 12 sexually dynamic males had already engaged in sexual intercourse by the age of 15 years, with a possibility of having more as time goes on. Specifically, Hervish and Clifton (2012) in an investigative report for United Nations Fund for Population Agency (UNFPA) reported that pre-adult birth rates remain high in numerous developing nations, in such Nigeria remains one of such countries. In the report, 16% of all births in Sub Saharan Africa are said to be by pre-adult or adolescents. It is additionally detailed that going by these estimates, greater and enormous number of adolescents are faced with a social behavioural health challenge such as risky sexual behaviour; and are at stake, medically and psychologically. The resultant consequences of risky sexual activities make interventions necessary.

Furthermore, Imaledo, Peter-Kio, and Asuquo (2012) submitted that most of these adolescent-mothers are probably going to encounter entanglements because of pregnancy and child-bearing. The sexually dynamic adolescents frequently confront problems in accessing contraception and wellbeing administrations, increasing danger of unintended pregnancy, and dangerously performed premature births. Sexual brutality and constrained sex is regular, particularly among female adolescents. The adolescents populate the secondary schools under consideration and are negatively affected as a result of the sexual risks experienced as students.

Similarly, in parts of the Sub African region where there are wars, insurgencies, and illicit trade in humans, adolescents form a larger percentage of those that are exposed to risky sexual activities. While some are raped, some are given out to marriage despite the inconducive environment and situations in places like Liberia, the Sudan and North Eastern Nigeria. Adolescents who are supposed to be attending schools become exposed to sexual activities that give room for risky sexual involvement and the consequences. Giving an empirical example to illustrate the vulnerability of adolescents, Songa (2012) in Tanzania observed that more than 8,000 girls dropped out of school due to pregnancy from both primary and secondary schools. This shows therefore that adolescents in Tanzania as in Nigeria are sexually vulnerable and need to be helped if the purpose(s) of their going to school will be achieved.

There has been increased concern about the reducing period of initiation of adolescents into sexual exercises. Indeed, Djamba (2004) observed that adolescents are getting involved in sexual activities at younger ages than adolescents of some decades past; and this could be why Adegoke, (2003) expressed that the rate of risky sexual conduct and the spread of STIs continue to be on the increase because of numerous variables including the lack of information regarding adolescents' sexuality. In an audit by Doyle (2012), while working on the sexual conduct of adolescents in Sub-Saharan Africa, with specific spotlight on the regularly dismissed 15-19 years of age gathering, it was found that adolescents had sexual intercourse before the age of 15 years. Marriage occurred before 15 years old among females. Never-hitched adolescents engaged in sexual relations in the previous year. Multiple sex partnership phenomenons occurred. Sex with a partner who is 10 years or much older occurred. Adolescents have started using condom during sex, even before marriage. HIV testing with positive results had been reported. Some adolescents have become pregnant or have aborted and also that adolescents had had sex in the last 30 days. This goes to show the precarious situations that adolescents find themselves; yet the goal for schooling is not to drop out of school or experience other negative consequences of sexual risk while schooling.

However, because there seems not to be any society that is devoid of favourable factors promoting risky sexual activities, it becomes difficult if not impossible for adolescents

to completely avoid the risks involved in sexual activities. Thus the period of risk of unprotected sexual activity with all its adverse consequences of unwanted pregnancy, unsafe abortion, STI/HIV is also prolonged (Lansford, Yu, Erath, Pettitt, Bates, and Dodge 2010). Expulsion from school and such negative consequences are very much expected and indeed occur. Lack of information and guidance about sex, and sexuality make adolescent people vulnerable to diseases, physical, emotional and economic exploitation (Famutimi and Oyetunde, 2014). According to Eder, Evans, and Stephen, (1995), some other identified factors responsible for adolescent risky sexual activities are the observed bodily changes, sexual hormones, social forces and rehearsal for adult gender roles.

In spite of the endeavours of socialization agencies like the home, religious associations, clubs and social orders that could give preventative exercises as adolescents do their sexual practices, high risky sexual exercises are recognizable, as well as are still on the increase (Willings, Collumbien, Slaymaker, Singh, Hodges, Petel and Bajos, 2006). Albeit individual conduct change is fundamental to improving sexual wellbeing, endeavours are additionally expected to address the more extensive determinants of sexual conduct especially those that identify with the social setting. Willings et al., (2006) further submitted that research on conduct intervention demonstrate that no broad way to deal with social wellbeing advancement will work all over the place and no single segment intervention will work just at anyplace. Exhaustive conduct interventions are required that will assess the social setting in mounting individual-level advancement and furthermore endeavour to alter social standards to help take-up and maintain conduct change, which will handle the auxiliary factors that add to risky sexual conduct.

Information about sexual conduct is basic to the structure and appraisal of intervention to enhance sexual wellbeing. Vitality as well, an observational proof is important to adjust legends and suspicions of the open view of conduct. Regardless of this scrutiny all over the place, sexual conduct presents difficulties for logical inquiry. In spite of the fact that sexual movement is emphatically managed for all intents and purposes in each general public, yet its adjustment to enhance sexual wellbeing has proved troublesome (Willings

et al., 2006). There is a requirement for bringing into utilisation mental procedures that, when utilised on these young people, may decrease risky sexual conduct. A few mental methodologies have been utilised to address immature difficulties with varying success. This is the reason why this study is interested in finding out whether the utilisation of the procedures of integrative psychotherapy and peer education training can be efficacious in decreasing risky sexual conduct among in-school adolescents in Lagos State, Nigeria.

Integrative Psychotherapeutic Intervention (IPI) is a counselling approach dependent on the supposition that clients needs are frequently better served if advisors work with at least two methodologies in solving their challenges. Integrative psychotherapeutic intervention, as one of the independent factors in this examination, is a reaction to the constraints of general conduct counselling propounded by Arkowitz (1989).

Integrative Psychotherapy grasps a demeanour towards the act of psychotherapy that avows the inherent estimation of every individual. It is a counselling approach that reacts suitably and successfully to the individual at the emotional, social, intellectual, and physiological levels of functioning and furthermore tends to the otherworldly measurement of life. The expression "integrative" has various meanings. Integrative means the way toward putting together the identity, as far as taking repudiated, uninformed or uncertain parts of oneself and making them a player in a durable identity which prompts the decreased level of risky sexual conduct (Borkovec and Grayson 2000).

The integrative psychotherapeutic intervention involves the utilization of instruments that inhibit suddenness and adaptability in critical thinking, wellbeing maintenance, and relating to individuals, which will prompt reconnecting existence with full contact. Through integration, it ends up workable for individuals to confront every issue transparently and newly without the security of a pre-shaped opinion, position, disposition, or desire. Meanwhile, scholarly attention has been given to the therapeutic effects of Integrative Psychotherapy; and the results have shown that it holds a promising future. For instance, Halimi (2005) concluded that integrative psychotherapeutic intervention had effect on conduct disorder, while Khazraei and Vijeifar (2010)

concluded that integrative psychotherapeutic intervention effectively treated general wellbeing challenges. In addition, Abazari (2007) demonstrated that Integrative Psychotherapy has to do with attitude of adolescents to sexual activities. Likewise, Bahramkhani (2010) affirmed that integrative intervention is effective in reducing unhealthy behaviour among adolescents. However, while it could be submitted that Integrative Psychotherapy has been effective in treatment of various negative and maladaptive behaviour as shown in the cited previous scholarly efforts, its efficacy on risky sexual behaviour of adolescents is yet to be tested. This is scholarly gap that this study tried to fill by investigating the efficacy of Integrative Psychotherapy on risky sexual behaviour among in-school adolescents of Lagos State, Nigeria.

One other independent variable considered in this study is Peer Education Training. Peer Education Training (PEI) is an enlightenment treatment given to the in-school adolescents on the way and manner peers could be handled so as to reduce possible risky sexual behaviour as students. Peer Education Intervention was developed by Bingham and Shope (2003) as a kind of intervention strategy that could be used to reduce undesirable behaviours. Bingham and Shope (2003) recommended that peer education intervention was powerful in reducing drug addictive conduct of adolescents. Peer education intervention changed as a component of individual peer similitude and maternal relations yet not in accord with other hypothetical forecasts. Actually, a great many investigations have examined peer education intervention in adolescents however in connection to other conduct signs, for example, in scholastic execution, internet utilization, confidence, internet enslavement among others (Uwakwe, Amusan-Ikpa, Ofole, Akanbi, Ojukwu, and Ejiofor (2014); Areoye and Fakeye (2008). The group of proof recommends that a standout amongst the most ground-breaking and steady indicators of adolescents' risky conduct, is whether an individual has companions who additionally take part in that conduct.

Harris (2008) in a study of hereditary examinations dissected peer education intervention on immature conduct and reasoned that about half of the fluctuation in juvenile identity was hereditary in origin and the remaining half basically mirrors the influence of peer relationship. Different examinations have thought about the influence of various kinds of

peers and have presumed that closest companions are a standout amongst the most powerful wellsprings of influence, stronger than companions as a rule, general kinship systems, or expansive based peer organize Berndt (2006). The greater part of concentrates on immature peer education intervention just ask members what number of companions have performed risky conduct and after that correspond this incentive with the objective's own risky conduct. A factual connection between measures is accepted to reflect peer education intervention. In aggregate, there is proof that juvenile risky practices related to practices of their dear companions, yet it isn't certain that such affiliations reflect peer education intervention (Arnett 2010).

In any case, a number of scholars have worked on causative elements that are related with risky sexual conduct among Nigerian in-school adolescents (Ofole 2015; Okonta 2007; Uwakwe et.al 2014). A portion of these factors examined were sexual orientation, locus of control, self-idea, confidence, dejection, self-adequacy among others. In this investigation, a few intervening variables that could have been considered are sex, school condition, age, poise, self-idea, a dread of outcome of sexual hazard, broad communications, peer influence, and a network of habitation. For this study, parental financial status and self-esteem were considered as the intervening components because of its consistently relating to risky sexual behaviour among adolescents.

Parental financial status as an intervening variable in this study implies the aggregate month to month cash or income of the guardians of in-school adolescents dependent on the home, occupation and educational capabilities. Research has demonstrated a connection between levels of parental financial status and adolescents' involvement in different hazard taking practices (Okonta, 2007; Rodgers, 2009). Rodgers (2009) discovered that elevated amounts of parental financial status were related with lower sexual hazard taking conduct. The parental financial status has likewise been found to have huge influence on adolescents' sexual conduct. In numerous nations, young ladies lacking chances and from poor family or financial status look for help from men, trading sex, and accordingly hazard human immunodeficiency virus (HIV) infection and other sexually transmitted infections (STIs). Some young ladies, some of the time, go into association with more established men called sugar daddies in Sub-Saharan Africa who

pay their school expenses, get them endowments, and offer incentives. (Meekers and Icalve, 2007; Okonta, 2007). Similarly, Macphail and Campbell (2011) submitted that in Africa, young ladies from poor family backgrounds do engage in risky sexual activities in return for favours, endowments, and money. It has also been noted that the rate at which young ladies engage in the acts of "sugar daddies" and "sugar mummies for financial gain is very alarming in Nigeria, Cameroon, and South Africa (Okonta, 2007; Uwakwe et al., 2014).

Another variable considered in this study that is identified with risky sexual practices is confidence. Self-esteem is an emotional evaluation of self and it reflects to how an individual sees him/herself to be commendable or capable (Anderson and Polmhausen 2009). Studies have been done to examine the connection between self-esteem and risky sexual conduct. It has been found, for instance that understudies with low self-esteem expended more liquor, had more sexual accomplices, and had more HIV hazard taking practices than other different understudies (Gullete and Lyons, 2006). Benjamin and Wulfert (2006) found the relationship between non-monogamous sexual accomplices and substance-utilize and recommended the presence of broad sexual systems that link individuals at higher hazard for HIV infection with increased open doors for disseminating infection.

Okonofua (2007) opined that the investigation of defensive conduct at the beginning of sexual commitment among adolescents in Nigeria pursues from the visualizations that the conceptive wellbeing of African young people yielded the most exceedingly awful indicators with respect to different areas of the world. The ensuing debilitating results of risky sexual conduct among juvenile individuals which includes STIs, HIV/AIDS, undesirable pregnancies, dangerous fetus removal, and high richness rates underscores the monstrosity of the test in dealing with the outcomes of adolescent sexuality in the African region. This continued requirement for better understanding and of the elements of pre-adult people groups' sexual commitment, in the request to inform effective interventions (Uwakwe, et al., 2014) turns out to be clearly needful. The adolescents are clearly going to be the grown-ups of the future, the financial engine room or monetary drivers of the nations of the world. Likewise, the adolescents who are the expected

future experts, instructors, medical caretakers, social laborers, specialists, professionals, government officials, entertainers, architects, and daring new thinkers, visionary and youthful pioneers of confidence and must not be permitted to drop out of school due to the results of unguided sexual exercises (Laddunuri 2013).

Notwithstanding the endeavours by researchers to lessen the difficulties and impacts of risky sexual conduct among teenagers, Okonofua (2007) stated that the second-age interventions must be created dependent on individual psychosocial and subjective methodologies that instruct individuals in reasonable aptitudes to have the capacity to decrease their sexual dangers. In like way, UNAIDS (2009) guarantee that all the more as of late, social researchers have come to understand that since complex wellbeing practices, for example, sexual intercourse or sexual exercises, for the most part, happen in setting, socio-social variables surrounding the individual must be considered in designing decrease procedures for risky sexual conduct.

It is on this basis that the present study focuses on the use of Integrative Psychotherapy and Peer Education Interventions in reducing risky sexual behaviour of in-school adolescents in Lagos State, Nigeria.

## **1.2 Statement of the Problem**

Risky sexual behaviour among adolescents is an issue of great concern worldwide due to its potential cost in terms of physical, social, and economic consequences. Despite the progress in sexual education on sexually transmitted infections (STIs), HIV/AIDS, and control worldwide, the available literature observed a substantial increase in the proportion of adolescents who engaged in sexual activities, especially in Sub-Saharan Africa. The heightened increase in adolescents' engagement in risky sexual behaviours within this region stems from certain socio-psychological factors such as poverty, a downturn in the economy, wrong information, uncontrolled sexual orgies, ignorance, inquisitiveness, unsupportive parents and guardians or supposed care-givers, a lack of age-appropriate information, the influence of peers and friends, mass media, and social media, among others. More so, regions eclipsed by war, insurgencies, and widespread

poverty also increase the likelihood of adolescents being vulnerable to various forms of risky sexual behaviour and its negative impacts.

Nevertheless, the brunt of risky sexual behaviour has been devastating especially among adolescents. Many adolescents have fallen into the danger of indiscriminate, unguided sexual activities, leading to contracting sexually transmitted infections (STIs), such as gonorrhoea, syphilis, chlamydia, and HIV/AIDS, unplanned pregnancy, maternal health risk, clandestine and unsafe abortions which more often than not, results to life threatening complications and death. Also, the occurrence of risky sexual behaviour among in-school adolescents have led to overwhelming consequences such as poor academic performance and increased rate of school drop outs. In some societies, pregnant adolescent girls are made to withdraw from school or are out-rightly expelled, which may seriously affect their ability to focus on pursuance of worthwhile goals, leading to depression, suicidal ideation, social stigma, street begging, poverty, and a host of other problems in the society.

Although numerous studies have been undertaken and documented to address adolescents' propensity to risky sexual behaviours, It is still being discovered that because of the dynamic nature of human beings and the change in times and generational characteristics, risky sexual behaviour has not been fully addressed. Many adolescents still engage in various sexual behaviours that are antecedents to risky sexual practices, ranging from holding hands, kissing, and commitment in fondling of the body to sexual intercourse. These sexual behaviours, without the necessary and appropriate information and skills, heighten adolescents' susceptibility to risky sexual behaviours and their attendant costs. Therefore, more scholarly efforts are needed to help adolescents address the issue of sexuality appropriately and in a way that will be productive and positively contribute to their overall wellbeing and health. Consequently, this study is focused on using two psychotherapies to train in-school adolescents on the ways in which risky sexual behaviours could be avoided. In view of the stated problem above, this study intends to examine the use of integrative psychotherapy and peer education interventions in reducing risky sexual behaviour among in-school adolescents in Lagos State, Nigeria.

### **1.3 Purpose of the Study**

The main purpose of this study is to investigate the effectiveness of Integrative Psychotherapy and Peer Education Training on risky sexual behaviour of in-school adolescents in Lagos State, Nigeria. Specifically, it includes:

1. Finding out the main effect of treatment on risky sexual behaviour of in-school adolescents;
2. Investigating the main effect of parental socio-economic status on risky sexual behaviour of in-school adolescents;
3. Determining the main effect of self-esteem on risky sexual behaviour of in-school adolescents;
4. Investigating the interaction effect of treatment and parental socio-economic status on risky sexual behaviour of in-school adolescents;
5. Finding out the interaction effect of treatment and self-esteem on risky sexual behaviour of in-school adolescents;
6. Finding out the interaction effect of parental socio-economic status and self-esteem on risky sexual behaviour of in-school adolescents; and
7. Examining the interaction effect of treatment, socio-economic status and self-esteem on risky sexual behaviour of in-school adolescents.

### **1.4 Hypotheses**

The following null hypotheses were formulated in this study and were tested at 0.05 level of significance:

- H1: There is no significant main effect of treatment on risky sexual behaviour of in-school adolescents.
- H2: There is no significant main effect of parental socio-economic status on risky sexual behaviour of in-school adolescents.
- H3: There is no significant main effect of self-esteem on risky sexual behaviour of in-school adolescents.
- H4: There is no significant interaction effect of treatment and parental socio-economic status on risky sexual behaviour of in-school adolescents.

- H5: There is no significant interaction effect of treatment and self-esteem on risky sexual behaviour of in-school adolescents.
- H6: There is no significant interaction effect of parental socio-economic status and self-esteem on risky sexual behaviour of in-school adolescents.
- H7: There is no significant three-way interaction effect of treatment, parental socio-economic status and self-esteem on risky sexual behaviour of in-school adolescents.

### **1.5 Significance of the Study**

The importance of this study that is, the possibility of both the Integrative Psychotherapy and Peer Education Training as instruments for reducing risky sexual behaviour of adolescents, is highlighted as follows:

In-school adolescents benefit greatly as adolescents are better equipped to deal with their risky sexual behaviour through their participation in the interventions. This was made possible since the students were part of the learning process of the eight sessions when the techniques and skills necessary for reducing sexual risk were taught, imbibed and facilitated using the instruments designed for the treatment. Consequently, the students were made to realize and practice the reasons for schooling rather than straying into risky sexual activities. The adolescents will have a better programming for academic work. Even if students want to engage in hobbies, it will not be sexual activities because some other more productive activities will then be of interest to them. The academic activities of these adolescents were also enhanced because the study facilitates more academic focus and concentration of the adolescents.

Also, the study made the school administrative management to have a proper understanding of the problems associated with risky sexual behaviour and help students to utilize psychological strategies towards the reduction of the risk. The school administrators also had a better understanding of sexual tendencies of teenagers and were able to guide the teenagers where necessary. This then helped in reducing the rate of risky sexual behaviour among in-school adolescents.

The study is of great assistance to the educational psychologists and researchers in understanding the implications of Integrative Psychotherapy and Peer Education Training as interventions on risky sexual behaviour of in-school adolescents and consequently on how to reduce risky sexual behaviour. The study is helpful to researchers who would like to research into other areas of intervention to manage risky sexual behaviour. It is believed that the study also steer interest in research in the area of risky sexual behaviour generally in this axis of the world.

Government and its agencies, particularly the Ministry of Education and the regulatory agencies and policy makers might also be sensitized on the needs of this category of learners and work out modalities towards using the result of the study to advantage. The effects of the two treatment interventions (Integrative Psychotherapy and peer education interventions) on risky sexual behaviour of in-school adolescents would make it possible for the government to become more aware of the impacts of these psychological interventions.

The outcome of this study would add to knowledge in the area of counselling in Nigeria and globally too. It will also add to the existing but few research and literature in the area of in-school adolescents and risky sexual behaviour in Nigeria. It is important to note that the findings in this study will also serve as a source of reference for other researchers who may want to conduct the same or similar studies in other areas of learning in Nigeria.

Family members of these adolescents would also heave a sigh of relief as these learners become more focused in their academic pursuit and become more successful. This is because a stable, purposeful, proper, psychological orientation in sexuality issues will go a long way to positively affect the family members of these in-school adolescents. The study will also help to understand possible reasons for sex related problems in the school and to reduce collaboratively risky sexual behaviour of the learners.

Through this study, counsellors and other stakeholders in education would be able to discover the impact, effects or importance of parental socio-economic status and self-esteem on risky sexual behaviour of in-school adolescents. This will help the

stakeholders to assist the learners in overcoming the challenges of self-esteem which might in turn reduce the risky sexual behaviour.

In summary, the findings of this study would be of immense significance to prospective adolescents, counselling psychologists, educational psychologists, and indeed all stakeholders in the school system.

## **1.6 Scope of the Study**

The study investigated the effectiveness of Integrative Psychotherapy and peer education interventions on risky sexual behaviour of in-school adolescents in selected secondary schools of Lagos State, Nigeria. Also, the study examined the interaction effect of moderating or intervening variables (parental socio-economic status and self-esteem) on the dependent variable (risky sexual behaviour) among in-school adolescents. The participants in the study included in-school adolescents in Lagos State, Nigeria. The classes covered were Junior Secondary I to Senior Secondary III or Basic 7 to Basic 12 as otherwise called.

## **1.7 Operational Definition of Terms**

The following terms and terminologies used in this work are defined operationally as follows:

**Risky Sexual Behaviour:** It is an inimical sexual behaviour that is capable of negatively affecting the medical and psycho-sociological aspects of in-school adolescents.

**Integrative Psychotherapeutic Intervention (IPI):** This is a counselling approach that combines various psychological methods aimed at reducing the involvement of in-school adolescents engagement in risky sexual behaviour.

**Peer Education Intervention (PEI):** It refers to the process by which in-school adolescents are paired and guided to share information and activities that could help in avoiding risky sexual behaviour.

**Parental Financial Status (PFS):** This is the level of income, education, occupation and social prestige of parents of in-school adolescents.

**Self-Esteem:** It means the value or worth of self that an in-school adolescent perceives based on subjective self-evaluation.

**In-School Adolescents:** These are secondary school students within the range of 10 to 20 years.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

This chapter deals with a review of the literature relevant to the study. This is done both theoretically and empirically.

#### **2.1 Theoretical Framework**

##### **2.1.1 Problem Behaviour Theory**

One of the remarkable theories in explaining hazard taking is Problem Behaviour Theory (PBT), (Jessor and Jessor, 1977). PBT conceptualizes immature hazard taking as commitment in the practices that digress essentially from the standards of the dominant culture. Adolescents that involve in the practices (e.g. risky sexual conduct, medicate utilize, sexual action) really have conduct inclination issues. PBT accentuates social-natural and individual parts of juvenile hazard taking and considers it as a maladaptive identity characteristic (Shapiro, Siegel, Scovill and Hays, 2008). Consequently, a few of the hazard taking researchers, Shapiro et al., (2008) have grouped this theory in the identity approach. Then again, PBT's reformulation assesses chance taking rather as a formative normal for a youthful in late investigations. For instance, Jessor as referred to in Shapiro et al., (2008) contends that hazard taking in adolescence can be practical, purposive, instrumental, and objective coordinated, and an essential piece of pre-adult improvement.

Besides, Jessor (2011) contends that wellbeing compromising practices, for example, smoking, tranquilize utilize, drinking, and different kinds of comparable practices that go amiss individuals from social standards can be produced by adolescents because of the natural elements (e.g. peer weight, financial status). In addition, Jessor's Problem

Behaviour Theory accentuates the intellectual parts of hazard taking. At the end of the day, adolescents who have an inclination toward hazard taking conduct are portrayed by an arrangement of dispositions, recognition, and qualities about themselves and their condition (Alexander, Kim, Ensminger, Johnson, Smith and Dolan, 2010). Accordingly, it appears that PBT sees chance taking as a typical piece of youthful improvement, alongside considering it a maladaptive identity quality. In Jessor and Jessor's view, in 1977, conduct, seen condition and identity segments additionally include numerous social-mental factors.

For instance, identity parts or personality components comprise of factors, for example, confidence, internal-outer locus of control, distance; seen condition segment comprises of factors, for example, parental control, peer control; and conduct segment comprises of factors, for example, issue drinking, liquor utilize, pot utilize, cigarette smoking, and general freak conduct (Jessor, Donovan, and Costa, 2011); as referred to in Rolison and Scherman (2003). In Problem Behavior Theory (PBT), Jessor (2011) utilized the idea of "inclination" in three frameworks (identity, seen condition, and conduct) to depict the inclination of adolescents' hazard taking practices. Inclination in identity framework is portrayed by low qualities on scholarly accomplishment, confidence, and religiosity, alongside more prominent resilience for aberrance and high qualities on independence (Shapiro, Siegel, Scovill and Hayes, 2008).

Inclination in seen condition framework is prompted by low levels of parental help and more prominent peer influence on basic leadership. The issue conduct framework or problem behaviour system is into two subgroups; issue practices and ordinary practices. Inclination in this framework is described by low involvement in traditional practices and high involvement in issue practices. PBT recommends that the individuals who are profoundly involved in issue practices are the individuals who have the more elevated amounts of inclination in every one of the three of the frameworks (Shapiro, Siegel, Scovill, and Hays, 2008). Furthermore, PBT recommends that adolescents that take part in one kind of hazard taking conduct are inclined to take part in different sorts of hazard taking conduct (Jessor, Donovan, and Costa, 2011). As such, adolescents whose

inclination is high in each of the three frameworks are more inclined to take part in excess of one hazard taking practices.

### **2.1.2 Developmental Theory**

Individuals encounter an assortment of guidelines, roles, and connections during the adolescence procedure. Developmental view proposes that hazard taking can't be defined separated from an individual's developmental setting (Lerner and Tubman, 2011). A possibly risky conduct for an early adolescent probably won't be considered as developmentally unsafe for a late immature. For instance, albeit sexual intercourse is developmentally inappropriate for multi-year-old pre-adult, it might be viewed as very regulating for an undergraduate, in spite of the way that such conduct is similarly risky for the two individuals. As it were, involving in hazard taking practices implies diverse things for more youthful and more seasoned adolescents, (Parsons, Siegel and Cousins, 2007).

From the developmental point of view, chance taking is seen as regulating and versatile for solid mental advancement (Baumrind, 2011) and conceptualized as a method for dealing with developmental undertakings, for example, self-governance and investigation. Ordinary and developmentally proper practices are regularizing and exploratory. On the other hand, obsessive and hazardous practices are seen as negative propensities. From typical/versatile viewpoint, experiencing a risky conduct gives an adolescent a genuine assessment of the results of that conduct. As it were, challenging beneficial encounters related with hazard add to judgments of adolescents. The adolescents in this way can settle on choices about engaging or not engaging in such challenging risky circumstances. Something else, absence of experience may prompt errors in judgment when choices about hazard taking are made.

Subsequently, developmental view contends that adolescents experiencing some level of risky practices can get a probability or some likeness thereof of intellectual headway in the hazard taking domain in the meantime. At the end of the day, they may have a chance to learn and discriminate what conduct is probably going to be risky. As specified above, experiencing some level of hazard taking during the adolescence is

acknowledged as regularizing by the developmental research. For instance, Baumrind (1987) recommended two unique sorts of hazard taking practices, which are named as neurotic and versatile. Versatile hazard taking gives adolescents increased confidence, push resilience, and initiative as secondary gains (Baumrind and Moselle, 1985); as referred to in Siegel et al., 2004).

Albeit a significant number of the developmental scholars have distinguished "experimenters" as the most mentally sound adolescents, this does not imply that exercises like medication utilize or unprotected sex could build up an immature mental wellbeing (Parsons, Siegel and Cousins, 2007). Be that as it may, it was found by the developmental researchers that infrequent experimentation of hazard taking practices (e.g. medicate utilize) is neither degenerate nor by and by ruinous (Baumrind, 1987; Shedler and Block, 2010). In this manner, chance taking can be viewed as a technique for developing ideal social and mental fitness, self-governance, independence, and self-direction (Baumrind, 1987).

