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PARENTS' RESPONSIBILITY TOWARDS SEXUALITY EDUCATION FOR YOUTH: IMPLICATION FOR VIABLE ECONOMY

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Abstract

The paper examined Parents Responsibility towards Sexuality Education for youths: Implication for Viable Economy. The population comprised of the adolescents and parents in Lagos State. Nigeria. Three hundred and twenty five (325) students and three hundred and twenty five (325) parents were randomly selected in two (2) junior secondary schools as samples from Yaba LCDA, Lagos States. A descriptive survey method was adopted using modified likert type questionnaire. Six research questions were formulated to guide the study and one hypothesis generated. Data were analyzed using mean scores and standard deviation while two tailed t-test was used to test the stated hypothesis at 0.05 level of significance. Result revealed that, (52%) of the parent support school-based sex education but most of the parents do not discuss sexuality issues with their children or ward due to various reasons like religious restrictions and decency. Most parents (33%) do support teaching youths the use of condom as an alternative to prevent unwanted pregnancy.48% of the youths agree they learn about sex from their parents. The result revealed a significant difference between father and mother's in the level of interaction with their teenage children as regards sexuality education. All agreed with the fact that parent non-involvement in sexuality education are among major causes of youths' early introduction to sex resulting in rape, sexually transmitted diseases (STDs) and unplanned pregnancies which dramatically causes school dropouts leading to financial waste thereby affecting the economy of the family. It was revealed that youths can go into diversified business plans or better still further their education and training in case of unwanted pregnancy to provide for viable economy and help them and the family. It was recommended that parents need to communicate with their children about sex and develop practices and programs that encourage teens to delay the initiation of sex or other risky sexual behaviors until they are older. It is also recommended that parenting education classes or workshops should be organized for parents.

Key words: sexuality, education, parents, youths, viable economy.

Introduction

Sex education is the impacting or transfer of knowledge and materials relating to sex and sex differences to the young. It is an exposure to and removal of all societal biases inhibitions, misconception, myths, fear and misinformation about sex and sexual practices. Sexuality education is a lifelong process of acquiring information, forming attitudes, beliefs, and value about identity, relationship and intimacy. The process should begin in the formative first year of a child's life. In the past most African countries especially Nigeria does not discuss human sexuality as it is believed it would bring about sexual misconduct and abuse. According to Kim (2009) youths receive very little sex education from parents. The consequence of these inhibitions and irrationality to sex education is alarming. Sexual activities among youths/adolescents in Nigeria are assuming a revolutionary trend resulting in many unwanted pregnancies, illegal abortions and high infant and adolescent mortality rate. There is indiscriminate dumping of unwanted babies, increase in sexually transmitted infections, and HIV/AIDS, report of rapes, incest and sexual harassment. Abortion accounts for over half of emergency admissions in most developing countries of the world (W H O, 2010).In the context of the moral decadence among our youths; we can see the urgent need for the intervention of the family/parents to help minimize the incidents of unwanted pregnancies, STIs and other manifestation of sexual and reproductive abnormalities.

Teens want and need more sex education from their parents, and parents believe they should be the primary source of sex education followed by outside institutions such as schools (Jordan, Price, & Fitzgerald, 2000). Further, adolescents feel that the sex education they receive in school is inadequate, and they want open discussions on the topic of sex with their parents (Afifi, Joseph, & Aldeis 2008).

A need for sex and relationship education (SRE) parent programmes has been identified to ensure that the information being taught at school can be reinforced in the family /home. Sexuality relates to the way an individual thinks, acts, and feels about his/her body and those of others and how we behave and get along with other sex issues (Walker, 2004). To most parents 'the sex talk is never easy'. It's not comfortable for anyone involved - parents are afraid of it, children are mortified by it - which is probably why the talk so often comes after the fact. Researchers found that more than 40% of adolescents had had intercourse before talking to their parents about safe sex, birth control or sexually transmitted diseases. That trend is troublesome, say experts, since teens who talk to their parents about sex are more likely to delay their first sexual encounter and to practice safe sex when they do become sexually active. Ironically, despite their apparent dread, kids really want to learn about sex from their parent.

