

**INFLUENCE OF PARENTING STYLES AND PEER PRESSURE ON ATTITUDE
TOWARDS RAPE VICTIMS AMONG UNDERGRADUATES IN EKITI STATE**

BY

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**BEING A PROJECT SUBMITTED TO THE DEPARTMENT OF PSYCHOLOGY, FACULTY
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IN PSYCHOLOGY**

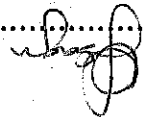
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CERTIFICATION

I certify that this study was carried out by DAODU WILSON OFUNAMI (PSY13M1270) of the Department of Psychology, Faculty of Social Sciences, Federal University, Oye Ekiti.

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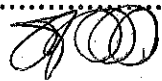


DATE

13/11/17

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DR. (MRS) O. A. OLATUNJI



DATE

13/11/2017

This project work is dedicated to the Almighty God, and to all those victims of rape out there, who feel hopeless and empty, "you are stronger and more beautiful than you will ever know!"

DEDICATION

My utmost gratitude goes to the Almighty God, who gave me the courage, words and ability to do this project work.

I want to also appreciate my wonderful, loving and caring parents Mr Raphael Oluarewaju Daodu and Mrs Janet Daodu, for their wonderful support, unconditional love, care and prayers for the success of this work and other successes in my life. To my wonderful Uncle and Auntie Mr and Mrs kolawole and Big Mumm Mrs Ajayi, I thank you so much for your love, your care and support, everything I am and will ever become is as a result of your love and support and care in my life. To my wonderful siblings and cousins, you all have affected me positively and inspired me in so many beautiful ways. I LOVE YOU ALL.

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towards rape.

Based on the findings it was concluded that parenting style, and peer pressure predicted attitude towards rape. Parenting style, peer pressure jointly predicted attitude towards rape ($F(3, 296) = 9.063 p < .05$). Peer pressure also has significant influence on attitude towards rape ($F=23.561; t=4.854 P < .05$). showed that parenting style has a significant influence on attitude towards rape ($F=8.897 p < .05$). tested using simple regression which was also confirmed. The result of the tested hypothesis were tested in the study using multiple regressions which were confirmed, one hypothesis was the attitude towards rape victims' scale, together with demographic information. Two hypotheses participants responded to self report instruments on parenting style scale, peer pressure scale, and research design. A total of 300 undergraduates were conveniently sampled in this study. These towards rape victim's among undergraduates in Ekiti state. The study adopted an ex-post facto This study investigated the influence of parenting styles and peer pressure on attitudes

ABSTRACT

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Rape is seen as the forceful penetration (oral, vaginal and anal) of a person against his/her will. This definition is according to Indian penal code 375 analysis of provision relating to rape, February 14, 2015) section 357 of the criminal code which applies to southern Nigeria, and in northern Nigeria it is defined under section 282 of the penal code). These laws apply and define that rape can only be committed by men and exonerates the women, whereas in the US and UK the victims can both be men and women, in the UK under the section 1 of the sexual offences act (2003). This could be in the form of intoxication (in the sense that one may be raped due to being drugged) age (underage) etc. Behaviour or an act can be described as rape, when a person is forcefully indulged in sex or sexual act against his/her will (Adegbite, 2015). Rape can be seen as the forceful, violent and coercive way of having sexual intercourse with the opposite sex, same sex etc. This is a form of aggressive behaviour, amongst other sexual aggressive behaviours are; domestic violence, child sexual abuse (paedophilia) etc adolescents suffer more as victims of rape, and also suffer from the adverse effects of the negative attitudes people have towards victims of rape.

Attitudes towards rape victims may be described or may involve the perceptions or dispositions that people hold or have towards those who have been victims of rape or have experienced or have suffered from the adverse effects of being raped. Some of the adverse effects of the attitudes (especially the negative attitudes) shown to victims of rape may cause them to suffer emotional trauma or disturbances, such as depression, bipolar disorders, schizophrenia in extreme cases. Also as a result of this attitude, most rape victims find it difficult

and hard to disclose experience of rape or the advent of a rape assault or their rape event to anyone, simply because of the fear of being criticised. In 2016, a newspaper in Nigeria, punch Nigeria described Rape as a conscious process of intimidation wherein perpetrators keep women and children especially, in a state of constant fear. Rape is one that is visible, rampant and seen on television screens, news headlines etc. According to punch Nigeria, In Nigeria as well, there have been an increasing number of rape and sexual harassment cases on an alarming rate. A total number of 150 reported cases of sexual and physical abuse were recorded in Lagos State for one year period as of April 27, 2016. As such NGOs (non-governmental organizations), social groups, etc. have sprung up to correct this menace of rape in society, and to protect rape victims and help them recover from the psychological, emotional traumas and finally lead a more useful and positive life in society. Rape is one behaviour which has several overt characteristics which are visible and this characteristics include: force, physical abuse (tearing of victims clothes, beating the individual, etc.), sedating the individuals drink or food, etc.

Women are mostly victims of rape, (Matasha 1998; Halco'n, Behring & Blum 2000), though men also are victims, but the case is not that pronounced in relation to that of heterosexual rape and this tend to stem from believes and the ways in which we perceive both women and homosexual men who become receivers too. Again people tend to hold several beliefs to the female factor. This beliefs may include (1) the woman is an easily persuaded factor (2) the woman naturally is one who gives most times (seen especially in marriage or during sex and its positions (3) the woman is one who when she says NO when compelled to have sex actually is saying the opposite, that is when the woman says she is not interested it means she is only trying not to look cheap and also not to be scolded by society as a whore or one who likes

sex too much. Jerphanos, Kudakwashe & Phinias (2004), confirm that, in African cultures, majority of males tend to misinterpret woman or a girl if she says "no" to sex, and end up raping them and (4) the believes or attitudes, myths that the way the woman or girl child dresses attracts the kind of people who would associate with her and also the kind of events she will face. However, this may be restricted in the type of society, and the type of sexual orientation allowed and the type of culture and practice upheld. As such one can assert that rape can be classified into heterosexual rape, homosexual rape, and even violent forceful rape of animals. Peer influence, alcohol, parenting and issues also affect the alarming rate of sexual violence and molestation.

