

VOLUME 17, NUMBER 1, 2012

# THE NIGERIAN JOURNAL OF GUIDANCE AND COUNSELLING



ISSN 0794-0831

### **The Editor-in-Chief**

Professor Alfred A. Adegoke,  
Department of Counsellor Education,  
University of Ilorin,  
P.M.B. 1515, Ilorin.  
Nigeria.

**Email Addresses:**

[njgc@unilorin.edu.ng](mailto:njgc@unilorin.edu.ng) [aadegoke@unilorin.edu.ng](mailto:aadegoke@unilorin.edu.ng)

Telephone: +2348033940111

**OR**

### **The Business Editor**

Dr. Lasiele A. Yahaya,  
Department of Counsellor Education,  
University of Ilorin,  
P.M.B. 1515, Ilorin.  
Nigeria.

**Email Addresses:**

[njgc@unilorin.edu.ng](mailto:njgc@unilorin.edu.ng)

[lyahaya@unilorin.edu.ng](mailto:lyahaya@unilorin.edu.ng) [lasiele@yahoo.com](mailto:lasiele@yahoo.com)

Telephone: +2348033854699

### **FOUNDING EDITORS OF THE NIGERIAN JOURNAL OF GUIDANCE AND COUNSELLING**

1. Prof. Babatunde Ipaye
2. Prof. Olaniyi Bojuwoye
3. Prof. Adeyemi Idowu
4. Prof. Bisi Asonibare
5. Prof. Joshua Omotosho
6. Prof. Alfred Adegoke
7. Prof. Harrison Umoh
8. Prof. Aize Obayan
9. Dr. Kwuasi Ansah-Yamoh

**TABLE OF CONTENTS**

|                                                                                                                                                                                                                   | Page |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| <b>OCANSEY Sylvia</b><br>Knowledge of Guidance Coordinators' Roles and Perception<br>of Guidance Committees: <i>A Case Study of Staff of Secondary<br/>Schools in the Central Region of Ghana</i>                 | 1    |
| <b>ONIFADE, Olasunkanmi Adeoye; DOMINIC,<br/>Leah Oluwafunmilola and OGIDAN, Joshua Rotimi</b><br>Nigerian University Students' Conception of and Attitudes<br>Toward Drug Abusers                                | 15   |
| <b>ALABI, A. T. and ABDULKAREEM, A. Y.</b><br>Managing Examination Malpractice in Nigerian University<br>System Using Strategic Management Policy                                                                 | 23   |
| <b>OMOTOSHO, Joshua and NYARKO-SAMPSON, Eric</b><br>Religion and Parental Occupation as Determinants of Ghanaian<br>Senior Secondary School Students' Aspirations for Entrepreneurial Careers                     | 31   |
| <b>EDJAH Koawo and EDJAH Jane Odurowaa</b><br>Psycho- Social Barriers to HIV and AIDS Voluntary Counselling and Testing:<br><i>A Case Study of Expectant Mothers at Antenatal Clinic in Cape Coast Metropolis</i> | 43   |
| <b>ALWAJUD-ADEWUSI, M. B. and AKANBI, S. A.</b><br>Counselling Needs of Students Involved in Indiscipline as Expressed<br>by Secondary School Teachers in Ilorin Metropolis, Nigeria                              | 59   |
| <b>BELLO, Ganiyu</b><br>College of Education Lecturers' Conceptions of Academic Integrity:<br>Implications for Teacher Education                                                                                  | 67   |
| <b>OKESINA, F. A. ; ISHOLA, T. O. and MUSTAPHA, L. A. Mulikat</b><br>Counselling as a tool for Promoting Peaceful Co-Existence in Nigeria                                                                         | 79   |
| <b>JIMOH, M. Idris; BALOGUN, A. Olatunji and AKINBOBOYE, J. Taiwo</b><br>Sexual Communication Techniques among Staff of Colleges of Education<br>in Kwara State, Nigeria                                          | 87   |
| <b>GBIGBADUA, D. A., ABIMBOLA, I.O. and AHMED, M. A.</b><br>Effects of Pre-instructional World-Clearing Strategy on Achievement<br>in Biology Among Senior Secondary School Students in Ilorin, Nigeria           | 97   |