### **2.1.3 Cognitive Approach Theory**

According to subjective (basic leadership) approach, a risky conduct can be defined as an activity requiring some possibility of a misfortune (Beyth-Marom, Austin, Fischhoff, Palmgren, and Jacobs-Quadrel, 2003). From a choice theory viewpoint, choosing a risky or non-risky activity is normal if the decision mirrors the significant qualities and convictions of the chief. Individuals who have distinctive qualities and convictions settle on various choices and activities under similar conditions. To think about or assess the discernment of their conduct, one needs to examine the segments of their individual basic leadership process, (Raiffa, 2008; Yates, 2010, 2002).

As opposed to identity or personality, scholars, subjective scholars recommend that understanding the reasons of hazard taking is more noteworthy than considering the outcomes of these practices (Shapiro et al., 2008). This point of view concentrates more on underlying basic leadership procedure of engaging in risky conduct. At the end of the day, instead of simply analyzing results of the conduct, basic leadership approach talks about why and how individuals get involved in such practices.

Then again, basic leadership point of view underscores the contrasts between the grown-ups' and adolescents' assessment procedure about engaging in hazard taking practices. Intellectual theories of hazard taking, for example, Ajzen and Fishbeins (1980), theory of contemplated activity, and Janis and Manns (1977), decisional balance theory recommended that under typical conditions individuals can choose whether to be involved in the risky conduct or not (Siegel et al., 2004). Impression of dangers distinguishes the esteem and the advantages of the dangers. Psychological theories accept that having information related with the expenses and the advantages of risky practices shield the individuals from engaging in those possibly destructive practices. Therefore, this methodology concentrates more on examining the recognition and advantages when making a choice about engaging or not engaging in a risky action.

An incredible greater part of research on the commitment of hazard recognition and obvious or glaring advantage to risky conduct recommends that hazard observation is huge and negative, and the apparent advantage is firmly and emphatically identified with involving in risky conduct. As such, involvement in hazard taking practices is inversely identified with seen dangers and straightforwardly identified with significant benefits (Ben-Zur and Reshef-Kfir, 2003; Essau, 2004). Therefore, subjective theories have added to youthful hazard-taking research regarding examining the basic leadership style of adolescents and have attempted to find the underlying components of hazard taking practices. In any case, Siegel et al., (2004) contend that psychological theories disregard the passionate intentions that drive an individual to participate in risky practices. Hence, an absolutely subjective methodology in explaining the adolescents' hazard taking might be inadequate.

Hazard taking is viewed as an attribute impossible to miss to an individual like sensation-seeking and confidence. Research on hazard taking regarding its connection to identity factor indicates that there exists a huge role of various qualities of identity including sensation-seeking (Rolison and Scherman, 2003; Greene, Krcmar, Walters, Rubin, and Hale, 2010); confidence (Wild, Flisher, Bhana, and Lombard, 2004); locus of control, Kohler (2006), Rolison (2002); impulsivity, Moore and Rosenthal (2003);

egocentrism, Greene et al., (2010); and five-factor of identity, Essau (2004) in explaining hazard taking conduct. As an identity quality methodology, Zuckerman (2004) stresses the sensation-seeking in connection to chance taking. According to Zuckerman (2004) sensation-seeking is an identity attribute that gives individuals satisfying necessities of hazard taking. Moreover, one identity trademark alone isn't sufficient for clarification of hazard taking practices. Hence, while the impacts of single identity factors on hazard taking practices were investigated, identity overall was additionally examined as far as its consequences for hazard taking practices.

For instance, Essau (2004) investigated the job of five-factor model of identity using the Goldbergs five-factor identity inventory. Thus, Zuckerman and Kuhlman (2010) examined the impacts of identity on hazard taking using the Zuckerman-Kuhlman five-factor identity poll. Thus, identity quality methodology considers the relations between hazard taking practices and assortment of identity attributes, including the factors, for example, sensation-seeking, confidence, impulsivity, egocentrism, and locus of control. With the exception of the studies that test the place of just a single or a few identity attributes, there exist some different kinds of hazard taking examinations that investigate the connections between hazard taking and identity all in all also. These investigations showed that sensation-seeking has mainly noteworthy role in explaining hazard taking practices of adolescents.

#### **2.1.4 Theory of Planned Behaviour**

Theory of Planned Behaviour by Ajzen (2000) is the hypothetical system for this investigation which explains the connection among demeanours and conduct. It demonstrates that conduct is the immediate consequence of a social intention. TPB posits that individual conduct is activated by social intentions. TPB is isolated into three unique segments; these are mentality, emotional standards and observed social control. Disposition is the positive and negative feeling of an individual when performing a specific conduct. It is determined through an appraisal of the results of one's conviction.

The emotional standard is an individual's recognition which depends on the thinking of the general population who are vital to the individual. Thus, the inspiration of the

individual is according to the commitment of the opinion of other individuals. The individual will pursue the recognition and play out the conduct as the general population thinks about. Observable conduct control alludes to the impression of the individual and his capacity to play out the conduct. A specific conduct was performed dependent on a thought of internal and outside elements, both relating to past conduct.

TPB can be utilized for social change. The employment of TPB adds to conduct intention and take part in social change. Be that as it may, for what reason are a few individuals not ready to participate in conduct change? For instance, an indiscriminate individual sees sex as a standout amongst the most fundamental physiological necessities. The state of mind and conduct of such individuals is that sex is extremely pleasant, even with various sexual accomplices. To the extent such individuals are concerned, sexual fulfillment exceeds every single other thing. To the extent emotional standard is concerned, it's anything but a wrongdoing to practice their entitlement to carry on the manner in which they need. Besides, such people may have a considerable measure of companions who carry on like them; claiming not to be distant from everyone else and exhibiting wanton conduct and that their training won't make any mischief themselves and their accomplices since they rehearse safe sex. Indiscriminate people guarantee likewise that through their conduct, no law is broken and can in this manner draw in with many sex accomplices. Clearly, such individuals need a positive attitude to societal emotional standards and positive support from society, family, and companions.

Hopeless parental connection during youth results to discipline conduct (McLeish, Paetzold and Rholes, 2010). The kind of relationship one has is influenced by the association with their parental figure during youth. A man who experienced insufficient association with the guardians during youth is less inclined to encounter an anchored connection during adulthood. Subsequently, such a man is probably going to encounter insecurity, tension and even absence of confidence. Individuals with this poor connection style are by and large liable to dismiss long haul associations with a certain individual. Such people search for here and now relationship in a request to make up for the loss of security. The other high hazard bunches are individuals who are well disposed or socially dominant or either hostile and will, in general, be all the more sexually unbridled.

Moreover, it is interesting that warm individuals will, in general, be indiscriminate. Truth be told, they do it as a declaration of their glow to other individuals. Notwithstanding that, warm individuals have sexual relations with various individuals since they think about sexual experience as a positive demonstration of their kindness or love. Then again, because of the dread of abuse and dismissal, chilly and hostile individuals may like to have different accomplices in request to abstain from being in monogamous sexual connections. Such people are persuaded to take part in here and now mating as the individual can fulfill the sexual want and continue to maintain their interpersonal separation with their collaborator (Markey and Markey, 2007).

Promiscuous individuals are one of the high hazard gatherings of infringement of law. Infringement of law is a dangerous medical issue. There is no "supernatural occurrence pill" or injection to fix it. There is a saying that goes along these lines: "Anticipation is superior to fix". One may know the real reasons for infringement of law, yet not know how to forestall it, particularly for an unbridled individual. These easygoing and unrestrained sexual individuals can have sexual intercourse whenever and at anyplace to fulfill their sexual habit. The majority of them wouldn't care less about the outcomes. However, education is the best path to this social test.

To put the definition into straightforward terms: a man's volitional (intentional) conduct is anticipated by his state of mind toward that conduct and how he thinks other individuals would see him on the off chance that he played out the conduct. A man's mentality, combined with emotional standards, frames his social intention. Fishbein and Ajzen (1975) recommend, be that as it may, that demeanours and standards are not weighted similarly in predicting conduct. Indeed, depending on the individual and the circumstance, these elements may have altogether different consequences for social intention; consequently, a weight is related with every one of these variables in the prescient recipe of the theory. For instance, you may be the kind of individual who thinks about what others think. If so, the abstract standards would convey little weight in predicting your conduct (Miller, 2005).

Mill (2005) defines every one of the three parts of the theory as follows and uses the case of embarking on another activity programme to delineate the theory:

**Attitudes:** Attitude implies the aggregate of convictions about a specific conduct weighted by assessments of these convictions. Individuals may have the convictions that activity is useful for wellbeing, that activity makes individual look great, that activity takes excessive time, and that activity is uneasy. Every one of these convictions can be weighted (e.g., medical problems may be more imperative to you than issues of time and solace).

**Subjective Norms:** Subjective standard is the influence of individuals in that singular person's social condition on the conduct intentions; the convictions of individuals, weighted by the significance one ascribes to every one of their opinions, will influence one's social intention. Individuals may have a few companions who are energetic, eager or enthusiastic exercisers and continually urge individual to join. In any case, the mate may incline toward a more inactive way of life and laugh at the individuals who work out. The convictions of these individuals, weighted by the significance credited to every one of the opinions, will influence social intention to work out, which will prompt conduct, to practice or not work out.

**Behavioural Intention:** It is an element of the two states of mind toward conduct and emotional standards toward that conduct, which has been found to foresee genuine conduct. For instance, as a representation, individual's states of mind about exercise combined with the abstract standards about exercise, each with their very own weight, will lead to intention to work out (or not), which will then prompt genuine conduct.

The theory of contemplated activity or reasoned action has gotten impressive and, generally, legitimate consideration within the field of purchaser conduct. Not exclusively does the model seem to anticipate shopper or consumer intentions and conduct great, it additionally gives a moderately basic premise to identifying where and how to focus on buyers' social change endeavours (Sheppard, Hartwick and Warshaw, 2008). Sound et al., (2002) say that the TPB has been tried in various investigations crosswise over numerous regions including dieting (Sejwacz, Ajzen, and Fishbein, 2010), using condoms (Greene, Hale, and Rubin, 2007), consuming hereditarily engineered sustenance (Sparks, Shepherd, and Frewer, 2005), and limiting sun

introduction (Hoffman 2009). Sheppard et al., (2008) couldn't help contradicting the theory yet made certain exemptions for certain circumstances when it is affirmed that a conduct intention measure will foresee the execution of any deliberate demonstration, except if intent changes before execution or except if the intention measure does not compare to the social basis regarding activity, target, setting, time period as well as specificity. Along these lines, with reference to the above precedent, if before exercising a therapeutic condition is found, this may influence conduct intention.

Along these lines within the theory of contemplated activity, wellbeing safety measures for safe sex should spread to the general public, particularly for the unbridled gathering through various projects, for example, crusade, handout, wellbeing stall et cetera. It increases the mindfulness towards discipline that won't prompt infringement of the law. Educating individuals on the significance of safe sex; that is, continually using a condom while having sexual intercourse ensures themselves or others against sexually transmitted sickness. A set of individuals act wantonly because of the mental issue of not experiencing adequate association with their parental figure during adolescence (McLeish et al., 2010). Thus, the medicinal services professionals can collaborate with the clinician to give counselling to the unbridled individuals. The helpline and different assets ought to be effortlessly available to everybody. Therapists and medicinal services suppliers can compose their wellbeing stall at jammed submit in a request to elevate their exercises to the general population. This will give support and techniques for how to dispose of the indiscipline.

## **2.2 Conceptual Review**

### **2.2.1 Adolescence**

Adolescence is the transitional growth period between the end of childhood and the beginning of adulthood. It means a time frame of significant organic, intellectual, mental, and financial change. During this period, adolescents achieve physical and sexual development, grow more modern reasoning capacities and settle on educational and word related choices that influence their growth processes (Harter and Monsour, 2002). These ordinary changes that happen in adolescence have critical ramifications for understanding

the kinds of dangers that adolescents take part in as they build up their personalities and separate from families (Steinberg, 2002). Adolescence gives interesting chances to development and improvement as investments in general mental, other worldly and physical wellbeing and prosperity (Friedman, 2009).

In any case, middle adolescence is regularly connected with an emotional increase in wellbeing compromising practices, for example, the utilization of liquor and illicit substances among others. Secured sexual and physical well-being empowers adolescents to benefit as much as possible from these years which in turn give a sound establishment to the grown-up years. Similarly essential are the way of life designs that are embraced during this time of fast change and development that are so frequently continued into adulthood. These influence long haul results and the danger of developing incessant ailments. In this manner, the investigation of risky practices in adolescence is essential for gaining information to help preventive administrations and approach execution for the treatment of perpetual and dysfunctional behaviour. Lobby (2004) who was the principal analyst to propel a brain science of adolescence, defined this period to begin at pubescence at around 12 or 13 years, and end late, between 22 years to 25 years old. Corridor additionally depicted adolescence as a time of Sturm und Drang (i.e. storm and stress). Change through development and improvement during adolescence happens on numerous levels. Individual changes that happen are illogic development, subjective improvement and mental or enthusiastic advancement (Hall, 2004).

Moreover, psychosocial changes happen with regards to the adolescents' families, peer groupings, schools and working environments. The time of adolescence can be additionally subdivided into three distinct stages: early adolescence (ages 11 to 14), middle adolescence (ages 15 to 17) and late adolescence (ages 18 to 20). According to Fischer's (1980) cognitive developmental theory, when examining these phases of adolescence from the cognitive and psychosocial development, early adolescence can be characterized as being primarily focused on the changes that occur as a result of puberty including constructing thoughts and abstractions about one's self, (Fischer; Harter and Monsour, 2002).

During middle adolescence, the individual begins to compare personal abstractions to the adolescent's perception of others. This period is distinguished by peer orientation and participation in the typical adolescent concerns: music, clothing, appearance and acceptable behaviour. The transition to formal operations that occur in the middle to late adolescence is an accomplished tendency to assimilate social information to self-regarding ideations (Elkind, 2007; Frankenberger, 2010). Within Piagetian theory, intellectual growth and development is summarized by the concept of egocentrism.

Egocentrism can be further explained by the three intellectual processes that adolescents experience, identified by Elkind (2007) as pseudo-stupidity, imaginary audience and personal fable as part of their intellectual growth and development. In pseudo-stupidity, the adolescent has a tendency to implement abstract thinking to a situation when concrete thinking processes are all that is required. As a result, adolescents will make more intellectually complex moves than is warranted. Imaginary audience occurs when an adolescent is preoccupied with the belief that others are obsessed with behaviour and appearance as an individual is (Elkind, 2007). However, the adolescent does recognize that one's thoughts and beliefs are different from those of others (Greene, 2010). During this phase of intellectual growth and development, the adolescent may think "everyone must be looking at how nice my outfit is today".

The actions of adolescents that often appear self-destructive and most pertinent to high-risk behaviours, such as sexual risk and substance use behaviours, characterize the intellectual process of the personal fable (Elkind, 2007). Consistent with the adolescent ego believing that the individual is the center of attention, this belief being special often translates into thoughts of not being subject to natural as pertain to others. For example, an adolescent may think, others will get pregnant, but not me; brothers get into a car accident while drinking and driving but not me because I am a good driver. Basically, it is a story that teens tell which is not true; a personal fable. Although all of the intellectual processes provide a good explanation of egocentrism in adolescents, the personal fable may provide the best explanation regarding the link between cognitive and behavioural development and risk-taking behaviours in adolescence.

### **2.2.2 Adolescent Risky Sexual Behaviour**

Risky sexual behaviour is a fundamental concept in the understanding of adolescents. A clear understanding of what risky sexual behaviour means is necessary because there seems to be widespread misconception that risky sexual behaviour is all about issues related to sexual intercourse and on the basis of this misconception, some programmes of risky sexual behaviour in Nigeria have faced steep opposition. Therefore, the definition of risky sexual behaviour is a necessary step in examining the scope and content of risky sexual behaviour proposed in this study. Risky sexual behaviour can be defined in various ways. The most evident path is according to the conduct itself: unprotected vaginal, oral, or butt-centric intercourse. A second way alludes to the idea of an accomplice: HIV positive individual, intravenous medication client, or non-exclusive accomplice. Risky sexual conduct can take a few structures, ranging from an expansive number of sexual accomplices, or engaging in risky sexual exercises, to sexual intercourse affected by substances, for example, liquor or cocaine (Hall, 2004, Kalichman, Simbayi, Kaufman, Cain, Cherry, Jooste, and Mathiti, 2005), while describing what comprises risky sexual conduct observed that risky sexual conduct has been recognized in various examinations to include: (1) having at least two sex accomplices in the past 3 months; (2) having vaginal or butt-centric intercourse without prophylactics that shield from STIs and HIV infection; (3) engaging in sexual intercourse that involve blood contact in the previous 2 or 3 months; (4) a background marked by STD infections, and (5) having a past filled with injection tranquilize using or having an accomplice who had a background marked by injection sedate using.

Falaye (2012), corroborating the definitions and clarifications of risky sexual conduct among adolescents stated that reviews on the sexual and regenerative standards of conduct of youngsters in Nigeria have demonstrated that early beginning of sexual movement and early relational unions are profoundly pervasive as proved by the middle age at first marriage of 16.6 years; ranging from 14.6 in the North West to 21.3 years in the South West according to the National Demographic and Health Survey (NDHS) (2003). The results of these include undesirable pregnancies, perilous premature births and sexually transmitted infections, HIV/AIDS inclusive. The 2005 national HIV sero-

predominance overview directed at sentinel stake natal consideration clinics detailed a rate of 3.6% and 4.7% for youngsters matured 15-19 years and 20-24 years separately. These have long-haul outcomes, for example, infertility and increased rates of maternal mortality and grimness (National Demographic and Health Survey (NDHS; 2003).

A few examinations have been done by researchers as a show of the substance and incidences or signs of sexual hazard among adolescents and the elements promoting risky or other sexual conduct among youngsters. In one investigation, Blum, Beuhring, Shew, Bearinger, Sieving, and Resnick (2010), more elevated amounts of incomes corresponded with a postponement of sexual intercourse and lower recurrence of sexual activity. What's more, the authors discovered that adolescents from low-income families, young people raised by single guardians and dark young people are measurably more prone to have had sexual intercourse before the finish of adolescence. From a natural outlook, positive family connections and parental help and supervision all through adolescence are basic in preventing immature risky conduct (Blum et al., 2010). This can be better comprehended through hypothetical builds that place an accentuation on ecological qualities and connections as having an influence on conduct.

In Kenya, Lama (2010) detailed male and female sexual intercourse predominance of 82.4 percent and 46.5 separately among pre-adult secondary school young ladies in Nairobi. Correspondingly among Kenyan understudies reviewed in the late 1990s, 48 percent of guys in grade school and 69 percent of guys in secondary schools were a sexually dynamic contrast with 17 percent and 27 percent of young ladies in essential and secondary schools individually (Kiragu, 2011). The investigations record the way that a larger number of guys than females answered to having sexual experiences. In Ivory Coast, Kobayashi et al., (2011) revealed a commonness of sexual movement of 23.8 among female understudies that were studied.

A study carried out in Nigeria by Amazing and Sobolewski (2007), indicated that sexual movement increases with increasing age. These scholars discovered that the extent of sexually dynamic understudies increased from 26 percent of 14 years of age to 54-55 percent of 18 to 19 years of age in an investigation involving 2,640 understudies in South

East Nigeria. Thus, the 2010 National Demographic and Health Survey (NDHS) of adolescents in Nigeria announced that the level of unmarried females who have engaged in sexual relations increased from 26% among the 15-19 years of age to 66% among the 20 – 24 years of age (McCauley and Salter, 2005).

Slap, Lot, Danyan and Zink's (2003) research carried out in Plateau State, Nigeria, revealed pervasiveness of 42.7% and 23.2% among male and female secondary school understudies separately in a study of adolescents matured 12-21 years. In this investigation, the sexual movement was accounted for by 42% of understudies from polygamous families contrasted with 28% from monogamous families. Different factors that were observed to be independently connected with sexual movement included male sex, seniority and lower feeling of connectedness with guardians, having a dead parent, family, polygamy and lower educational level of guardians. Similarly, Ajuwon's (2011) investigation of sexual pressure among immature in Ibadan, Nigeria, demonstrated that 65% of male and 48% of female disciples were sexually dynamic as opposed to 32% of male and 24% of female understudies individually. In an examination in Port Harcourt, Nigeria, the pervasiveness of sexual intercourse among female immature understudies was observed to be 25.7% with 34.3% of the understudies having intercourse more than once per week (Anochie and Ikpeme, 2011).

The study of Sunmola (2003) in Niger State, revealed that 64 percent of male and 36 percent of female understudies matured 11 to 25 years were sexually dynamic, with addition out-of-school (55 percent) than in-school (45 percent) respondents and more guys (64percent) than females (36 percent) being sexually dynamic. In the investigation, recurrence of respondents' sexual intercourse went from 0 to 13 times in the previous multi-week before the overview. Greater part of them (84.4 percent) announced having had sexual experiences somewhere in the range of 1 and 6 times during the period, however marginally more guys (54 percent) than females (46 percent) were in this class. Different examinations report commonness of sexual intercourse of 40% of pre-adult in Ilorin and 55 percent of in-school adolescents in numerous south eastern regions of the nation (Areoye and Fakeye, 2008). In a study of in excess of 5,500 urban young people

matured 12-24 years, Makinwa and Adebuseye (2002) saw that 44 percent of females and 37 percent of guys had encountered sexual intercourse.

A few studies have shown abnormal state of sex involving adolescents with different partners across Nigeria and other African nations. For instance, Nnko et al., (2011) found in their investigation that eleven young men claimed having something like 4 accomplices and young men revealed a sum of 8 easy-going accomplices. In Dar-es-Salaam, Tanzania, 49.5% of sexually dynamic guys revealed in excess of five-lifetime accomplices (Mwakagile, 2011) contrasted and 14.1% of females. In Nigeria, Jinadu and Odesami (2003) detailed that 59.9% of male secondary school understudies; aged 15-19years had numerous accomplices, including business sex specialists within the previous one year. Another examination by Olaseha and Alao (2011) in Ibadan, Nigeria indicates that 28% of the overviewed understudies had somewhere in the range of 2 and 5 accomplices. Studies have indicated that guys will probably report having numerous accomplices than females.

A review of in-school and out-of-school adolescents by Ajuwon et al., (2011) revealed that male understudies showed an average of 7 accomplices, contrasted with 3 among female understudies and somewhere in the range of 1 and 2 among female gatherings. In Lagos, Nigeria, Odunjinrin (2011) discovered that 35 percent of the sexually dynamic female pre-adult and older guys report that they maintain in excess of one sexual accomplice within non-conjugal relations. In Benin, 35 percent of youthful school young ladies had different sexual accomplices, while in Lagos 75 percent of sexually dynamic juvenile understudies announced that the understudies had in excess of two partners (Oloko and Omoboye, 2003). Among university of Ibadan adolescent undergraduates, 48% had multiple sexual partners (Oladebo and Brieger, 2004). In another study in the same institution, Iwuagwu et al., (2010) reported that the number of sexual partners range from 10-23 with a mean of 3.4 among female students studied.

#### **2.2.4 Factors Influencing Adolescent Risky Sexual Behaviour**

While exploring the components influencing youthful sexual conduct in Plateau State, Nigeria, Envuladu, VandeKwaak, Zwanikken, and Zoakah, (2017) observed that

numerous variables, for example, poor negotiating aptitudes, low confidence, sex standards and peer pressure have been recognized to influence the sexual conduct of adolescents in setting and in the development procedure in Nigeria similarly for what it's worth in different networks on the planet. Numerous variables go about as drivers to immature sexual initiation and explanations behind sexual conduct. Among the best reasons given by adolescents who partook in a national overview crosswise over 12 states of Nigeria for their sexual action were: the show of affection, to infer delight, to have some good times and to fulfill curiosity. Others then again said they were constrained into sex or had intercourse for the financial and material gain (Folayan, Odetoyinbo, Brown, and Harrison, 2014). Proof likewise has been accounted for of contrasts in factorial influence of sexual conduct between the educated and ignorant adolescents.

Monetary status has been found as a basic factor in the influence of adolescents' sexual conduct (Fatusi, and Blum, 2014). The inequality-look by Nigerian females, dependent on the sex standards puts the guys over the females. This has adversely influenced the females to affirm their rights in issues concerning sexual aura and exercises. Youthful females are socially subjugated to male counterparts and this makes one yields or submits to the guys at the danger of pregnancy and other negative outcomes of sexual intercourse at this age. This is a direct result of the apparent prevalence of the guys and the desire that the females ought to dependably submit to the requests of the youthful male (Makwe and Ahmad, 2014). There are different factors likewise influencing the risky sexual conduct of adolescents that are deserving of notice in this work. Mental factors for instance, extroversion, prosperity, confidence; conduct factors for instance early beginning of sexual action, liquor and tobacco-utilize; and social factors (e.g. family structure, parental monitoring and support) are altogether linked to immature risky sexual conduct, (Kalina, 2012).

Mental variables such as confidence, prosperity, religiousness and individual qualities have appeared to be related to sexual conduct, Mann et al., (2004). For instance, confidence assumes an imperative role in hazard taking conduct that may likewise be applicable to sexual hazard conduct however clearly not convincing, Mann, et al., (2004).

A few different examinations e.g. from Davies et al., (2003), Lejuez et al., (2004) and Preston et al., (2004) bolster the link between low confidence and risky sexual conduct, for instance early sexual intercourse, inconsistent preventative and condom-utilize and the outcomes of sexual hazard conduct, for example, undesirable pregnancies and STI.

Various different elements, for example, desired education level and mental prosperity have been related to risky sexual conducts; however, the proof remains inconclusive. A higher goal level has for the most part appeared to be related to less risky sexual conduct, Bonnel et al., (2005). Likewise, some different examinations show the essential roles of mental components, especially stress, tension and depressive inclination, on adolescents' wellbeing risky conduct Callas et al., (2004); Klavs et al., (2005). The relationship between identity qualities and sexual hazard taking has been recreated over different investigations, Hagger-Johnson et al., (2011). Eysench discovered that extraverts would, in general, support more good states of mind than did introverts towards having numerous sex accomplices and trying out various sexual positions. Extraverts likewise occupied with sexual intercourse at more youthful ages than introverts and additionally having sex more every now and again with some a larger number of accomplices than introverts. Eysench (1975); same have been found among extraversion and more indiscriminate sexual wants, Costal et al, (1992). In any case, the steadiest indicator of sexual hazard taking is sensation seeking Hagger-Johnson et al., (2011).

Social factors including family structure, parenting practices, and peers were as often as possible found as important elements regarding risky sexual conduct of adolescents, (DiClement et al., 2001; Sieverding et al., 2005; Wight et al., 2006; Potard et al., 2008; De Graaf et al., 2010). The familial condition is a multidimensional build contained in the heterogeneous mental and social components, DiClemente et al., (2001). The family framework and its influences on immature sexual conduct can be seen in two structures: (1) Family structure variable made up of single parenting, social monetary status and parental education, (2) Process factors which comprise of parental monitoring and support, connectedness, correspondence among guardians and kid and nature of relationship. These elements are better noted while working on the demeanour of adolescents with respect to their sexual conduct results.

To the extent immature peers and others are concerned, it ends up observable that during the time spent developing, adolescents attempt to build up personal characters and set up complex informal community move from the family to the social condition. This wide ecological degree targets factors, for example, peers, neighbourhood, and school condition. During adolescence, peers turn into a vital wellspring of modeling, reinforcement, and support concerning their very own conduct, qualities and conviction framework (Forehand and Wierson, 1993). In this way peers' practices and states of mind are identified with juvenile sexual conduct particularly those adolescents whose peers are sexually dynamic themselves, Miller et al., (2000). Peers during adolescence are the special wellsprings of information about sexuality. Along these lines, their conduct may fill in as a reference standard for others with high capability of effect (Potard et al.,2008).