Parental support for school-based sex education is overwhelmingly positive. Over the past 20 years, in survey after survey, local, state or national, 80 to 85 percent of parents indicate they want their children to receive comprehensive, medically accurate, age appropriate sex education. Parents see such courses and content as supplementing, not supplanting, their discussions at home. They say that their children need both to be taught about delaying the onset of intimate sexual relationships until they are mature and responsible and also given the information and skills they need to use condoms and contraception when they do choose to become sexually active. It's not either/or, but both (Huberman, 2002).

According to Lee, Trarn, Thoi, Chang, Wu & Trieu (2013) many Asian – Americans parents felt discomfort in educating their Asian –American adolescents on sexual health topics. Asian- Americans adolescents stated that school was their major source education and parents were the least reported source of sex education. Sixty-two percent of Americans agreed that abstinence from sexual activity outside marriage is the expected standard for all school-age children. (Henry, 2014). Although parents want their children to be educated about sexuality and adolescents want to learn these facts from parents, there appears to be a disconnect in parent-child communication on the subject. For example, parents think they are providing more sexuality education than what is perceived by adolescents, and parents lack knowledge of when and how to initiate sexuality discussions with their children. Parents report feeling inadequately prepared to discuss sexuality in general and think that teens are not sexually active so they have no need for the information (Somers & Gleason, 2001).

According to Omoniyi (2012) in the African continent, the taboo associated with teaching children about sex is taken to a higher pedestal with the attendant dire societal results such as unwanted pregnancy, upsurge in sexually transmitted diseases amongst youths and the stronger societal effects such as high incidences of rape, prostitution and errant sexual behaviours. Sociologist and psychologists over the years have surmised that teaching sexual education to children at formative years will actually go a long way in helping these youths to come to terms with their sexuality and also assist the society in re -ordering its priorities in teenage crime and promiscuity. What they do not agree on perhaps is the timing and age for teaching these children.

Lack of sexuality education can harm viable economy directly by constraining the potential pool of human capital and impede the development of new ideas indirectly by decreasing the efficiency of the labor force. Lack of sexuality education can result into indiscriminate sex and unwanted pregnancy which may shrink the pool of talent from which employers can hire and limit the number of female entrepreneurs (Christiansen, Lin, Pereira, Topalova, & Turk, 2016). This limitation, in turn, impedes a country's ability to create and execute

ideas, i.e. to viable resource allocation channel. Sexuality education gaps in entrepreneurship distort the efficient allocation of talent (Cuberes & Teignier, 2012). When youths go into diversified business plans or even further their education or training in case of unwanted pregnancy to provide for viable economy and help themselves and the family, it will prevent poverty that might be introduced to the family especially for low socio economic status individuals and prevent females from undertaking multiple activities at the same time as being unpaid labourers on their husbands' or household's land (Marcucci, 2001). Berge and Wood (1994) reported that an educated female labor force is a determinant of manufacturing exports growth. This study, therefore examined parents responsibility towards sexuality education for youths in relation to viable economy.

Statement of the Problem

In many homes, parents educate their daughters about puberty and menstruation, but assume that boys will pick up what they need from their friends. In many homes, it's mum's job to talk about sexuality. In other homes, the mother talks to the daughters, while the father talks to his sons. But children need to hear the adult viewpoint of both genders. It teaches your children that men and women can talk about sexuality together, an important skill in adulthood. In the African continent, the taboo associated with teaching children about sex is taken to a higher pedestal with the attendant dire societal results such as unwanted pregnancy, upsurge in sexually transmitted diseases amongst youths and the stronger societal effects such as high incidences of rape, prostitution and errant sexual behaviours. Sociologist and psychologists over the years have surmised that teaching sexual education to children at formative years will actually go a long way in helping these youths to come to terms with their sexuality and also assist the society in re -ordering its priorities in teenage crime and promiscuity. What they do not agree on perhaps is the timing and age for teaching these children (Omoniyi, 2012).Therefore, this study investigated parent's responsibility towards sexuality education for youths in relation to viable economy development.

