

# Peer And Home Factors As Predictors Of Tendency To Same-Sex Sexual Behaviour Among Secondary School Adolescents In South Eastern Nigeria

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## ABSTRACT

Personal experience on the increasing cases of same-sex sexual behaviour among secondary school adolescents especially in South Eastern Nigeria has necessitated the present study. The study investigated how separation (divorce), authoritative permissive and authoritarian parenting styles could be predictors of tendency to same-sex sexual behaviour of students in South Eastern Nigeria. The design adopted was a correlational survey design with a sample of 1,200 secondary school students drawn from 12 schools in the South Eastern part of Nigeria made up of 5 states: Imo, Abia, Anambra, Enugu and Ebonyi. Multi stage sampling technique was used for the study. The instrument for data collection was a self- developed “Sexuality, Peer, and Home Factor Questionnaire (SPHFQ)”. The instrument was validated using three experts in the field of Guidance and Counselling and Measurement and Evaluation. The ANOVA showed that separation (divorce) is a predictor of tendency to same-sex sexual behaviour, polygamy is a predictor of tendency to same-sex sexual behaviour, permissive and authoritarian are predictors of tendency to same-sex sexual behaviour.

**Keywords:** adolescents, authoritarian, permissive same-sex sexual behaviour, secondary school.

## INTRODUCTION

In the world today, the issue of same-sex sexual behaviour has gained so much ground that people are now fighting for its recognition, acceptance and legalization. Its influence in schools, churches, and families are such that the topic cannot be glossed over. Globally, the issue of same-sex sexual behaviour among secondary school adolescents is fast becoming a threat to education. It has been observed that these students especially those in the boarding houses or hostels seem to derive much interest and pleasure in same-sex sexual behaviours (Ahmadu, 2001).

Same-sex sexual behaviour is a sexual orientation in which someone is sexually attracted to another person of same-sex. Same-sex sexual behaviour simply means the desire to have erotic

experiences and responses with persons of same-sex. It is worthy of note that sexual behaviour increases when an individual reaches puberty or what may be said to be the adolescent stage. Little wonder then these adolescent students engage themselves in same-sex sexual behaviours.

In the South Eastern part of Nigeria, secondary school students have been seen to have engaged themselves in same-sex sexual behaviours. This is a situation where the female students go for their fellow females, and the males go for their fellow males in matters of sexual activities. These same-sex sexual behaviours could be in the form of cuddling and touching persons of same-sex, sexual intercourse with persons of same sex, bathing, sleeping, kissing and dancing naked with persons of same sex, sucking the penis or breast of persons of same sex among others. In the South Eastern part of Nigeria, because of the adolescent students involvement in these same sex sexual behaviours, their academic performance and achievement seem to be affected adversely. Also their social and sexual growth and development tend to be negatively affected (Ikpe, 2004).

This trend of same-sex sexual behaviour, like that of security, has become so worrisome that everybody including parents, teachers, guidance counsellors and even the entire society, are shouting for some redress and re-orientation on the part of these students. This is so because this phenomenon of same sex sexual behaviour, if not properly checked now, with time, will pose a very serious danger not only to parents and teachers but also the society at large as these adolescents will grow up in future to become full blown homosexuals. Same-sex sexual behaviour has to do with sexual acts, affections or attractions between members of the same sex (Umoren, 2013).

Same-sex sexual behaviour refers to individual's sense of sexual, personal and social identity based on same sex attraction, behaviours expressing them (Umoren, 2013). Many definitions have been given for the term, 'same sex sexual behaviour'. Same sex sexual behaviour can be seen as a sexual orientation towards members of one's own sex (Dunton and Palmberg, 1996). This is a condition in which people of the same sex find themselves being more sexually attracted to or attractive than those of the opposite sex. It can occur or happen either between males or between females as the case may be ie gay behaviours or lesbian behaviours respectively.