The type of parenting and the kind of socialization that we go through is a crucial factor in determining the behaviours and actions (vicarious learning). As such those who are either socialized by peers, school, culture, learn ways to act and behaviours to exhibit. Linking this to the influence of parenting and socialization (peers) on sexual aggressive behaviour (rape), there is the saying that says "show me your friend, and I will tell you who you are." Parenting styles, and the kind of peer association and interactions we involve in help form and affect our behaviours. Owing to cultural influences, poor parental supervision, peer pressure and substance abuse, an alarming proportion of adolescent males tend to act impulsively and violate the rights of others (Jewkes, 2012; Lussier & Healey, 2010).

The stage of adolescence is characterized by a risky and turbulent period of life time (Bandura, 1997). Adolescents face significant amount of changes in physical, emotional and cognitive aspects as well as increasing expectation from family and society (Hazem, Schlozman, & Beresin, 2008). This explains why in the case of parenting attachment is key. Attachment is defined as an emotional bond established between an individual and a provider of secure base

which help one's to explore the environment (Bowlby, 1982). The prevalence of rape victims is amongst adolescence. Forced sexual initiation and coercion during adolescence have been reported in many studies of young women and men (world report on sexual violence 2005). Adolescent constructs his/her internal working models of what he or she can expect about self-based on their relationships with first caregiver especially parents (Bowlby, 1982). Past studies (Allen & Land, 1999; Cooper, Shaver, & Collins, 1998; Smetana et al., 2006) have shown that adolescents with good attachments to parents have better psychosocial well-being and are more knowledgeable in social domain than unsecure adolescents. Cooper et al. (1998) revealed that adolescent with secure attachment had more control on their emotions and better adjustment than those with insecure attachment. Secure attachment is important in the development of self and identity during adolescence (Allen & Land, 1999). Smetana, Campione-Barr, and Metzger (2006) emphasize that in close and warm parent-adolescent relationship, adolescent spend more direct relationship with mothers and talk more about personal issues such as dating. In positive parent-adolescent attachment, mothers provide more emotional support while fathers provide material and informational support (Steinberg & Silk, 2002). In general, research support that during adolescence, secure attachments with parents linked to high levels of self-esteem and self-efficacy (Arbona & Power, 2003; Laible, Carlo & Roesch, 2004; Thompson, 1999).

According to Abidin, Ibrahim, Akliah (1994), attitude is essential in understanding people, objects etc. It can also function as a defence mechanism for individuals. They are a crucial part in determining a person's personality. Attitudes affect ones social interactions. According to Schneider (1988), "attitudes are evaluative reactions to persons, objects, and events. This includes your beliefs and positive and negative feelings about the attitude object. Also attitude can guide our experiences and decide the effects of experience on our behaviours.

Besides that, (Baron and Byrne 2003) also gave a similar definition of attitude which is, 'Attitudes can be defined as lasting, general evaluations of people (including oneself), objects, or issues. Attitude is lasting because it persists across time. A momentary feeling does not count as an attitude. According to him attitudes are lasting since it remains across time. This is similar to a statement made by Vaughan & Hogg (1995), 'Attitudes are relatively permanent-persist across times and situations. A momentary feeling in one place is not an attitude.' Therefore, if you encountered a brief feeling about something, it does not count as an attitude.

According to an online website, rape is a sexual assault involving some type of penetration (i.e., vaginal, oral, or anal) due to force or threat of force; lack of consent; or inability of the victim to provide consent due to age, intoxication, or mental status. Rape laws vary from country to country however, the aforementioned description conforms to the definition used at the Federal level and by most countries.

Every individual, one way or another belongs to a group which affects how they think, behave, and view things. We all have peer groups, and these groups are crucial in our social interactions, and the attitudes we form towards things and people around us.

Armengol and Jackson (2008) definition of peer pressure can be distinguished into positive and negative. The positive peer pressure causes one to form good relationships, hold good values and treat people well and strive to excel in academics etc. Whereas the negative peer pressure causes one to do the opposite, associate with bad and wrong individuals form bad, wrongful friendships and exhibit deviant behaviours.

According to Prabhakar 2000, peer pressure is simply when someone influences your activity, thought or attitude. Peer pressure has much influence on an individual during his or her adolescence. It is during this time that there are several physical and psychological changes

happening within the individual due to which there arises a little of unconformity in their fixation with the society and with their peers. It is from here an individual either starts loosing or starts hiding his innocence, his genuine self, his uniqueness, his value, etc. On the whole in the venture of fixing himself to his social group he loses his self.

Morrison defined parenting as "the process of developing and utilising the knowledge and skills appropriate to planning for, creating, giving birth to, and rearing and/or providing care for offspring". This definition implies that parenting starts when there is a plan for it and it involves not just bringing up the children but also providing care for them. There are several characteristics of parenting. First of all, with the advance of medical knowledge and technology, parenting becomes a choice in life. Secondly, being a parent is a life-long commitment. Thirdly, it involves responsibilities as parents are responsible to take good care of their children physically as well as psychologically. Lastly, parenting involves not just the couple but all the family members since the birth of a child affects the whole family. The quality of parenting depends on several factors. Firstly, the mature personality of the parents is the basic factor of good quality parenting. It also contributes to the stable and intimate marital relationship, which is the second factor of high quality parenting. Thirdly, the parents' motivation of having a child would affect their way of parenting. Fourthly, whether the pregnancy is planned or not is also an important factor as planned pregnancy implies better preparation to be a parent. Whether the parents' level of expectation on the child is appropriate will certainly affect their parenting quality. Parents' unrealistic expectation will exert pressure on children. Lastly, the child's temperament and physical attributes is also a factor. A difficult child with physical handicap will make the parenting task more difficult than an easy baby with adorable attributes.