Purpose of the study

The main purpose of the study is to investigate parent's responsibility towards sexuality education for youths in relation to viable economy. Specifically, the study determined:

1. Parents reasons for not teaching their children sexuality education;
2. Parents and young person's views about sexuality education;
3. Young peoples preferred sources about sexual relationships;
4. The level of interaction between parents and their children on sexuality education;

5. What youths can do in case of unwanted pregnancy to provide for viable economy and
6. Differences between father and mother's interaction with their teenage children as regards sexuality education.

Research Questions

Based on the above specific purposes of the study, the following research questions were raised to guide the study:

1. What are parent's reasons for not teaching their children sexuality education?
2. What are parent's and young person's views about sexuality education?
3. What are young peoples preferred sources about sexual relationships?
4. What is the level of interaction between parents and their children on sexuality Education?
5. What can youths do in case of unwanted pregnancy to provide for viable economy?
6. What are the differences between father and mother's interaction with their teenage children as regards sexuality education?

Hypothesis

1. There is no significant difference between father and mother's interaction with their teenage children as regards sexuality education.

Methodology

A descriptive survey method was adopted for the study.

Population of the Study

The population comprised of the pupils and parents in Yaba LCD area of Lagos State, Nigeria. The target population for this study was one thousand three hundred and one (1,301) pupils and their parents selected from two (2) junior secondary schools out of the six secondary schools in the area. Six hundred and forty two (642) were female and six hundred and fifty nine (659) were male.

Sample and Sampling Techniques

The sample for the study comprised of three hundred and twenty five (325) students and three hundred and twenty five (325) parents were randomly selected in two (2) junior secondary schools as samples from Yaba LCDA, Lagos States. Multistage sampling technique was used in the study.

Research Instrument

Questionnaire titled 'Sexuality Education Questionnaire' (SEQ) was the instrument that was used for data collection for this study. The questionnaire was developed by the researcher based on the purposes and research questions of the study. The instrument was divided into four sections- A, B, C& D.

Validity and reliability of instrument

Sexuality Education Questionnaire (SEQ) was validated by two experts in Home Economics and a statistical analyst. The instrument was pilot tested to determine

the reliability coefficient of the instrument. The reliability obtained using Cronbach Alpha coefficient formula was 0.83.

Method of Data Collection

Data was collected from sampled parents and pupils/ students by distributing and collecting filled questionnaires by the researcher and one trained teacher from each of the school. The collected questionnaire was used to generate the study data that was used for data analysis. A total number of three hundred and twenty five (325) questionnaires were administered out of which two hundred and sixty four (264) questionnaires were retrieved making 81% return rate.

Method of Data Analysis

Data were analyzed using descriptive statistics. Research questions 1-5 were answered while research question 6 was hypothesized and two tailed t-test was used to test the stated hypothesis at 0.05 level of significance.

Data Presentation and Analysis

Tables below show the presentation and analysis of findings;

Research Question 1

Table 1: What are parent's reasons for not teaching their children sexuality education?

S/N	**Parents reasons for not teaching their children sexuality education**	**Mean**	**Standard Deviation**	**Remarks**
1.	Never discussed sex-related matters with my ward/children due to:			
	a. religious restrictions	2.54	1.03	Accepted
	b. conservation/ preservation	2.49	0.98	Rejected
	c. Decency	2.66	0.91	Accepted

Table 1 shows mean opinion of parent reasons for not teaching their children sexuality education with the average mean of 2.50. One of the reasons is religious restrictions which has a mean of 2.54, while decency has a mean of 2.66. Both are accepted has a reason has they are above the criterion mean. On the other hand, conservation/preservation was not reason enough to be accepted which has a mean of 2.49.

Research Question 2

Table 2: What are parent's and young person's views about sexuality education?