Same-sex sexual behaviour has also been defined as having a physical, emotional, and intellectual orientation for sexual behaviours with persons of the same sex. Same-sex sexual behaviour is used here to represent both gay and lesbian attitudes, orientation and acts, for instance, those indulging in the behaviour, and also those showing signs or tendencies to the practice of same-sex sexual behaviours (Brooke, 1993). Same-sex sexual behaviour has to do with same sex erotic attraction (Hoad, 2004). Lesbian behaviour has to do with females developing strong affectional and erotic ties with fellow women while gay behaviour has to do with males developing strong affectional and erotic ties with fellow men (Philips, 2001). Same sex sexual behaviour, according to the researcher, refers to the selective sexual attraction or sexual behaviour among member of the same sex. This is so because those who involve themselves in gay behaviours or lesbian behaviours are not sexually attracted to all members of the same gender, just as heterosexuals are not sexually attracted to all members of the other gender or to every person of the opposite sex hence the word 'selective'.

Several homosexual debates have recently gained more intensity the world over with the heads of governments either approving of it or disapproving it. For instance, President Obama of America sees it as a fundamental human right and approves of it (Obama 2006) while countries like Nigeria and Zimbabwe are kicking against it as seen in recent debates (Umokoro, 2009). This is evident in 2009 when hundreds of gays and lesbians were reported to have stormed the National Assembly to protest against a bill prohibiting same sex marriage by homosexuals in Nigeria. According to Umokoro (2009) they did this under the guise of fundamental human rights. Even the church is not left out in this same sex sexual behaviour saga as there has been ordination of gay Bishops and Priests (Akinlola 2008). Adolescent boys and girls especially those in the secondary and tertiary institutions of learning are not left out too as these institutions of learning have also been reported to have experienced cases of same sex sexual behaviours (Ikpe, 2004). Secondary and tertiary institutions are seen as very safe grounds and comfortable terrain for the practice of same sex sexual behaviours. Young boys and girls especially of juvenile and adolescent age are taking it all for granted as they see the practice as normal life style and not a disease or some form of mental sickness or disorder (Umoren, 2013). Again the researcher's experience as a teacher and counsellor has exposed her to this fact. Many of the counselling sessions she conducted as a secondary school teacher centred more on same sex sexual behaviour of students.

The concept of same.sex sexual behaviour could be viewed in connection with peer and home factors. For instance, such homosexual dispositions seem to be determined by factors like developmental, biological, and familial experience particularly rooted in the parent-child relationship (Bensen, 2003). In this condition, a man or woman who indulges in same sex sexual behaviour has suffered from some deficit in relationship with the parents of the same sex, and there is a corresponding drive to make good this deficit through the medium of same sex sexual behaviour (Elizabeth Moberly as cited in Umoren 2013).

Attribute to the practice of same sex sexual behaviour may be linked to the personal factors like effects of hormone and genetics, neuroplasticity and psycho-social factors. In his viewpoint, the causes may be connected to genetic and hormonal factors (Swab, 2004). It is believed that men who practice same-sex sexual behaviour have abnormally low level of androgens (male sex hormones) in their blood while the levels are abnormally high in women who indulge in same-sex sexual behaviour (Swab, 2004). Bearman and Bruckner (2001) posit that the hypothalamus-a structure in the brain that regulates hormone secretion and is involved in sexual behaviour functions differently in persons who practice same-sex sexual behaviour than it does in heterosexuals. These personal factors are more like behavioural traits that are due to innate characteristic, such as instincts and drives and other body make-up as explained above.

Peer association or factor has to do with relationship between people of the same age, sex, or social status. It could also mean the kind of social interaction that exists among members of this group which could either be negative or positive (Elom as cited in Obidoa and Ifelunni, 2010). Influence of peer group or what may be described as conformity to peer group influence or peer pressure in adolescence could be positive or negative (Wall, 1993). This is so because adolescence is a period when young children are developing into adulthood, extending from puberty to