1.2 Statement of problem

Overtime, there has been an increasing interest in the various psychological impacts of being a rape victim and as such researchers have considered studying rape victims' experiences seeking post assault assistance from the legal, medical, and mental health systems and how those interactions impact their psychological well-being (Campbell 1990). In this regard, it was concluded that victims of rape experience significant distress in obtaining help from the legal, medical, and mental health systems, moreover, what help they might receive from this social institutions can even leave them feeling-blamed, doubted, and re-victimized (Campbell 1990). This illustrates that victims' post rape distress may be due not only to the rape itself but also to how they are treated by social systems after the assault which falls back to the attitudes of members of the society towards rape victims. Such factors as gender and social category have been considered to influence the attitudes of individuals towards rape. For example, it was discovered that females hold lesser rape myths but have more negative attitude towards victims of rape and that there is a significant influence of social category and gender on causal attribution for sexual violence (Mittal, Singh & Kumar Verma 2017). Other research that focused on the prediction of attitudes towards rape from participants' age discovered that younger participants expressed more favourable attitudes toward victims of rape than older participants (Matsuo & McIntyre 2005). However, according to Flood and Pease (2009) Attitude plays a role in the perpetration of sexual violence, in victims' responses to victimization, and in community responses to sexual violence against women. Parents have a world of influence over their children and basically mould and shape their children into adults (Wittenborn 2002). Nagel, Kevin & Morrison (2005) stated that those who have been victims of rape are likely to experience psychological traumas, depression, and emotional instability, than those who

are non-victims of rape. However the impact of rape is not limited to the act itself, instead there exist so-called secondary victimization which results from negative experiences within ones social groups and associations etc. Examples of these negative, victimizing accounts might include bad look of disdain towards victims, belief that those who are raped deserve it as a result of their dressing etc.

According to Nagel, et al (2005), one of the important issues regarding the perception of rape victims is how these individuals are perceived across, cultures, race, tribes and gender groups.

Only a few have provided information regarding the relationship between demographic variables and attitudes toward victims of rape. With respect to gender differences, females have been consistently shown to hold more favourable attitudes toward victims of rape than males. In addition to gender differences, several studies have examined ethnic differences. In a comparison of Whites and Latinos, Whites were shown to hold more favourable attitudes toward victims of rape than Latinos. Finally, evidence exists to suggest that individuals with more fundamentalist religious convictions hold more negative attitudes toward victims of rape

Therefore the research tends to answer the following questions:

- Does parenting style influence attitudes towards rape among undergraduates in Ekiti state?
- Does peer pressure influence attitudes towards rape among undergraduates in Ekiti state?
- Do parenting style and peer pressure jointly predict attitudes towards rape among undergraduates in Ekiti state?

negatively.

pressures, so as not to develop sexually aggressive behaviour, which affect individuals the psychological importance of parenting styles in raising children and control for conformity children personality and who they become in future. Also youths learn or will become aware of youths and undergraduates become aware of benefits of healthy associations and parenting on The significance is that it adds to existing literature. The findings of this study is to help

1.4 Significance of Study

among undergraduates in Ekiti state.

3. To find out whether parenting styles and peer pressure jointly predict attitudes towards rape

in Ekiti state.

2. To determine the influence of peer pressure on attitudes towards rape among undergraduates

in Ekiti state.

1. To examine the influence of parenting styles on attitudes towards rape among undergraduates

Specific Objectives of Study

on students' attitudes towards rape.

The main objective of this study is to examine the influence of parenting styles and peer pressure

1.3 Main Objective of study

than women assaulted by strangers. In another study, it was reported that a more common have sexual intercourse with acquaintances were less likely to label their experiences as rape were. This study was similar to the findings by Koss who stated that women who were forced to a significant number of students showed poor knowledge as to whom likely rape perpetrators surrounding rape which made victims to believe some ideologies about rape. Also in their study, also clearly depicted by Burt, Odem and Clay who showed that culturally ingrained myths college students lacked an understanding of sexual behaviours. This lack of understanding was understanding of rape. This was in agreement with the findings of Griffith et al. who showed that they discovered that in the index study most students of the institution lacked knowledge or attitude of undergraduates to rape using Delta State University Abraka students. In their work, According to Odokuma, Onoriode and Esagbodje (2015), who worked on knowledge and rape, assault etc. are from higher institutions and colleges.

negative attitudes they experience. The university is one home for several activities, most cases of rape victims find it hard to report rape acts and offenders simply because of the stigma, and other 10 years for incest (according to Vanguard Nigeria correspondent, Abiodun, 4 June 2015). Still began to take the issue of rape serious with a punishment as serious as life in imprisonment and the rate at which it is taking serious differ from country to country. Though Nigerians have The issue of rape is one act or serious behaviour, which keeps affecting individuals and

2.1 Theoretical Framework

it as an influence on attitude to rape (both heterosexual rape and homosexual rape).

This chapter reviews various theories of parenting, attachment and peer pressure, relating

LITERATURE REVIEW

CHAPTER TWO

two adults, but between a child and a caregiver these bonds are based on the child's need for individual and an attachment figure (usually a caregiver). Such bonds may be reciprocal between Within attachment theory, attachment means an affectionate bond or tie between an Attachment and Loss (1969-82).

After preliminary papers from 1958 onwards, Bowlby published the full theory in the trilogy psychoanalysis), control systems theory, and the fields of ethology and cognitive psychology. explored a range of fields, including evolutionary biology, object relations theory (a branch of To formulate a comprehensive theory of the nature of early attachments, Bowlby romantic and sexual attraction and responses to the care needs of infants or the sick and elderly. including components of attachment behaviour; these include peer relationships at all ages, the theory was extended to attachment in adults. Other interactions may be construed as anxious attachment. A fourth pattern, disorganized attachment, was identified later. In the 1980s, theory of a number of attachment patterns in infants: secure attachment, avoidant attachment and undermined the basic concepts, introduced the concept of the "secure base" and developed a Research by developmental psychologist Mary Ainsworth in the 1960s and 70s

2.1.1 Attachment Theory

peer pressure can influence the perpetrator attitude to rape. Several theories will be used in explaining extensively how parenting styles, attachments and will face. the ordeal they face or the rape act as simply because of the fear and stigmatization they faced or cultural norms. In all according to the research they stated that most rape victims didn't report possible explanation for the opinion that relatives may not be rapist may be a result of socio-perception was that rape occurred between acquaintances and less between strangers. The