S/N		Mean	Standard Deviation	Remarks
1.	**Parents view on sexuality education**			
	a. Parents should be more open with their children/ward about sex and sexual issues than their own parents were with them	3.24	0.85	Accepted
	b. Sex education should be taught in schools to prevent unwanted pregnancies	3.31	0.87	Accepted
	c. Condom should be introduced to youths to prevent recurrent abortion	2.54	1.00	Accepted
2.	**Young person's view about sexuality education**			
	i. I have ease of communication with my father about sex	1.92	0.97	Rejected
	ii. I have ease of communication with my mother about sex	2.66	1.18	Accepted
	iii. A boy will not respect a girl who agrees to have sex with him	2.96	0.98	Accepted
	'iv. Most girls who have sex before marriage regret it afterwards	3.54	0.72	Accepted
	v. Most boys who have sex before marriage regret it afterwards	2.78	1.02	Accepted
	vi. I believe that girls should remain virgins until they marry	3.66	0.63	Accepted
	vii. I believe that boys should remain virgins until they marry	3.39	0.85	Accepted

Table 2 shows the mean opinion of parent and young person's view on sexuality education. Parents are of the opinion that they should be more open with their children/ward about sex and sexual issues than their own parents were with them, sexuality education should be taught in schools to prevent unwanted pregnancies, condom should be introduced to youths to prevent recurrent abortion with a mean of 3.24; 3.31 and 2.54 respectively. The following views were accepted has it is

above the average mean of 2.50. Furthermore, young person's opinion on sex education on the question items of ease communication with their mother about sex, a boy will not respect a girl who agrees to have sex with him; most girls who have sex before marriage regret it afterwards; most boys who have sex before marriage regret it afterwards; i believe that girls should remain virgins until they marry; i believe that boys should remain virgins until they marry has a mean opinion of 2.66, 2.96, 3.54, 2.78, 3.66 and 3.39 respectively. In contrary, ease communication with my father about sex has a mean opinion of 1.96 which is below the average mean of 2.50. Therefore, view was rejected.

Research Question 3

Table 3: What are young people's preferred sources about sexual relationships?

S/N	Items	Mean	Standard Deviation	Remarks	
	Young people's preferred source about relationships				
1.	My parents	3.22	0.91	Accepted	1st
2.	Father	3.20	0.87	Accepted	2nd
3.	Mother	3.04	1.03	Accepted	3rd
4.	School teachers & Sex educators	2.98	0.96	Accepted	4th
5.	TVs & Radio	2.90	0.86	Accepted	5th
6.	My friends	2.85	0.80	Accepted	6th
7.	Brother/Sisters (Siblings)	2.85	0.94	Accepted	7th
8.	Books, magazine & newspaper	2.81	0.97	Accepted	8th
9.	Other family members	2.78	0.91	Accepted	9th
10.	Religious Leaders	2.79	0.94	Accepted	10th
11.	Films/ Home Videos	2.72	0.91	Accepted	11th
12.	Internet	2.69	0.94	Accepted	12th

Table 3 shows the mean opinion of young people's preferred sources about sex relationships. The sources include; parent (1st), friends, internet, books, magazines & newspapers, films/home videos, tv's & radio, school teachers & sex educators, mother, father, brother/sisters (siblings), religious leaders and other family members which has a mean of 3.22, 2.85, 2.69, 2.81, 2.72, 2.90, 2.98, 3.04, 3.20, 2.85, 2.79 and 2.78 respectively. All these are above the average mean of 2.50. Therefore, all items are accepted as a source. The result implied that

children preferred their parents to talk to them about sexual relationships/ education before any one else

Research Question 4

Table 4: What is the level of interaction between parents and their children on sex education?

S/N	Items	Mean	Standard Deviation	Remarks
1.	Parents should commence sex education from the cradle	2.54	0.90	Accepted
2.	I agree that condom should never be introduced to youths to prevent promiscuity	2.48	1.04	Rejected
3.	I agree that sex education should be taught in schools to prevent unwanted pregnancies	3.31	0.82	Accepted
4.	Non involvement of parents in sex-related matters can lead to: a. Youth's early involvement in sex b. Rape c. Sexually transmitted diseases d. Unplanned pregnancies	3.20	0.94	Accepted
5.	I feel uncomfortable discussing sexual issues with my teens e.g abortion, masturbation and homosexuality	2.70	0.98	Accepted
6.	I do discuss with my children about puberty and its implications, sexual crises like rape, incest, etc.	2.97	0.95	Accepted
7.	I am not aware of whom my child/ward is with when not at home	2.39	0.97	Rejected
8.	Am not aware of when children should acquire sexual knowledge	3.01	0.80	Accepted
9.	Parents should be the primary source of sex education followed by outside institutions such as schools	3.26	0.87	Accepted