### **2.2.5 Consequences of Risky Sexual Behaviour among Adolescents**

Each movement of man has its consequence(s). Risky sexual conduct in adolescents is basic notwithstanding the way that it has its consequences. A portion of people matured 15 to 19 have attempted vaginal sex, the greater part has attempted oral sex, and about 11% have attempted butt-centric sex. Recognizable additionally is the way that early sexual introduction is related to the quantity of lifetime sexual accomplices. About 40% of people aged 15 to 19 have had numerous sexual accomplices and this extent increases with age (Sandfort, Orr, Hirsch, Santelli, 2008; Rector, Johnson, Noyes, Martin, 2003. Gindi, (2003) remarked that as of late, an ever increasing number of adolescents are engaging in oral and butt-centric sex. Numerous adolescents, he says, think these sexual exercises are protected on the grounds that pregnancy appears not to happen. Be that as it may, human immunodeficiency virus infection (HIV) and numerous other sexually transmitted infections (STIs, for example, herpes, chlamydia, gonorrhea, and syphilis are effortlessly transmitted during oral and butt-centric sex. The danger of acquiring an STI during butt-centric sex is high, a direct result of lower inside gashes and injury during butt-centric intercourse. These cuts and tears in the butt-centric mucosa make possible conditions that encourage infection, Halperin, (1999).

Approximately 19 million new STI cases happen in the United States of America, (USA) every year, about half in people aged 15 to 24. The most well-known infections include chlamydia, human papilloma virus (HPV), and trichomoniasis. These three account for 88% of every single new case in adolescents and youthful grown-ups (Weinstock, Cates, Berman, 2004). Gonorrhoea is another very regular infection. Most outstanding rates of gonorrhoea are found in ladies and young ladies matured 15 to 19, yet the illness is asymptomatic in 85% of infected guys and over half in females. Gonorrhoea may harm joints, the heart, or the brain if not treated. Both chlamydia and gonorrhoea likewise increase the danger of HIV infection by three to four folds, Hanson, Poner, Hassig, (2005). Again, if not treated may prompt pelvic inflammatory malady (PID), infertility, pelvic pain, and ectopic pregnancies, Taylor, (2008).

The consequences of risky sexual behaviour among adolescents can also be viewed from the angle of Abdullahi's (2013) submission that the consequences of pre-marital sex could be very detrimental to the adolescent. This seems applicable because the adolescents addressed in this study are secondary school students who are not married yet. Assuming a few of the adolescents are even married, the issue is that the subject matter is risky sexual behaviour among in-school adolescents. A singular act of sexual risk may lead to regrets after, either because it leads to pregnancy and then to exposure and expulsion from school, the loss of one's virginity, or some other disappointment. Male students might believe that one needs to take a kind of drug to facilitate approaching a female student for sex. If and when this practice is repeated, there is a tendency for the adolescent to get hooked on drugs. Another consequence of risky sexual behaviour is the issue of unwanted pregnancy. Since the occurrence of pregnancy is not determined by the number of times one has sex; that single time of sexual activity might result into pregnancy. The question then becomes "What is the business of a secondary school student with pregnancy?"

Sometimes it is the case of bondage where an adolescent keeps giving in to sex to avoid her secrets being leaked. There might be loss of self-respect if for example an adolescent in the process of trying to be popular or generous gives him/herself to risky sexual activity. This could turn out to be that there is regular demand for repeated sex or even

gang raping. The end result apart from other things would be a loss of one's integrity or self-respect. While these risky sexual behaviours are going on, the character of the individuals are getting corrupted. Depression is yet another consequence of risky sexual behaviour. Sex that is founded on economic reasons, to settle social rift between two individuals, or founded on drugs, may lead to disappointment and consequently depression, fear of the future, poor academic performance, loss of parental support, etc., and the guilt of having done what the society frowns at that will even produce a regrettable result (Abdullahi and Umar, 2013). Looking at the result of adolescent risky sexual behaviour from the stand point of emotion consequences, early sexual movement and numerous sex organization are additionally connected with pain and suffering from broken connections, a feeling of selling out and abandonment, disarray about sentimental feelings, adjusted confidence, sadness, (Hallfors, Waller, Bauer, Ford, and Halpern, 2005), and impeded capacity to shape solid long-haul connections, (Malhotra, 2008).

### **2.2.6 Integrative Psychotherapy**

Integrative psychotherapeutic intervention (IPI) according to Arkowitz (1989) grasps the mentality towards the training that confirms the inherent estimation of every individual. The expression "integrative" has various meanings. Integrative as utilized here, implies the bringing together of the full feeling, psychological, conduct, and physiological frameworks within a man, with a familiarity with the social and transpersonal parts of the frameworks surrounding the individual. These ideas are used within a point of view of human improvement in which each period of life presents uplifted formative undertakings, require sensitivities, emergencies, and open doors for new learning.

The utilization of interpretation in Integrative Psychotherapy is gone for facilitating the client's revelation of conflictual inspirations that have been beforehand averted from the client's mindfulness, (Beutler, Engle, Mohr, Daldrup, Bergan, Meredith and Merry 2011). Likewise, interventions, for example, reflection, showdown, and two-seat systems are utilized by humanistic advisors to increase the client's consciousness of verifiable passionate encounters and unfulfilled needs. By allowing the client to find or better comprehend imperative parts of self, these methods basically give new points of view,

meanings, or purposes that can manage clients in adopting distinctive methods for treating themselves, coping with challenges of life, and interacting with others (Frank, 2011). This, obviously, is consummately reliable with the objectives of integrative restorative intervention. The trouble, nonetheless, is to know when, or potentially with whom it is more helpful to work with these systems as opposed to with psychological relabeling techniques made reference to above.

Clinical encounters recommend that integrative remedial intervention may not be as useful when the interventions are seen by clients as being the mandate, (Goldfried and Castonguay, 2013). Observational research has additionally shown that clients with an abnormal state of reactance, resists identity controlled by others, advantage less from a mandated treatment, for example, integrative restorative intervention than from a nondirective treatment, (Beutler and Clarkin, 2010). Accordingly, understudies were trained to be mindful of potential markers of client reactance and to move their specialized methodology from subjective relabeling to interventions commonly utilized in exploratory treatment. Using a type of a specialist advisor, for instance, showing understudies how client-focused specialists can enable clients to change their view of self by reflecting specific parts of the client's involvement.

Understudies are instructed that as opposed to deliberately and as often as possible attacking the rationale, method of reasoning, or versatile estimation of the clients' musings, subjective conduct specialists can quietly reformulate certain parts of the client's understanding and bit by bit question the client's view of self (Cyr and Lecomte, 2013). The International Integrative Psychotherapy Association, checked on in 2009 stated that Integrative Psychotherapy is defined as the integration of components from various schools of psychotherapy in the treatment of a client. Integrative Psychotherapy may likewise allude to the psychotherapeutic procedure of integrating the identity while trying to join the full of feeling, subjective, social and physiological frameworks within that individual, (Beutler et al., 2011). Along these lines, Integrative Psychotherapy or integrative counselling is a combined way to deal with psychotherapy that brings together unique components of particular treatments.

Integrative specialists' contention is that there is no single methodology that can treat every client in all circumstances. The understanding and outlook that every individual or counsellee should be considered as entire and that counselling systems along these lines must be customised to the individual needs and individual conditions (Castonguay, Goldfried, Hayes, Raue, Wiser and Shapiro, 2010). Therapists concur that all hypotheses have the qualities, regardless of whether their sources or fundamental principles appear to be opposing to other people. A realistic or a hypothetical methodology can be embraced while fusing schools of psychotherapy. For this situation, down to earth experts could mix a few hypotheses from a couple of schools with a few procedures; such are once in a while called varied psychotherapies and are simply worried about what works (Castonguay et al., 2010).

Then again, different advisors should seriously think about themselves to be hypothetical as they combine their speculations. These specialists are the ones called integrative psychotherapists who are worried about what works, as well as why it works (Norcross, 2005). Integrative counselling maintains the possibility that there are numerous manners by which human brain science can be investigated and comprehended in the light of the fact that no one hypothesis holds the response to human difficulties, emergencies or issues. Integrative Psychotherapy in this manner lies vigorously on a type of multi-modular bundle or evaluation to the most fitting treatment methods for specific clients with their extraordinary mental profiles and conditions (Beutler et al., 2011).

The point of Integrative Psychotherapy is to advance healing and facilitating wholeness of the client. It guarantees that all levels of a man's being and functioning are expanded to their maximum capacity be it mental, physical or enthusiastic wellbeing (Cyr and Lecomte, 2013). The procedure that a client will experience must guarantee that the client is focused on self-investigation and be involved in an open recognizable proof of the elements in life that have been causing issues and therefore that in the act of Integrative Psychotherapy, the client would not have framed an opinion, desire or state of mind heretofore, (Foa and Kozak, 2006). This aura empowers the client to be centered on the

feelings of dread and damages that farthest point their mental opportunity and have the capacity to perceive particular triggers that might cause problematic examples of conduct.

Through this mindfulness, Integrative Psychotherapy makes a sound partnership among mind and body empowering clients to begin setting objectives and practicing new practices. This further aid in offering new viewpoints at the levels of hypothesis and practice cooperative energy or blend of various models of identity functioning psychopathology, and mental change, Cyr and Lecomte, (2013). Integrative treatment anyway involves grounding oneself in one arrangement of psychotherapy yet with a view toward specifically incorporating (assimilating) practices and perspectives from different frameworks. That is, an assimilative nitation specialist utilizes a single sound hypothetical methodology as a center/base, however, could use from an expansive based scope of other specialized intervention speculations to enable clients to beat their difficulties or change conduct, Norcross, (2005).

The regular factor approach professionals exemplified by learning therapists like Jerome Frank and Carl Rogers have acknowledgment among clinicians all through the world, that the center conditions alluded to in their training is essential and adequate to impact change in client. This has been changed by scholars into what has turned out to be known as "restorative union" (Hubble, Duncan, and Miller, 1999). The regular components approach has been portrayed by Norcross (2005) as the methodology that tries to determine the center ingredients that distinctive treatments share in like manner, with the possible objective of creating more tightfisted and adequate medications dependent on the shared characteristics which are more critical in accounting for treatment result than the extraordinary elements.

### **2.1.6 Components of Integrative Psychotherapy**

Scholars and professionals of psychotherapy have attempted to integrate the different hypothetical ways to deal with treatment. Indeed, even clinicians have utilized various approaches to integrate the different counselling theories or psychotherapy. These include specialized diversity, hypothetical integration, assimilative integration, regular elements, multi-hypothetical psychotherapy and helping aptitudes integration, Norcross and

Goldfried, (2005). Integrative Psychotherapy has been a methodology of felt that does not hold unbendingly to any single world view or any single arrangement of suppositions, yet rather attracts upon different theories to gain insight into the displayed test or marvels. In diversity the professional convictions that numerous elements influence human conduct and it is in this manner essential to think about clients' issues from a few hypothetical viewpoints (Goldfried, Pachankis, and Bell, 2005). Since this works, a mixed advisor utilizes grouped theories.

Hypothetical integration involves the bringing together of hypothetical ideas from unique hypothetical methodologies, some of which may even present contrasting perspectives. Anyway the objective is to integrate treatment strategies as well as the psychotherapeutic theories involved. Specialists of hypothetical methodology empower them to move past their constraints and find more noteworthy life fulfillment, Norcross and Goldfried, (2005). The Integrative Psychotherapy development rose to some extent as a response to the recorded example of disruptiveness among defenders of competing for psychotherapeutic customs.

Early endeavours to accommodate psychoanalytic and conduct observations were met with reactions ranging from intense feedback to help for potential intermingling between these two lines of investigation, Castonguay et al., (2010). In this manner, a discussion started that continued over the ensuing decades. Notwithstanding, by the mid-1980s, a few key distributions reflected an increased acknowledgment of integrative thoughts (Wiser and Goldfried, 2013). Likewise, the growing interest in combining treatments and psychotherapies is in keeping with integrative principles, (Safran and Segal, 2010).

As connected to psychotherapy, the expression "integration" has been credited with different meanings. The "integrative point of view" indicates an adaptable, inclusive by and large position toward the psychotherapies saw extensively; its defining principles seem later in this examination. Treatments that incorporate components drawn from different psychotherapeutic customs have taken numerous structures. At the level of strategy, integration has come to allude to those techniques involving "applied combination of different hypothetical frameworks". By complexity, specialized diverse

strategies are described by endeavours to incorporate procedures independent of their hypothetical underpinnings, (Norcross and Goldfried, 2002). The expression "integrative methodologies" can likewise be utilized; since it alludes all the more inclusively to the full scope of procedures that have been utilized to this end. The pertinence of the integrative point of view to current psychotherapy education begins with the clinical domain in which specialists rehearse (Messer, 2006).

Numerous psychotherapeutic modalities are currently observed as material within the collection of substantial educational interventions. Preparing educational inhabitants to work skillfully as specialists and master psychotherapeutic professionals knowledgeable in the broadening scope of accessible medications essentially involves thoughtfulness regarding this reality, (Locke, 2011). Mastery in this mind-boggling domain involves recognition with the different modalities as well as the understanding of their potential interactions, which may well influence the general effect of clinical administration. The capacity to tailor a far-reaching treatment plan to the specific needs of individual patients is essential to clinicians' jobs as specialists in the arrangement of emotional wellness care, trained in both natural and mental parts of passionate suffering and educational sickness, (Kerr, Goldfried, Hayes, Castonguay and Goldsamt, 2002).

The trademark point of view of the integrative development leaves it well placed to inform. Furthermore, integrated medicines can give chances to improve clinical advantage, especially with patients who present with various issues to past interventions (Norcross, 2005). Integrative Psychotherapy has been observed to be useful over the span of solving human conduct difficulties particularly due to its adaptability and spotlight all in all of an individual. The integration of various methodologies implies that treatment can be customized to meet an assortment of necessities and concerns. With the individuals who need to defeat negative examples of conduct caused by uneasiness, dread, fears or some other psychological wellness related issues, that incredibly affect life fulfillment, Integrative Psychotherapy has been discovered extremely valuable. Advisors have discovered that the four measurements of human functioning; emotional, social, subjective and physiological frameworks which are influenced by addictions,

dejections, at various times injury, loss and low confidence are better tended to through integrative methodologies, (Locke, 2011).

It deserves to note here that due to the top to bottom investigation of issues and setting of objectives, integrative counselling regularly requires a considerable investment of time by both the client and the advisor. This is the reason a convenient solution process isn't average of integrative specialists. Resolving a client's concern is regularly through his/her formative or development process particularly since negative practices that have exuded on the client's life may not be changed to a positive development process by a sudden "portion" of treatment, (Kerr, Goldfried, Hayes, Castonguay and Goldsamt, 2002). The length of treatment will rely upon the client, the restorative objectives set and the kinds of difficulties or issues the advisor is trying to address.

The condition of youngsters who are at the secondary school level in Lagos State show the average attributes of teenagers either in the rest of Nigeria or in numerous different societies of the world. Adolescents can be so different or diverse in formative development process. However, analysts tend to steer a center course for their general conduct. All things considered, they are as fluctuated as the number of young individuals under thought, particularly in light of all the differential intervening development factors in their social, ecological, natural, and physiological development forms. In this way, an integrative specialist will require a total of theories, client aura and collaboration and other restorative plans to have the capacity to accomplish the normal helpful objectives that will be expected to accomplish a decrease in the risky sexual difficulties of the client.

The focal preface of integrative counselling is that there are numerous manners by which human functioning, particularly the difficulties throughout everyday life, can be investigated and seen with the goal that conduct can be decidedly influenced, (Goldfried and Castonguay, 2013). In this manner integration can happen through an assortment of modalities of a point of view. Clinicians have subsequently through examination, research and experience understood that the following structures are conceivable methods for helping clients: Humanistic, Psychoanalytical, Psychodynamic, Cognitive, and Behavioural Treatments. An integrative specialist can take a shot at a client that has a

social issue, (Greenberg and Webster, 2002). For instance, the treatment can be begun right off the bat by working on adjusting conduct functioning and reducing side effects. This is conceivable by applying psychological conduct procedures to enable the clients to set up some power over their functioning before moving to the following phase of treatment (Hayes, Castonguay and Goldfried, 2006). Indeed, even at this stage, the specialist may utilize psychoanalytic strategies that review youth encounters and interpretation, dream investigation of transference.

Another part of the Integrative Psychotherapy is the issue of client specialist relationship. The nearness, mentality and general air of the integrative specialist is important. It is by and large accepted, and from the involvement with youngsters and their advisors that helpful models that make specialists non-judgmental, steady and genially related deliver better results in conduct change forms (Goldfield, Pachankis, and Bell, 2005). Integrative Psychotherapy empowers the soul of shared regard, collaboration in the request to induce the coveted positive social change in the client. It is normal likewise that the advisor takes part in profound, intensive, and mindful listening mien without the pre-suppositions or suspicions that can contort understanding among client and specialist. The specialist is relied upon to submit himself entirely to the course of the intervention. In the agreement among client and guide, it seems as though the two are levels with, (Kerr et al, 2002). This will assist them with exploring and perceive examples of conduct that should be tended to through change and the setting of new objectives.

Integrative Psychotherapy consequently relies intensely on combined bundle or appraisal to pick the most proper treatment methods for specific clients with their extraordinary mental profiles and conditions, (Wiser and Goldfried, 2013). The point of Integrative Psychotherapy is to advance healing and facilitating wholeness of the client. It guarantees that all levels of a man's being and functioning are expanded to their maximum capacity be it mental, physical or passionate wellbeing, (Castonguay et al., 2010). The procedure that a client will experience must be to such an extent that the client is focused on self-investigation and be involved in an open recognizable proof of the variables in his/her life that has been causing issues and thusly causing current concerns. It is normal that in the act of Integrative Psychotherapy, the client would not have shaped an opinion, desire or

state of mind previously. This disposition enables the clients to be focused on the fears and hurts that limit their psychological freedom, and be able to recognize specific triggers that may be causing disruptive patterns of behaviour, (Kerr et al, 2002).

### **2.2.8 Peer Education Training**

Eventually, it is essential for guardians to maintain a hiltter kilter relationship status with their adolescents, while in the meantime allowing them to take part in principle making exercises within the home, (Raietal, 2003). Guardians who are exceptionally lenient frequently go up against the job of a peer, Fuligni and Eccles, (2003). In request for guardians to have the best effect on their kid's conduct, they have to adjust parental monitoring and pre-adult self-governance, Fuligni and Eccles, (2003). This shows adolescents that their folks are acknowledging them as increasingly developing and self-governing while as yet providing the youthful with the solace of parental consideration and worry as development towards more independence is accomplished.

There are various reasons that can be adduced for the similarities that are shared by peers. One reason is that peers connections are one of the longest connections a man will have all through his or her life. Another special element of peers-connections is that adolescents are incomprehensible in nature, or undecided; they will in general be both profoundly positive and very negative, (Deater-Deckard, Dunn, and Lussier, 2002). Peer educational intervention is anyway integral, (Howe, et al., 2010). Likewise, siblings typically have both hereditary and natural likenesses all through their advancement (Rodger and Rowe, 2010).

The primary methodology in pre-adult issue administration is to obtain self-reports by adolescents of the degree to which their conduct is the after-effect of peer educational intervention, propelled by worries of what their companions think, (Keefe, 2004; Steinberg and Silverberg, 2006; Ruberg, Shru and Liang, 2010). This procedure is unsuitable, in light of the fact that adolescents may over-gauge the degree to which they are being constrained by others as a method for justifying their choices and past conduct, (Suls, Wan and Sanders, 2008). It likewise appears to be likely that inquiries regarding peer education intervention are delicate just to coordinate pressure and that pre-adults

will need insight into the unpretentious routes by which they are influenced by others, (Berndt, 2006; Vorauer and Miller, 2007). A second technique is to put the development of peer educational intervention into a bigger homological system to determine whether the objective companion affiliations act in understanding with hypothetical desires versus that system. For instance, if individuals copy the conduct of peer when they relate to them, one may anticipate that objective companion affiliations will be more noteworthy when the companion is loved a lot than when the companion is enjoyed or valued less (Buk and Gibbons, 2007).

The idea that distinguishing proof increases peer educational intervention is shared by numerous theories of social influence, most prominently social learning theory (Bandura, 2002) and social correlation theory (Buak and Gibbons, 2007; Suls and Wheeler, 2010). By identification, a companion can be viewed as significant for self-assessment, as a meaningful good example, or as a kindred individual from a critical social class, (Blanton, 2011). High peer interaction levels appear to increase the odds that a juvenile will be sexually experienced, (Rosen et al., 2010; Dilrio, 2007). This could likewise suggest that elevated amounts of peer interaction could likewise increase a pre-adult's odds of engaging in risky sexual practices. Rosen et al., (2005) revealed by an examination that adolescents have seen that their peers would be steady in the event that they obtained a sexually transmitted disease (STD) and they likewise felt that the securing of a sexually transmitted ailment would not prompt a negative view of them by their peers. This could be a consequence of the way that the peers themselves had encountered such ailments as were additionally accepting of it. This delineates that adolescents may see peer to have less unbending demeanour towards sexual activity. Hence, interacting with peers could increase the odds of risky sexual conduct.

Peer interaction levels directly affect pre-adult sexual movement. Boye et al.,(2009) determined that increased levels of peer affiliation increased the odd of being sexually experienced rather than being inexperienced. So also, they likewise discovered that as levels of peer interaction increased the levels of sexual hazard taking conduct increased as well. Additionally, adolescents who talked about a more prominent number of sexual points with their companions will probably be sexually experienced (Diloro, 2007).

Juvenile peers influence numerous parts of life all through their life existence. Peer connections are vital to the advancement of social understanding and limit with respect to intimacy (Collision, 2010).

Be that as it may, the influence of peers in adolescence can be negative or positive. For instance, numerous examinations demonstrate that having companions who participate in delinquent exercises is linked to self-revealed risky sexual conduct (Regnerus, 2002; Maxwell, 2002; Warr, 2007; Aseltine, 2005). Furthermore, Udry et al., (2007) discovered that young ladies who have companions who take part in early sexual action will probably take part in intercourse at a prior age. Most examinations that investigate pre-adult companionships measure them using just a single scale, for example, intimacy (Giordano et al., 2008). Peer education intervention is framed in the light of the fact that an individual is pulled in to another, who preferably is pulled in consequently (Harup et al., 2007).

### **2.2.9 Components of Peer Education Intervention**

Coherent with social learning clarifications of peer education intervention, these findings recommend that impersonation of companions' practices and direct reinforcement of conduct by companions are most critical, (Akers, 2005). At the point when individuals are socially installed in a system of connections and maintenance of these connections is vital to organize individuals. The system can produce trust, build up desires for practices, and reinforce social standards. In as much as peer kinships are of focal significance during adolescence and one of the more imperative formative objectives during this period is ensuring peer acknowledgment, peer systems ought to be particularly successful at directing and constraining individual practices.

As far as youthful risky sexual conduct and the peer-risky sexual conduct is concerned, this system recommends that in spite of the presence of mind thought, adolescents get involved in wrong doing. For example, risky sexual conduct as a result of an absence of social as well as human capital (e.g., social control and social complication theory) or because of an imprudent identity quality (e.g., discretion theory), adolescents turned out to be delinquent whenever found in kinship arrangement that help and encourage risky sexual behaviour (Cashwell and Vacc, 2006).

Kinship entities that contain high extents or dimensions of delinquent individuals are probably going to create a steady situation of risky sexual conduct. This setting opens adolescents to a high proportion of delinquent to non-delinquent standards of conduct resulting in the age of social capital within the companionship arrangement that reinforces, bolsters and encourages delinquent conduct. As the extent of non-delinquent companions increases, the social capital created in the kinship arrange is probably going to encourage desires, practices, and standards less helpful for risky sexual conduct (Pardini, Loeber and Stouthamer-Loeber, 2005). This recommends in the request to comprehend why affiliations prompt risky sexual conduct peer. The structure and arrangement of companionship systems must be incorporated into investigations of youthful conduct. It is this structure and piece that considers an understanding of the kind of desires, commitments, and standards being produced.

In spite of the fact that there might be some discussion about the procedures through which negative peer alliance is linked with delinquent conduct, there is a wealth of research citing that this affiliation exists. Research has obviously reported the links between peer education intervention and substance use, and also delinquent conduct and solitary qualities. Childs, Sullivan, and Gullede (2011) discovered that peer had a noteworthy constructive outcome on youthful substance use, with a one unit increase in peer substance, utilize predicting a 13.4% increase in the normal recurrence of immature substance utilize.

Also, this investigation discovered that peer risky sexual conduct essentially anticipated immature risky sexual conduct. One unit of increase in peer risky sexual conduct was found to prompt a 5.1% increase in the normal check of youthful delinquent conduct. In line with past findings, Dodge, Dishion, and Lansford, (2006) talk about in their book that youthful adolescents who are in danger for risky sexual conduct, or are on the cusp of exhibiting solitary conduct are helpless to negative influences from freak peers. Correspondingly, larger amounts of freak peer affiliation were found to foresee later increases in star risky sexual conduct convictions (Pardini, Loeber, and Stouthamer-Loeber, 2005). This finding is particularly applicable to the present examination, as it

features the influence peers can have on youthful convictions about risky sexual conduct (estimated as good qualities in the current investigation).

The peer is another socializing influence for adolescents and assumes a noteworthy role on pre-adult risky sexual conduct, (Cashwell and Vacc, 2006; Snyder, Dishion, and Patterson, 2006). Reserved or delinquent peers are frequently touted as the most powerful indicator of delinquent conduct (Lipsey and Derzon, 2008). The influence of peer risky sexual conduct is by all accounts solid paying little heed to ethnic gathering enrollment (Kim and Goto, 2010). Numerous ethnic gathering correlations of peer education intervention on issue conduct have discovered that those with peers participating in negative conduct will probably take part in this conduct also, paying little heed to ethnicity, (Choi, Harachi, Gillmore, and Catalano, 2006; Walker-Barnes and Mason, 2011).

Peers give adolescents the mentalities, inspiration, and defenses that help delinquent conduct, and they give chances to take part in particular delinquent acts (Cashwell and Vacc, 2006). Moreover, delinquent acts are frequently committed in gatherings, and delinquents have been observed to be more peer-situated than their differing adolescents (Seydlitz and Jenkins, 2008). In addition to the fact that adolescents learn how to act delinquently from peers within peer systems they can practice and showcase these practices (Griffin, Scheier, Botvin, Diaz, and Miller, 2009).

Obviously, there is solid proof that both parental monitoring and peer risky sexual conduct add to sexual conduct. Growing proof likewise recommends that guardians additionally apply command over the peer connections of their adolescents, Morgan, (2004). For instance, guardians may oversee pre-adult peer connections by selecting neighbourhoods to live in, helping their kids meet new companions and dodge terrible ones, and offer counsel on the most proficient method to oversee kinships and resolve clashes, Mounts, (2004). Adolescents who invested more energy with their folks, invested less time with their peers, which would block them from developing delinquent kinships, Warr, (2003). Additionally, parental monitoring may enable the youth to abstain from being involved with delinquent peers.

Indeed, Dillon, Pantin, Robin and Szapocznik, (2008) discovered that among an example of Latino and African American adolescent delinquents, parental monitoring of peers explained the connection between family functioning and risky sexual conduct, in spite of the fact that the models contrasted crosswise over groupings. In such manner, peer risky sexual conduct may intervene in the connection between parental monitoring and delinquent conduct.

### **2.2.10 Self-Esteem**

Following are the points of view, findings and perspective of writers, researchers, practicing psychologists et cetera on the construct of certainty. Certainty or self-esteem is an academic create and prominent concept, vigorously researched and talked about, and sometimes apportioned with supernatural attributes (Owens and Stryker, 2014). Certainty is a champion among the most basic parts of the self-thought. In particular, there are a couple of distinct sections of self-thought: physical, insightful, social, and interpersonal (Huitt, 2004). The social self-thought delineates how individuals relate to other people, and the transpersonal self-thought depicts how individuals relate to questions (Huitt, 2004).

Self-esteem or certainty as a construct has been one of the more researched parts of character over the earlier century (Cast and Burke, 2002). Certainty is an incredibly notable form within brain science, addressing in every way that really matters each other mental thought or domain, including personality (Blascovich and Tomaka, 2011). Self-esteem or certainty is an individual's feeling of his or her regard or worth, or how much a man regards, favours, recognizes, prizes, or likes him or herself (Blascovich and Tomaka, 2011). While certainty is an extent of overall evaluations of one's self-thought, it includes both appraisal of and learning about oneself (Blascovich and Tomaka, 2011).