safety, security and protection, paramount in infancy and childhood. The theory proposes that children attach to caregivers instinctively, for the purpose of survival and, ultimately, genetic replication. The biological aim is survival and the psychological aim is security. Attachment theory is not an exhaustive description of human relationships, nor is it synonymous with love and affection, although these may indicate that bonds exist. In child-to-adult relationships, the child's tie is called the "attachment" and the caregiver's reciprocal equivalent is referred to as the "care-giving bond". Infants form attachments to any consistent caregiver who is sensitive and responsive in social interactions with them. The quality of the social engagement is more influential than the amount of time spent. The biological mother is the usual principal attachment figure, but the role can be taken by anyone who consistently behaves in a "mothering" way over a period of time. In attachment theory, this means a set of behaviours that involves engaging in lively social interaction with the infant and responding readily to signals and approaches. Nothing in the theory suggests that fathers are not equally likely to become principal attachment figures if they provide most of the child care and related social interaction. Some infants direct attachment behaviour (proximity seeking) towards more than one attachment figure almost as soon as they start to show discrimination between caregivers; most come to do so during their second year. These figures are arranged hierarchically, with the principal attachment figure at the top. The set-goal of the attachment behavioural system is to maintain a bond with an accessible and available attachment figure. "Alarm" is the term used for activation of the attachment behavioural system caused by fear of danger. "Anxiety" is the anticipation or fear of being cut off from the attachment figure. If the figure is unavailable or unresponsive, separation distress occurs. In infants, physical separation can cause anxiety and anger, followed by sadness and despair. By age three or four, physical separation is no longer such a threat to the child's bond

with the attachment figure. Threats to security in older children and adults arise from prolonged absence, breakdown in communication, emotional unavailability or signs of rejection or abandonment.

Significance of attachment patterns

There is an extensive body of research demonstrating a significant association between attachment organizations and children's functioning across multiple domains. Early insecure attachment does not necessarily predict difficulties, but it is a liability for the child, particularly if similar parental behaviours continue throughout childhood. Compared to that of securely attached children, the adjustment of insecure children in many spheres of life is not as soundly based, putting their future relationships in jeopardy. Although the link is not fully established by research and there are other influences besides attachment, secure infants are more likely to become socially competent than their insecure peers. Relationships formed with peers influence the acquisition of social skills, intellectual development and the formation of social identity. Classification of children's peer status (popular, neglected or rejected) has been found to predict subsequent adjustment. Insecure children, particularly avoidant children, are especially vulnerable to family risk. Their social and behavioural problems increase or decline with deterioration or improvement in parenting. However, an early secure attachment appears to have a lasting protective function. As with attachment to parental figures, subsequent experiences may alter the course of development. The most concerning pattern is disorganized attachment. About 80% of maltreated infants are likely to be classified as disorganized, as opposed to about 12% found in non-maltreated samples. Only about 15% of maltreated infants are likely to be classified as secure. Children with a disorganized pattern in infancy tend to show markedly disturbed patterns of relationships. Subsequently their relationships with peers can often be characterized

Attachment theory was extended to adult romantic relationships in the late 1980s by

Attachment in adults

Cindy Hazan and Phillip Shaver. Four styles of attachment have been identified in adults: secure, anxious-preoccupied, dismissive-avoidant and fearful-avoidant. These roughly correspond to infant classifications: secure, insecureambivalent, insecureavoidant and disorganized/disoriented. Securely attached adults tend to have positive views of themselves, their partners and their relationships. They feel comfortable with intimacy and independence, balancing the two. Anxious-preoccupied adults seek high levels of intimacy, approval and responsiveness from partners, becoming overly dependent. They tend to be less trusting, have less positive views about themselves and their partners, and may exhibit high levels of emotional expressiveness, worry and impulsiveness in their relationships. Dismissive-avoidant adults desire a high level of independence, often appearing to avoid attachment altogether. They view themselves as self-sufficient, invulnerable to attachment feelings and not needing close relationships. They tend to suppress their feelings, dealing with rejection by distancing themselves from partners of whom they often have a poor opinion. Fearful-avoidant adults have mixed feelings about close

by a "fight or flight" pattern of alternate aggression and withdrawal. Affected maltreated children are also more likely to become maltreating parents. A minority of maltreated children do not, instead achieving secure attachments, good relationships with peers and non-abusive parenting styles. The link between insecure attachment, particularly the disorganized classification, and the emergence of childhood psychopathology is well-established, although it is a non-specific risk factor for future problems, not a pathology or a direct cause of pathology in itself. In the classroom, it appears that ambivalent children are at an elevated risk for internalizing disorders, and avoidant and disorganized children, for externalizing disorders.

relationships, both desiring and feeling uncomfortable with emotional closeness. They tend to mistrust their partners and view themselves as unworthy.

2.1.2 Social learning theory

Social learning theory integrated behavioural and cognitive theories of learning in order to provide a comprehensive model that could account for the wide range of learning experiences that occur in the real world. As initially outlined by Bandura and Walters in 1963 and further detailed in 1977, key tenets of social learning theory are as follows:

- Learning is not purely behavioural; rather, it is a *cognitive* process that takes place in a social context.
- Learning can occur by observing behaviour *and* by observing the consequences of the behaviour (**vicarious reinforcement**).
- Learning involves observation, extraction of information from those observations, and making decisions about the performance of the behaviour (observational learning or **modelling**). Thus, learning can occur without an observable change in behaviour.

- Reinforcement plays a role in learning but is not entirely responsible for learning.
- The learner is not a passive recipient of information. Cognition, environment, and behaviour all mutually influence each other (**reciprocal determinism**).

This explains for the learning which takes place when faced with pressures from peers. The people we associate with affect our behaviours directly or indirectly, also the consequences of our behaviours affect going back or strengthen our performing of that behaviour again.

- Permissive Parents

valued. As a result, they are more likely to be socially competent, responsible, and autonomous. parents learn how to negotiate and engage in discussions. They understand that their opinions are responsibility reside with the parent. Research demonstrates that adolescents of authoritative Authoritative parents engage in discussions and debates with their adolescent, although ultimate Instead, they are willing to entertain, listen to, and take into account their teen's viewpoint. limits and controls on their actions. Authoritative parents do not invoke the "because I said" rule. Are warm but firm. They encourage their adolescent to be independent while maintaining

- Authoritative Parents

With these distinctions, three new parenting styles were defined. styles by placing parenting styles into two distinct categories: demanding and undemanding. permissive parenting. Maccoby and Martin expanded up on Baumrind's three original parenting Baumrind identified three parenting styles: Authoritative parenting, authoritarian parenting and responsiveness vs. undemanding. Through her studies what she considered to be the four basic elements that could help shape successful parenting: Baumrind's research is known as "Baumrind's Parenting Typology". In her research, she found Baumrind (1971) is a researcher who focused on the classification of parenting styles.