Table 4 shows the mean opinion of respondents on level of interaction between parents and their children on sex. It is of the opinion that parents should commence sex education from the cradle with a mean of 2.54, that sex education should be taught in schools to prevent unwanted pregnancies (3.31), non involvement of parents in sex-related matters can lead to: youths early involvement in sex, rape, sexually transmitted diseases and unplanned pregnancies (3.20), parents agreed they feel uncomfortable discussing sexual

issues with their teens e.g abortion, masturbation and homosexuality (2.70), some agreed they do discuss about puberty and its implications with their children such as sexual crises like rape, incest, etc. (2.97), most parents are not aware of when children should acquire sexual knowledge (3.01) and they agreed parents should be the primary source of sex education followed by outside institutions such as schools (3.26). All these opinions are accepted and above the average mean of 2.50. On the other hand, majority of parents rejected the opinion that condom should never be introduced to youths to prevent promiscuity and the opinion that they are not aware of whom their child/ward is with when not at home with a mean of 2.48 and 2.39 respectively which is below the average mean. This finding revealed that parents had a moderate level of interaction with their children on sex education and sex related matters.

Research Question 5

Table 5: What can youths do in case of unwanted pregnancy to provide for viable economy?

S/N	Items	Mean	Standard Deviation	Remarks	Rank
1.	Further Education and training	3.48	0.75	Accepted	1st
2.	Learning Entrepreneurial skills	3.11	0.86	Accepted	2nd
3.	Sewing	3.10	0.90	Accepted	3rd
4.	Marketing skills	3.03	0.91	Accepted	4th
5.	Baking	2.98	0.93	Accepted	5th
6.	Saloon	2.91	0.94	Accepted	6th
9.	Poultry farming	2.75	1.00	Accepted	7th
8.	Catering services	2.73	1.03	Accepted	8th
9.	Brick making	2.72	1.00	Accepted	9th
10.	Owing a shop	2.63	0.91	Accepted	10th
11.	Selling cooked food	2.57	0.91	Accepted	11th
12.	Selling used clothes	2.56	0.95	Accepted	12th
13.	Hawking	2.27	1.18	Rejected	13th

Table 5 reveals the opinion of respondents on what youth can do in case of unwanted pregnancy to provide for viable economy. These include; further education and training which ranked 1st. marketing skills, learning entrepreneurial skills, owing a shop, poultry farming, saloon, baking, brick making, sewing, catering services, selling cooked food and selling used clothes which has a mean of 3.48, 3.03, 3.11, 2.63, 2.75, 2.91, 2.98, 2.72, 3.10, 2.73, 2.57 and 2.56 respectively. While on the other hand hawking came last with rank 13th and has a

mean of 2.27 which is below the average mean of 2.50. this implied that respondents are of the opinion that no matter what education and training should be adhere to for better future.

Test of Hypothesis

Hypothesis 1: There is no significant difference between father and mother's interaction with their teenage children as regards sexuality education.

Table 6: t-test analysis of difference between father and mother's interaction with their teenage children as regards sexuality education.

Group	N	Mean	Standard Deviation	df	t	Sig (2tailed)
Father	76	1.92	.970	263	-11.421	.000
Mother	188	2.66	1.182			
Total	**264**					

α = 0.05

Table 6 showed a calculated t value of -11.421 which is significant at .000 since the P value of . .000 is less than the alpha level of (P<0.05), this implies that the observed difference bet the mean for mother and father was significant. Mean of fathers (M= 1.92; SD= 0.97) and mother's mean (M= 2.66; SD= 1.18) are significant. So the null hypothesis which states that 'there is no significant difference between father and mother's interaction with their teenage children as regards sexuality education was rejected. Consequently, there is a significant difference between father and mother's interaction with their teenage children as regards sexuality education.. Since there is a difference, the direction of superiority is for the mother since the mean of the mother ($\bar{x}$ = 2.66) is higher than that of the father ($\bar{x}$ = 1.92). This showed that mother's interaction with their teenage children as regards sexuality education is higher than that of the father and they are more involved in the affairs of their teenage children.