## SEXUAL COMMUNICATION TECHNIQUES AMONG STAFF OF COLLEGES OF EDUCATION IN KWARA STATE, NIGERIA

JIMOH, Mohammed Idris, BALOGUN, A. Olatunji  
and

AKINBOBOYE, J. Taiwo

Department of Social Sciences Education, University of Ilorin, Ilorin, Nigeria  
jimoh.mi@unilorin.edu.ng, balogun.ao@unilorin.edu.ng

---

### Abstract

*This study examined sexual communication techniques among the staff of colleges of Education in Kwara State. The research design adopted for the study was a descriptive survey. The population comprised of the entire staff (academic and non-academic) of all the Colleges of Education in Kwara State. A researcher self-developed questionnaire was designed and validated using content validity to determine the extent to which the items of the questionnaire corresponded with the objectives of the study. The reliability of the instrument was established by employing split-half reliability method. Cronbach alpha reliability statistic was used and a coefficient 0.74 was obtained. The t-test and ANOVA statistics were used to test hypotheses one and two postulated respectively. The findings revealed that there was a significant difference in the sexual communication techniques of respondent based on gender and ethnicity. It was concluded that sexual communication and good sexual behaviours are crucial elements in a healthy relationship. One of the recommendations is the need for training on marital adjustment, mutual respect, validation of feeling, active listening and willingness to compromise and negotiate between couples.*

**Keywords:** Sexual Communication, Techniques, Staff, Colleges Of Education

### Introduction

Communication is one of the essentials of marriage. It is defined as the process by which meaning is exchanged between individuals through a common system of symbols, signs or behaviours. It involves the transmission of a message from a sender to a receiver. Communication is considered a process because it is an activity and an exchange of a set of product (Pearson, Nelson & Harter, 2003). Ijeoma (1991) also described communication as a process of transferring information from one entity to another. It is commonly defined as the imparting or exchange of thoughts, opinions or information by speech, writing or signs. Hathway (1998) stated that communication is a process whereby information is enclosed in a package, channelled and imported by a sender to a receiver and it is given via some media. The receiver then decodes the message and gives the sender a feedback.

There are two major forms of communication viz: (i) verbal communication which involves not just the specific words used but also the vocal tone and the speed with which people talk. Verbal communication involves what a listener hears and the messages passed through the use of words (Wikipedia, 2010); (ii) Non-verbal communication on the other hand, involves everything that the listeners or receivers see during conversation. This could be in the form of body language, facial expressions, nervousness, physical grooming, personal mannerisms and other idiosyncrasies of communication. It is the exchange of information without the use of words.

Akinade (1997) asserted that communication between spouses could be verbal and non-verbal and that both should understand and appreciate this. Kolo (1993) also observed that one of the crucial elements in a healthy relationship is effective communication which helps in moulding well desired behaviours that lead to a happy relationship. Kolo (1993) noted that respect allow couples to accept one another's point of view wholeheartedly. He further explained that couples should consider and value their spouse's perspectives and suggestions as well as allowing their partners know that they have respect for them.

Egan (1997) referred to sexual communication as the range of expressive behaviours that are found among couples, or dating partners which enable them to achieve satisfying sexual relationships. Rich and Copans (1998) stressed that couples use different terms to describe aspects of their sexual experience. For example when speaking to each other, men seem to communicate frequently about a wide range of sexual experience. They tend to use words that are referred to as power slang (Sanders & Robinson, 1979); Simkins & Rinck, 1982).