2.1.3. Baumrind's Parenting Typology

relationships they form in future. (Ozlem Okur June 2016). Also issues of inter parental conflict, can be seen to affect the attitudes of individuals, and the Next is the case of parents and the parenting styles used in socialization, and training of children.

- Uninvolved Parents

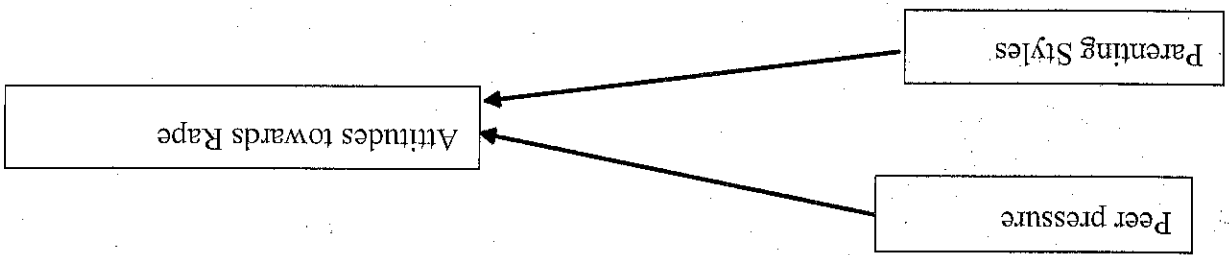
are more submissive tend to remain dependent on their parents. dependent. Those who become rebellious might display aggressive behaviours. Adolescents who valued over independent behaviour. As a result, adolescents may become rebellious or authoritarian parents learn that following parental rules and adherence to strict discipline is without question, the rules and practices that they establish. Research reveals that adolescents of rules and standards are not debated. Authoritarian parents believe the adolescent should accept, and you are not." Authoritarian parents do not engage in discussions with their teen and family parents invoke phrases such as, "you will do this because I said," and "because I'm the parent restrictive, punitive style, and insist that their adolescent follow parental directions. Authoritarian Display little warmth and are highly controlling. They are strict disciplinarians, use a

- Authoritarian Parents

interfere with proper development of peer relationships. result; teens may have difficulty with self-control and demonstrate egocentric tendencies that can very few boundaries and rules and those consequences are not likely to be very serious. As a their advice. Research findings show that adolescents of permissive parents learn that there are teen's actions; instead they view themselves as a resource, should the adolescent choose to seek without parental input. Parents do not view themselves as active participants in shaping their disappoint their children. As a result, teens are allowed to make many important decisions do not need to do any chores if you don't feel like it." Permissive parents do not like to say no or Permissive parents invoke such phrases as, "sure, you can stay up late if you want to," and "you believe that the way to demonstrate their love is to give in to their adolescent's wishes. Are very warm, but undemanding. They are indulgent and passive in their parenting, and

Are not warm and do not place any demands on their teen. They minimize their interaction time, and, in some cases, are uninvolved to the point of being neglectful. Uninvolved parents are indifferent to their adolescent's needs, whereabouts, or experiences at school or with peers. Uninvolved parents invoke such phrases as, "I don't care where you go," or "why should I care what you do?" Uninvolved parents rarely consider their teen's input in decisions and they generally do not want to be bothered by their teen. These parents may be overwhelmed by their circumstances or they may be self-centred. Parents might also engage in this style if they are tired, frustrated, or have simply "given up" in trying to maintain parental authority. Research supports that adolescents of uninvolved parents learn that parents tend to be interested in their own lives and less likely to invest much time in parenting. As a result, teens generally show similar patterns of behaviour as adolescents raised in permissive homes and they may also demonstrate impulsive behaviours due to issues with self-regulation.

2.2 Theoretical Conceptualization



The diagram above illustrates the research theoretical conceptualization as such peer pressure and parenting style of undergraduates will independently and jointly predict students' attitudes towards rape.

Research on family antecedents and correlates of delinquency is of direct importance to both theory and practice. Interest in the family was apparent in early theories on social disorganization (Gove and Crutchfield 1982; Van Voorhis et al. 1988), and in the social bond

2.3.2 Relationship between parenting and delinquency

challenge of having sex with a "prim and proper sorority girl".

one particular woman drunk by serving her punch without letting her know it was spiked for the guys end up with one". With no remorse or guilt, this fraternity man described his plans to get those [Little Sisters] with 'hunch punch' and things get wild. We get them drunk and most of the encourage reluctant women to have sex. One fraternity man stated that at parties, "We provide women are perceived as commodities available to meet men's sexual needs. Alcohol is used to many fraternities create a social environment in which sexual coercion is normalized because encourage drunken excess and inappropriate behaviour. Martin and Hummer (1989) argued that fraternities. Other types of formal (e.g., athletic groups) and informal college peer networks can episodic drinking and forced sex are not condoned by all fraternities or all members of 1989; Norris et al., 1996). Although researchers have focused on Greek organizations, heavy drink heavily, to act in an uninhibited manner and to engage in casual sex (Martin and Hummer, behaviours that would usually be embarrassing. The peer norms for most fraternity parties are to including many sororities and fraternities, accept getting drunk as a justification for engaging in group shares the same beliefs. The peer group norms in some college social environments, usually considered inappropriate. This excuse-giving function is only effective if one's peer For some drinkers, alcohol provides a justification for engaging in behaviours that are

2.3.1 Peer environment that encourage heavy drinking and assault

2.3 Related Empirical Studies/Literature Review

model of Hirschi (1969). Other theories such as those of Moffitt (1993, 2006) & (Patterson and Voerger, 2002) go beyond explaining only level differences in delinquency and examine how delinquency changes by age. The child's difficult behaviour affects parents' disciplinary strategies, resulting in harsher and inconsistent punishments and less involvement by parents in the socialization process (Patterson 1982). These negative child-parent transactions increase the risk of setting a child off on a delinquent path that starts in the early teens, entails many delinquent acts and persists far into adulthood (Moffitt 1993; Patterson and Voerger 2002).

Moreover, insight in these processes is essential for the development or improvement of prevention and intervention strategies. Interventions need to be "theory-driven" and based on sound research in order to be successful (Kazdin 2001). Therefore, knowledge on the link between parenting and delinquency has implications for prevention and intervention policies focusing on delinquency, in particular parent education and skills training.