Discussion of Findings

The findings revealed that parents do not discuss sex-related matters with their ward/children because they believe it is indecent to do so, or because of religious restrictions, however conservation/ preservation of culture was not too seen as a reason by parents. This result shows that parents have various reasons for not teaching their children sex education. This agreed with Kim (2009) whose study revealed that sexuality discussion were taboos and uncomfortable topics

that were avoided in most homes. He further stated that many Asian American parents perceived premarital sexual activity as bad, shameful and morally reprehensible; therefore Asian- Americans adolescents were less willing to discuss the topic with their parents. Lee, Trarn, Thoi, Chang, Wu & Trieu (2013) concurred, when they also reported similar findings that many Asian – Americans parents felt discomfort in educating their Asian –American adolescents on sexual health topics. This also agreed with Somers & Gleason, (2001) who discovered that parents report discomfort in addressing certain topics with their children and that parents anticipated feeling uncomfortable discussing abortion, masturbation, and homosexuality and were less likely to talk to their children about these topics compared to other sexuality topics. The findings further revealed that respondents preferred abstinence to sex before marriage. This finding is in consonant with Henry (2014) who discovered that sixty-two percent of Americans agreed that abstinence from sexual activity outside marriage is the expected standard for all school-age children.

The findings further revealed that, most parents (52%) support school-based sex education while most parents (33%) do support teaching youths the use of condom as an alternative to prevent unwanted pregnancy in school. This findings corroborate the study of Omoniyi (2012) who reiterated that sociologist and psychologists over the years have concluded that teaching sexual education to children at formative years will actually go a long way in helping these youths to come to terms with their sexuality and also assist the society in re -ordering its priorities in teenage crime and promiscuity.

The result shows the mean opinion of parent and young person's view on sex education. Parents are of the opinion that they should be more open with their children/ward about sex and sexual issues than their own parents were with them, sex education should be taught in schools to prevent unwanted pregnancies, condom should be introduced to youths to prevent recurrent abortion with a mean of 3.24; 3.31 and 2.54 respectively. The following views were accepted has it is above the average mean of 2.50. Furthermore, young person's opinion on sex education on the question items on ease of communication with their mother about sex revealed that a boy will not respect a girl who agrees to have sex with him; most girls who have sex before marriage regret it afterwards; most boys who have sex before marriage regret it afterwards; most believe that girls should remain virgins until they marry; some believe that boys should remain virgins until they marry has a mean opinion of 2.66, 2.96, 3.54, 2.78, 3.66 and 3.39 respectively. In contrary, ease communication with father about sex has a mean opinion of 1.96 which is below the average mean of 2.50. Therefore, view was rejected.

Result of the findings from research question 3 revealed that children preferred their parents to talk to them about sexual relationships/ education

before anyone else it shows that 48% ($\bar{x}$ =3.22) are of the opinion that respondents learnt about sex related issues from their parents. This revealed high level of sex education from parents to their children. This contrast with Kim (2009) who discovered that youths receive very little sex education from parents. Asian- Americans adolescents stated that school was their major source education and parents were the least reported source of sex education (Henry, 2014).

The result shows the mean opinion of respondents on level of interaction between parents and their children on sex. It is of the opinion that parents should commence sex education from the cradle with a mean of 2.54, that sex education should be taught in schools to prevent unwanted pregnancies (3.31), non involvement of parents in sex-related matters can lead to: youths early involvement in sex, rape, sexually transmitted diseases and unplanned pregnancies (3.20), parents agreed they feel uncomfortable discussing sexual issues with their teens e.g abortion, masturbation and homosexuality (2.70), some agreed they do discuss about puberty and its implications with their children such as sexual crises like rape, incest, etc. (2.97), most parents are not aware of when children should acquire sexual knowledge (3.01) and they agreed parents should be the primary source of sex education followed by outside institutions such as schools (3.26). All these opinions are accepted and above the average mean of 2.50. On the other hand, majority of parents rejected the opinion that condom should never be introduced to youths to prevent promiscuity and the opinion that they are not aware of whom their child/ward is with when not at home with a mean of 2.48 and 2.39 respectively which is below the average mean. This findings revealed that parents had a moderate level of interaction with their children on sex education and sex related matters.