The role of men in many cultures especially Nigeria is a sexual initiator and the role of women is the sexual "gatekeeper". Women sometimes adopt a communication strategy of saying "No" when they are, in fact, willing to engage in a sexual activity. Muchlenhard and Hollabough (1988) described this practice as "token resistance" and suggested that it may be employed by women to avoid appearing "easy" or promiscuous. It can sometimes be confused with a sincere expression of intent not to engage in sexual intercourse. When

## **Statement of the Problem**

A series of research work have been carried out on sexual communication. For instance, Simkins and Rinck (1982) examined male and female sexual vocabulary in different interpersonal contexts. George (1997) studied sexual behaviour and communication among adults, while Kolo (1993) researched on pleasant and unpleasant communication among married couples and implication for marital dysfunctions. Lina (2010) wrote on four communication styles of married couple while, Terry (2010) examined the role of foreplay in sexual union. In view of the coverage of most of the researches cited so far, there are not enough studies on communication techniques among staff of Colleges of Education in Kwara State, Nigeria.

## **Research Questions**

The following research questions were raised based on the purpose of the study:

1. What are the sexual communication techniques adopted by the staff of Colleges of Education in Kwara State?
2. Is there any difference in the sexual communication techniques of male and female staff of Colleges of Education in Kwara State?
3. Is there any difference in the sexual communication techniques of staff of colleges of Education of Kwara State on the basis of ethnicity?

## **Research Hypotheses**

The following research hypotheses were postulated to achieve the objectives of the study:

- Ho<sub>1</sub>:** There is no significant difference in the sexual communication techniques of male and female staff of Colleges of Education in Kwara State.
- Ho<sub>2</sub>:** There is no significant difference in the sexual communication techniques of staff of Colleges of Education in Kwara State on the basis of Ethnicity.

## **Methodology**

This section deals with the general procedures that were employed in carrying out this study.

## **Research Design**

The research design adopted for this study was the descriptive survey. Donna (1998) explained that descriptive research gives a picture of a situation or a population as it exists. It allows an assessment of opinions that are held and gives a vivid description of what it is in the area of study. According to Donna (1998) descriptive survey is an

effective method of obtaining a large number of information from a large number of respondents within a limited time.

### **Population, Sample and Sampling Techniques**

The population of the study comprised the entire staff (academic and non-academic) of all the Colleges of Education in Kwara State. As at the time of this study, there were seven Colleges of Education in Kwara State, Nigeria. Four Colleges of Education were randomly selected. In each of the institutions selected, 50 and 100 academic non-academic staff respectively were sampled. Selections were based on randomization irrespective of Department and age. Hence, 600 staff constituted the sample size

### **Research Instrument**

The instrument employed was researchers' self-developed instrument titled "Sexual Communication Techniques Questionnaire (SCTQ)". The instrument was designed and adopted because it is an effective way of collecting information from large number of respondents within a short period. The questionnaire used has 2 sections. Section A contains items on the personal characteristics of the respondents such as gender, religion, and ethnic group, while Section B consists of 20 items which addressed sexual communication techniques. Responses to these items were scored on 4-point Likert Type Scale (i.e. Strongly Agree, Agree, Disagree and Strongly Disagree).

### **Validity of the Instrument**

The validity of the instrument was obtained using the content validity approach. The approach was used to determine the extent to which the content (items) of the questionnaire corresponds with the objectives of this study. To ascertain the validity of the questionnaire, three experts in Educational Research, Measurement and Evaluation and Guidance and counselling at University of Ilorin and Kwara State College of Education, Ilorin were given the questionnaire for assessment. During this process, some items considered duplicated and ambiguous were deleted while some others were reconstructed.

### **Reliability of the Instrument**

The reliability of the instrument was established by employing the split-half reliability method. The questionnaire was administered to 5 academic and 10 non-academic staff in a College different from those sampled and which did not form part of the final respondents of this study. Responses to these items were divided into half; all the odd and even responses were scored and coded on statistical coding sheets separately. The data were subjected to Cronbach's Alpha reliability statistics and correlation coefficient of 0.74 was obtained.