independence (Onwuasoanya, 2008). The search for independence and identity is at its peak in this period. Adolescence is a time of vitality without the cares of adulthood, a time of rewarding friendships, of heightened idealism and a growing sense of life's exciting possibilities (Coleman as cited in Onwuasoanya, 2008). During this period, maturation, growth and changes continue to unfold as adolescents strive to make meaning out of life. Also in a bid to develop socially, they interact a lot in relationships with people around them, and also in friendship with peers, cliques, crowds and others. Peer group therefore has a very strong influence on social development of the adolescents. As they co-operate and interact with each other, it gives opportunity for learning experiences, both positive and negative (Onwuasonya, 2008). Peer group influence is a serious challenge facing adolescents as peer pressure is an extremely influential factor facing adolescents across the globe (Obidoa and Ifelunni, 2010). The negative influence could range from rape, robbery, cultism, indecent dressing, homosexuality among others. Unfortunately, it has been shown that adolescents conform more to negative peer standards than any other category (Wall, 1993).

The family is usually first and primary agent of social development of every child because this is where the first contact is made after the birth of any child. A home or family is primarily made up of the father, mother, and children which has its key functions as sexual, economic and educational (Murdock as cited in Gonzeric, 2005). Though there are other types of homes or families like broken homes, separated and divorced homes violent homes and stable homes (Reid, 1996). There are also nuclear, monogamous, polygamous and extended families. A separated family or divorced family could be said to be synonymous with broken family, a situation where only either of the parents is present. A violent family is characterized and dominated by conflicts, quarrels, misunderstanding and fighting. It could be said to be the very opposite of a peaceful or stable home which could otherwise be referred to as a dysfunctional family (Hornby, 2008).

In monogamous families or homes, there is a one-man-one-wife marriage, where the man is only allowed to marry another woman in cases of divorce and death. Polygamy has two subdivisions: Polygyny and polyandry. In polygyny, a man marries more than one wife while in polyandry, a woman is married to more than one man (Sousa, 1995).

In extended families, there exists a much wider kinship network of which the primary family is only a very small part. An extended home includes grandparents and grandchildren, aunts, uncles, nieces, nephews, cousins and even more (Anyanwu as cited in Anyanwu and Ofordile, 2012).

In these families or homes, there exists various ways or methods of training or bringing up these children otherwise called parenting practices or parenting styles. These parenting practices negatively or positively affect and influence children's growth and development (Shamir, Schuld lick and Cummings 2001). They stated that the quality of parental relationship affects the experiences of the children being parented because children are continuously exposed to marital interactions, whether positive or negative.

There are authoritarian, authoritative and permissive parenting styles. Authoritarian parents participate in interactions with their children characterized by low warmth and utilize a

strict and harsh discipline style. Authoritative parents according to them participate in interactions with their children, their interactions are characterized by high warmth and utilize punitive discipline in which they share reasoning behind rules with their children. Permissive parents participate in interactions with their children characterized by high acceptance and utilize low parental supervision often consulting with children about how discipline should be exercised (Cuming, Davies and Campbell, 2000). They went further to split it into two dimensions namely: The quality of “emotional relationships” (e.g acceptance, warmth and nurturance) between parents and children, and two, the degree of “control” utilized.

As can be seen from the above explanations, a child does not grow in a vacuum, neither is he immutable. He grows within an environment, a home, a family which is composed of a network of forces. The home environment produces the first and perhaps the most subtle influence on the mental health and personality development of the child. Thus, one of the greatest factors of children’s adjustment or maladjustment is the home or family. The home or family remains the primary setting for childrearing and it is in the home that the child’s earliest formative experiences take place (Eliot, 1994). The child later grows into adolescence to begin to drift away from family to peer influence or pressure. Generally, as the child approaches adolescent stage, the family’s influence begins to reduce, and the peer group becomes more important to the adolescents in their social lives (Payne and Isaacs, 2006). This could be because peer group are of the same generation, and operate at the same level. The unique situation of same level, which they enjoy within themselves usually, is not acceptable within the family level because of the authority figure from parents and elders.

The issue of home factor revolves around environment and family. For instance, environment could be youth friendly or otherwise. Also home factor centres more on family types and family leadership styles and parenting practices among others, as these all have something positive or negative to contribute to general growth and development of an individual.