By and large, certainty is among the most used thought about creates in brain science (Spurgeon and Myers, 2003). A psychological database check for certainty realized more than 4,000 articles composed over the latest two decades (Spurgeon and Myers, 2003). Anyway, a shortage of articles keeps an eye on the certainty stresses of African American folks (Hale, 2014; Kunjufu, 2005). A central passionate health part framed the

progression of African American folks from adolescence to adulthood (Franklin and Mizell, 2005). The certainty improvement has encountered a psychological change and merits celebration and affirmation (Baumeister, 2003; Franklin and Mizell, 2005). The American open public has begun to modify itself to clinicians in altering the course of the societal perspective of what certainty infers (Baumeister, 2003). It would not be in brain science's best interest to reprimand the American public for accepting the guidance of experts (Baumeister, 2003).

Perhaps examiners should diminish their own one of a kind certainty and unassumingly settle that next time "they will sit tight for a more intensive and solid test introduce before making plan proposals to the American open" (Baumeister et al., 2003). Certainty focuses on the objective self (Rosenberg, 2005).

Individuals will all in all remain indifferent to information regarding their certainty (Okopi, 2011). Certainty focuses on how much regard individuals put on themselves (Enger, 2003). The evaluative fragment of self-information progresses certainty. Certainty is perception rather than this present reality. A strong certainty has been seen to convey a positive self-thought and confidence in social and academic settings (King, 2002). Certainty includes evaluation of a man's point of view in life in the following huge locales according to Holliday (2002). These are: inherited blessings, intelligence, physical traits, and trademark limits, feeling friendly and feeling charming.

According to this model, disappointments, triumphs and stressors simply influence overall certainty when they occur in the domains in which confidence is contingent (Crocker and Wolfe, 2014). As noted heretofore, certainty has been involved in an enormous number of socially hazardous and negative lead results (Dawes, 2004; Mecca, 2009). For any situation, past research has concentrated on a very basic level on the level of overall certainty, with little regard to specific certainty (Kernis and Waschull, 2005; Rosenberg, 2005). Indeed, later research indicates that the domains in which certainty is contingent are more indicative of social outcomes than whether overall certainty is high or low (Pelham, 2005; Rosenberg, 2005).

The presupposition that specific certainty or contingencies of confidence have more critical insightful incentive in determining social outcomes than overall certainty has been submitted by Ajzen and Fishbeins (2010) based on Theory of Reasoned Action, by Rosenberg (2005). This model guesses that the intention to participate in a particular lead is a combined limit of the aura towards the direct and passionate social measures. The perceptive intensity of the model is principally determined by how intently the aura is related to the behaviour (Ajzen, 2007; Ajzen and Fishbein, 2010). Subsequently, the domains in which certainty is contingent should give a predominant extent of predicting specific practices than overall certainty (Rosenberg, 2005).

While contingencies of confidence may have an exceedingly motivating effect on adolescents, there is also a tendency for it to have negative influence (Crocker et al., 2014; Crocker and Wolfe, 2014). As individuals continually try to elevate, maintain and guarantee their certainty, the domains in which individuals stake their confidence influence the lead or behaviour one partakes in (Crocker et al., 2014). This postulation has been credited to the self-administrative limit of contingencies of confidence (Crocker et al., 2014).

### **2.2.11 Socio-Economic Status**

Financial status is a definite foundation variable that speaks to an element of the social structure in the public eye (Oakes and Rossi, 2003). Families where the guardians are advantaged educationally, socially and financially, advance a more elevated amount of accomplishment in their offspring. Such guardians additionally give more elevated amounts of mental help for their kids through advanced air that advance and empower the improvement of abilities required for progress at school (Williams, 2007 and Williams et al., 2003). The financial status of a youngster is typically determined by parental educational level, parental word related status and income level (Jeynes, 2002). It is comprehended that low financial status contrarily and depressingly influences understudies' scholarly accomplishment in the light of the fact that because of low financial status, an understudy does not get access to essential assets and this creates extra pressure and strain at home (Eamon, 2005; Jeynes, 2002).

According to Parson, Stephanie and Deborah (2011), financial status is an articulation which is utilized to separate between individual's relative status in the network regarding family income, political power, educational foundation and word related status. Saifi and Mehmood (2011) stated that financial status is a combined proportion of monetary and social position of an individual or family with respect to others based on income, education and occupation. Suleman et al., (2012) discovered that those kids whose financial status was solid show better scholarly execution and those with poor financial status demonstrated poor and unsuitable scholastic execution. Heyneman (2005) stated that for a long time researches have uncovered that understudies don't demonstrate powerful execution in school whose parental financial status is low. The scholarly accomplishment of understudies is contrarily connected with the low parental financial status level as it keeps the individual away from gaining access to sources and assets of learning (Duke, 2010; Eamon, 2005).

The greater part of the researchers and specialists trusted that the low financial status contrarily influence the scholarly execution of understudies in the light of the fact that because of low financial status their necessities and requests remain unfulfilled and that is the reason such understudies don't demonstrate better scholastic execution (Adams, 2006; Farooq et al., 2011). Adams, (2006); Farooq etv al., (2011) inferred that the more elevated amount of financial status is, the better. It is an indicator which assumes a basic role in promoting the nature of understudies' accomplishment. If this is so, this work was intended to investigate the impacts of parental financial status on the risky sexual conduct of secondary school students. The researcher expects that this examination will be valuable for secondary school understudies and their folks as it may propose some healing measures for the compelling and better sexual conduct of the secondary school understudies. However extraordinary researchers have defined financial status in various ways.

Financial status is the aggregate family income while different researchers include different factors i.e., parental educational levels. Notwithstanding the broadly utilized income variable, some other different factors are additionally viewed as family and parental educational attainment, add-up to family income, living in destitution, living in

a single-parent family, inspiration for learning, liquor or medication utilize, wrongdoing, network condition among others.

Numerous researchers think that financial status is the most critical and central factor which is in charge of the scholarly achievement (Coleman, 2006; Duncan, 2005). Financial status alludes to a finely reviewed order of social position which can be utilized to represent a man's general social position or notoriety. It tends to be indicated by various ideas, for example, work status, world related status, educational attainment and income and riches (Graetz, 2005). Many research efforts have demonstrated that the financial status is a factor in charge of the scholarly attainment of the understudies. Understudies who have a low financial status indicate poor outcomes and will probably leave the school (Eamon, 2005; Hochschild, 2003). Morakinyo (2003) discovered that there is a connection between financial status and risky sexual conduct of the understudies. Accordingly, those youngsters whose financial status is solid show better scholastic execution and those with poor financial status demonstrate poor and unacceptable scholarly execution.

Awaken and Barrow (2006) stated that financial status affects educational accomplishments that contain test scores, and continue to influence the kids all through their adulthood. White (2002) states, the family trademark that is the most influential indicator of school execution is financial status; the higher the financial status of the understudy's family, the higher his scholastic accomplishment.

## **2.3 Empirical Review**

### **2.3.1 Integrative Psychotherapy and Risky Sexual Behaviour**

Bahmani, Etemadi and Shafie (2010) analyzed effective use of integrative therapeutic intervention on patients afflicted with risky sexual behaviour. Result showed that the average rate of risky sexual behaviour in Integrative Psychotherapy group was lower and average rate of pessimism and their risky sexual behaviour significantly is more than the average rate of learning based cognitive therapy group. Castonguay et al., (2010) analyzed the effectiveness of Integrative Psychotherapy on improvement of anxiety and the result showed that it has an influential impact on anxiety. Halmi, 2005

analyzed the impact of Integrative Psychotherapy on improvement of eating disorders and concluded that this treatment causes improvement of eating disorders.

Similar to what has been observed with regards to the role of emotion; however, integrative therapeutic intervention therapists focus on developmental issues and were found to be predictive of client improvement in cognitive therapy for risky sexual behaviour (Hayes, Castonguay, and Goldfried, 2006). Compared to CBT, integrative therapeutic intervention also tends not to address complex interpersonal issues that cut across different times and situations in the client's life, including relational issues that emerge between the client and therapist (Goldfried et al., 2007). However, this type of intervention, mostly identified with the psychodynamic tradition, has been linked with positive outcome in cognitive therapy for risky sexual behaviour (Jones and Pulos, 2013).

On the other hand, other studies have found that the way that therapists typically address interpersonal functioning in integrative therapeutic intervention (i.e., by focusing on the client's cognitions about others, rather than on the interpersonal events *per se*) has been found to be either unrelated to therapeutic change (Kerr, Goldfried, Hayes, Castonguay, and Goldsamt, 2002) or negatively related to improvement (Hayes et al., 2006). It was also found that, as compared to CBT, therapists in integrative therapeutic intervention pay less attention to conflictual elements in the client's life, such as incongruent aspects of self (e.g., conflict between wishes and fears or between different needs) and avoidance of change (i.e., resistance) (Goldfried et al., 2007).

However, empirical evidence suggests that focusing on such motivational or conflictual issues may be beneficial for the client. For instance, Greenberg and Webster (2002) found that the use of two-chair techniques, which help clients become aware of and integrate incongruent needs, can lead to a better outcome than problem-solving therapy. Furthermore, the therapists laid more emphasis on defensive maneuvers, unacceptable feelings, warded-off wishes, feelings, or ideas were parts of psychodynamic interventions found to be positively related to change in CBT (Jones and Pulos, 2013).

In fact, the conceptual framework developed by Safran and Segal (2010) provides a coherent and comprehensive integration of these different dimensions.

Contrasting with Beck's model, Safran and Segal (2010) posit that an individual's view of self, or schema, is intrinsically interpersonal in nature. At the core of one's definition of self is one's view of how he/she relates to others. Safran and Segal (2010) also argue that these core interpersonal schema, or role-relationship models, is based on early interactions that an individual has with significant caregivers. Such relationships are the means by which an individual can fulfill crucial physical and psychological needs. The core schema is also related to intense and frequently conflictual emotions (e.g., wishes of attachment, fears of rejection). Accordingly, the challenge of core schema may require more than Socratic dialogue or the examination of the evidence about current thoughts. It may well require the exploration of early relationships, the identification of emotional needs that have not been fulfilled, and the understanding of views of self and ways of behaving that have prevented the individual from creating and maintaining healthy and satisfactory relationships.

Ghafari, Behrozifar, and Naroei (2010) analyzed the impact of Integrative Psychotherapy group on the rate of individuals' self-awareness and attempts for personal growth and it has shown the influential results of this approach. Ventgout, Classen and Legren (2004) analyzed the impact of Integrative Psychotherapy on improvement of risky sexual behaviour and that this approach is influential in reduction of the risky sexual behaviour of patients. Kisaneh, Belach and Miach (2004) analyzed the impact of Integrative Psychotherapy on survival and the life of women in the primary stages and they concluded that this treatment has influential impact on risky sexual behaviour of afflicted women that are in primary stages.

Integrative Psychotherapy contends that many problems arise from misinformation and missing information (Ojo, 2010). Therefore, with most outpatients, bibliotherapy, the use of selected books for home reading, often provides a springboard for enhancing the treatment process and content (Corsini and Wedding, 2010). An assiduous attempt is made to tailor the therapy to each client's unique requirements. Therefore,

in addition to mastering a wide range of effective techniques, multimodal clinicians address the fact that different relationship styles are also necessary. Because the therapeutic relationship is the soil that enables the techniques to take root, it is held that the correct method delivered within and geared to the context of the client's interpersonal expectancies, will augment treatment adherence and enhance therapeutic outcomes (Stricker and Gold, 2013).

The client also must be able to identify the operationally defined behaviour, as well as be motivated to collect the personal data. The counsellor must be able to detect when this is not the case with the client and when the client is providing inaccurate data. This most often occurs when a client wants to be perceived favourably by the counselor (Stricker and Gold, 2013). Data should always be collected throughout the treatment process and analyzed for trends. This recommendation enables the counsellor to quickly make changes in treatment and ensures client success in the shortest amount of time. The efficacy of Integrative Psychotherapy has been well documented. The efficacy of Integrative Psychotherapy is clear and rationale has broadened understanding of holistic helping (Cyr and Lecomte, 2013). One of the problems with this form of eclecticism is that it often proceeds as if a therapeutic technique is a disembodied procedure that can be readily transported from one context to another, much like a medical technique, without consideration of its new psychotherapeutic context.

Therefore a therapeutic procedure such as an interpretation or empathic response does not stand on its own, independent of the framework of meaning created by the entire therapeutic system. This part-whole interdependence can be illustrated in various ways. For example, a client whose treatment has been primarily cognitive-behavioural may experience a therapist's shift to empathic/reflective responding as a withholding of needed psychological expertise (Castonguay and Goldfried, 2007). Conversely, a client whose treatment has been client-centered or psychoanalytic may experience a shift to cognitive-behavioural interventions as controlling. Although such interventions have the potential to be effective, their meaning and impact should be explored in their new

context. Wachtel and Messer (2008) stated that every practitioner of Integrative Psychotherapy uses at least some theory to guide the choices.

Integrative Psychotherapy rests primarily on the theoretical foundation of social learning theory, drawing also from general systems theory and communications theory. Indeed, the techniques that Lazarus lists as part of Integrative Psychotherapy draw most heavily from behavioural and cognitive therapies, and minimally, if at all, from psychodynamic and other therapies. This is surprising given Lazarus' criterion of empirical data for selecting therapies and the accumulating evidence of the effectiveness of such approaches (Castonguay and Goldfried, 2007).

Integrative psychotherapeutic approach appears to fall somewhere between a broadened version of behaviour therapy and an eclectic strategy that can choose from among any therapy system if there is empirical data to support that choice. A totally integrative psychotherapeutic approach however is neither feasible nor desirable (Safran and Segal, 2010). Therapists need to operate from some base of theory in order to guide their practice, and that seems to be the case even for technical eclectics. Lazarus described his technically eclectic Integrative Psychotherapy as rooted in a social and cognitive learning theory. In fact, because of the presence of such theoretical underpinnings Stricker in Wachtel and Messer (2008) suggests that the approach might be better characterized as assimilative integration.

Wechsler 2004's observation reiterated that when students are actively learning, more information is acquired and retained much longer. Students also are able to apply the information in a better manner, and continue the learning process. Recent studies too have found that interaction in learning environment leads to increased academic achievement and greater retention rates (Lenning and Ebbers, 2009). The much-emphasized interactions at all times can only be made possible and effective when the learner's mind is at peace and without any emotional disturbance.

### **2.3.2 Peer Education Intervention and Risky Sexual Behaviour**

Peers will, in general, get to know one another, especially in the early formative years. In addition, peers can be imperative operators of socialization all through a man's life,

particularly in youth and adolescence (Deater-Deckard, Dunn and Lussier, 2002). Peers can likewise be a special and imperative wellspring of help (Deater-Deckard, Dunn, and Lussier, 2002). There is a lot of research that demonstrates that more youthful siblings learn by modeling more established peers (Rodgers, and Rowe, 2008). As of late, there has been an increase in research examining sibling connections. A couple of studies have linked the nature of peers' connections to gloom, tension and social issues (Deater-Deckard, Dunn, and Lussier, 2002). Likewise, a few examinations have taken a gander at sibling influence as it is identified with liquor, tranquilize utilize and sex without a condom (Olenick, 2008; Rodgers, and Rowe, 2008).

Nonetheless, in 1985, Furman and Buhrmester recognized four measurements to assess sibling connections: warmth or closeness, relative status power, struggle, and competition. Moreover, Stocker, Lanthier and Furman (2007) discovered three of the four factors present in grown-up sibling connections. These measurements have been generally utilized in sibling research and may furnish interesting information with respect to sibling relationship as a conceivable factor. The cross-sectional research proposes that peer education intervention has a moderate to a solid effect on juvenile hazard conduct. Such gauges might be inflated owing to the variable bewilders representing either companionship choice impacts or the activity of parallel occasions. Around 1,700 every day in evaluations 7 to 11 was considered over a year time frame to gauge the influence of dearest companions on sexual movement and binge drinking.

Investigation proposed that peer education intervention was little however solid when both choice impacts and parallel occasions were considered. Peer education intervention fluctuated as an element of individual peer likeness and maternal relations however not in accord with other hypothetical expectations. It is proposed that the greatness of peer impacts in past research might be overestimated in numerous specific situations. Actually, a large number of studies have examined peer education intervention in pre-adult. The assemblage of proof proposes that a standout amongst the most ground-breaking and reliable indicator of adolescents' risky conduct is whether an individual has companions who additionally take part in that conduct. Such affiliations have driven

numerous social researchers to presume that peers apply extensive influence on adolescents.

Harris (2008) in her audit of the conduct of hereditary examinations examined peer education intervention on adolescent conduct and presumed that about half of the change in juvenile identity is hereditary in origin and the remaining half basically mirrors the influence of peers. Different investigations have analyzed the influence of various kinds of peers and have inferred that closest companions are a standout amongst the most strong wellsprings of influence; more powerful than companions when all is said and done, general kinship systems, or expansive based peer organize (Berndt, 2006; Cohen, 2003; Morgan and Grube, 2011). Such ends may not be justified. A dominant part of investigations of adolescents' peer education intervention just ask members what the number of companions have performed risky behaviour and after that relate this incentive with the objective's own risky conduct. A factual relationship between's measures is expected to reflect peer education intervention.

Berndt's 2006 findings were on whether the individual's dearest companion had performed risky conduct and after that corresponded this view with risky conduct. Pundits have noticed that the relationship between one's very own conduct and reports of the conduct of companions can't be taken as unambiguous proof for peer education intervention (Bauman and Ennet, 2006; Billy and Udry, 2005). On the whole, there is proof that adolescent's risky practices related to practices of their dear companions, yet it isn't evidenced that such affiliation reflects peer education intervention. The affiliations may reflect estimation relics, kinship determination, or the activity of parallel occasions. Peer education intervention in adolescent sexual conduct has to a great extent been confined to level of interaction (Laurissen, 2004; Small and Luster, 2004) albeit a few examinations have indicated the nearness of different parts of peer educational intervention e.g. negative peer education intervention; this research includes peer interaction levels, intimacy, sexual conduct and risky sexual conduct.

Consequently, by incorporating a few key components of peer education intervention it will be conceivable to comprehend the way in which different measurement of their

socialization influences outlet that enables adolescents to convey what needs be in manners that are unrealistic at home. In contrast to parental influence, peer interaction is normally seen as inconvenient to youthful sexuality (Kinsman et al., 2007; Dilorio, 2007). Regularly, research stresses peer education intervention on an adolescent's initiation of sexual activity. In any case, a peer may continue to assume a notable role even after a youthful sexual movement begins. Research demonstrates that peer sexual standards of conduct affect adolescent's sexual movement. Juveniles who have sexually dynamic peers will probably be sexually dynamic themselves (Miller et al., 2010; Romer et al., 2004). Kinsman et al., (2007) discovered that sexual standard of conduct of the peer was instrumental in determining the two intentions and on the long run, sexual intercourse among immature. Besides, when a juvenile displays a peer-conduct, for example, having sex or using insurance inconsistently, risky sexual conduct is built up (Hewis et al., 2007).

Not exclusively does, peer sexual conduct influence adolescents sexual conduct, other different aspects of peers' conduct could likewise affect pre-adults sexual conduct adversely. Biglan et al., (2010) discovered that adolescents were more inclined to a higher chance of sexual movement. Likewise, Perkins et al., (2008) discovered that delinquent peer encounter defined by utilization of liquor medicates or getting into inconvenience, increased the shot of the juvenile being sexually experienced rather than inexperience. In this equivalent examination, it was additionally seen that sexually experienced juvenile had more elevated amounts of negative peer qualities than sexually inexperienced pre-adult peers' tricky conduct and substance misuse likewise increased the odds of non-utilization of condoms among adolescents (Biglan et al., 2010). These findings might be converted into the domain of sexual hazard taking by adolescents in that delinquent peers increase the odds of adolescents participating in higher versus lower hazard practices.

Peer interaction level is imperative since it reveals insight into whether risky sexual action among adolescents relies upon the amount of time went through with their peers. Most examinations have been illustrative and few have concentrated on the associates of sexual conduct. There are, in any case, special cases. An investigation of sexual

experience among 966 low-income school going understudies in Mumbai (Abraham and Kumar, 2009) noticed that the sexually experienced were fundamentally more probable than others to vary on individual qualities: for instance the understudies will probably approach assets, hold inspirational states of mind towards pre-marriage sex, report more social interaction with peers and be presented to explicit materials.

Factors, for example, parental limitation, family religiosity and income, assumed no function in influencing, regardless of whether these understudies had encountered sex. In another investigation directed among adolescents in a ghetto setting in Pune city, India and the surrounding provincial territories, the level of fearlessness and peer interaction were fundamentally connected with reports of encounters of sentimental and sexual relations. Notwithstanding, the parental limitation was not related with either set of relations, the degree to which adolescents detailed close interaction with guardians was inversely connected with these encounters (Alexander et al., 2010). As far as social indicators are concerned, contrasts are not as steady. Marriage age for young ladies was indeed impressively higher in Gujarat than in India as a rule, with 35 percent of those matured 18– 29 wedded before they were 18 in Gujarat, contrasted with 46 percent in India all the more for the most part. Interestingly, on a few other social indicators, and especially on those pertaining to adolescents' disparities were not as wide.

### **2.3.3 Self-Esteem and Risky Sexual Behaviour**

Studies have been done to take a closer look at the connections between self-esteem and risk practices. A factor that might be instrumental in an individual's willingness to take part in risk taking practices is identified with confidence (D'Zurilla, Chang, and Sanna, 2003). Understudies with low self-esteem devoured more liquor, had more sexual accomplices and had more HIV chance taking practices than different understudies (Benjamin and Wulfert, 2005). Benjamin and Wulfert, (2006) found the relationship of simultaneousness with non-monogamous sexual accomplices and substance utilize recommends the presence of broad sexual systems that link individuals at higher hazard for HIV infection with increased open doors for disseminating infection. A few examinations have demonstrated that ladies who take part in risky sex had more negative mentalities toward using condoms, had lowered self-

esteem, and utilized more illicit medications than ladies with higher sense of self-esteem (D'Zurilla et al., 2003; Sterk, Klein, and Elifson, 2004).

An investigation of defensive variable against substance utilizes and sexual risk taking was carried out among high-destitution urban youth. More elevated amounts of self-esteem were related with lower levels of risk practices (Peterson, Buser, and Westburg, 2010). A relationship between low self-esteem and overwhelming drinking in school ladies have additionally been exhibited in different investigations (Benjamin and Wulfert, 2005; Neuman et al., 2009). In an investigation by Neumann et al., (2009), with three hundred-and-four liquor using understudies, regarding the dangers related with liquor utilize, results uncovered that self-esteem and sexual orientation altogether and independently anticipated liquor-related states of mind, intentions, and follow-up conduct. Females, particularly those with low self-esteem, showed more prominent liquor-related concerns promptly in the wake of reading the message, while guys showed more self-serving states of mind.

Likewise, high self-esteem members and guys detailed fewer intentions to decrease drinking conduct. At development, higher confidence was related with more prominent drinking recurrence in respect to bring down self-esteem. These outcomes indicate that those with high self-esteem may not react to information regarding liquor. In an examination by Tubman, Wagner, and Langer, (2003) adolescents with substance utilize issues were arranged into four distinct and meaningful subgroups dependent on examples of depressive side effects and thought processes in drinking before sex. Gatherings or groupings with higher and lower functioning were recognized by assessing mental pain, liquor-utilize practices, and HIV-applicable hazard practices. These examinations recognized adolescents with abnormal amounts of depressive indications and drinking intentions who are at lifted hazard for HIV/STI introduction because of more elevated amounts of risky sexual conduct and adjusted sexual conduct identified with co-occurring liquor utilize.

Self-esteem is an evaluation of one merit that is a part of self-pattern (Biro, Striegel-Moore, Franko, Padgett, and Bean, 2006; Harter, 2010). It tends to be depicted in two

different ways: worldwide and domain-particular (McGee and Williams, 2010). Worldwide confidence manages one's appraisal of self-esteem in its totality while domain-particular confidence applies more to the evaluation of self-esteem in a certain unique situation (Harter, 2010). Different theories have stated that early adolescents' confidence will, in general, be delicate given that it is more powerless to social correlation forms during this formative stage (Dunkel, 2010; Harter and Whitesell, 2003). In later adolescence, despite the fact that there are some sexual orientation contrasts, self-esteem will in general steadily increase and turn out to be more constructive as opportunity, individual expert, and job taking capacity increase and more chances to carry on in socially suitable ways are accessible (Block and Robins, 2003; Harter and Whitesell, 2003).

Be that as it may, this is not generally the situation. A few examinations have scrutinized the presumption that high self-esteem inversely connects with commitment in dangers (Baumeister, Heatherton, and Tice, 2003; Baumeister, Smart, and Boden, 2006). Despite the fact that reviews have indicated high self-esteem to be identified with low levels of hazard commitment (Donnellan et al., 2005; McGee and Williams, 2010), different investigations have contended that debilitated egomania results in inflated perspectives of oneself, which would then be able to prompt risky practices (Crocker and Park, 2002). This to lessen contention depends on the presumption that individuals some of the time take part in risky practices to increase or maintain self-esteem, or the danger of having low self-esteem (Crocker and Park, 2002). Despite the fact that in this examination there is no appraisal of danger to adolescents' personalities, if there is a constructive connection between self-esteem and risky conduct commitment, one may accept that there is a plausibility of undermined self-love.

Another limitation is that a dominant part of studies and investigation concentrated on such patterns have demonstrated conflicting outcomes that raise doubt about the size of influence self-esteem has on adolescents' commitment in risky conduct (Donnellan, Trzesniewski, Robins, Moffitt, and Caspi, 2005; McGee and Williams, 2010). Some past work led on the evaluation of self-esteem on adolescents' risky conduct demonstrated critical relationships however little impact sizes e.g., Salazar et al., (2005).

Bruhn and Parcel, (1982) stated that because of inconsistencies in findings, it is hard to ascertain the extent of the impact of convictions of the self in connection to conduct. One of the significant explanations behind the error is the absence of longitudinal examinations contrasted with cross-sectional investigations (McGee and Williams, 2010; Rosenberg, Schooler, and Schoonenbach, 1989). Without an appraisal of progress, it is hard to state convincingly that a build genuinely has any influence or not. It is hence that ongoing research will, in general, be longitudinal in the request to catch change crosswise over time.

Self-esteem is an identity quality that is every now and again examined in the adolescent hazard taking research. Research on the connection between self-esteem and risk practices indicates conflicting findings (Connor, Poyrazlı, Ferrer-Wreder, and Grahame, 2004). While a few examinations propose that low self-esteem corresponds with an increase in risk involvement (Scheier, Botvin, Griffin, and Diaz, 2010); as referred to in Wild et al., 2004; Belgrave, Van Oss Marin and Chambergs, 2010), different investigations contend that higher self-esteem is additionally decidedly related to hazard practices (DeSimone, Murray, and Lester, 2004; Connor et al., 2004). Be that as it may, research indicating the higher self-esteem and risk involvement relationship includes rather formative investigations, which isolate chance taking as versatile and obsessive (Baumrind and Moselle, 1985); as referred to in Siegel et al., (2004). According to these examinations, one of the identity attributes of a versatile daring person is higher self-esteem. Along these lines, research has exhibited that chance involvement is either identified with higher or bring down self-esteem, relies on the hazard type or hypothetical foundation of the examination.

The majority of the researchers propose that low self-esteem is firmly related with, and regularly an antecedent of juvenile hazard practices and medical issues (Abernathy, Massas and Romano-Dwyer, 2005). Essentially, Garnezy, (1983) contends that an abnormal state of self-esteem is a defensive factor against risk involvement. Supporting this contention, low self-esteem has been linked to different immature hazard practices, for example, smoking, sedate utilize, and sexual movement. In a similar vein, in an

examination directed with alcoholic kids, one of the identity attributes of them was found as low self-esteem (Modrcin-Talbott et al., 2008).