## Procedure for Data Collection

The researchers administered the questionnaire to the respondents in all the 4 sampled Colleges of Education in Kwara State. The questionnaire was distributed and retrieved within 2 weeks. In some of the institution visited, questionnaires were completed immediately and returned to the researchers. The entire questionnaires administered were returned.

## Method of Data Analysis

Frequency counts and percentages were used to describe demographic characteristics of the respondents. Three research questions were raised. Research question one was answered with the use of descriptive statistics (mean and standard deviation). Other two research questions that have corresponding hypotheses were tested with inferential statistics. Hypothesis one was tested with independent t-test while hypothesis two was tested with Analysis of Variance (ANOVA), at 0.05 level.

## Results

This section deals with collation, analysis and interpretation of collected data. The questionnaire was scored in accordance with the format of each section. Section A which consisted of personal characteristics of the respondents was analyzed using simple percentage. Section B which dwelt on items related to the attitudes of staff of Colleges of Education in Kwara State to sexual communication techniques and responses were coded based on Strongly Agree = 4, Agree = 3, Strongly Disagree = 2, Disagree = 1.

## Demographic Characteristics of the Respondents

Frequency count and percentages were used to describe the personal characteristics of the respondents as presented in table 1.

Table 1: Distribution of Respondents on the Basis of Gender

| Variables | Characteristics | Frequency  | Percentage (%) |
|-----------|-----------------|------------|----------------|
| Gender    | Male            | 293        | 48.83          |
|           | Female          | 307        | 57.17          |
|           | <b>Total</b>    | <b>600</b> | <b>100.00</b>  |
| Ethnicity | Yoruba          | 299        | 46.83          |
|           | Hausa           | 59         | 9.83           |
|           | Igbo            | 16         | 2.67           |
|           | Nupe            | 149        | 24.83          |
|           | Bokobaru        | 77         | 12.83          |
|           | <b>Total</b>    | <b>600</b> | <b>100.00</b>  |

Source: Field Work, 2012

Table 1 shows that out of 600 academic and non-academic staff that were sampled, 293 (48.83%) were male, while 307 (57.17%) were females. It also shows that 299 (46.83%) were from the Yoruba speaking community, 59 (9.83%) were Hausas, 16 (2.67%) were Igbos, 149 (24.83%) were from Nupe community while the rest 77 (12.83%) were from

Bokobaru ethnic speaking community.

### Answering of Research Question

The only research question for this study was answered with the use of descriptive statistics (mean).

**Research Question 1:** *What are the sexual communication techniques adopted by staff of Colleges of Education in Kwara State?*

In order to answer this question, responses of the staff of Colleges of Education on sexual communication techniques were collated and subjected to descriptive statistics (mean and standard deviation). The mean is ranked as illustrated in table 2.