Having handled several cases of same-sex sexual behaviours in the course of teaching and counselling, the researcher observed that these cases appear to have a link or connection with peer and home factors. In other words, the kind of homes that these students come from, and the interaction with peer group appear to be contributory factors to their same-sex sexual behaviours. This study therefore seeks to find out if there is any link or connection between peer and home factors and students’ same-sex sexual behaviour in south Eastern Nigeria. The purpose of this study is to determine if peer and home factors are predictors of tendency to same sex sexual behaviours among secondary school students in South Eastern Nigeria.

## **METHOD**

### **Design of the Study**

The design for this study is correlational survey. This type of study seeks to establish what relationship exists between two or more variables (Nworgu, 2006). Usually such studies indicate the direction and magnitude of the relationship between the variables. That is why the researcher

chose this correlational design to establish the relationship between peer and home factors and adolescents' same-sex sexual behaviour.

### **Participants**

The sample for the study is 1,200 SS I and SS II students. Stage one: Multi stage sampling technique was used to select three states out of the five South East states. The selected states are Enugu, Anambra and Imo. This was done using sample random sampling technique prominence of the states. Stage two: Sample random sampling technique was used to select one education zone from each of the three selected states. Stage three: Sample random sampling technique was used to select four schools from each education zone from each of the selected three states. Stage four: 400 students were randomly selected from the four schools from each education zone (100 students from each school) using class registers.

### **Instrument for Data Collection**

The instrument for data collection is the questionnaire titled "Sexuality, Peer and Home Factor Questionnaire (SPHFQ) made up of two sections namely: A- Demographic information, B - 7 Clusters of test items. The clusters include sexuality, peer, monogamy, polygamy, Separation (Divorce), Intact, permissive, Authoritarian and Authoritative. It is a researcher-developed adolescent sexuality, peer and home factor questionnaire made up of ninety-eight (98) items. The response mode of SA = 4, A = 3, D = 2, and SD = 1 was used. SA = Strongly agree, A = agree, D = disagree, SD = Strongly disagree.

The instrument were sent to three experts for face, construct and content validation. These experts were all from the faculty of Education, University of Nigeria, Nsukka. Two of these experts were from Guidance and Counselling and one from Measurement and Evaluation. These experts were requested to vet items of the instruments in terms of clarity of words, appropriateness and relevance of the items to the study as the aim was to check the suitability of the items and response patterns as it relates to the study. Based on their criticisms and suggestions, the instruments were finally modified, and all their recommendations were strictly adhered to.

To determine the reliability of the instrument, 40 copies of the instrument were administered to the 40 SS I and SS II students in South- Southern Nigeria. These respondents were not part of the population for the study. Statistical packages for social sciences (SPSS) version 15 was used to analyze the data collected from the respondents using the Cronbach alpha formula. The reliability co-efficient of 0.69, 0.76, 0.79, 0.74, 0.61, 0.71 and 0.61 were obtained for the seven sections, that is: peer, separated, divorce, polygamy, monogamy, authoritarian, permissive, authoritative and same-sex sexual behaviour. The reliability co-efficient of the total instrument was 0.81. This goes to suggest that the instrument is very reliable for the study.

### **Method of Data Collection**

The researcher with the help of two research assistants distributed the copies of the questionnaire in the schools and collected same from respondents. The research assistants are teachers from the

schools selected for the study. To achieve a high return rate of the questionnaire, the researcher and research assistants sought and got approval from the principal to distribute the questionnaires during class sessions. With this approval, the researcher with these assistants distributed the copies of questionnaire to the students. This was done during class hours when the students were in school with their teachers, though not done in a single day because of the number. In effect there was a 100% return rate of the questionnaire from the respondents.

### Method of Data Analysis

The data collected by administering the research instruments were analyzed in line with research questions and hypotheses. Mean and standard deviation and Pearson product moment correlation analysis were used to answer research questions. The null hypotheses were tested using ANOVA and t-test associated with multiple. This is because the study is a correlational study.