What's more, youthful young ladies with low self-esteem frequently experience the ill effects of sexually transmitted illnesses and pregnancy (Kirshner, 2004; Modrcin-Talbott et al., 2008). Moreover, low self-esteem has been essentially connected with substance misuse (Gordon and Caltabiano, 2006), liquor utilize and issue drinking (Scheier, Botvin, Griffin, and Diaz, 2002); as referred to in Wild, Flisher, Bhana, and Lombard, 2004), and smoking (Höfler, Perkonigg, Schuster, Sonntag, Wittchen, 2009). Then again, a few scholars contend that individuals with low self-esteem involve in different risky practices, neglect to adapt to various challenging life occasions and the feelings experienced (Jessor, Van Den Bos, Vanderryn, Costa, and Turbin, 2005). These scholars additionally propose that increasing self-esteem of the individuals may diminish involving in risky behaviours.

In a longitudinal report (Jessor, Donovan, and Costa, 2011) examined the function of some social-ecological and identity factors including self-esteem in explaining hazard taking from an issue conduct point of view. Members of the investigation were 384 high school and 184 undergraduates. Jessor et al., (2011) discovered that issue conduct inclination in adolescence was fundamentally identified with youthful grown-up issue conduct. Identity factors including self-esteem reliably anticipated the issue practices, for example, drinking, medicate utilize, and cigarette smoking in youthful adulthood.

In another examination, Wild, Flisher, Bhana, and Lombard (2004), investigated the connection between six self-esteem domains (peers, school, family, sports, self-perception, and worldwide self-esteem) and risky practices. Members were 939 secondary school understudies from South Africa and between the evaluations of 8<sup>th</sup> and 11<sup>th</sup> grades. Results recommended that interventions that mean to shield adolescents from engaging in risky practices by increasing their self-esteem are probably going to be best and cost-productive in the event that they are appropriate for the family and school domains. So also, McKaig (1989) investigated the connection between self-esteem and wellbeing conduct in 303 moderately aged adolescents and concocted a

similar perception. The aftereffects of the investigation exhibited that there was a critical relationship between higher self-esteem and more advantageous or healthier conduct.

Distinct from the examinations above, Gonzales, and Fields' investigation, (2004) accentuated the formative parts of higher self-esteem, in connection to immature hazard taking. In Gonzales and Fields' study (2004), adolescents' view of hazard taking practices (sports and peril) and their associations with other hazard and defensive variables including guardians and peers, social help, family duties, self-esteem, sadness, and medication utilize were examined. As such, 440 adolescents were surveyed regarding the contrasts among high and low games chance taking, peril hazard taking and other identity factors. The consequences of this examination showed that sports' daring people revealed more peril related hazard taking and more medication utilize higher self-esteem than did non-daring people.

Scholarly, self-esteem then again, did not altogether identify with any of the wellbeing compromising practices. These investigations demonstrate an inconsistent connection between adolescents' self-esteem and hazard taking. Longitudinal information is in this manner better ready to catch the change in self-esteem among adolescents and their consequent risky social commitment. There are still restrictions with a portion of these examinations in that self-esteem was evaluated as a predecessor that guides in the forecast of adolescents' risky practices in excess of a middle person.

#### **2.3.4 Socio-Economic Status and Risky Sexual Behaviour**

The sexual conduct of the immature is linked to the socio-economic status of the family, essentially through the education and incomes of the guardians. Later beginning of sexual intercourse and lower youngster pregnancy rates are identified with higher family incomes (Casper, 2006). In like manner, more elevated level of parental education have been related with lower pre-adult sexual activity, deferred sexual initiation, more secure sexual practices and lower dangers of pregnancy, Perkins et al., (2008). In an investigation by Choe et al., (2004), a positive affiliation existed between guardians' education level and experience of pre-marriage sex among their youngsters. In developing nations, be that as it may, a more elevated amount of guardians' education

through better economic conditions, might be related with simple access to substances and open doors for pre-marriage sex, and in this way, a higher predominance of substance utilize and pre-marriage sex during adolescence among their youngsters.

Numerous examinations have examined regardless of whether guardians are viable sex instructors for their differentiating and frequently insubordinate adolescents. Russo,(2002) underscored that guardians' level of socio-economic status in discussing sexuality was fundamental to powerful correspondence with adolescents. Baldwin and Baranoski, (2010) discovered that adolescents report's identity more prone to be happy with family interactions. Feldman and Rosenthal, (2010), in an investigation of sex education, underscored the significance of sexual orientation. Their findings, Feldman and Rosenthal, (2010) underscore that youngsters regularly assess moms all the more decidedly (as sex instructors) than dads; little girls frequently assess moms more emphatically than their adolescents notwithstanding the increasing bulk of writing encouraging sex education in the home. The National Campaign to counteract Teen Pregnancy, (2010) in the United States of America reports that more than 33% of youngsters stated that they had not by any means a single accommodating discussion with their folks about sex. However parental socio-economic status is by and large referenced to the guardians' information of their kid's whereabouts, exercises and companions (Jacobson and Crockett, 2010).

Likewise, researchers distinguished that disappointments in parental monitoring were identified with an indirect influence permitting the youthful to connect with freak peers. Other influential factors contributing to parental monitoring levels were distinguished as parent accessibility, family structure, the number of parental figures and the number of guardians who are at home during critical hours. These all add to parental socio-economic status levels which influence the risky sexual conduct of adolescents. In an investigation concentrated on developing and evaluating an intervention to increase monitoring by guardians and gatekeepers of African-American youth, researchers underscored that parental socio-economic status can work both as a preventive measure and as an intervention measure for adolescents effectively involved in risky practices (Stanton et al, 2010). The findings of this investigation indicated a tremendous measure

of parental underestimating of juvenile risky conduct which is indicative of more prominent requirement for guardians to learn interventions for increased monitoring of their adolescents.

Stanton et al., (2010), in a longitudinal report led with a portion of similar information, researchers discovered that proof for an inverse connection between seen peers influence and unprotected sex (Listanton and Feigelman, 2010). Long haul impacts of peers influence gave sustained insurance from immature risky conduct (Li.Fiegelman, and Stanton, 2010; Li et al., 2010). Likewise, Metzler, Oell, Biglan, Ary and Smolkowski, (2004) found a positive connection between's parental socio-economic status and degenerate monitoring and freak peer associations with attendant sexual hazard taking conduct in immature. Metzler et al., (2004) explained that when there isn't much parental socio-economic status of juvenile exercises, there is a more prominent probability for such adolescents to connect themselves with freak peers and thus indulge in different tricky conduct including sexual nature and others. A finding related with monitoring that could indirectly influence juvenile sexual hazard taking is the accessibility of parental figures.

Metzler et al., (2004) set up that in circumstances here, guardians' socio-economic status was apparently once in a while accessible or thoroughly missing, and that adolescents were probably going to take part in risky sexual conduct; proposing additionally that when the guardians were not accessible not exclusively was parental monitoring decreased but rather the adolescents likewise needed models of suitable sexual conduct. Mass destitution during this period and people groups resulting modification movement irritated a few adolescents' standoffish conduct, especially indiscriminate and clandestine social involvement. Female adolescents needed to battle with the allurements of financial satisfaction and sexual suggestions by generally more extravagant peers and grown-ups.

Therefore, neediness or the need to survive turned into the driving power and inspiration driving the sexual movement of immature young ladies (Isiugo-Abanihe, 2003). Indeed, proof from many developing nations proposes that poorer ladies will probably have non-ordinary accomplices and that condom use with non-standard accomplices is essentially

lower among poorer ladies. Booysen and Summerton, (2002) have remarked for South Africa that destitution increases the weakness of ladies to HIV infection by resulting, in addition to other things, in perilous sexual practices, regularly because of an absence of information, absence of access to methods for assurance, and inability to arrange condom use with sexual accomplices because of entrenched roles and power relations.

The rising level of youthful female sexual movement is likewise an element of the need to accomplish or maintain an upscale way of life or for the more extended term goals of establishing contacts with affluent or esteemed individuals, and of obtaining help with finding a great job (Meekers and Calves, 2007); others utilize sex as a bargain for marriage or to demonstrate their fruitfulness as a prelude or essential for marriage (Isiugo-Abanihe, 2003).

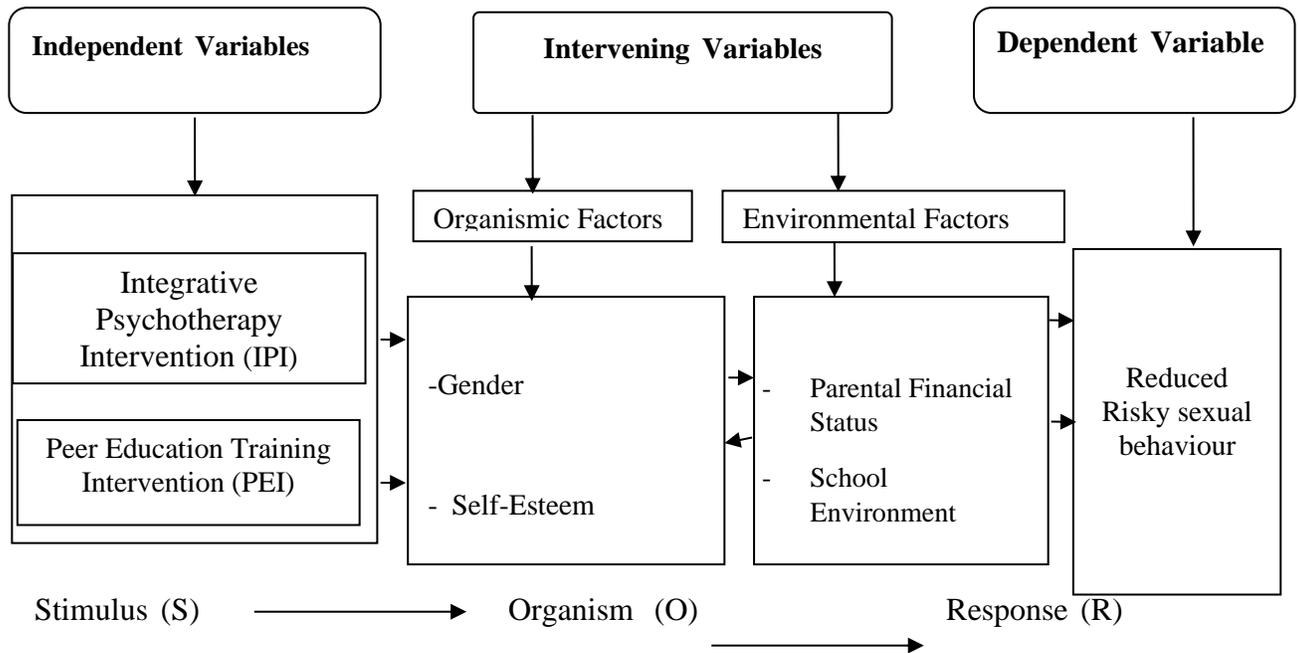
Odewole, (2010) and Omoteso, (2003) additionally discovered comparative exercises among the college understudies they contemplated. A few disposition studies had additionally uncovered that the sexual state of mind of adolescents is more liberal than that of grown-ups (WHO, 2003, Owuamanam, 2005 and Odewole, 2010). WHO (2003) demonstrated that 43% of young ladies and 67% young men matured somewhere in the range of 14 and 19 years were sexually dynamic.

Franzkowrak, (2010) distinguished sexuality as a pre-adult formative undertaking. In the investigations of Ravi, (2011), Carpenter (2010); Horan, Phillips, and Hagan,(2010), Koenig, (2010), Remez, (2010); and Sanders and Reinisch,(2011) it was accounted for that young fellows overviewed were more probable than ladies to report sexual experience. Numerous ladies were not sexually dynamic. Indeed, it is reported that only in four nations out of 41 examined did ladies aged 15-19 report having any sexual experience. Unuigbe and Ogbeide, (2009) in their examination on sexual conduct and impression of AIDS among youthful young ladies in Benin City, Nigeria found a female immature populace that was sexually dynamic.

The family socio-economic status had additionally been found to have a critical influence on youthful people groups' sexual conduct. In numerous nations, young ladies who lack opportunities, and/or are from poor family socio-economic status, look for help

and security from men trading sex and accordingly, hazard HIV infection and different STIs. Young ladies in some cases go into association with more seasoned men called "sugar daddies" in Sub-Saharan Africa who pay their school charges, purchase presents for them and offer inducements (Meekers and Calve, 2007) and Luke, (2011). In South Africa, for instance, numerous young ladies have sexual connections in return for favours, gifts and money (Macphail and Campbell, 2011). A couple of concentrates detailed comparative courses of action between young fellows and more established ladies as in Nigeria, Cameroon and South Africa where some young fellows have "sugar mummies" (Meekers and Calves, 2007) and (Scalway, 2011). Additionally, the investigation of Kuvlesky, (2008) demonstrated that the religion of guardians did not have influence on the adolescents' sexual conduct.

## 2.4 Conceptual Model for the Study



**Figure 2.1: Conceptual Model for the Study**

### Explanation of Conceptual Model

The conceptual model for this study is made up of the independent variables or the treatment interventions namely; Integrative Psychotherapy Intervention (IPI) and Peer Education Intervention (PEI). These variables were manipulated by the researcher to observe effects on the dependent variable (Risky sexual behaviour). The intervening or mediating variables consists of organismic and environmental factors. The organismic factors are those factors which are resident within the individual such as gender, locus of control, emotional intelligence, self-esteem, self-efficacy and age among others. The environmental factors are variables which are resident outside the individual and could affect the responses of the participants to the treatment package. Examples of environmental factors are social support, work overload, socio-economic status and school climate among others. Though several intervening variables are capable of influencing the effectiveness of the interventions in achieving reduction of risky sexual behaviour in this study, the intervening variables of interest are parental socio-economic status and self-esteem. This is because literatures have shown that these have significant influence in reducing risky sexual behaviour of in-school adolescents.

There was a control group. The researcher gave a non-therapeutic talk on “Poverty alleviation in Nigeria” after the initial introduction and pretest session. A concluding session was arranged which also involved the posttest exercise.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter focuses on the explanation of how the study was carried out. This includes the description of research design, study population, sample and sampling technique, instrumentation, procedure for data collection, summary of activities in the experimental groups and method used for data analysis.

#### **3.1 Research Design**

The study adopted a pretest-posttest, control group quasi-experimental design with a 3x2x2 factorial matrix. In essence, the row consists of Integrative Psychotherapy and peer educational intervention and the control. The row was crossed with self-esteem varied at three levels (High and Low) and parental socio-economic status varied at three levels (High and Low). This is represented in the table below.

**Table 3.1: A 3x2x2 Factorial Matrixes for the Reduction of Risky Sexual Behaviour of In-School Adolescents.**

Treatments	Self-Esteem (B)			
	High (B <sub>1</sub> )		Low (B <sub>3</sub> )	
	Parental Socio-Economic Status ( C )			
	High (C <sub>1</sub> )	Low (C <sub>2</sub> )	High (C <sub>1</sub> )	Low (C <sub>2</sub> )
<b>IP (A<sub>1</sub>)</b>	7	7	8	9
<b>PEI (A<sub>2</sub>)</b>	8	9	8	9
<b>CG (A<sub>3</sub>)</b>	8	7	8	8

**Key:** SE = Self-Esteem; PSS = Parental Socio-Economic Status; IP = Integrative Psychotherapy; PEI = Peer Education Intervention; CG = Control Group

This design is schematically represented as:

O1 X<sub>A1</sub> O2

O3 X<sub>A2</sub> O4

O5 X O6

Where O1, O3 and O5 are pre-tests for the three groups.

O2, O4 and O6 are post-tests for the three groups.

X<sub>A1</sub>- integrative psychotherapy ( Treatment 1)

X<sub>A2</sub>- Peer Education Intervention. ( Treatment 2)

X Placebo

### **3.2 Population**

The population for the study comprised of all in-school adolescents in Lagos State, Nigeria. There are 500 secondary schools across 20 local governments in Lagos state. The research covered all in-school adolescents within the age range of 10-19 years in Lagos State, Nigeria.

### **3.3 Sample and Sampling Technique**

Multi-stage sampling technique was used to select the participants for the study. The first stage involved a simple random selection of three (3) Local Government Areas from the twenty (20) Local Government Areas in Lagos State. The second stage had to do with a simple random selection of one (1) secondary school in each of the selected local government area; the next stage was screening of the adolescents in senior secondary school I to III), using the screening instrument. A total of ninety-six (96) in-school adolescents were selected based on the inclusion criteria to take part in the study and distributed accordingly. Integrative Psychotherapy Intervention (IPI) group had thirty-one (31) participants; Peer Education Intervention (PEI) group had thirty-four (34) participants; while the Control Group (CG) had thirty-one (31) participants.

### **3.4 Inclusion Criteria**

The following criteria were used in selecting the participants for the study:

- i. Participants should be secondary school students.
- ii. The students should have scored high in the screening instrument administered (Above 40 points)
- iii. There was to be a willingness to participate in the study.
- iv. In-school adolescents participating were to obtain the consent of the school authority.
- v. There was an age limit of 10 to 19 years for the participants.

### **3.5 Instrumentation**

#### **Sexual Decision Making Scale ( SDMS)**

Sexual Decision Making Scale (SDMS) developed by Ward, Darke and Hall (2010) was used as a screening tool for in-school adolescents. It consists of 20 items with a 4-point

score in which respondents react to the items in the scale ranging from strongly agree (4) to strongly disagree (1). Examples of the items in the scale include: *I have no passionate love for the opposite sex; I love to be in a company of the opposite sex always; I love to touch the sensitive parts of my boy/girlfriend; and I love to romance with my loved ones.* The total obtainable score was eighty (80), while a score of 30 and below was used for screening out the participants. The internal consistency reliability coefficient of the instrument according to the author was .83. Participants responded to items by indicating the choices or responses. However, the instrument was re-validated by the researcher and Cronbach alpha of .87 was obtained in a pilot study which involved an administration of the instrument to a selected sample of thirty (30) in-school adolescents in Ibadan, Oyo State, Nigeria.

### **Risky Sexual Behaviour Scale (RSBS)**

Risky sexual behaviour scale (RSBS) developed by Metzler, Noell, and Biglan (2002) was used to measure the criterion measure in the pretest-posttest stage. The risky sexual behaviour scale is a 15-item inventory. Examples of items in the scale include: *I don't need to be committed to a person to have sex with him; One night stand are sometimes very enjoyable; It is okay to have sexual relationship with more than one person at a time; and If a boy/girl takes anti-biotic after sex he/she would not contact sexually transmitted diseases.* Each item was rated on a 4-point scale (1=*strongly disagree* to 4=*strongly agree*). This scale is a summative scale base on the items with cognizance of some items being reversed in scoring. All answers given were scored and added up to indicate the level of risky sexual behaviour, with a high number indicating a greater incidence of risky sexual behaviour. Language validity findings of the original version of the scale indicated range from .66 to .91. The internal consistency reliability coefficient was .89. However, the adapted version of the instrument was re-validated by the researcher and Cronbach alpha of .84 was obtained in a pilot study which involved an administration of the instrument to a selected sample of thirty (30) in-school adolescents in Ibadan, Oyo State, Nigeria.

### **Parental Socio-Economic Status Scale (PSSS)**

Parental Socio-economic Status Scale (PSSS) developed by Salami (2001) was adopted to measure the socio-economic status of the students. This scale was based on the parents' occupation, educational level, residence and types of equipment in the house. It is a twelve (12) items self-report questionnaire used to measure the socio-economic status. On the scale, the scores obtained were further divided into three categories: high, moderate and low socio-economic status. The test retest reliability of the scale was 0.73 during the pilot study. However, the instrument was re-validated by the researcher and Cronbach alpha of 0.89 was obtained in a pilot study which involved an administration of the instrument to a selected sample of thirty (30) in-school adolescents in Ibadan, Oyo State, Nigeria.

### **Self-Esteem Scale (SES)**

The Self-Esteem Scale (SES) developed by Rosenberg (1989) was used as a measure of self-esteem of in-school adolescents. It consists of 10 items with a 4-point score in which respondents rated their self-esteem from strongly agree (4) to strongly disagree (1). Examples of the items in the scale include: *At times I think I am not good at all; I take a positive view of myself; and I wish I could have more respect for myself.* The internal consistency reliability coefficient of the instrument according to Rosenberg was 0.91. Participants responded to items by indicating choice of responses. However, the adapted version of the instrument was re-validated by the researcher and Cronbach alpha of 0.78 was obtained in a pilot study which involved an administration of the instrument to a selected sample of thirty (30) in-school adolescents in Ibadan, Oyo State, Nigeria.

### **3.6 Procedure for Data Collection**

A letter of introduction was collected from the Department of Guidance and Counselling, University of Ibadan, Ibadan for presentation to the Ministry of Education, Lagos State with respect to the intended field research by the researcher. The researcher discussed the purpose and modalities for the execution of the project with the respective Tutors General and then the Principals of the concerned schools, during the several visits to them. The Vice Principals and Guidance

Counsellors who were to help to facilitate the project were equally briefed and the execution of the field work was mapped out. In the course of these visits, the assistance of research assistants were sought and obtained. These assistants were part of the organization and administration of the various activities that helped in the success of the field work- getting the venues ready, class control, distribution and collection of questionnaires, encouraging students' continuous participation, helping to carry out instructions from the researcher, etc.

The study was carried out in four phases: pre-session activities, pre-test, treatment and post-test. In each of the three schools selected by random sampling, pre-session, activities included the screening, recruitment and assignment of participants to the two experimental groups and the control group. Advertisement, announcement to students, and briefing were made at the College Assembly; introducing the students to the programme and calling for their support and participation. This was done in each of the three selected secondary schools. One of the schools was selected for Integrative Psychotherapy Intervention. The second school was for Peer Education Intervention while the third school served as the Control Group. Furthermore, a preliminary meeting was organized to familiarize with the interested participants and to solicit their willingness to participate in the study. The selected participants were asked to fill and sign the consent form to formalize their participation in the research process. Before the pre-test, the Sexual Decision Making Scale was administered and result obtained. This was used to shortlist those who were to take part in the project. At the pre-test stage, Parental Socio-Economic Status Scale (PSSS), Self-Esteem Scale (SES) and Risky Sexual Behaviour Scale (RSBS) were administered to the participants in quick succession. Participants in the two experimental groups only were exposed to eight sessions of treatment each (Integrative Psychotherapy, eight sessions and Peer Education Training, eight sessions). Each session was for an average of 60 minutes equivalent to one hour (1 Hour). The Control Group was not treated with any of the instruments, but the participants in the group were exposed to a lecture titled "*Poverty Alleviation in Nigeria*". The post-test was administered as a part of the conclusion of the programme in each of the three (3) groups. One session was used for the post test administration.

### **The Synopsis of Treatment Packages:**

#### **Experimental Group 1 (Integrative Psychotherapy)**

**1st Session:** General orientation and administration of the instrument to obtain pre-test scores.

**2nd Session:** This session focused on the meaning of risky sexual behaviour and the meaning of Integrative Psychotherapeutic Intervention.

**3rd Session:** This session dealt with the explanation of the processes of Integrative Psychotherapy.

**4th Session:** In this session, an attempt was made to explain learning from past mistakes in relation to risky sexual behaviour.

**5th Session:** The session focused on the identification of negative sensation/thought patterns and creation of positive thought substitution.

**6th Session:** This session was on the modeling and exploration standards with expected modeling.

**7th Session:** During this session, the researcher explained the self-instruction/ motivation and its implications on risky sexual behaviour.

**8th Session:** The session dealt with summary of Integrative Psychotherapy, collection of post-test scores and formal closing of the sessions.

#### **Experimental Group 2: (Peer Education Training)**

**1st Session:** General orientation and administration of the instrument to obtain pre-test scores.

**2nd Session:** This session focused on the meaning of risky sexual behaviour and Peer Education Intervention implications.

**3rd Session:** In this session, the researcher explained the processes of Peer Education Intervention.

**4th Session:** In this case, the researcher focused on the implications of repeated assertion technique with risky sexual behaviour of in-school adolescents.

**5th Session:** The session was based on explanation of development of adequate time management skills as essential for the risky sexual behaviour of in-school adolescents.

**6th Session:** In this session, the researcher explained weakened identity functions as significant to risky sexual behaviour of in-school adolescents.

**7th Session:** This session centered on how to have positive attitude towards reactivating development, reactivating ego and reducing risky sexual behaviour.

**8th Session:** The session was for the summary of Peer Education Intervention, collection of post-test scores after administration and formal closing of the sessions.

### **Control Group**

**Session 1:** Introduction and pre-test.

**Session 2:** A talk was given on: Poverty Alleviation in Nigeria.

**Session 3:** Post testing and conclusion.

### **3.7 Control of Extraneous Variables**

Extraneous factors are those components or traits that may influence the result of the exploratory investigation besides the psychotherapies that were utilized. The researcher has guided against the impacts of such factors through the following:(1) proper randomization of members into the two intervention groups and the control groups; (2) adherence to inclusion criteria; (3) successful utilization of the 3x2x2 factorial matrix and the Analysis of Covariance (ANCOVA) measurable instrument that was utilized to similarly deal with likely incidental factors.

### **3.8 Data Analysis**

Frequency counts and Analysis of Covariance (ANCOVA) were the major statistical tools that were employed in this study. Frequency count was used to analyze the demographic characteristics of the respondents while ANCOVA was used to test the hypotheses at 0.05 level of significance. A post hoc analysis was conducted to test the direction of significant difference observed in the main treatment on risky sexual behaviour of the participants.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

This chapter presents the results and discussion of findings in this study based on the seven hypotheses raised. The results and discussions are supported with previous empirical findings as presented. This is done based on the analysis of the seven hypotheses formulated for the study; the summary of findings concludes the chapter.

#### **Hypothesis One:**

To test this hypothesis, Analysis of Covariance (ANCOVA) was adopted to analyze the post-test scores of the participants on their level of risky sexual behaviour using the pre-test scores as covariate to ascertain the post experimental differences are statistically significant. The summary of the analysis is presented in Table 4.1 below:

**Table 4.1: Summary of 3x3x3 Analysis of Covariance (ANCOVA) Post-Test Risky sexual behaviour of In-School Adolescents**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	4487.152 <sup>a</sup>	20	224.358	9.452	.000	.716
Intercept	596.866	1	596.866	25.146	.000	.251
Pre-score	287.857	1	287.857	12.128	.001	.139
TRT Group	725.139	2	362.570	15.275	.000	.289
SESTEEM	42.824	2	21.412	.902	.410	.023
SES	15.605	2	7.802	.329	.721	.009
TRT Group * SESTEEM	78.986	4	19.747	.832	.509	.042
TRT Group * SES	111.399	3	37.133	1.564	.205	.059
SESTEEM * SES	124.977	4	31.244	1.316	.272	.066
TRT Group * SESTEEM * SES	26.816	2	13.408	.565	.571	.015
Error	1780.181	75	23.736			
Total	71998.00	96				
Corrected Total	6267.333	95				

. {a. R Squared = .716 (Adjusted R Squared = .640)}

The results from Table 4.1 showed that there is significant main effect of treatments in the reduction of risky sexual behaviour of the participants ( $F_{2, 75} = 15.275$ ,  $p < 0.05$ ,  $\eta^2 = 0.289$ ). This means there is significant difference in the mean scores of the in-school adolescents' risky sexual behaviour exposed to Integrative Psychotherapy (IP) and Peer Education Training (PET) when compared with the Control Group. Hence, hypothesis one is not accepted. It was therefore concluded that there is significant main effect of treatments in reduction of in-school adolescent risky sexual behaviour. This implies that IP and PET are effective in reducing risky sexual behaviour among in-school adolescents.

To further provide information in the reduction of risky sexual behaviour of the participants among the three groups (IP, PET and Control), it is good to ascertain the direction of the differences and determine the magnitude of the mean scores of the participants in each of the treatments and the control Table 4.2.