**Table 2: Sexual Communication Techniques adopted by Staff of Colleges of Education in Kwara State**

| Statements                                                                                                      | Mean | Rank             |
|-----------------------------------------------------------------------------------------------------------------|------|------------------|
| <b>As far as I am concerned</b>                                                                                 |      |                  |
| I'm not afraid to stand up for myself on sexual issues                                                          | 3.59 | 1 <sup>st</sup>  |
| It is easy for me to tell my partner what I need him/her to do to satisfy me sexually                           | 3.21 | 2 <sup>nd</sup>  |
| Even when I'm really in the mood to have sex, I prefer to wait to let my partner initiate sex                   | 3.02 | 3 <sup>rd</sup>  |
| If anything about our sex life is bothering my partner, I prefer to hear about it even if it causes me distress | 2.86 | 4 <sup>th</sup>  |
| I feel completely comfortable with my sexuality                                                                 | 2.74 | 5 <sup>th</sup>  |
| If I want to have sex, I'm more likely to "hint" around that I'm interested instead of just asking outright     | 2.69 | 6 <sup>th</sup>  |
| Generally, I tend to be inhibited about having sex                                                              | 2.66 | 7 <sup>th</sup>  |
| If I am dissatisfied with something about my sex life, I don't hesitate to tell my people                       | 2.57 | 8 <sup>th</sup>  |
| Generally, I tend to be inhibited talking about sex                                                             | 2.46 | 9 <sup>th</sup>  |
| If my partner is unhappy with our sex life, I would rather not know about it                                    | 2.37 | 10 <sup>th</sup> |
| If we're having problems with sex, I tend to let them build up for a long time before I say anything            | 2.36 | 11 <sup>th</sup> |
| I often pretend to be more interested in sex than I really am, in order to please or avoid hurting my spouse    | 2.35 | 12 <sup>th</sup> |
| I find it difficult telling my partner if something about his/her sexual performance is bothering me            | 1.90 | 13 <sup>th</sup> |
| I don't actually have an orgasm during intercourse, but I usually pretend to have one                           | 1.84 | 14 <sup>th</sup> |

Table 2 shows that out of 14 items on sexual communication techniques, statement which stated that "I am not afraid to stand up for myself on sexual issue" ranked first with mean of 3.59. Statement which stated that "it is easy for me to tell my partner what I need him/her to do to satisfy me sexually" ranked second with means of 3.21. Statement which stated that "Even when I'm really in the mood to have sex, I prefer to wait to let my partner initiate sex" ranked third with mean of 3.02. Responses to other items had mean lower than 3.02.

## Hypotheses Testing and Discussion of Findings

In the course of this study, 2 hypotheses were postulated. Hypotheses 1 was tested with the use of independent t-test while hypothesis 2 was tested with the use of Analysis of Variance (ANOVA) at 0.05 level of significance.

**HO<sub>1</sub>:** *There is no significant difference in the sexual communication techniques of male and female staff of Colleges of Education in Kwara State.*

In order to test this hypothesis, responses of the staff of Colleges of Education in Kwara State to sexual communication techniques were collated on the basis of gender. The data was then subjected to t-test statistical technique as show below

**Table 3: The t-test Analysis Showing Differences in the Sexual Communication Techniques of Staff of Colleges of Education in Kwara State on the Basis of Gender**

| Gender | No. | Mean  | Std. | Df  | Cal. t-value | Crit t-value |
|--------|-----|-------|------|-----|--------------|--------------|
| Male   | 293 | 46.99 | 7.09 | 598 | 27.15        | 1.96         |
| Female | 307 | 23.90 | 5.50 |     |              |              |

\*=Significant,  $p < 0.05$

Table 3 shows that the calculated t-value is 27.146 while the critical r-value is .196 with 598 degree of freedom and at 0.05 level of significance. Since the calculated t-value is greater than the critical t-value the hypothesis is rejected and the alternative hypothesis accepted. That is, there is a significant difference in the sexual communication techniques of male and female of staff of Colleges of Education in Kwara State. This is in favour of the males with mean of 46.99 greater than the females' mean score of 23.90. The source of this finding could be attributed to the role men play as sexual initiators, talk more, and pursue sexual relationship more than women. This finding is in line with Castrovazquez and Kishi (2002) who observed that slangs are frequently used by men to communicate about sex and to establish sexual reputation. By contrast, female discuss sexless often in some gender groups and seem to prefer clinical and or cute sexual slangs (Senders & Robinson, 1976; Simkins & Rincks 1982).

**HO<sub>2</sub>:** *There is no significant difference in the sexual communication techniques of staff of Colleges of Education in Kwara State on the basis of ethnicity.*

In order to test this hypothesis, responses of staff of Colleges of Education in Kwara State to items on sexual communication techniques were collated on the basis of ethnic groups. The set of data was subjected to Analysis of Variance (ANOVA) and the output reveals as shown in the table 4.