## RESULTS AND DISCUSSION

### Hypotheses

**H<sub>01</sub>:** There is no significant relationship between home factor (separation (divorce) and Intact) and same-sex sexual behaviour.

**Table 1: t-test for testing the relationship between home factor (Separation (Divorce) and Intact) and same-sex sexual behaviour**

Model	Unstandardized Coefficients		Standardized	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.187	.061		35.784	.000
Separation (Sivorce)	.117	.016	.216	7.528	.000
Intact	.007	.021	.009	.321	.748

Table 1 shows t-test for testing significant of relationship between home factor Separation (divorce) and same-sex sexual behaviour. From the Table, the value of t for the relationship between home factor separation (divorce) and same-sex sexual behaviour is 7.53 and the value is significant at 0.00. Similarly, the value of t is equally significant at 0.05, this is because, 0.00 is less than 0.05 that is ( $p = 0.00$ ;  $0.00 < 0.05$ ). Therefore, the null hypothesis was not accepted; hence, there is significant relationship between home factor Separation (Divorce) and same-sex sexual behaviour. On the other hand, the t for the relationship between home factor (Intact) and same-sex sexual behaviour is 0.32 and the value is significant at 0.75. However,, the value of t is not significant at 0.05, this is because, 0.75 is greater than 0.05 that is ( $p = 0.00$ ;  $0.75 > 0.05$ ).

**H<sub>02</sub>:** There is no relationship between home factor (Polygamy and Monogamy) and same-sex sexual behaviour.

**Table 2: t-test for testing the relationship between home factor (Polygamy and Monogamy) and same-sex sexual behaviour**

Model	Unstandardized Coefficients		Standardized	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.016	.060		33.488	.000
Monogamy	-.014	.020	-.019	-.677	.489
Polygamy	.210	.017	.634	12.513	.000

Table 2 shows t-test for testing significant of relationship between home factor (Polygamy and Monogamy) and same-sex sexual behaviour. From the table, the value of t for the relationship between home factor (monogamy) and same-sex sexual behaviour is -0.68 and the value is significant at 0.50. However, the value of t is not significant at 0.05, this is because, 0.50 is more than 0.05 that is ( $p = 0.00$ ;  $0.498 > 0.05$ ). Therefore, the null hypothesis was not rejected, hence, there is no significant relationship between home factor (monogamy) and same-sex sexual behaviour. On the other hand, the t for the relationship between home factor (Polygamy) and same-sex sexual behaviour is 12.5 and the value is significant at 0.00. Similarly, the value of t is equally significant at 0.05, this is because, 0.00 is less than 0.05 that is ( $p = 0.00$ ;  $0.00 < 0.05$ ).

**H<sub>03</sub>:** There is no significant relationship between parenting practices (Permissive/Authoritarian and Authoritative) and same-sex sexual behaviour.

**Table 3: t-test for testing the relationship between parenting practices (Permissive/Authoritarian and Authoritative) and same-sex sexual behaviour**

Model	Unstandardized			t	Sig.
	B	Std. Error	Beta		
(Constant)	1.366	.083		16.511	.000
Authoritarian	.139	.030	.189	6.977	.000
Permissive	.127	.013	.253	9.442	.000
Authoritative	.191	.022	.238	8.815	.000

Table 3 shows t-test for testing significant of relationship between parenting practice of Authoritarian and same-sex sexual behaviour. From the Table, the value of t for the relationship between parenting practice (Authoritarian) and same-sex sexual behaviour is 6.98. Therefore there



is significant relationship between authoritarian and same sex sexual behaviour. The  $t$  for the relationship between parenting practices (Permissive) and same-sex sexual behaviour is 9.44. Therefore the null hypothesis was rejected which means that there is significant relationship between permissive and same sex sexual behaviour. Finally, the  $t$  for the relationship between parenting practices (Authoritative) and same-sex sexual behaviour is 4.42. Therefore the hypothesis was accepted hence there is no significant relationship between parenting practice (Authoritative and same sex sexual behaviour).