The result revealed that the respondents agreed youths can go into diversified business plans or even further their education or training in case of unwanted pregnancy to provide for viable economy and help themselves and the family. This implied that respondents are of the opinion that no matter what education and training should be adhere to for better future This will prevent poverty that might be introduced to the family especially for low socio economic status individuals and prevent females from undertaking multiple activities at the same time as being unpaid labourers on their husbands' or household's land (Marcucci, 2001). This agreed with Christiansen, Lin, Pereira, Topalova, and Turk, (2016) who discovered that lack of sexual education can result into indiscriminate sex and unwanted pregnancy which may shrink the pool of talent from which employers can hire and limit the number of female entrepreneurs. This also corroborate the findings of Berge and Wood (1994) who provide support for the hypothesis that an educated female labor force is a determinant of manufacturing exports growth.

The study revealed a significant difference between father and mother's interaction with their teenage children as regards sexuality education with the mothers having more interaction with their children on sexual matters. Although the majority of communication on sexual subjects has been found to come from the mother, boys feel that the content is mainly steered towards the experience of girls. This is in consonant with Huberman, (2002) who discovered that parental support for school-based sex education is overwhelmingly positive. He reiterated that over the past 20 years, in survey after survey, local, state or national, 80 to 85 percent of parents indicated they want their children to receive comprehensive, medically accurate, age-appropriate sex education. Parents see such courses and content as supplementing, not supplanting, their discussions at home.

Implication of the study for Viable Economy

A look at the findings revealed that communication on sex education between parents and their ward or children need a boost as some see it as embarrassing to discuss sex issue. Parents need to take certain steps when opening these lines of communication with their children, because issues the older children or teenager is keen about include puberty, menstruation, reproduction, sexually transmitted diseases, contraception, unplanned pregnancy, abortion, homosexuality and premarital sex. Sexuality education is necessary for viable economy and lack of it can affect the economy negatively by constraining the potential pool of human capital and impede the development of new ideas indirectly by decreasing the efficiency of the labor force. The more parents know, the less they'll stumble. Parents need to think of sexuality education as an ongoing process and should not allow their children to see them as unapproachable. An educated female labor force is a determinant of manufacturing exports growth. Sexuality education gaps in entrepreneurship distort the efficient allocation of talent. There still remains a gap to be filled by the parents to prevent children getting information from numerous erroneous sources like the television, internet, other mass media, peer group and other unidentifiable sources which can or may lead to misbehavior by the children. In case of unwanted pregnancy, youths can be encouraged to go into diversified business plans or even further their education or training to provide for viable economy and help themselves and the family to prevent poverty that might be introduced to the family especially for low socio economic status individuals and prevent them from undertaking multiple activities at the same time as being unpaid labourers.

Conclusion

It was concluded from the result of the findings that most parents in the study area do not discuss sexuality issues with their children or ward due to various

reasons like religious restrictions, decency etc though most youths actually want to learn about sex from their parents.

Recommendations

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

1. Parents need to communicate with their children about sex and develop practices and programs that encourage teens to delay the initiation of sex or other risky sexual behaviors until they are older.
2. Parenting education classes or workshops should be organized for parents. It goes further to advise confused parents of certain steps to take when opening these lines of communication with kids or teenager about puberty, menstruation, reproduction, sexually transmitted diseases, contraception, unplanned pregnancy, abortion, homosexuality and premarital sex.
3. Religious beliefs and practices that influence morality and sexual behavior should be encouraged.
4. Schools should invite parents to attend the sexuality education programs in which their children participate, provide educational materials to facilitate parent-child communication on sexuality education.

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