More recently, Barber and colleagues have argued for a focus on behavioural and psychological control instead of authoritative and authoritarian control (e.g., Barber 1996; Barber et al. 2005). *Behavioural control* is defined as parents' attempts to control and regulate their children's behaviour by rules setting and monitoring. Aspects of behavioural control such as monitoring (Fischer 1983) and consistency in discipline (Coughlin & Vuchinich, 1996) have been associated with low levels of delinquency. *Psychological control* refers to intrusions into the psychological development of the child, such as love withdrawal, keeping the child dependent and the use of guilt to control the child. Behavioural control is more strongly linked to externalizing problems in adolescents, while psychological control is more strongly associated with internalizing problems (Barber et al. 1994). Thus, the parenting dimension control is often seen as a multidimensional concept. In the present analysis, this dimension is separated into

either authoritative control and authoritarian control or behavioural control and psychological control.

Besides parenting dimensions, parenting *typologies or styles* are examined. Elaborating on the work of Baumrind (1966, 1971), Maccoby and Martin (1983) defined parenting styles according to a two-dimensional framework of support and control. Accordingly, four parenting styles can be identified: authoritarian (low support, high control), authoritative (high support and control), permissive (high support and low control), and neglecting (low support and control). Parenting styles are configurations of attitudes and behaviours of parents towards their child and create a context or a climate for the parent's behaviour and is displayed across many different situations (Darling and Steinberg 1993). From a typological viewpoint single parenting behaviours do not properly account for the interactional nature and dynamics of families and therefore parenting dimensions should not be examined in isolation (O'Connor 2002). Prior research revealed that an authoritative style had positive effects on child adaptation, whereas the remaining styles place the child at risk for negative child outcomes (Maccoby and Martin 1983). Neglectful parenting in particular has been linked to delinquent behaviour (Maccoby and Martin 1983; Steinberg et al. 2006; Steinberg et al. 1994).

2.4 Statement of hypothesis

- Parenting styles will significantly predict undergraduates' attitude towards rape victims in Ekiti State.
- Peer pressure will significantly predict undergraduates' attitude towards rape victims in Ekiti State.
- Parenting and peer pressure will jointly predict undergraduates' attitude towards rape victims in Ekiti State.

2.5 Operational Definition of Terms

- **Parenting styles:** This involves the process of raising and educating a child from childhood to adulthood, involves all the process of care giving to the child (attachment), and involves the psychological care, behavioural care and moral principles instilled by parents during raising process of the child. A high score in the parenting style scale indicates parenting styles influence while a low indicates no influence on ones attitude towards rape.
- **Peer pressure:** Peer pressure in this scope is regarded as the encouragement by one's peers (age range or label, friends, colleagues), to do something, directly or indirectly, direct influence on people by peers, or an individual who gets encouraged to follow their peers by changing their attitudes, values, or behaviours to conform to those of the influencing group or individual. Peer pressure in this research will signify the following, pressure to drink, smoke, have sex, club, even rape, or involve in any unconventional sexual act. A high score on the peer pressure scale indicates high peer pressure influence, while a low score indicates no influence on the attitude one has towards rape.
- **Attitudes towards Rape:** The attitude towards rape is referred to as the negative feelings and beliefs that is attached to the victims of sexual violence and even the act of sexual violence. A high score in the attitude towards rape scale will indicate ones negative attitude toward rape victims, and a low score will indicate a positive attitude toward rape victims.

CHAPTER THREE

METHOD

3.1 Research Design

The research was a survey of undergraduates' students using non experimental design of ex-post facto research design. This study adopted an Ex-post facto design to examine the after-the-fact clarification on how parenting styles and peer pressure predicts attitudes towards rape victims because the events has occurred before the research and was surveyed with the use of validated psychological instruments. In the study, the variable characteristics were described as they naturally occur and no participant was manipulated. The study investigates influence of parenting and peer pressure on attitude towards rape victims among undergraduate. The independent variables of interest are parenting and peer pressure, while the dependent variable is attitude towards rape victims.

3.2 Setting

This study was carried out in some selected universities in Ekiti State. The selected universities are:

- Ekiti State University, Ado-Ekiti.
- Federal University Oye-Ekiti.

3.3 Study Sample

The sample size for the study was three hundred (300) undergraduates from the selected universities of study. The participants consisted of 173 males (57.7%) and 127 females (47%) students sampled from the population of undergraduates in Ekiti state. One hundred and twenty (40%) of the sample were 100 level students, ninety eight (32.70%) were 200 level students,

efficient ranging from .73 to .85.

consistency of .79 and minimum co-efficient of reproducibility was at least .90. Alpha co-respondent holds towards the rape victims. The attitude towards rape victim scale has an internal items the scoring is reversed. The higher the score, the more negative the attitudes that the (1998). The scale is scored from 0-4 and a respondent can score from 0-100. For some of the The Attitude towards Rape Victims Scale is a 25 items scale, developed by C. Ward

Section B: Attitude towards Rape Victims Scale

B, C and D.

information of the participants of the study. The instrument consists of four sections namely A, self report instrument consists of four separate test which included the socio-demographic Data for the study was collected using validated self-report psychological instrument. The

Section A: Socio – Demographic Variables

3.4 Instruments

fifty (150) finally selected from each university to be studied. instrument was administered to three hundred (300) participants, with a total of one hundred and approximation of the true tendency of the research phenomenon. The validated psychological used so as to have a smattering idea of the phenomenon of interest and to get an inexpensive The sampling design adopted was a Convenience sampling. Convenience sampling was

Christians, 44 (14.7%) were Islam, 4 (1.3%) were Traditional worshippers. (1.7%) were 500 level students. Religious affiliation shows that 252 (84%) of the participants are sixty six (22%) were 300 level students, eleven (3.7%) were 400 level students, while five

The peer pressure scale is an 11 item scale developed by Santor, Messervey, Kusumakar (1999) to measure peer pressure, peer conformity, and popularity. The scale is measures in a yes or no format. The peer pressure scale has Cronbach Alpha of .84 and minimum co-efficient of reproducibility of .91. High scores indicate high level of peer pressure, while low scores indicate low level of peer pressure.