The study found that separation (divorce) has a positive relationship with same sex sexual behaviour. This means that home factor separation (divorce) is a predictor of tendency to same sex sexual behaviour of secondary school adolescents. This is in line with Olu-Silas, (2007) who reported that there is a significant influence of divorced homes on sexual abuse as against those from intact homes. In the study, the mean of divorced homes (9.1600) was higher than the mean of intact homes (7.1550) which confirms a higher sexual abuse indulgence in divorced homes. This result also is in agreement with Izibefien (2007) who reported that there is significant relationship between parenting practice and adolescents sexual behaviour. He states that the home produces the first and perhaps the most insistent and subtle influence on the mental health and personality development of the child. Thus, one of the greatest factors of children's adjustment or maladjustment is the home or family. This also in accord with the work of Ntem (1999), which states that there is a relationship between adolescents' sexuality and home factor (Broken Homes). Agulanna and Eze (2004) contradict this result finding. In their work which is on the relationship between family structure and adolescents sexual conduct, they stated that there is no significant influence between family structure and adolescents' sexual conduct.

The study revealed that the relationship between home factor (polygamy) and same-sex sexual behaviour is positive. In order words, there is a significant relationship between home factor (Polygamy) and same-sex sexual behaviour. What this means is that polygamy is a predictor of tendency to same-sex sexual behaviour of adolescent students in the secondary school. Again, the analysis of data for null hypothesis three which stated that "there is no significant relationship between home factor (Polygamy) and same-sex sexual behaviour was rejected. This is because the data analysis results indicated that the relationship between home factor (Polygamy) and same-sex sexual behaviour among adolescents is highly positive. Therefore, there is significant relationship between home factor (Polygamy) and same-sex sexual behaviour. This is in line with Kembe (2005) who showed that home factor (Polygamy) plays a significant role in pattern of a child's behaviour. Also, this finding affirms the work of Olu-Silas (2007) who reported that there is more indulgence in homosexuality in polygamous homes. For him, the home or family produces the first and perhaps the most insistent and subtle influence on the mental health and personality development of the child. Thus, one of the greatest factors of children's adjustment or maladjustment is the home or family.

The study revealed that the relationship between parenting practices (authoritarian and permissive) and same-sex sexual behaviour is positive. This means that there is significant relationship between parenting practices (Permissive and Authoritarian) and same-sex sexual

behaviour. What this implies is that parenting practices (Permissive and Authoritarian) are predictors of tendency to same-sex sexual behaviour of adolescents. The analysis of data for null hypothesis four, which stated that “there is no significant relationship between parenting practices (permissive and authoritarian) and same-sex sexual behaviour was rejected. This is because the data analysis results indicated that the relationship between parenting practices (Permissive and Authoritarian) and same-sex sexual behaviour among adolescents is positive. Therefore, there is significant relationship between parenting practice (Permissive and Authoritarian) and same-sex sexual behaviour.

This result agrees with Lamborn (2003) who asserted that, like children in authoritarian homes, children reared in permissive homes also display some negative behaviour such as same-sex sexual behaviour. Also, this result agrees with Murdock (2004) who reported that parent life style is one of the most influential factors in shaping young children’s lives with its responsibility of performing, reproductive, economic, educational functions and sexual behaviour. He stated that parents in this type of parenting style are emotionally detached, indifferent and uninvolved. They are neglectful and tend to keep their children at a distance, responding to child’s demands only to make them cease. For him, children from these neglectful parents tend to be prone to a lot of psychological and behavioural dysfunctions. This is also in line with Aneke (2002), which states that there is a significant relationship between parental marital status and adolescent sexuality.