**Table 4.2: Significant Differences in the Treatment Groups**

Treatment groups	N	Subset for alpha = 0.05	
		1	2
Integrative Psychotherapy (IP)	31	21.2258	
Peer Education Training (PET)	34	22.7353	
Control Group	31		34.8710
Sig.		.544	1.000

The following observations were made on Table 4.2, (1) There was no statistical significant difference between the post-hoc tests mean scores in reducing the risky sexual behaviour of the in-school adolescents in the IP and PET groups. However, the participants in the IP (Mean = 21.2258) benefited better than those in the PET (Mean = 22.7353). This is most probably because Integrated Psychotherapy is a counselling approach that embraces an attitude towards the practice of psychotherapy that affirms the inherent value of the individual and also responds appropriately and effectively to the person at the affective, behavioural, cognitive and physiological levels of functioning. It is more impacting on the participants than Peer Educating Training as shown in the result of the tests.

(ii) There was significant difference in the post-hoc mean test scores in reducing the risky sexual behaviour of the in-school adolescents exposed to IP and Control Group. The participants in IP (Mean = 21.2258) reduced the risky sexual behaviour significantly better than those in the Control Group (Mean = 34.8710). The Control Group was not subjected to any of the psychological sessions as to give a change of orientation to the participants concerning their attitude to risky sexual behaviour.

(iii) There was significant difference in the post-hoc test mean scores in reducing the risky sexual behaviour of the in-school adolescents exposed to PET and control group. The participants in PET (Mean = 22.7353) reduced the risky sexual behaviour significantly better than those in the Control Group (Mean = 34.8710). Instead of exposing the participants to the instruments provided in order to bring about a behaviour that will reduce sexual risk, the adolescents were only given a lecture on a non-psychological session. The adolescents were only lectured on "Poverty alleviation in Nigeria".

In summary, these observations from the results of the tests imply that there are significant differences among the mean scores of participants in PET, IP and those in the Control Group. The IP and PET are more effective than the Control Group, and that the IP had the greater potency of reducing risky sexual behaviour among in-school adolescents than PET.

**Hypothesis Two:** The results from Table 4.1 showed that there is no significant main effect of parental socio-economic status on risky sexual behaviour of in-school adolescents ( $F_{2, 75} = 0.329$ ,  $p > 0.05$ ,  $\eta^2 = 0.009$ ). This means

there is no significant difference in the mean scores of the parental socio-economic status on risky sexual behaviour of in-school adolescents in the low, moderate and high socio-economic status when compared with each other. Hence, hypothesis two was accepted.

**Hypothesis Three:** The results from Table 4.1 showed that there is no significant main effect of self-esteem on risky sexual behaviour of in-school adolescents ( $F_{2, 75} = 0.902, p > 0.05, \eta^2 = 0.023$ ). This means there is no significant difference in the mean scores of the self-esteem on risky sexual behaviour of in-school adolescents in the low, moderate and high self-esteem when compared with each other. Hence, hypothesis three was accepted.

**Hypothesis Four:** The results from Table 4.1 showed that there is no significant interaction effect of treatment and parental socio-economic status on risky sexual behaviour of in-school adolescents ( $F_{3, 75} = 1.564, p > 0.05, \eta^2 = 0.059$ ). This means there is no significant interaction between treatment and parental socio-economic status on risky sexual behaviour of in-school adolescents. Hence, hypothesis four was accepted.

**Hypothesis Five:** The results from Table 4.1 showed that there is no significant interaction effect of treatment and self-esteem on risky sexual behaviour of in-school adolescents ( $F_{4, 75} = 0.832, p > 0.05, \eta^2 = 0.042$ ). This means there is no significant interaction effect between treatment and self-esteem on risky sexual behaviour of in-school adolescents. Hence, hypothesis five was accepted.

**Hypothesis Six:** The results from Table 4.1 showed that there is no significant interaction effect of parental socio-economic status and self-esteem on risky sexual behaviour of in-school adolescents ( $F_{4, 75} = 1.316, p > 0.05, \eta^2 = 0.066$ ). This means there is no significant interaction effect between parental socio-economic status and self-esteem on risky sexual behaviour of in-school adolescents. Hence, hypothesis six was accepted.

**Hypothesis Seven:** The results from Table 4.1 showed that there is no significant interaction effect of treatment, parental socio-economic status and self-esteem on risky sexual behaviour of in-school adolescents ( $F_{2, 75} = 0.565, p > 0.05, \eta^2 = 0.015$ ). This means there is no significant interaction effect between treatment, parental socio-economic status and self-esteem on risky sexual behaviour of in-school adolescents. Hence, hypothesis seven was accepted.

## 4.2 Discussion of Findings

This study examined the effectiveness of Integrative Psychotherapy and Peer Education Training on risky sexual behaviour of in-school adolescents in Lagos State, Nigeria. The findings are logically discussed below:

The first hypothesis stated that there was no significant main effect of treatments on risky sexual behaviour of in-school adolescents. The results from this study showed that there is significant main effect of treatments in the reduction of risky sexual behaviour of the participants. This means there is significant difference in the mean scores of the in-school adolescents' risky sexual behaviour exposed to Integrative Psychotherapy (IP) and Peer Education Training (PET) when compared with the Control Group. Hence, hypothesis one is rejected. It was therefore concluded that there is significant main effect of treatments in reduction of in-school adolescent risky sexual behaviour. This implies that IP and PET are effective in reducing risky sexual behaviour among in-school adolescents. Despite the fact that both treatments were effective, it is good to ascertain the direction of the differences and determine the magnitude of the mean scores of the participants in each of the treatments and the Control Group. Thus, the Scheffe post-hoc analysis was calculated and the result implied that there is significant difference between the mean score of participants in IP, PET and those in the Control Group, while IP and PET are more effective than Control Group, and invariably it pointed out that the IP had the greater potency of reducing risky sexual behaviour among in-school adolescents than PET. The reason for this could be that the Integrative Psychotherapy is more cognitive than mere peer education. Participants in Integrative Psychotherapy group have been exposed to how their thinking pattern influences their emotional reaction and behaviours with respect to sexuality through the treatment package used in the eight sessions had. They have also learnt to identify

sensation/thought patterns and creation of positive thought substitution irrational and distorted thought beliefs and self-instruction against attributes which predispose them to risky sexual behaviour.

This finding is in consonance with the findings of Bahmani, Etemadi, and Shafie (2010) which examined the successful utilization of integrative therapeutic intervention on clients with risky sexual conduct. Result demonstrated that the normal rate of risky sexual conduct in Integrative Psychotherapy amass was lower and normal rate of negativity and their risky sexual conduct altogether is more than the normal rate of psychological treatment grouping. Castonguay et al., (2010) broke down the viability of Integrative Psychotherapy on the reduction of anxiety and the outcome is significant. So also, the finding of the study is in concurrence with that of Jones and Pulos (2013) that in their investigation discovered that integrative therapeutic intervention for the most part related to the psychodynamic convention and has been linked with a positive result in subjective treatment for risky sexual conduct. Ghafari, Behrozifar, and Naroei (2010) investigated the effect of Integrative Psychotherapy gather on the rate of individuals' mindfulness and endeavours for self-improvement and it has demonstrated the influential after-effects of this methodology. Ventgout, Classen and Legren (2004) dissected the effect of Integrative Psychotherapy on the management of risky sexual conduct and that this methodology is influential in the decrease of the risky sexual conduct of patients.

This finding likewise lines up with different examinations (Miller et al., 2010; Romer et al., 2004; Kinsman, et al., 2007) that discovered that sexual standard of conduct of the peer assemble were instrumental in determining the two intentions and inevitable sexual intercourse among adolescents. Besides, when an immature showcases a peer-conduct, for example, having sex, or using assurance inconsistently, risky sexual conduct is set up. Regularly, research underlines that peer education intervenes on a juvenile's initiation of sexual activity. In any case, peer may continue to assume a notable position even after a youthful start of a sexual movement. Research has demonstrated that peer sexual personal conduct affects adolescent's sexual movement. The juveniles who are sexually dynamic peers will probably be sexually dynamic themselves (Hewis, 2007).

Moreover, the finding of the examination was likewise in harmony with that of Harris, (2008), who in her audit of conduct of hereditary investigations broke down the impact of peer education intervention on juvenile conduct and inferred that half of the fluctuation in pre-adult identity is hereditary in origin and the remaining half basically mirrors the influence of peers. Different investigations have analyzed the influence of various kinds of peers and have inferred that closest companions were a standout amongst the most intense wellsprings of influence; stronger than companions when all is said and done, general kinship systems, or expansive based peer network (Berndt, 2006; Cohen, 2003; Morgan and Grube, 2011). A larger part of concentrates on adolescents' peer education intervention basically ask members what number of companions have performed hazard behaviour and after that connect the incentive with the objective's very own hazard conduct. A factual connection between the measures is accepted to reflect peer education intervention.

The second hypothesis states that there was no significant main effect of parental socio-economic status on risky sexual behaviour of in-school adolescents. The results confirmed that there is no significant main effect of parental socio-economic status on risky sexual behaviour of in-school adolescents. This means there is no significant difference in the mean scores of the parental socio-economic status on risky sexual behaviour of in-school adolescents in the low, moderate and high socio-economic status when compared. Hence, hypothesis two was accepted. The result could have been so, because of the fact that many other environmental factors may be prevalent and unknown which could affect the adolescents' risky sexual behaviours. Be that as it may, the finding of this investigation repudiates the investigations of (Meekers and Calve, 2007; Luke, 2011). The investigations discovered that family socio-economic status had a huge influence on youthful people groups' risky sexual conduct. Studies that were completed in numerous different nations discovered that, young ladies lacking chances and from poor socio-economic status homes look for help from men who exchange sex and along these lines gamble with HIV infection and different STIs, due to security. Young ladies now and again go into association with more seasoned men called "sugar daddies" in Sub-Saharan Africa and pay their school charges, purchase presents

for them and offers inducements. In South Africa, for instance, numerous young ladies have sexual connections in return for favours, blessings and cash (Macphail and Campbell, 2011). A couple of concentrates announced comparative courses of action between young fellows and more established ladies as in Nigeria, Cameroon and South Africa where some young fellows have "sugar mummies" (Meekers and Calves, 2007 and Scalway, 2011).

Similarly, as this investigation did not demonstrate any huge main impact of parental socio-economic status on the risky sexual conduct of the in-school adolescents, correspondingly, the investigation of Kuvlesky (2008) demonstrated that the religion of guardians likewise did not have an influence on the adolescents' sexual conduct. Different factors, for example, parental limitation, family religiosity and income, assumed no significance in influencing regardless of whether these understudies had encountered sex. In another investigation led among adolescents in a ghetto setting in Pune city and the surrounding rustic regions, the level of fearlessness and peer interaction were essentially connected with reports of encounters of sentimental and sexual relations. Be that as it may, the parental limitation was not related with either set of relations, the degree to which youth detailed close interaction with guardians was inversely connected with these experiences (Alexander et al., 2010).

Likewise, numerous investigations have examined regardless of whether guardians are powerful sex teachers for their differentiating and regularly insubordinate adolescents. Russo, 2002 stressed that guardians' level of socio-economic status in discussing sexuality was key to successful correspondence with adolescents. Baldwin and Baranoski, 2010 discovered that adolescents report's identity more prone to be happy with family interactions. Feldman and Rosenthal, 2010, in an investigation about sex education, underline the significance of sex. Their findings, Feldman and Rosenthal, 2010 accentuate that youngsters regularly assess moms all the more emphatically (as sex teachers) than dads. It will be fairly pretentious anyway that most girls frequently assess moms more emphatically than their youngsters in spite of the increasing main part of writing encouraging sex education in the home. For example, the National Campaign to avoid Teen Pregnancy (2010) detailed that more than 33% of adolescents stated that

they had not by any means a single accommodating discussion with their folks about sex. However, while discussing parental socio-economic status, it is by and large referenced to the guardians' information of their youngster's whereabouts, exercises and companions, (Jacobson and Crockett, 2010).

There was no significant main effect of self-esteem on risky sexual behaviour of in-school adolescents. The above-stated null hypothesis was accepted because the results from Table 4.1 showed that there is no significant main effect of self-esteem on risky sexual behaviour of in-school adolescents. This means there is no significant difference in the mean scores of the self-esteem on risky sexual behaviour of in-school adolescents in the low, moderate and high self-esteem when compared with each other.

In consonance with the present finding, researches on self-esteem and risky sexual conduct have not delighted in an agreement report, rather unique outcomes were watched. A few investigations propose that low self-esteem is connected with an increase in hazard involvement (Scheier, Botvin, Griffin, and Diaz, 2010; Belgrave, Van Oss Marin and Chamberg, 2010). Different examinations contend that higher self-esteem is additionally decidedly related to hazard practices (DeSimone, Murray and Lester, 2004; Connor et al., 2004). Be that as it may, research indicating the higher self-esteem and hazard involvement relationship includes rather formative examinations, which define chance taking as versatile and pathological (Baumrind and Moselle, 1985); as referred to in Siegel et al., (2004). According to these investigations, one of the identity attributes of a versatile daring person is higher self-esteem. In this way, research has exhibited that chance involvement is either identified with higher or brought-down self-esteem, depending on the hazard type. This legitimizes the finding of this investigation which demonstrates that having either high as well as low self-esteem among in-school adolescents does not make a difference with regards to issues of risky sexual conduct.

Additionally, this finding negates that of Benjamin and Wulfert (2006) where they discovered that understudies with low self-esteem devoured more liquor, had more sexual accomplices and had more HIV hazard taking practices than different understudies. Benjamin and Wulfert (2006), found the relationship of simultaneousness

with non-monogamous sexual accomplices and substance utilize suggesting the presence of broad sexual systems that link individuals at higher hazard for HIV infection with increased open doors for disseminated infection. A few investigations have demonstrated that ladies who take part in risky sex had more negative states of mind toward using condoms, had brought down self-esteem, and utilized more illicit medications than ladies with higher self-esteems (D'Zurilla et al., 2003; Sterk, Klein, and Elifson, 2004).

As a rider to the above, investigation of defensive components against substance utilize and sexual hazard taking was directed among high-neediness urban youth. More elevated amounts of self-esteem were related with lower levels of hazard behaviours (Peterson, Buser, and Westburg, 2010). A relationship between low self-esteem and substantial drinking in school ladies have additionally been exhibited in different studies (Benjamin and Wulfert, 2005; Neuman et al., 2009). In an investigation by Neumann et al., (2009), with three hundred-and-four liquor using undergraduates, regarding the dangers related with liquor utilize, results uncovered that self-esteem and sexual orientation fundamentally and independently anticipated liquor-related states of mind, intentions, and follow-up conduct. Females, particularly those with low self-esteem, showed more prominent liquor-related concerns promptly subsequent to reading the message, while guys displayed more self-serving states of mind.

There was no significant interaction effect of treatment and parental socio-economic status on risky sexual behaviour of in-school adolescents. The results of the study showed that there was no significant interaction effect of treatment and parental socio-economic status on risky sexual behaviour of in-school adolescents. This implies there is no huge interaction impact among treatment and parental socio-economic status on risky sexual conduct of in-school adolescents. Henceforth, speculation four was acknowledged. The finding of this investigation repudiates a few other findings (Metzler, Oell, Biglan, Ary and Smolkowski, 2004) in a longitudinal report directed found a positive connection between parental socio-economic status and freak monitoring and degenerate peer associations with attending sexual hazard taking conduct in the youthful. Metzler et al., (2004) explained that when there isn't much parental socio-economic status of immature exercises, there is a more prominent probability for such adolescents to

connect themselves with freak peers and subsequently indulge in different risky practices including sexual nature and others. A finding related to monitoring that could indirectly influence juvenile sexual hazard taking is the accessibility of parental figures.

In addition, the finding of this investigation likewise certifies that of Halmi (2005) which broke down the effect of Integrative Psychotherapy on the reduction of eating disorder and sexual risk practices among 300 adolescents. The examination presumed that this treatment facilitates improvement, in this way Integrative Psychotherapy was powerful. There is proof that juvenile's hazard practices related to practices of their dear companions, however, it isn't evidenced that such affiliation reflects peer education intervention. The affiliations may reflect estimation ancient rarities, kinship determination, or the activity of parallel occasions. Peer education intervention on pre-adult sexual conduct has to a great extent been confined to level of interaction (Laurissen, 2004; Small and Luster, 2004) albeit a few investigations have indicated the nearness of different parts of peer education intervention e.g. negative peer education intervention; this research includes peer interaction levels, intimacy, sexual conduct and risky sexual conduct. Berndt's (2006) findings in a meta-investigation on whether the individual's dearest companion has performed hazard conduct and after that compare this view with hazard conduct. Pundits of this result have noticed that the relationship between one's very own conduct and reports of the conduct of companions can't be taken as unambiguous proof for peer education intervention (Bauman and Ennet, 2006; Billy and Udry, 2005).

There will be no significant interaction effect of treatment and self-esteem on risky sexual behaviour of in-school adolescents. The results from the study showed that there is no significant interaction effect of treatment and self-esteem on risky sexual behaviour of in-school adolescents. This implies there is no huge interaction impact among treatment and self-esteem on the risky sexual conduct of in-school adolescents. Subsequently, theory five was acknowledged. The finding is additionally interestingly with different longitudinal investigations of Jessor, Donovan, and Costa (2011) that discovered that issue conduct inclination in adolescence was altogether identified with youthful grown-up issue conduct. Identity factors including self-esteem reliably

anticipated the issue practices, for example, drinking, tranquilize utilize, and cigarette smoking in youthful adulthood. So also, the finding of Wild, Flisher, Bhana and Lombard (2004) showed that there was a huge relationship between higher self-esteem and more beneficial conduct. Distinct from the investigations above, Gonzales and Fields' study (2004) underlined the formative parts of higher self-esteem, in connection to youthful hazard taking.

Besides, later beginning of sexual intercourse and lower youngster pregnancy rates are identified with higher family incomes (Casper, 2006). In like manner, more elevated amounts of parental education have been related with lower pre-adult sexual movement, deferred sexual initiation, more secure sexual practices and lower dangers of pregnancy (Perkins et al., 2008). In another study by Choe et al., (2004), a positive affiliation existed between guardians' education level and experience of pre-marriage sex among their youngsters which are indices of high regard. In developing nations, be that as it may, a larger amount of guardians' education through better economic conditions might be related with simple access to substances and open doors for pre-marriage sex, and thusly, the higher pervasiveness of substance utilize and pre-marriage sex during adolescence among their youngsters; high or low self-esteem notwithstanding.

There was no significant interaction effect of parental socio-economic status and self-esteem on risky sexual behaviour of in-school adolescents. The results from the study also showed that there was no significant interaction effect of parental socio-economic status and self-esteem on risky sexual behaviour of in-school adolescents. This implies there was no critical interaction impact between parental socio-economic status and self-esteem on the risky sexual conduct of in-school adolescents. Consequently, speculation six was acknowledged. A conceivable purpose behind this distinction could be because of the way that adolescents are presented to a few different factors, for example, internet based life and other ecological exigencies which are past the extent of the guardians, the findings subsequently can't help contradicting some different findings where researchers distinguished that disappointments in parental monitoring were identified with an indirect influence permitting the juvenile to connect with freak peers.

Another influential variable contributing to parental monitoring levels was distinguished as parent accessibility, family structure, the quality or quantity of parental figures and the number of guardians who are at home during critical hours. These all add to parental socio-economic status levels which influence risky sexual conduct of adolescents.

This finding additionally supports that of Stanton et al., (2010) who maintained that parental socio-economic status can work both as a preventive measure and as an intervention measure for youth officially involved in risky practices. The findings of this examination indicated a tremendous measure of parental underestimating of pre-adult hazard conduct indicative of more noteworthy requirement for guardians to learn interventions for increased monitoring of their adolescents. A few investigations have scrutinized and discovered the supposition that high self-esteem inversely connects with commitment in risks (Baumeister, Heatherton; and Tice, 2003; Baumeister, Smart, and Boden, 2006). Despite the fact that reviews have demonstrated high self-esteem to be identified with low levels of hazard engagement (Donnellan et al., 2005; McGee and Williams, 2010), different investigations have contended that debilitated pretention results in inflated perspectives of oneself, which would then be able to prompt risky behaviours (Crocker and Park, 2002). This contention depends on the presumption that individuals now and then take part in risky practices to increase or maintain self-esteem, or to decrease the danger of having low self-esteem (Crocker and Park, 2002).

Likewise, pre-adult young ladies with low self-esteem frequently experience the ill effects of sexually transmitted infections and pregnancy (Kirshner, 2004; Modrcin-Talbott et al., 2008). Besides, low self-esteem has been altogether connected with substance abuse (Gordon and Caltabiano (2006), liquor utilize and issue drinking (Scheier, Botvin, Griffin, and Diaz; as referred to in Wild, Flisher, Bhana, and Lombard, 2004), and smoking (Höfler, Perkonigg, Schuster, Sonntag, Wittchen, 2009). Then again, a few scholars contend that individuals with low self-esteem involves in different hazard practices, neglect to adapt to various challenging life occasions and the feelings experienced (Jessor, Van Den Bos, Vanderryn, Costa and Turbin, 2005). These scholars additionally recommend that increasing self-esteem of the individuals may decrease involving in hazard practices.

There was no significant interaction effect of treatment, parental socio-economic status and self-esteem on risky sexual behaviour of in-school adolescents. The results of this study showed that there is no significant interaction effect of treatment, parental socio-economic status and self-esteem on risky sexual behaviour of in-school adolescents. This means there is no significant interaction effect between treatment, parental socio-economic status and self-esteem on risky sexual behaviour of in-school adolescents. Therefore, hypothesis seven was accepted. Rather than the past findings of Ghafari, Behrozifar, and Naroei (2010) broke down the effect of Integrative Psychotherapy gather on the rate of individuals' mindfulness and endeavours for self-awareness and it has demonstrated the influential after-effects of this methodology. Ventgout, Classen and Legren (2004), additionally broke down the effect of Integrative Psychotherapy on the management of risky sexual conduct and that this methodology is influential in decrease of the risky sexual conduct of patients.

The finding is additionally upheld by past studies, for instance, Greenberg and Webster (2002) discovered that the utilization of two-seat systems, which enable clients to wind up mindful of and integrate incongruent requirements, can prompt a superior result than critical thinking treatment. Actually, a huge number of studies have examined peer assemble educational intervention in adolescents. The collection of proof proposes that a standout amongst the greatest and steady indicators of adolescents' risky conduct is whether an individual has companions who additionally take part in that conduct. Such affiliations have driven numerous social researchers to infer that peers apply significant influence on adolescents. Not exclusively do peer sexual conduct influence adolescents sexual conduct, different parts of peers' conduct could likewise affect on juveniles' sexual conduct adversely. Biglan et al., (2010) discovered that adolescents were more inclined to high-chance sexual action.

So also, Perkins et al., (2008) discovered that delinquent peer gather encounter defined by use of liquor, medicates or getting into inconvenience, increased the shot of the immature being sexually experienced rather than inexperience. In this equivalent examination, it was additionally seen that sexually experienced youthful guys had larger amounts of negative peer attributes than sexually inexperienced pre-adult peers' tricky conduct and

substance misuse; likewise increased the odds of non-utilization of condoms among adolescents. These findings might be converted into the domain of sexual hazard taking by adolescents in that delinquent peers increase the odds of adolescents participating in higher versus brought-down hazard practices. Some past work led on the appraisal of self-esteem on adolescents' risky conduct demonstrated noteworthy connections however little impact sizes (Salazar et al., 2005).

Thus, destitution or the need to survive turned into the driving power and inspiration driving the sexual action of immature girls (Isiugo-Abanihe, 2003). Indeed, proof from many developing nations proposes that poorer ladies will probably have non-ordinary accomplices and that condom use with non-normal accomplices is essentially lower among poorer ladies. Booysen and Summerton (2002) have observed for South Africa that neediness increases the weakness of ladies to HIV infection by resulting, in addition to other things, in perilous sexual practices, frequently because of an absence of information, absence of access to methods for assurance, and inability to arrange condom use with sexual accomplices because of settled sexual duties and power relations.

### **4.3 Summary of Findings**

Based on the results presented in this chapter, the following summaries are derived from the study:

- i. There was significant main effect of treatment on risky sexual behaviour of in-school adolescents. The participants in the two psychotherapies benefited more than those in control group.
- ii. There was no significant main effect of parental socio-economic status on risky sexual behaviour of in-school adolescents.
- iii. There was no significant main effect of self-esteem on risky sexual behaviour of in-school adolescents.
- iv. There was no significant interaction effect of treatment and parental socio-economic status on risky sexual behaviour of in-school adolescents.
- v. There was no significant interaction effect of treatment and self-esteem on risky sexual behaviour of in-school adolescents.

- vi. There was no significant interaction effect of parental socio-economic status and self-esteem on risky sexual behaviour of in-school adolescents.
- vii. There was no significant three-way interaction effect of treatment, parental socio-economic status and self-esteem on risky sexual behaviour of in-school adolescents.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

Summary, conclusions, and recommendations are also drawn from the findings. The study was undertaken out of the concern for in-school adolescents who have continuously displayed risky sexual behaviours. In this chapter, attempts were also made to present recommendations, pointing out some of the limitations to the study and suggestions were made for future research works.

#### **5.1 Summary**

This study investigated the effectiveness of Integrative Psychotherapy and Peer Education Training on risky sexual behaviour of in-school adolescents in Lagos State, Nigeria. Socio-economic status and self-esteem were the intervening variables in this study. There was significant main effect of treatment on risky sexual behaviour of in-school adolescents. The participants in the two psychotherapies benefited more than those in control group. There was no significant main effect of parental socio-economic status on risky sexual behaviour of in-school adolescents.

There was no significant main effect of self-esteem on risky sexual behaviour of in-school adolescents. There was no significant interaction effect of treatment and parental socio-economic status on risky sexual behaviour of in-school adolescents. There was no significant interaction effect of treatment and self-esteem on risky sexual behaviour of in-school adolescents.

There was no significant interaction effect of parental socio-economic status and self-esteem on risky sexual behaviour of in-school adolescents. There was no significant three-way interaction effect of treatment, parental socio-economic status and self-esteem on risky sexual behaviour of in-school adolescents.

## **5.2 Conclusion**

This study investigated the effectiveness of Integrative Psychotherapy and Peer Education Training on risky sexual behaviour of in-school adolescents in Lagos State, Nigeria. Socio-economic status and self-esteem were the intervening variables in this study. Participants were exposed to training for eight weeks and data were collected, analyzed and revealed the findings of this study. On the basis of the findings of this study, it was concluded that, Integrative Psychotherapy and Peer Education Training were effective in the reduction of risky sexual behaviour of in-school adolescents in Lagos State, Nigeria. It is expected that proper application of these intervention programmes should yield similar result in future. On the potency of the treatment intervention, Integrative Psychotherapy was more effective in the reduction of risky sexual behaviour compared to Peer Education Training. Socio-economic status and self-esteem had no significant effect on the risky sexual behaviour of the participants used in the study.

## **5.3 Implications of Findings**

The findings of this study are not without some implications. First, it provides empirical support for the effectiveness of Integrative Psychotherapy and Peer Education Training on risky sexual behaviour of in-school adolescents in Lagos State, Nigeria. The outcome of this study has great implications for the adolescents, counselling and educational psychologists, school teachers, and other educational institutions, stakeholders in educational sectors and researchers who might discover gaps and intend to carry out further studies.

To the participants, this study has exposed the students to training programmes which have helped them acquire useful skills, which has informed them about risky sexual behaviour. This would go a long way to improve sexual orientation habit among the adolescents. As evidenced from the findings of this study, the two treatment techniques were effective. On this basis therefore, expected behavioural and attitudinal change and paradigm shift from negative thought and dispositions to positive ones could be enhanced if individual knowledge towards sexual behaviour is utilized effectively in the adolescents' day to day activities.

School counsellors could effectively and confidently use these interventions to improve sexual behaviours among adolescents. Since Integrative Psychotherapy and Peer Education Training were effective in reducing sexual behaviours, a proper application of the principles underlining these psychological interventions should produce similar result. However, Integrative Psychotherapy was more potent in risky sexual behaviours of secondary school adolescents. This then has become a leading light to other researchers to examine the effect of other psychological interventions for same or similar purpose.

Further implication of the study is that, it provides the basic information necessary for identifying on how to reduce risky sexual behaviours of adolescent secondary school students. To counselling and educational psychologists, there is the need for knowledge of conceptualizing students' sexual challenges and adequately tackling them using Integrative Psychotherapy and Peer Education Training.