Section C: Peer Pressure Scale

The parenting style scale (Robinson & Olsen, 1989) is a 30 item scale that measure parental attitudes and behaviour towards their style of child-rearing. The items are categorised into the different types of parenting styles which are authoritative, authoritarian and permissive parenting style. It has an Alpha Co-efficient of .78 and test re-test reliability of .85.

3.5 Procedures

The researcher began the research process by seeking a letter of approval from the Head of the Department to be introduced to the institution where data is to be collected for the research work. After the approval, the researcher proceeded to the selected universities to begin the data collection process. The letter of approval was showed to the school management authorities and Heads of the Department of the universities, and the researcher was accepted with a warm welcome to begin the data collection process.

The validated psychological instrument was administered to the participants in their regular classrooms by the researcher. The researcher explained to the participants the purpose and the importance of their participation in this study. In addition, the researcher assured the participants of the confidentiality of their response and that their response would be used only for research purposes. Then, the question booklets were distributed and instructions were given to

study:

Ethical issues of assurance were given on basis of confidentiality and discretion of the

3.7 Ethical Consideration

on attitude to rape victims. The p-value of 0.05 was used for test of statistical significance. study were tested using regression analysis to determine influence of parenting and peer pressure. Hypotheses stated were tested using inferential statistics. Hypotheses one to three stated in the deviation, was conducted to describe the socio demographic information of the respondents. and software package. Descriptive statistics such as frequency, mean, percentages, standard Data obtained was analysed using the Statistical Packaged for the Social Sciences (SPSS)

3.6 Statistical Method

package version 20. entered into the computer for statistical analysis. The data were analyzed using the SPSS various universities of study, the participants' responses were then scored by the researcher and the participants on how to answer them. After collation of all questionnaire booklets from the

Out of the 300 undergraduate respondents, male and female respondents accounted for 57.7% and 47%, respectively. Of course, equal number of students in institutions of study participated in the research accounting for 50% of research respondents each from their various tertiary institutions. First year students totalled 40%, second year students 32.7%, third year students 22%, fourth year students 3.7% and year five students 1.7%. 84% of undergraduates in the study were Christians, 14.7% were Muslims while 1.3% were Traditional worshippers.

Socio-Demographics	Frequency(N)	%
Gender	173	57.7
Male		
Female	127	42.3
Institution of study	100	50
Federal university Oye Ekiti		
Ekiti State University	100	50
Year of Study	120	40
Year One		
Year Two	98	32.7
Year Three	66	22
Year Four	11	3.7
Year Five	5	1.7
Religious Affiliation	252	84
Christianity		
Islamic religion	44	14.7
Traditional religion	4	1.3

Table 4.1 Descriptive statistics showing the frequency and percentage of research respondents' socio-demographic characteristics

RESULTS

Hypothesis one stated that parenting styles will jointly or independently predict Undergraduates' attitude towards rape in Ekiti State. The hypothesis was tested with multiple regression. Result is presented in table 4.2.

Table 4.2: Multiple Regression Table showing independent and joint prediction of

Predictors	B	T	P	R	Adj R ²	F	P
Authoritarian Parenting	.079	1.281	>.05	.288	.083	8.897	<.05
Authoritative Parenting	-.228	-3.988	<.05				
Permissive Parenting	.139	2.293	<.05				

Result in Table 4.2 shows that Authoritative Parenting and Permissive Parenting styles independently predict Undergraduates' attitude towards rape in Ekiti State. ($\beta = -.228, t = -3.988, p < .05$) and ($\beta = .139, t = 2.293, p < .05$) respectively. However, Authoritarian Parenting style does not independently predict Undergraduates' attitude towards rape in Ekiti State. All the predictor variables jointly predicted undergraduate attitudes towards rape ($F(2, 297) = 8.897, p < .05$), accounting for 8.3% (Adj R² = .083). Variance in attitudes towards rape. Therefore, the hypothesis one is accepted.

Hypothesis two stated that peer pressure will significantly predict Undergraduates' attitude towards rape in Ekiti State. The hypothesis was tested with simple regression. Result is presented in table 4.3.

Result in Table 4.2 shows that Authoritative Parenting, permissive parenting and Peer pressure independently predicts Undergraduates' attitude towards rape in Ekiti State. ($\beta = -.185, t = -3.168, p < .05$) and ($\beta = .186, t = 2.975, p < .05$) respectively. However, authoritarian Parenting

Predictors	B	T	P	R	Adj R ²	F	P
Peer Pressure	.186	2.975	<.05	.331	.109	9.063	<.05
Authoritarian Parenting	.061	1.003	<.05				
Authoritative Parenting	-.185	-3.168	>.05				
Permissive Parenting	.070	1.094	>.05				

towards rape from parenting styles and peer pressure.

Table 4.4: Multiple Regression Table showing independent and joint prediction of attitude

tested with multiple regression. Result is presented in table 4.4. Hypothesis three stated that parenting styles and peer pressure will jointly or independently predict Undergraduates' attitude towards rape in Ekiti State. The hypothesis was attitude towards rape, ($F_{299} = 23.561; t = 4.854, P < .05$). We therefore accept hypothesis two.

Table 4.3 is a summary of simple regression analyses to predict attitude towards rape from peer pressure. Results shows that peer pressure significantly predicts undergraduates'

Predictor	B	T	P	R	Adj R ²	F	P
Peer pressure	.271	4.854	<.05	.271	.073	23.561	<.05

peer pressure.

Table 4.3: Simple Regression Table showing prediction of attitude towards rape from

style does independently predict Undergraduates' attitude towards rape in Ekiti State. All the predictor variables jointly predicted attitude towards rape ($F(3, 296) = 9.063, p < .05$). Therefore, the hypothesis three is accepted.

CHAPTER FIVE

5.1 DISCUSSION

This study reveals that parenting style jointly predicts attitude towards rape. In this regard, high score of respondents on the attitudes towards rape reflects their negative disposition towards either rape in general or rape victims.

The influence of parenting styles on attitudes towards rape victims shows that parenting styles dimensions jointly predict adolescent's attitudes towards rape victims. This is consistent with the work of Odebumi, (2007) who discuss that the foundation of adolescent delinquency is rooted in the kind of home the adolescent is brought up and their intention towards criminal behaviours and attitudes.