## **CONCLUSION**

The findings of the study revealed that peer and home factors are predictors of tendency to same-sex sexual behaviour at adolescent students. However, same sex sexual behaviour of adolescent students is not only prevalent in South East but also the society of large, and therefore deserves urgent attention. Government should as a matter of fact create conducive atmosphere for the adolescents proper upbringing and initiate programmes aimed at ensuring a meaningful and purposeful future for the adolescent students in the secondary schools. However, it is also of paramount importance for workshops, seminars and enlightenment programmes to be organized from time to time to parents, guardians, heads of schools, teachers, counsellors, youth workers including adolescents students to sensitize them on the effects and implications of peer and home factors on adolescents same sex sexual behaviour. In all, if same sex sexual behaviour of adolescent students is reduced, it will go a long way in helping to bring up healthy and sound personalities thereby promoting academic achievement in all level of education. This will in turn make for national development. It will also help to promote their social and sexual growth and development thereby making for sound personalities who will be good leaders of tomorrow.

## **Educational Implications of the Findings**

The findings of the study revealed that peer and home factors Polygamy, Separation, (Divorce) Authoritarian and Permissive are predictors of tendency to same-sex sexual behaviour of adolescent students. The findings of this study have implications on adolescents as it will help students (adolescents) know the kind of company they keep in terms of their growth and

development. This means that students will have knowledge of the kind of peer association that will help them to grow and develop positively. The findings of this study also have implications for counselling practice. It will provide information to counsellors on the extent to which home factors are related to same sex sexual behaviour of adolescent boys and girls. In addition, it will inform school guidance counsellors about the fate of students from these homes, and as such provide them with the necessary information that will help in designing intervention programmes for such students. Therefore, the findings of this study will go a long way in guiding the government on the formulation of new family or home policies to ensure that the fate of children are fully considered in all family issues such as family leadership styles, parenting practices, divorce, separation.

### **Recommendations**

Based on the findings of the study, the following recommendations were made:

1. Close supervision and monitoring on peer association or relationship should be maintained by parents, teachers, guardians etc to checkmate their excesses. Parents should monitor friendships and relationships of their children especially friendship or relationships with people of same-sex in order to detect when they error go contrary to their expectations to detect when they error go contrary to their expectations. This is based on the findings of native effect which peer group has on adolescents.
2. Separation or divorce should only be sought as last resort considering the effect it has on children's growth and development. This is also based on findings that separation or divorce has on children development.
3. Polygamy should be discouraged as it has some adverse effect on proper upbringing of children.
4. The government and policy makers should advocate the use of parenting practice of authoritative as the best form or type of leadership or parenting style in the training of children. This is anchored on the finding that permissive and authoritarian parenting styles are not good in child training.
5. Parents should make the home a peaceful place for their children, love protect and care for them. This, if done, would promote healthy social and sexual growth and development of adolescents.
6. Government should organize regular seminars, conferences and enlightenment programmes for parents/guardians, teachers, heads of schools, Guidance Counsellors, Youth workers including adolescent students on the implication of peer and home factors on adolescent same sex sexual behaviour.
7. Government should make and implement family laws and polices in order to ensure full protection of the right and fate of children in family issues.
8. The training of adolescent students should be the joint responsibility of parents, teachers, school administrators and the society at large.

9. It is recommended that teachers in secondary schools should acquire a basic knowledge on sex education in their course of training in order to strengthen their teachings on same-sex sexual behaviours.
10. Religious groups should organize a health seminar, invite their young ones on regular basis to teach positive healthy living.

### **Limitations of the Study**

The following limitations were discernable in the course of carrying out the study.

1. Inadequate funds compelled the researcher to use a limited number of respondents.
2. The study was carried out in South Eastern Nigeria only. The study would have had a greater generalizability if carried out in more zones than the South East.

### **Suggestions for Further Studies**

The following suggestions are made for further investigations.

1. More researchable topics should be carried out such as:  
Influence of Family Type and Marital Status on Adolescents Homosexual Behaviours.  
Environmental Factors and Family Leadership Styles as Correlates of Students Sexuality Problems.
2. This study was centered on public secondary schools. The inclusion of private secondary schools will further validate the findings in future studies for greater generalization.
3. The study could be replicated with a larger sample size involving other geo political zones of the Federation for better comparisons.
4. More studies should also be carried out to determine reasons for adolescents' involvement in same-sex sexual behaviour.

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