#### **5.4 Recommendations**

The following recommendations are made based on the findings of this study.

- i. An orientation programme for fresh students coming into the secondary school is recommended. Integrative Psychotherapy and Peer Education Training should be an integral component of the orientation programme which should be anchored by qualified counselling psychologists. This kind of training at the inception/resumption to school is very critical as it would equip adolescents with skills needed to cope in the school and outside the school environment particularly when issues of sexuality arise.
- ii. The findings of this study should be of interest to professionals i.e., counselling psychologists, social welfare workers, and social health workers et cetera; who could use the empirical data provided by this study to help adolescents in promoting healthy sexual activities in Lagos State and Nigeria at large.
- iii. The serious need for counselling services has been revealed in this study which calls for appropriate attention. The policy makers and the government at all levels should give counselling services a significant position in the society and make jingles that will constantly educate the people of the nation on the importance of

counselling and the challenges of risky sexual behaviours among adolescents. This will help the adolescents to consider counselling as a helping service and encourage them to respond when the call comes.

- iv. The government should also encourage professional counsellors to open counselling clinics in the cities, as obtained in the field of medicine, to provide opportunities for adolescents to receive counselling helps. More counselling psychologists should be employed and encouraged so as to meet the growing challenges of the sexuality in the modern time.
- v. The finding of this study indicates that parents' socio-economic status and self-esteem have no significant effects on risky sexual behaviours among adolescents. This suggests that there are various other social factors that could encourage risky behaviours among adolescents. It is therefore left to parents, guardians and other significant others, in the lives of adolescents to inculcate and internalize virtues that promote sanctity amongst adolescents.
- vi. The counselling psychologists should wake up to the challenges of the adolescents particularly in the growing complex world we now live in. Parents, religious leaders and community elders should step up their activities and educate adolescents on the essence of noninvolvement in risky sexual behaviours.

## **5.5 Contributions to Knowledge**

The findings of this study have contributed to knowledge in the following respects.

1. In the efforts at reducing the engagement of in-school adolescents in risky sexual behaviour, this study has contributed by revealing that psychotherapeutic efforts will be a veritable means of achieving such objectives. For instance, as shown in this study, Integrative Psychotherapy and Peer Education Training reduced risky sexual behaviours of the adolescents, which is a proof that if counselling practice could make use of these therapies, there is significant likelihood that the occurrence of risky sexual behaviour of adolescents would be reduced drastically.
2. Secondly, the study has contributed in term of helping to develop further theories, models and policies that could help in the attempts at reducing the level of risky sexual behaviour of adolescents. Specifically, using Integrative Psychotherapy approach and the introduction of Peer Education Training in adolescent up-

bringing could be very useful, as well as developing the capacities of adolescents in order to engage in profitable and productive discussion that could help reduce incidences of risky sexual behaviour.

3. This study has also contributed to knowledge in that it has exposed the policy makers and government agencies to understand that using psychotherapies, such as Integrative Psychotherapy and Peer Education Training, will not only help in reducing risky sexual behaviour among adolescents, but also reduced consequential effects of it such as unwanted pregnancy, abortion, sexually transmitted diseases or infections (STDs/STIs), HIV/AIDs, expulsion from school, out-of-school incidences etc.

### **5.6 Limitations of the study**

The current study provided some salient revelations as regards the Integrative Psychotherapy and Peer Education Training on risky sexual behaviour of in-school adolescents in Lagos State, Nigeria. There are some limitations that are worthy of mentioning. First, a limited number of ninety (90) students might not be enough to make generalizations on the population of the study. This limited number of participants was used due to administrative, logistics, time and financial constraints to achieve the objectives of the experimental study; a larger number, if employed could have achieved a different result. However, this limitation has not affected the findings of this study adversely in any way. Also, this study covered only three local governments in Lagos State; the researcher was unable to cover other local governments, by choice which could have widened the scope of the study. In spite of the afore-mentioned limitations, the findings of this study remain valid and usable.

### **5.7 Suggestions for Further Studies**

The effectiveness of Integrative Psychotherapy and Peer Education Training on risky sexual behaviour of in-school adolescents can be replicated with samples from different schools and different categories of students in other geo-political zones of the country other than the South West Zone where this study was conducted. Also, future researches should consider other possible intervening variables that were not considered in this study such as, emotional intelligence, social support, etc. to

reveal accurate relationship between the variables. More research is needed to determine other variables that might mediate or moderate the relationship between treatment and risky sexual behaviour.

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**APPENDIX**  
**TREATMENT PACKAGES**  
**EXPERIMENTAL GROUP 1 (INTEGRATIVE PSYCHOTHERAPY FOR RISKY**  
**SEXUAL BEHAVIOUR AMONG IN-SCHOOL ADOLESCENTS)**

**Session 1**

**Topic: General Introduction and Administration of Instrument to obtain Pre-test Scores**

**Objective:** The purpose of this session is to administer Risky Sexual Behaviour Scale (RSBS), Parental Socio-Economic Status Scale (PSSS) as well as Self-Esteem Scale (SES) so as to determine the present situational level of the participants regarding the dependent variable (Risky Sexual Behaviour) and intervening variables (Self-Esteem and Parental Socio-Economic Status).

**Activity**

- I. The researcher warmly welcomed the participants into the programme. Participants were informed that they were having eight (8) sessions of 1hour each for a period of eight weeks.
- II. The researcher explained the reason for the programme and the benefit derivable when the programme would have ended.
- III. The researcher also explained the rules guiding the conduct of the programme and what is expected of the participants.
- IV. The researcher administered the pre-test instruments to the participants.
- V. The participants were given a take home assignment to identify different factors that contribute to risky sexual behaviour of in-school adolescents.

**Closing Remarks:**

- The participants were commended for their cooperation and encouraged to do their homework. Participants were also reminded of the time and venue for the next session.

## Session 2

Topic: The Meaning of Risky Sexual Behaviour and Integrative Psychotherapy

**Objective:** By the end of the session, the participants should have been able to:

- Discuss the issues and problems of risky sexual behaviour
- Understand and explain the meaning of Integrative Psychotherapy
- Identify the different therapeutic strategies of Integrative Psychotherapy

### Activity

- I. The participants were welcomed warmly.
- II. The researcher reviewed the assignment with the participants and provided accurate empathy for the participants on risky sexual behaviour of in-school adolescents.
- III. The researcher explained the meaning of Integrative Psychotherapy to the participants in relation to risky sexual behaviour of in-school adolescents thus:

**Issues of risky sexual conduct of in-school adolescents are as per the following:**

A gathering of researchers have for the most part seen hazard taking as the practice that conceivably caused a long haul of negative outcomes about wellbeing and veers off individuals from the standards of dominant culture. These practices can be exemplified as smoking, liquor and medication utilize, and early and un-defensive sexual intercourse. As opposed to damaging practices, sports include hazard taking and are considered as more socially worthy. For instance, it was proposed that hazard taking includes not just maladaptive hazard taking conduct (e.g. sedate utilize), yet additionally socially adequate hazard practices (e.g. participating in perilous or outrageous games). Plus, involving in socially adequate hazard taking practices includes fewer hazards than contrasted and the maladaptive hazard taking practices as far as their wellbeing or long haul impacts.

### Meaning and Strategies of Integrative Psychotherapy (IP)

In any case, Integrative Psychotherapy (IP) treatment involves the utilization of systems that inhibit suddenness and adaptability in critical thinking, wellbeing maintenance, and relating to individuals, and reconnecting the world with full contact. Integrative Psychotherapy propounded by Arkowitz grasps a mentality towards the act of psychotherapy that certifies the inherent estimation of every individual. The point of Integrative Psychotherapy is to advance healing and facilitating wholeness of the client. It

guarantees that all levels of a man's being and functioning are expanded to their maximum capacity be it mental, physical or passionate wellbeing. The procedure that a client will experience must guarantee that the client is focused on self-exploration and be involved in an open identification of the components in his/her life that have been causing issues and subsequently that in the act of Integrative Psychotherapy, the client would not have framed an opinion, desire or mentality beforehand. This mien or dignified manner of conduct empowers the clients to be centered around the feelings of dread and damages that restrain their mental opportunity and have the capacity to perceive particular triggers that might cause troublesome examples of conduct.

Through this mindfulness, Integrative Psychotherapy makes a solid coalition among mind and body; empowering clients to begin setting objectives and practising new practices. This further aids in offering new viewpoints at the levels of theory and practice cooperative energy or combination of various models of identity functioning psychopathology, and mental change. Integration treatment anyway involves grounding oneself in one arrangement of psychotherapy yet with a view toward specifically incorporating (assimilating) practices and perspectives from different frameworks. That is, an assimilative integration expert uses a single intelligible hypothetical methodology as a center/base yet could use from an expansive based scope of specialized interventions different theories to enable clients to conquer their difficulties or change conduct.

- Therapeutic Strategies of Integrative Psychotherapy: It is critical to underscore that albeit regular variables (i.e., principles of progress) have a focal influence; this programme isn't particularly intended to show integrative treatment. Or maybe, the essential objective is to show clinical practice within an integrative system. The programme would involve training understudies in "unadulterated shape" treatments, and albeit all understudies would be minimally presented to a portion of the current integrative methodologies, numerous trainees would not get broad training in any of these methodologies. Toward the finish of their training, be that as it may, all understudies would be required to integrate in their clinical work commitments of various introductions (within the setting of an effectively settled integrative theory and/or within their very own model of treatment). The proposed clinical training depends on a

formative model of training, which involves five phases: preparation, exploration, identification, consolidation, and integration.

As a take home assignment, participants were asked to write out what the term Integrative Psychotherapy and its strategies mean.

### **Closing Remarks:**

- The researcher commended the participants for their cooperation.
- The participants were reminded to do their homework.
- Participants were informed of the time and venue for the next session.

### **Session 3**

Topic: Processes of Integrative Psychotherapy

**Objective:** By the end of the session, the participants should be able to:

- State the processes of Integrative Psychotherapy in relation to risky sexual behaviour of in-school adolescents.

Activity

- I. The participants were welcomed warmly.
- II. The researcher reviewed the assignment with the participants.
- III. The researcher additionally will explain procedures of Integrative Psychotherapy as follows: Becoming a psychotherapist is by its temperament a long haul formative undertaking. Connection with a given psychotherapeutic custom and method of training is regularly integral to this procedure. Becoming an integrative advisor presents extraordinary formative difficulties. Here, the job is less unmistakably defined and more open to individual advancement.
- IV. In this way, developing the ability to endure and viably oversee increased uncertainty is a basic errand for trainees in integrative ways to deal with psychotherapy. All through the training, inhabitants can experience generally fluctuated supervisory and hypothetical influences, every single one of which is possibly developmental in nature.
- V. The integrative methodology stresses on the liberal utilization of the best methodology accessible and urges psychotherapists to remain state-of-the-art. It

centers particularly on how the inclusion of novel interventions may influence an expert's baseline approach and how that approach may, in turn, modify a definitive type of absorbed systems.

VI. Integrative methodologies can have an influence in a long-lasting learning model wherein receptiveness to new thoughts or information, the selection of novel strategies, and continued expert development can happen within an intelligible and

VII. versatile structure. Therefore, continuing education incorporating an integrative position might be profitable.

VIII. The researcher will ask the participants to explain different processes involved in Integrative Psychotherapy and its implications to risky sexual behaviour.

Closing Remarks:

- The researcher commended the participants for their time and effort.
- The participants should be reminded to do their homework
- The participants and research assistant(s) must be reminded of the time and venue for the next session.

#### **Session 4**

Topic: Learning from Past Mistakes

**Objective:** By the end of the session, the participants should be able to learn from past mistakes of either self or others and mention such past mistakes that they have learnt from.

#### **Activity**

- I. The participants are warmly welcomed.
- II. The researcher reviewed the assignment with the participants.
- III. The researcher explained that another quality of Integrative Psychotherapy is the ability to learn from past mistakes.

Individuals that have problems with risky sexual conduct commit a similar error again and again in the light of the fact that they are unwilling to speak the truth regarding why they erred in any case. Individuals who are strong set aside their opportunity to think about what did not work so they can abstain from running into a similar kind of inconvenience later on. One ought not to feel discouraged after a dismissal or disappointment - regardless of the amount it harms, instead

rather think about how the slip-up you made can enable you to become more grounded. As the saying goes, "A cunning man gains from his oversights. An insightful man knows how to maintain a strategic distance from them." Though one will most likely be unable to keep away from the principal botches, one can gain the intelligence that will help the individual not to make a similar mistake once again later on.

Be that as it may, it has been seen that inspiration for change happens when individuals see an inconsistency between where they are and where they need to be. In employing this IPI methodology, the researcher causes students to perceive the error between the impacts of sexual results on the lives of the pre-adult now and how the understudies might want their lives to be. Consciousness of this inconsistency may well drive the longing for change. Here, again, the researcher needs to pass on indistinguishable regard and sympathy for understudies from portrayed above in line with the ramifications of sexual exercises. In developing changes, the researcher isn't setting out to pass on to the students the feeling that "you are a washout since you bombed," yet rather to mirror the understudy's very own stated worries of how his or her sexual exercises interfere with objective attainment. The researcher discovered that numerous adolescents don't have communicated objectives, particularly past the quick future to the extent sexual exercises results are concerned. Forgetting the past "disappointment or blunder" these students might have the capacity to verbalize particular objectives and eliminate the unclear conviction that is troublesome. Invariably, the adolescents may create compelling abstinence by setting new achievable objectives that will maintain a strategic distance from their sexual dangers.

### **Assignment**

1. Describe any problematic situation or wrong steps you took that led to risky sexual behaviour.
2. State clearly steps you would take to overcome risky sexual behaviour.

### **Closing remarks:**

- The researcher commended the participants for their cooperation.

- Participants were reminded to do their homework
- They were reminded of the time and venue for the next session

### **Session 5**

Topic: Sensation Seeking

**Objectives:** By the end of this session the following should be attained:

- Participants will be expected to identify negative sensation/thought patterns and create positive thought substitution, with a “stop statement”.

### **Activity**

- I. The participants were warmly welcomed.
- II. Researcher reviewed the assignment with the participants.
- III. The researcher created imaginary sensation-producing situations which can produce involvement in risky sexual behaviour. Sensation alludes to the five fundamental faculties of touch, taste, smell, sight and hearing. Models of inquiries to be asked are: "Do you experience the ill effects of upsetting sensations, for example, pains, throbs, dizziness, and so forward?" "What amount do you center around sensations?" "What do you especially like or aversion in the method for seeing, smelling, hearing, touching and tasting?" In this situation, the trainees or participants are told in an inconspicuous way that it was left for them to issue a command "stop" to themselves when looked with such a circumstance of joy, frenzy and dread, which advances risky sexual conduct. Studying risky sexual conduct in the scholarly setting is suitable in light of the fact that it gives a characteristic setting in which understudies are looked with challenging errands that involve formal, or informal appraisal. These challenging errands are of significant significance since they regularly influence certifiable results. The scholastic setting can present dangers to the risky sexual conduct of in-school adolescents since information about individual capacity and intelligence are frequently on open showcase. A few understudies may find it important to control the impression of their group of onlookers (e.g., guardians, instructors, peers) or utilize cautious attribution examples to shield their self-esteem from the ramifications of disappointment.

Because of the extraordinary, thorough condition that the scholastic setting can give, researchers have considered risky sexual conduct among understudies since its

introduction in the mental writing. Past research has indicated that risky sexual conduct can be genuinely regular among understudies. Risky sexual conduct among understudies has additionally been linked to extrinsic inspiration and lower self-esteem.

### **Assignment**

- Participants are given a take home assignment to write-out ten (10) sensational statements and illogical thoughts that could lead to risky sexual behaviour of adolescents.

### **Closing remarks:**

- The researcher commended the participants for their cooperation so far.
- They were reminded of the time and venue for the next session.
- Special mention was made of the efforts of the research assistant(s).

### **Session 6**

Topic: Modeling and Exploration

**Objective:** By the end of the session, the participants should be able to:

- Define modeling and exploration as concepts.
- Be able to identify and define their purpose in life
- The students should be able to explain the meaning of modeling and evaluate exploration standards with expected modeling.

### **Activity:**

- I. Participants were warmly welcomed by the researcher.
- II. The researcher reviewed the assignment with the participants.
- III. The researcher additionally explained exploration citing model that the client will have a feeling of continued advancement; considers self to be growing and expanding; is available to new encounters; has a feeling of realizing own potential; sees enhancement in self and conduct after some time. The understudy has objectives throughout everyday life and a feeling of directedness; feels there is meaning to present and past life; holds convictions that give life reason; has points and targets for living. The researcher likewise explains that instead of "forcing" the understudy to be trained in one introduction to the detriment of others, the proposed programme would permit (or "power") understudies to get

somewhere around a minimal measure of involvement with every one of the real ways to deal with psychotherapy. The method of reasoning of this exploration stage depends on the result writing, which indicates that in spite of the fact that psychotherapy works with nobody introduction yet has appeared to be better than the majority of the others over all types of the confusion. Accordingly, not one methodology has yet earned the privilege to be adjudged as the single and just (or even most) powerful type of treatment.

In the meantime, since none of the current methodologies have been discovered inadequate for an extensive assortment of clients, there is no observational legitimization for preventing understudies from receiving a deliberate training in any of the real introductions. Obviously, a few understudies are so dedicated to one specific introduction that they would happily be presented to this methodology for the span of their training. Notwithstanding, the restrictive decision of an introduction by understudies from the get-go in their training may uncover an outlandish predisposition, an inclination which in all probability mirrors the belief system of past coaches and/or a constrained presentation to the writing. This ought to in no way, shape or form recommend that it is inappropriate for understudies to have grown right off the bat in school or during their training an inclination for a specific hypothetical introduction. Before clinicians can settle on an informed decision about what works for them and their clients, in any case, such researchers and analysts need to apply diverse types of treatment within the setting of clinically and thoughtfully stable supervision. Since process research has more than once demonstrated that there are significant contrasts between what specialists say they do and what they really do in treatment, trainees ought to be informed that the manner in which a particular type of treatment is polished and the sort of effect it can have on a client is more than prone to be unique in relation to what has been passed on to them in their prior exposures.

Modeling has gotten much consideration from numerous researchers with various mental and philosophical points of view in various fields of study, particularly brain science and education because of its huge impact on understudies' risky sexual conduct. It has been

operationalized from the point of view of various hypothetical methodologies over the previous decades. For instance, acknowledgment infers that great interaction and connection between the educators and students are a critical part of learning results. This treatment approach did not depend on the encounter of predominance or inferiority but instead an understudy instructor relationship. It is vital that the students ought not to give the feeling that scholarly technique is too long or awkward yet rather ace the methodologies and methodology. A lot of IPI is on listening rather than telling/thinking. Empathic listening and exact reflection are urgent to facilitating change and learning results. In the event that students feel that they have really comprehended and acknowledged the technique, they are increasingly open to viewing the educators as a legitimate specialist to their own change procedure.

### **Assignment**

- As a take home assignment, participants were asked to identify their potentials and define their purpose in life towards abstinence from risky sexual behaviour.

### **Closing remarks:**

- The researcher commended the participants for their cooperation.
- Participants were reminded to do their homework
- They were also reminded of the time and venue for the next session.
- The research assistant(s) are appreciated.

### **Session 7:**

Topic: Self-Instruction and Motivation

**Objectives:** By the end of this session the following should be attained:

- The participants should be able to understand the importance of self-instruction and motivation.
- By the end of this session, participants are expected to become more confident in them by instructing selves with, “I can do it” statements.

### **Activity**

- I. The researcher explains that there are two noteworthy classes of self-instruction stage forms: self-judgment and self-response. One type of self-instruction, self-response alludes to an examination of self-watched

exhibitions against a few standards, for example, one's earlier execution, someone else's execution, or a flat out standard of execution and learning results. Another type of self-instruction which is self-judgment involves causal attribution, which alludes to convictions about the reason for one's blunders or victories, for example, a score on a test and learning results. Self-instruction and inspiration when legitimately done involves not just reading and writing or listening to addresses and jotting down points yet, in addition, requires fixation and reading out for important actualities. It may not be as simple as it appears to be the eyewitness. It involves the idea and hearing capacity of the individual.

- II. In the light of their involvement with various methodologies during the exploration stage, understudies would be normal, at some point during their school, to distinguish the therapeutic introduction they feel most great with, theoretically and clinically. This depends on the presumption that before leaving school, understudies ought to have the capacity to independently create far-reaching and sound case details and treatment gets ready for an assortment of clinical issues. While the response to a hypothetical model before receiving any formal psychotherapy training may reflect unjustified predisposition and/or deplorable nearsightedness, a shallow understanding of various methodologies at a later phase of training may either reflect or prompt an absence of clinical core interest. To accomplish a huge level of mastery in any significant introduction, understudies ought to have the chance to gain a considerable measure of involvement in one of them and also the chance to procure a wide and profound wellspring of information of the theoretical establishments of this specific methodology. With cutting-edge students, in a push to go past the reading of course books and treatment manuals, understudies would be relied upon to peruse various works of art and late innovations related to one favored methodology. Understudies would likewise need to acclimate themselves with the exact writing about the procedure and result of their introductions.

- III. The participants are appreciated for coming and their homework reviewed by the researcher.
- IV. The researcher will explain the meaning and importance of self-instruction, stating clearly that a client/student should have a positive attitude toward self-acceptance, his/her good and bad qualities and also feel positive about past life. This will help in self actualization, or self self-esteem. It might then become easier for any desirable behavioural change to be made.
- V. The researcher will encourage participants with the under listed motivating statements as they solve their risky sexual problems.
  1. You are on the right path.
  - 2 You can try more; or you can try better..
  3. So far, so good.
  - 4 Step by step, proceed in the right direction.
  5. Your statements are logical.

**Assignment:**

- Participants were given home work to develop themselves by generating self-instructional and motivation statements and then live by them.

**Closing remarks**

- The researcher commended the participants for their cooperation.
- The participants were reminded to do their homework.
- Participants were be intimated with the time and venue for the next session.

**Session 8**

Topic: Overall review, Post-Experiment Test Administration and Conclusion.

**Objectives:** By the end of the session, the participants should be able to:

- Summarize their experience based on what they have benefited from the various skills they have learnt since the commencement of the programme;
- Respond to the post-test instruments.

### **Activity**

- I. The participants were warmly welcomed and the home work reviewed together with the researcher.
- II. There was an interactive session between the researcher and the participants to ascertain the effect of the therapeutic programme. Activities of the previous sessions were role-played to be sure they have attained positive experience via the intervention.
- III. The participants were given the post-test instrument to work on and returned immediately after. The researcher will thank the participants for their cooperation while a token gift is given to each one of them in appreciation of their participation in the training programme.

### **Closing Remarks**

- The researcher commended the participants for their unrelenting cooperation.
- The participants were encouraged to utilize effectively the skills they have acquired via the intervention programme.
- The research assistant(s) were appreciated for the cooperation, support and success of the entire programme.

## EXPERIMENTAL GROUP 2 (PEER EDUCATION INTERVENTION FOR RISKY SEXUAL BEHAVIOUR OF IN-SCHOOL ADOLESCENTS)

### **Session 1**

**Topic:** Pre-test administration

**Objective:** The purpose of this session is to administer Risky sexual behaviour Scale (SRBS), Parental Socio-Economic Status Scale (PSSS) as well as Self-Esteem Scale (SES) so as to determine the present situational level of the participants regarding the dependent variable (Risky sexual behaviour) and intervening variables (Self-Esteem and Parental Socio-Economic Status).

### **Activity**

- I. The researcher warmly welcomed the participants into the programme. Participants are informed that they will be having eight (8) sessions of 1 hour each for a period of eight weeks.
- II. He will explain the reason for the programme and the benefit derivable by the end of the programme.
- III. The researcher explained the rules guiding the conduct of the programme and what is expected of the participants.
- IV. The researcher administered the pre-test instruments to the participants.
- V. The participants were given a take home assignment to identify different factors that contribute to risky sexual behaviour of in-school adolescents.

### **Closing Remarks:**

- The participants were commended for their cooperation and encouraged to do their homework.
- Participants were reminded of the time and venue for the next session.

### **Session 2**

**Topic:** Meaning of risky sexual behaviour of in-school adolescents and implications of peer education intervention.

**Objective:** By the end of the session, the participants should be able to:

- Discuss the issues and problems of risky sexual behaviour of in-school adolescents
- Understand and mention the meaning of peer education intervention.

- Identify the different therapeutic strategies of peer education intervention.

#### Activity

- I. The participants were welcomed warmly.
- II. The researcher reviewed the assignment with the participants and provided accurate empathy for the participants on risky sexual behaviour of in-school adolescents.
- III. The researcher will explain the meaning of Peer Education Intervention to the participants in relation to risky sexual behaviour of in-school adolescents. Peer education intervention (PEI) is an illumination treatment given to the in-school adolescents in transit and the way peers could be chosen and guided to diminish conceivable risky sexual conduct in the school. Fellowship organizes that certain high extents of delinquent individuals are probably going to create a domain steady of risky sexual conduct. This setting opens adolescents to a high proportion of delinquent to non-delinquent personal conduct standards resulting in the age of social capital within the kinship arrange that reinforces, bolsters and encourages delinquent conduct. As the extent of non-delinquent companions' increases, the social capital created in the kinship organize is probably going to encourage desires, practices, and standards less helpful for risky sexual conduct. This recommends in a request to understand why peer affiliations prompt risky sexual conduct, the structure and organization of fellowship systems must be incorporated into investigations of youthful conduct. It is this structure and creation that enable us to understand the kind of desires, commitments, and standards being produced.

Despite the fact that there might be some discussion about the procedures through which negative peer alliance is linked with delinquent conduct, there is a wealth of research citing that this affiliation exists. Research has obviously recorded the links between peer education intervention and substance use, and in addition delinquent conduct and standoffish or unfriendly qualities. It was discovered that peer substance utilize had a critical beneficial outcome on immature substance use, with a one unit increase in peer substance, utilize predicting a 13.4% increase in the normal recurrence of youthful

substance utilize. Furthermore, this investigation found the peer risky sexual conduct fundamentally anticipated youthful risky sexual conduct. One unit of increase in peer risky sexual conduct was found to prompt a 5.1% increase in the normal tally of youthful delinquent conduct. Additionally, larger amounts of freak peer affiliation were found to anticipate later increases in professional risky sexual conduct convictions. This finding is particularly pertinent to the present examination, as it features the influence peers can have on immature convictions about risky sexual conduct (estimated as good qualities in the current investigation).

Determination versus socialization is an enduring hypothetical and observational inquiry in peer relations. Choice and socialization are elective clarifications for the perception that adolescents and their peers will, in general, have comparable levels of risky sexual conduct and substance utilize. Choice alludes to adolescents gravitating to companions who are like them. Determination forms begin as right on time as kindergarten, give off an impression of being a driving instrument in forming peer gatherings, and ought to be viewed as when studying peer influences. Likeness indicators, for example, sexual orientation and race are essential organizing qualities of peer gatherings. Closeness among gathering individuals is identified with numerous results and attributes including scholarly accomplishment, engaging quality, animosity, substance utilize, and different practices. Socialization, or social influence, explains individual – peer comparability by the procedure of peers exerting influence on the conduct of the individual. A few investigations have reported the hazard related with degenerate peer influences.

**Assignment:**

As a take home assignment, the participants were asked to write out what people understand by the term peer education intervention and relate it to risky sexual behaviour of in-school adolescents.

**Closing Remarks:**

- The researcher commended the participants for their cooperation.
- The participants were reminded to do their homework.
- The participants were intimated with the time and venue for the next session.

### **Session 3**

Topic: Processes of Peer Education Intervention

**Objective:** By the end of the session, the participants should be able to:

- State the processes of peer education intervention in relation with risky sexual behaviour of in-school adolescents.