The finding is also consistent with previous researches which revealed that an authoritative parenting style has positive effects on child adaptation, whereas the remaining styles place the child at risk for negative outcomes (Maccooby & Martin, 1983). Also, the study ascertained that permissive parenting style predicts attitudes towards rape, this is indicative of the fact that Darling (2006) observed that children and adolescents whose parents are uninvolved perform most poorly in all domains.

The study also reveals that peer pressure also predicts attitude towards rape. This is congruence with related studies that is involved with the identification of group behaviour and sexual orientations. Martin and Hummer (1989) argued that many fraternities create a social environment in which sexual coercion is normalized because women are perceived as commodities available to meet men's sexual needs. These fraternities include groups whose membership initiation involves pressures from peers. In this regards, through certain mechanisms

Parenting styles and peer pressure are strong influences on the kind of attitudes and dispositions we form as such based on the findings, the researcher recommends that undergraduates who would be future parents should learn what parenting style would be best suitable to shape the orientation of their wards, in dealing with sexual aggressiveness, and also the researcher recommends for strict discipline of offenders, and all who are classified as rapist. Also their perception and attitudes or disposition towards rape victims should be broadened. Also it is recommended that individual involvements with groups and identification with group goals should be for a positive course rather than the negative. The researcher also recommends that individuals should scrutinize group goals, ideas and objectives to see whether such ideas and all are congruent with objective ideas, thoughts and feelings.

5.3 RECOMMENDATION

Based on the finding, the study concludes that peer pressure and parental style have significant influence on attitudes people have toward rape victims.

5.2 CONCLUSION

such as use of alcohol to induce the feelings of group goals acceptance. In continuation to the arguments posited by, Martin and Hummer (1989), alcohol is used to encourage reluctant women to have sex. One fraternity man stated that at parties, "We provide those [Little Sisters] with 'hunch punch' and things get wild. We get them drunk and most of the guys end up with one". With no remorse or guilt, this fraternity man described his plans to get one particular woman drunk by serving her punch without letting her know it was spiked for the challenge of having sex with a "prim and proper sorority girl".

5.4 LIMITATIONS

One limitation of this study, is that the researcher used self report instruments, of which there was no way to confirm the authenticity of the responses gotten or acquired.

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**APPENDIX A
QUESTIONNAIRE**

This study is being conducted by DAODU OFUNAMI WILSON, an Undergraduate student of Federal University Oye-Ekiti; Ekiti. The study is self-sponsored as part fulfillment of the award of B.Sc. Psychology.

I am conducting a research in tertiary institutions in EKITI-STATE. Your honest answers will be highly appreciated.

SECTION A

Sex: Male () Female ()
 Age (as at last birthday).....
 Level/Part Department:.....
 Name of institution

Religious Affiliations: Christianity () Islam () Traditional ()

SECTION (B)

Instruction: kindly respond to the questions below through responses that best describes you.
 1=never 2=sometimes 3=several times 4=frequently 5=often 6=always.

S/N	ITEMS	1	2	3	4	5	6
1	My parents are responsive to my feelings and needs.						
2	My parents take my wishes into consideration before they ask me to do something.						
3	My parents explain to me how they feel about my good/bad behaviour						
4	My parents encourage me to talk about my feelings and problems.						
5	My parents encourage me to freely "speak my mind", even if they disagrees with me.						
6	My parents explain the reasons behind their expectations.						
7	My parents provide comfort and understanding when am upset.						

S/N	ITEMS	Disagree	Disagree mildly	Neutral	Agree	Agree strongly
1	A raped woman is a less desirable woman.					

SECTION D

S/N	ITEMS	Often	Sometimes	Seldom	Never
1	You get along with your parent(s)?				
2	You feel that you can really trust your parent(s)?				
3	Your parent(s) does not understand you?				
4	Your parent(s) is too demanding?				
5	You really enjoy your parent(s)?				
6	You have a lot of respect for your parent(s)				
7	Your parent interferes with your activities?				
8	You think your parent(s) is terrific?				
9	You feel very angry toward your parent(s)?				
10	You feel violent toward your parent(s)?				
11	You feel proud of your parent(s)?				

SECTION C

Directions: How often would you say that...?

29	My parents spoil me				
30	My parents ignore my bad behaviour				

						The extent of the woman's resistance should be the major factor in determining if a rape has occurred.	3
						A raped woman is usually an innocent victim.	4
					Women often claim rape to protect their reputations	5	
					Good" girls are as likely to be raped as "bad" girls	6	
					Women who have had prior sexual relationships should not complain about rape.	7	
					Women do not provoke rape by their appearance or behaviour	8	
					Intoxicated women are usually willing to have sex.	9	
					It would do some women good to be raped	10	
					Even women who feel guilty about engaging in premarital sex are not likely to claim rape falsely.	11	
					Most women secretly desire to be raped.	12	
					Any female may be raped.	13	
					Women who are raped while accepting rides from strangers get what they deserve.	14	
					Many women invent rape stories if they learn they are pregnant.	15	
					Men, not women, are responsible for rape.	16	
					A woman who goes out alone at night puts herself in a position to be raped	17	
					Many women claim rape if they have consented to sexual relations but have changed their minds afterwards.	18	
					Accusations of rape by bar girls, dance hostesses and prostitutes should be viewed with suspicion.	19	
					A woman should not blame herself for rape.	20	
					A healthy woman can successfully resist a rapist if she really tries.	21	
					Many women who report rape are lying because they are		

S/N	ITEMS	YES	NO
	My friends could push me into doing just about anything.		
2	I give into peer pressure easily.		
3	When at school, if a group of people asked me to do something, it would be hard to say no.		
4	At times, I've broken rules because others have urged me to.		
5	At times, I've done dangerous or foolish things because others dared me to.		
6	I often feel pressured to do things I wouldn't normally do.		
7	If my friends are drinking, it would be hard for me to resist having a drink.		
8	I've skipped classes, when others have urged me to.		
9	I've felt pressured to have sex, because a lot of people my own age have already had sex.		
10	I've felt pressured to get drunk at parties.		
11	At times I've felt pressured to do drugs, because others have urged me to.		

SECTION E

	angry or want revenge on the accused.				
22	Women who wear short skirts or tight blouses are not inviting rape.				
23	Women put themselves in situations in which they are likely to be sexually assaulted because they have an unconscious wish to be raped.				
24	Sexually experienced women are not really damaged by rape.				
25	In most cases when a woman was raped she deserved it.				