#### **Activity**

- I. The participants were welcomed warmly.
- II. The researcher reviewed the assignment given at the last session with the participants.
- III. The researcher likewise explained the procedures of peer education intervention as follows:

Peer education intervention alludes to a subjective full of feeling persuasive idea that interacts with relevant factors and is worried about self-impression of things to come. As a heuristic model, peer education intervention is a multifaceted and dynamic process. Involved are forms that include thinking about interests and objectives for the future (inspiration), mapping out approaches to execute these interests and objectives (planning), and assessing a sensible time span for executing these interests and objectives (evaluating). Earlier examinations have demonstrated an inverse connection between positive peer education intervention and commitment in hazard practices, in that adolescent who thinks negatively about their future will, in general, take part in more risky practices. Commitment in risky practices seems to assume that future results are not contemplated or are disregarded to fulfill prompt needs or wants.

For instance, in one examination that surveyed sexual hazard taking among inner-city adolescents, youth who did not think they had an exceptionally positive future occupied with more risky sexual practices, for example, unprotected sex and different sex accomplice. In another investigation of mediated adolescents, the individuals who had a more positive peer education intervention were less hasty and occupied with less risky practices, additionally emphasizing the negative relationship between positive peer

education intervention and engaging in risky practices. These investigations feature a negative connection between thinking emphatically about the future and engaging in along these lines risky practices, suggesting that positive considerations about the future may fill in as a potential defensive factor against engaging in risky practices. Albeit a few examinations bolster a connection between peer education intervention and risky practices, there are two essential confinements with the surviving writing on this subject. Initially, there is conflicting proof that peer education intervention distinguishes the individuals who take part in more risky practices from the individuals who don't.

An early investigation that evaluated peer educational intervention among self-depicted delinquents and non-delinquents demonstrated no distinction in the opinions of things to come between the two gatherings. It very well may be conjectured that more chances to take part in risky sexual conduct existed for one gathering than alternate paying little heed to how they felt about their future. The conflicting findings from this examination, which was directed a very long while back, recommend that conducting an investigation of comparative nature may illustrate the connection between peer education intervention and hazard commitment. A second constraint is that a couple of longitudinal examinations have been directed on the connection between peer education intervention and risky practices. Considering that peer education intervention manages contemplations about the future, it is gainful to lead longitudinal examinations to evaluate change in hazard taking as an element of adjustments in long haul objectives and feeling of self.

### **Assignment**

- As a take home assignment, the participants were asked to write out in their own words what they understand by the processes of peer education intervention.

- What are the basic goals of peer education intervention?

### **Closing remarks:**

- The researcher commended the participants for their cooperation.
- Participants are reminded to do their homework.
- The participants were intimated with the time and venue for the next session.

## **Session 4**

**Topic:** Repeated Assertion Technique

**Objective:** By the end of the session, the participants should be able to:

- Explain the meaning of repeated assertion technique.
- Identify the implications of repeated assertion technique with risky sexual behaviour of in-school adolescents.
- As a take home assignment, the participants shall be asked to plan their academic work and set achievable goals on a particular course against the next meeting.

### **Activity**

- I. The participants are welcomed warmly.
- II. The researcher reviewed the assignment with the participants.
- III. The researcher mentioned repeated affirmation as a strategy. He will likewise explain to members the meaning of rehashed affirmation method and present likely models. Rehashed affirmation system is fitting when the other individual over-responds and disregards or rebates your musings, needs or feelings. Instead of countering or arguing each rebate by justifying individual feeling, opinions and needs it is normally more viable to immovably rehash the original point you made while as yet responding to authentic points made by the other individual. You disregard all non-pertinent issues and reactions that goad you or occupy you from the main point. It is likewise helpful when individuals won't take 'no' for an answer. This system epitomizes the focal part of empathy - being diligent without getting chafed, irate or uproarious. The rehashed statement strategy involves your ignoring any superfluous issues raised by the other individual and returning to your original point. A standard phrase to learn is "But the point is..." or "The issue is". The following are the guidelines:
  - i. Select a short one-sentence refusal statement and use only that statement no matter what the other person says or does.
  - ii. After each statement by the other person, say your broken-record sentence. Don't allow yourself to get sidetracked by responding to any issues the other person raises.
  - iii. Say it in a soft, calm, unemotional voice.
  - iv. Don't 'attend' to the other person very well - it will only encourage him/her to keep talking.

v. Allow plenty of silence. This will show that you are listening to the other party's argument or point.

vi. Persist. You must say your broken record one more time than the other person makes his request.

### **Assignment**

- As a take home assignment, the participants were asked to write out in their own words what they understand by the term conscious and unconscious mindset
- Highlight the implications of unconsciousness with risky sexual behaviour of in-school adolescents

### **Closing Remarks:**

- The researcher commended the participants for their time and effort.
- The participants were reminded to do their homework
- Participants are intimated with the time and venue for the next session.

### **Session 5**

Topic: Time Management and Organization

**Objectives:** The following objectives are expected to be achieved by the end of this session:

- The participants should be able to explain the meaning of time.
- The participants should be able to explain how time could be managed.
- The participants should be able to mention how to and develop adequate time management skills as essential for the risky sexual behaviour of in-school adolescents.

### **Activity**

- I. The participants were warmly welcomed and the researcher will review home work of the previous session with them.
- II. The researcher will explain time management as the way toward planning and exercising cognizant authority over the measure of time spent on particular exercises particularly to increase capability, effectiveness or efficiency. Time management abilities include: listing every single current errand, putting them on paper in order to begin to gain things under power, developing an adaptable individual timetable, prioritizing scholarly exercises,

identifying accommodating assets, using extra time carefully, seeking committed investigation condition, avoiding diversion, using deadlines or timeline and word tallies to accomplish an undertaking and likewise avoiding complex hierarchical exercises.

Successful time management is a basic segment of the independent investigation expected in secondary education. Inability to oversee time in request to finish and submit assignments and plan for the appraisal can make issues for maintenance and risky sexual conduct of in-school adolescents. Moreover, poor time management can be a noteworthy wellspring of stress and anxiety and creating weight on members. Organizing time thusly minimizes stress and indecision that may emerge if there should be an occurrence of any additional work that must be opened in. The journal of occasions or exercises ought to be moved toward the premise of requirements and purposes. There ought to be the designation of sufficient time to each undertaking with the goal that no specific errand expends additional time than would normally be appropriate. Whatever time an understudy spends on the investigation, what time of the day he puts aside for work just can be useful by organizing and planning their time with the goal that an understudy can stay away from diversion from standard examinations. Determining time limits for study defines the quick objective for completing one's work within particular time limits and likewise causes one to oppose unfruitful recreational diversion towards risky sexual conduct of in-school adolescents.

**Assignment:**

As a take home assignment, the participants were asked to develop a personal time table each for their “professional” activities that will safe guard the risky sexual behaviour of in-school adolescents.

**Closing Remarks:**

- The researcher commended the participants for their time and cooperation.
- The participants were reminded to do their homework.

- They were also reminded of the time and venue for the next session.

### **Session 6:**

**Topic:** Supporting Weakened Identity

**Objectives:** By the end of this session the following should be attained:

- The participants should be able to explain weakened identity in line with risky sexual behaviour of in-school adolescents.
- Participants should be able to explain how to support weakened identity functions as significant to risky sexual behaviour of in-school adolescents.

#### Activity

- I. The participants were warmly welcomed and the researcher will review the home work of the previous session with them.
- II. The researcher explained weakened identity as follows:

To make the oblivious cognizant or increase client mindfulness, create more prominent sense of self control or discretion over unfortunate or maladaptive driving forces, discard maladaptive or undesirable internalized questions and supplant them with more versatile internalized objects, fix self-abandons through mirroring, presenting a possibly romanticized protest, and expressing sympathy during ideal therapeutic disappointments. Customary psychoanalysts begin every session a similar way. They tell the client, "Say whatever rings a bell." This is the fundamental principle in analysis, and a variety of this methodology is utilized in most psychoanalytically situated treatments. The fundamental standard is intended to encourage the rise of oblivious driving forces and clashes. To utilize the essential principle, the examiner holds fast to the following guidelines. Here and there, ideal conditions for investigation are like those for contemplation.

Every single outer improvement are minimized. To give oblivious driving forces and clashes a chance to ascend to awareness, diversions must be minimized. This is one motivation behind why Freud utilized a love seat. In the event that the examiner has the client lying on a love seat and then sits behind it, the client can't see him; the distracting improvement of the expert's outward appearances is eliminated. With the elimination of the experts' genuine outward appearances,

more prominent accentuation can be put on what outward appearances (or considerations and feelings) the patient imagines the investigator is experiencing. The patient's internal upgrades are minimized. At the point when free associating, it is best not to be excessively ravenous or parched or physically uneasy. For instance, if clients come to investigation hungry, contemplations about nourishment will surge into their free affiliations. So also, if the client is physically uneasy, it will divert from the free affiliation process.

In any case, debilitated personality capacities could be upheld as critical to risky sexual conduct of in-school adolescents. Jones and Berglas, (2013) asserted such risky sexual conduct of in-school adolescents created along two conceivable pathways. Their first speculated pathway concentrated on an examination of the meaning and trade estimation of encouraging feedback. In this pathway, they concentrated on the issues that spoiled youngsters confronted on account of a background marked by unlimited love. The non-contingency of achievement criticism would make individuals be not able to plummet the reason for holding a positive risky sexual conduct of in-school adolescents in view of the questionable idea of the achievement information.

Under such conditions, individuals would encounter a question about their capacity to maintain or repeat past levels of execution since they don't comprehend what conduct will reproduce achievement. For instance, if individuals experienced non-contingent achievement regarding their numerical capacities, the resultant risky sexual conduct of in-school adolescents for Mathematics may be certain, however questionable, on the grounds that they can't determine why they are great at Mathematics or in the event that they truly are great. At the point when defied with Mathematics tests, such individuals would self-handicap in light of the fact that the result of the tests may disconfirm the positive risky sexual conduct of in-school adolescents.

**Assignment:**

The participants were given a home work to explain weakened identity and how it could be supported to reduce risky sexual behaviour of in-school adolescents.

**Closing Remarks**

- The researcher commended the participants for their time and effort.
- The participants were reminded to do their homework
- Participants were reminded of the time and venue for the next session.

**Session 7**

**Topic:** Reactivating Development

**Objectives:** By the end of the session the participants should be able to:

- Develop positive attitude toward themselves and others.

**Activity**

- I. The participants are welcomed warmly and together with the researcher, home work of the last meeting was reviewed.
- II. The participants will be taught the need to develop positive attitude toward learning activities

The predominance of the risky conduct and articulation of sensation-seeking as risky conduct rely upon the degree of opportunity or impediments, and the social condition determines these limits. At the end of the day, in societies described by expansive socialization, individualism and independence are supported and restrictions are more adaptable. In the socialization procedure, adolescents are permitted to express their own qualities, for example, hazard taking. Then again, in societies portrayed by tight socialization, conforming social standards are justified, social confinements are unbending, and any deviation from the standards is rebuffed in various ways. Hazard taking conduct isn't basic in these societies. Notwithstanding, the way that some versatile adolescents in high-chance conditions oppose risky conduct while a few adolescents in generally safe situations take part in hazard taking conduct indicates that ecological influences alone don't determine chance taking conduct. How much adolescents involve in hazard taking conduct can likewise be intervened by different factors, for example, statistic qualities of adolescents. Indeed, research reliably features that guys will probably

involve in hazard taking practices. Correspondingly, age is another pivotal factor in explaining hazard taking, and has been usually linked with adolescents' hazard taking practices. As made reference to previously, adolescents begin to find new encounters in the adolescence time frame. Legitimately, encounters of assortment of hazard taking practices ascend alongside the increasing age in this period. Studies have affirmed this thought. At the end of the day, more seasoned adolescents will in general see risky conduct as not so much risky, but rather more every now and again involved in these practices. Reviewing hazard taking writing, one can find that some identity factors, for example, sensation-seeking, self-esteem, and locus of control have additionally been linked with hazard taking practices.

Set up reasonable and achievable objectives, plans and errands thus, deal with their critical thinking expertise inclinations. Conduct is any movement that can be watched, estimated and recorded. Conduct is caused. What a kid does, he improves the situation a reason. Conduct is the consequence of the activity among condition and the kid's growing self. Conduct includes 'each one of those parts of human movement which we can watch'. Risky sexual conduct of in-school adolescents has for quite some time been linked to individual prosperity. An individual interview gives a one of a kind chance to connect with the issue and offer her nonjudgmental, steady concern. It might be the first time the client has gotten individual consideration separate from family and companions. The understudies may have irresolute feelings about this emergency and the specialist can speak to a protected, unbiased help for the client. The most vital piece to the achievement of an interview is to perceive the client's poise, merited regard, and to encourage and bolster the client's taking duty regarding, and command over, the circumstance. As depicted sometimes potential breaks in classification related with reporting information to insurance organizations can inhibit the free affiliation process, psychological choice or cognizant planning is lessened.

III. The participants will also be encouraged to set up realistic and achievable goals rather than unrealistic ones.

**Assignment:** The participants were asked to explain reactivating development and its implication to risky sexual behaviour of in-school adolescents.

### **Closing Remarks**

- The researcher commended the participants for their cooperation.
- The participants are reminded to do their homework,
- The participants are notified of the time and venue for the next session.

### **Session 8**

Topic: Overall Review, Post-Experiment Test Administration and conclusion.

**Objectives:** By the end of the session, the participants should be able to:

- Summarize their experience based on what people have benefited from the various skills learnt since the commencement of the programme.
- Respond to the post-test instruments.

### **Activity**

- I. The participants are warmly welcomed and the home work reviewed together with the researcher.
- II. There will be an interactive session between the researcher and the participants to ascertain the effect of the therapeutic programme. Activities of the previous sessions were role-played to be sure people have attained positive experience via the intervention.
- III. The participants will have the post-test instruments. The researcher will collect the responses and then thank the participants for their co-operation while a token gift is given to each one of them in appreciation of their participation in the training.

### **Closing Remarks**

- The researcher commended the participants for their unrelenting cooperation.
- The participants were encouraged to utilize effectively the skills they have acquired via the intervention programme.
- The assistant researcher(s) are kindly appreciated.

## **CONTROL GROUP**

### **Session 1**

**Topic:** Administration of Pre-test Instrument

**Objective:** To administer pre-test instruments to the participants.

**Activity:** The researcher familiarized with the members of the group. The researcher also explained to participants that the programme is mainly for research purpose only and that their support and co-operation are highly needed. The pre-test instruments were administered on the participants.

### **Closing Remarks**

- The researcher commended the participants for their time and effort.
- The participants were reminded of the time and venue of the next session.

### **Session 2:**

**Topic:** Poverty Alleviation in Nigeria

**Objectives:** The following objectives are expected to be achieved by the end of this session:

- The participants should be able to describe the state of poverty in Nigeria.
- The participants should be able to explain the development of youth policy in Nigeria.

### **Activity**

I. The participants are warmly welcomed and the researcher will systematically introduce the topic “Poverty alleviation in Nigeria”.

II. The researcher explained the development of youth policy in Nigeria.

Poverty in Nigeria is inescapable in spite of the fact that the nation is wealthy in human and material assets that ought to convert into better living standards. According to the review, National Living Standards Survey, 2004, exhibited by the National Bureau of Statistics (NBS) 2007, around 69 million individuals were living in poverty, which speaks to 54.4 percent of the Nigerian populace. Since the 1980s, the Nigerian poverty circumstance has been deteriorating. The rate of poverty during those years meant 17.7 million needy individuals in 1980, 34.7million in 1985 and, not minding the drop somewhere in the range of 1985 and 2002 (because of the usage of the

auxiliary change programme), around 39 million individuals were poor in 2002. In 2006, in any case, around 67 million individuals were poor and regardless of the drop-in incidence somewhere in the range of 2006 and 2004, around 69 million individuals were poor in 2004. The high poverty rates in Nigeria go past low incomes, savings and development in light of the fact that these are exacerbated by the abnormal state of inequality resulting from unequal access to income openings and essential infrastructure. Unequal abilities because of education and wellbeing status additionally assume a job.

According to the NBS, 2007, Nigeria has a more unequal circulation of income than Ethiopia, Madagascar, India, Niger, the United States and Sweden. The Gini Coefficient of income inequality for Nigeria was put at 56.9 percent, which is among the most noteworthy within the class of equivalent nations. Incidentally, the significance of equivalent access to income openings and resources can't be over stressed all things considered access assumes a vital job in reducing poverty and spurring the economy to long haul. Nigeria is a nation that is luxuriously honored with huge measures of human, physical, and normal assets. The normal asset enrichment of the nation includes oil, gas, and a few strong mineral assets. There is an extensive variety of climatic, vegetation, and soil conditions that are appropriate for rich rural creation. The decent variety of types of plants and creatures is indispensable for both residential utilization and fare. The nation is additionally honored with a dynamic populace, a substantial extent of who are exceedingly taught, dynamic, and skilled.

According to the NBS, (2007), poverty exists when a man within a family unit does not spend up to N23,733:00 per annum. The clear decline in the poverty headcount in 2002 and 2004 was mostly because of a generally quicker rate of increase in the populace base contrasted with a moderately slower rate of decline in the quantity of poor people. Practically identical nations are those with comparative qualities as far as GDP and per capita net national item and income. Given a portion of the causes and outcomes of poverty talked about over, the ongoing patterns in the incidence of poverty on the planet appear to be fairly alarming. Aside from the 2000s and the late 1970s when major economic advances were seen, the wildernesses of poverty were pushed back and the

income of even the poorest nations like Niger, Mali and Bangladesh and individuals within the nations rose.

The 1980s seen a few inconsistencies being developed in these nations as economic development disintegrated with extensive decline. Total poverty in Nigeria: an examination of things to come drift individual's prosperity. Somewhere in the range of 1980 and 2010 the living standard of the general population deteriorated, with the end goal that this decade was named the "lost decade" as far as advancement was concerned. Within this period it was assessed that in excess of a billion people on the planet live in miserable poverty a large portion of whom are ravenous consistently and with nearly a similar figure not having access to clean water for drinking, bathing and satisfactory sanitation. Youngster mortality in developing nations was ten times higher than in the advanced nations with 7 million individuals dying each year from preventable infections. Within the period, poverty went up against another measurement with increasing inequality between the rich and the poor within these nations.

### **Assignment**

- As a take home assignment, participants were asked to read more about the poverty level in Nigeria and the Development of Youth Policy in Nigeria.

### **Closing Remarks:**

- The researcher commended the participants for their cooperation.
- The participants were reminded to do their homework
- The student participants were intimated with the time and venue for the next session.
- Research assistant(s) are appreciated.

### **Session 3**

Topic: Administration of post-test instrument at the 8<sup>th</sup> week.

**Objective:** Administration of post-test instrument.

### **Activity:**

- I. The post-test instruments were administered after which the researcher will give some counselling talk on poverty and development of youth policy in Nigeria and encourage the participants to seek any assistance concerning what people have learnt from the researcher whenever people need such. A token

gift will be given to each person to show appreciation and thanking them also for their co-operation.

**Closing remark**

- The researcher commended the participants for their time and effort.
- The research assistants shall be loudly commend

UNIVERSITY OF IBADAN  
FACULTY OF EDUCATION  
DEPARTMENT OF GUIDANCE AND COUNSELLING (CODE.....)  
*(QUESTIONNAIRE FOR RESEARCH)*

Dear Respondent,  
CONSENT FORM FOR STUDENTS/ASSISTANT RESEARCHER(S)

Surname..... (Mr. Mrs. Ms, Master, Miss)  
Other names.....  
Gender or Sex.....Age as at August 1.....  
Class as applicable .....

School.....Location.....

Reading through this letter, I understand that I am invited to take part as a student/assistant researcher in a psychological research that is based on the sexual behaviour of adolescents in Lagos State Secondary Schools. I hereby agree to participate in the research and training; which is tagged *Integrative Psychotherapy and Peer Education Training on risky sexual behaviour of in-school adolescents in Lagos State*. As it is organized for my school and to be carried out here, I promise to abide by the rules and regulations attached and to give my adequate cooperation so that the programme is successful.

Thank you for inviting me into the programme.

.....  
*Signature of the student/Assistant Researcher*

.....  
*Date*

UNIVERSITY OF IBADAN  
FACULTY OF EDUCATION (CODE.....)  
DEPARTMENT OF GUIDANCE AND COUNSELLING  
(QUESTIONNAIRE FOR RESEARCH)

Dear Respondent,

This questionnaire is designed to elicit information on *Integrative Psychotherapy and Peer Education Training as interventions on risky sexual behaviour of in-school adolescents in Lagos State*. You are implored to fill the questionnaire with sincerity and faithfulness. Your responses will be used for research purpose only and a high level of confidentiality is guaranteed. Please feel free to ask question(s) on any item that is not clear to you. It is important that you understand what is asked so that you can give an adequate answer as it concerns you.

SECTION A (PERSONAL DATA)

Please tick (√) the appropriate option and fill in the gap where necessary.

1. Your Names: .....
2. Age: Below 15 Years (    ); between 15-19 Years (    )
3. Sex: Male (    ), Female (    )
4. Name of School .....
5. Location of School .....

SECTION B (SEXUAL DECISION MAKING SCALE)

INSTRUCTION: Please tick (√) in the appropriate column your experience in the last 6 months, using the following as your guide:

NOTE: SA means Strongly Agree (4),

A means Agree (3),

D means Disagree (2), and

SD means Strongly Disagree (1)

S/N	ITEMS	SA	A	D	SD
1.	I have a boy friend/girl friend.				
2.	I have no passionate or committed love for the opposite sex.				
3.	I love to be in a company of the opposite sex always.				
4.	I love to touch the sensitive parts of my boy/girl friend.				
5.	I love to romance with my loved ones.				
6.	I have had sex at least once.				
7.	I have aborted at least once.				
8.	Abortion is evil but it is necessary to cover up.				
9.	I know about the use of contraceptives.				
10.	I know different styles of love-making.				
11.	I wear sexy dresses.				
12.	I have sexual intercourse for curiosity sake or just for fun.				
13.	I hated sex before but now I am coping.				
14.	Blue films motivate one to have sex.				
15.	Watching blue films is not a sin.				
16.	I find it difficult to restrain from sex when already aroused.				
17.	HIV/AIDS or no HIV/AIDS, man is bound to die by a means.				
18.	I have once submitted to sexual activities.				
19.	I know a lot about Sex Education.				
20.	I love to dress to arrest people's attention.				

UNIVERSITY OF IBADAN  
 FACULTY OF EDUCATION (CODE.....)  
 DEPARTMENT OF GUIDANCE AND COUNSELLING  
 (QUESTIONNAIRE FOR RESEACH)

Dear Respondent,

This questionnaire is designed to elicit information on *Integrative Psychotherapy and peer education interventions on risky sexual behaviour of in-school adolescents in Lagos State*. You are implored to fill the questionnaire with sincerity and faithfulness. Your responses will be used for research purpose only and high level of confidentiality is guaranteed. Please feel free to ask question(s) on any item that is not clear to you. It is important that you understand what is asked so that you can give an adequate answer or response as it concerns you.

SECTION A (PERSONAL DATA)

Please tick (✓) the appropriate option and fill in the gap where necessary.

1. Age: Below 15 Years (    ), 15-19 Years (    )
2. Sex: Male (    ), Female (    )

SECTION B (RISKY SEXUAL BEHAVIOUR SCALE)

INSTRUCTION: Please tick (✓) in the appropriate column

NOTE: SA means Strongly Agree (4),

A means Agree (3),

D means Disagree (2), and

SD means Strongly Disagree (1)

S/N	ITEMS	SA	A	D	SD
1.	I don't need to be committed to a person to have sex with him/her.				
2.	One night stand is sometimes very enjoyable.				
3.	The best form of sex is when no strings are attached.				
4.	It is okay to have on-going sexual relationship with more than one person at a time.				
5.	If a boy/girl takes anti-biotic after sex, he/she would not contact sexually transmitted diseases.				

S/N.	ITEMS	SA	A	D	SD
S/N	ITEMS	SA	A	D	SD
6.	It is possible to have sex with a person and not like that person very much.				
7.	Sex is more fun with someone you don't love.				
8.	It is alright to pressure someone to have sex.				
9.	Extensive premarital sex is fine.				
10.	Casual sex is acceptable.				
11.	Sex without love is meaningful.				
12.	Sex as a simple exchange of favour is okay if both persons agree to it.				
13.	I have sex often.				
14.	I believe if you can play sex safe there is no need for contraceptives.				
15.	Sex on its own is perfectly alright.				

#### SECTION C (SELF-ESTEEM SCALE)

S/N	ITEMS	SA	A	D	SD
1.	At times I think I am not good at all.				
2.	I generally take a positive view of myself.				
3.	All in all, I am inclined to feel that I am a failure.				
4.	I wish I could have more respect for myself.				
5.	I am able to do things as well as most other people.				
6.	I feel that I am a person of worth, at least on an equal plane with others.				
7.	On the whole, I am satisfied with myself.				
8.	I feel I do not have much to be proud of.				
9.	I feel that I have a number of good qualities.				
10.	I certainly feel useless at times.				

**SECTION D (SOCIO-ECONOMIC STATUS SCALE)**

1. Occupation.

What job or occupation do your parents or guardian do for a living? Mark them out in the columns in the appropriate corresponding rows.

Parents	Crafting, Farming, Fishing, Artisanship,	Clerical Officer, Clerical Assistant, Messenger, Civil Servant	Trader, Business	Pastor /Imam, Clergy	Lawyer, Teacher, Engineer, Doctor/Nurse
Father					
Mother					
Guardian					

2. Educational Level

S/N	ITEMS	Father	Mother	Guardian
1.	No Education			
2	Elementary Education			
3	Secondary School or Teacher's Training College			
4.	Professional Training, Clergy, Trade Center			
5.	Ordinary or Higher National Diploma (OND or HND)			
6.	University Graduate			
7.	Above first degree e.g. Masters, PhD Holder.			

3. Residence

Parent's	Own House	Quarters	Rented House
Father			
Mother	-		
Guardian			

4. Type of Home that you dwell in.

Please mark with a tick ( ) as appropriate

- (a) Flat ( );
- (b) Rooms ( );
- (c) Duplex ( );
- (d) Others ( )

5. How many are you in a room? Underline your answer:

- (a) One;
- (b) Two;
- (c) Three;
- (d) Four;
- (e) Five and above.

6. How many people are living in your house? Underline your answer:

- (a) Five;
- (b) Six;
- (c) Seven;
- (d) Eight
- (e) Nine and above.

7. Please tick (√) if available in your house

- (a) Radio set (    );
- (b) TV set (    );
- (c) Video/CD player (    );
- (d) Air conditioner (    );
- (e) Freezer (    );
- (f) Refrigerator (    );
- (g) Gas/Electric cooker (    );
- (h) Kerosene stove (    );
- (i) Charcoal stove (    );
- (j) Computer (    );
- (k) Others (    ).

**LETTERS OF PERMISSION TO USE LAGOS STATE SECONDARY SCHOOLS  
FOR RESEARCH**



**LAGOS STATE GOVERNMENT**

EDU/DIST.II/S.A/108/VOL.I/026

5<sup>th</sup> October, 2017

OLABODE, A.W.  
No. 7, Ishasi Road,  
Ibeshe, Ikorodu.

Through:

The Principal  
Aiyedere Ajibola  
Senior High School  
Kosofe



**RE: PERMISSION TO USE SCHOOLS FOR A RESEARCH**

I am directed to inform you that the Tutor General/Permanent Secretary has granted approval for your request to conduct some research on "Integrative Psychotherapy and Peer Education Training on Sexual Risky Behaviour of In-School Adolescents" in Lagos State for eight weeks.

In addition, the session with the students should take place on WEDNESDAYS during the Co-curricular period.

The affected schools are:

1. Aiyedere Ajibola Senior High School, Kosofe.
2. Aiyedere Ajibola Junior High School, Kosofe.
3. Keme Balogun Senior College, Ibeshe-Ikorodu.
4. Keme Balogun Junior College, Ibeshe-Ikorodu.

Please kindly adhere strictly to the rules and regulations operating in the schools.

Thank you.

AKINTAYO, T. A. (MRS.)  
For: Tutor General/Permanent Secretary

MINISTRY OF EDUCATION  
EDUCATION DISTRICT II

Maryland Schools Complex, Maryland - Ikeja, Lagos, Nigeria. 08159794011  
E-mail: educationdistrict2@yahoo.com, educationdistrict2@gmail.com

**PICTURES FROM RESEARCH FIELD WORK**