Table 4: ANOVA Analysis showing Differences in the Sexual Communication Techniques of Staff of Colleges of Education in Kwara State on the Basis of Ethnicity

|                | SS       | Df  | Mean    | Cal. F-Value | Crit. F-Value |
|----------------|----------|-----|---------|--------------|---------------|
| Between groups | 32076.64 | 4   | 8019.16 | 278.25 *     | 2.60          |
| Within groups  | 17147.90 | 595 | 28.82   |              |               |
| Total          | 49224.54 | 599 |         |              |               |

\*=Significant,  $p < 0.05$

Table 4 shows that the calculated F-ratio is 278.25 while the critical F-ratio is 2.60 with 4 and 584 degrees of freedom and at level of significance 0.05. Since the calculated F-ratio is greater than the critical F-ratio, the hypothesis is rejected while the alternative hypothesis accepted. That is, there is a significant difference in the sexual communication techniques of married adults on the basis of ethnic groups. To ascertain where the significant difference lies, Duncan Multiple Range Test was carried out and the output revealed as shown in table 5.

Table 5: Duncan Multiple Range Test Showing Significant Differences among Ethnicity Groups

| Ethnicity | No. | Subset | for alpha = 0.05 |       |       |
|-----------|-----|--------|------------------|-------|-------|
|           |     | 1      | 2                | 3     | 4     |
| Yoruba    | 299 | 39.33  |                  |       |       |
| Hausa     | 59  |        | 42.000           |       |       |
| Igbo      | 16  |        |                  | 47.14 |       |
| Nupe      | 149 |        |                  |       | 54.43 |
| Bokobaru  | 77  |        |                  | 1.000 | 1.000 |

The significant difference lies with Nupe in subset 4 followed by Igbo in subset 3, Hausa in subset 2. Yoruba is the least found in subset 1. This could be attributed to cultural background of the respondents. This finding is in agreement with what Lapage and Tabouret-Keller (1985) observed that every cultural group has behavioural patterns. Gagon and Simon, (2005) observed that all societies restrict sexual communication through explicitly and implicit social rules. These dynamic exists within a structured set of behavioural guideline that create cultural norms for how sex and sexuality can be expressed. Bell and Gordon (1972), identify that cultural factors create variation in psychological, social and physical responses to human sexuality.

#### Conclusion

## **Recommendations**

Based on the findings of the study, the following recommendations are put forward:

1. There is a need for training or skill acquisition on marital adjustment. Marital adjustment denotes a relatively harmonious relationship between married couples.
2. There should be mutual respect, validation of feelings, active listening, and willingness to compromise and negotiate between couples.
3. Couples should avoid making their partner feel invisible. When a spouse feels invisible, it often leads to communication breakdown which may later lead to divorce.
4. When conflict arises between couples, they should seek help from marital therapists or Counsellors because it can help to unravel marital challenges, get them reframed and readjust their communicative styles.
5. There is a need for the couples to have empathic understanding of each other; this may promote effective interpersonal relationship.

## References

- Abbey, A. (1991). *Misperception as antecedent of a acquaintance rape*: New York: Akinade, E. A. (1997). *Towards satisfactory marriage: A marital guidance counsellors approach*. Ibadan: Caltop Publications Nigeria Limited.
- Bardwell, C. B. (1997). Standing out in the crowd. *Black Collegian*, 28, 71-79.
- Egan, G. (1997). *You and Me: the skills of communicating and relating to others*. Belmont: Wadsworth Publishing.
- Hathway, P. (1998). *Giving and receiving feedback: Building constructive communication*. Menlo Park, C.A.: Crisp Publication
- Ijeoma, C. I. (1991). *Modern techniques of communication*. Paper presented at the seminar workshop on the role of information officers in the third republic.
- Kolo, F. D. (1993). *A survey of pleasant and unpleasant communication among married couples: some implication for material dysfunction*. Paper presented at the 16<sup>th</sup> Annual Conference of Counselling Association of Nigeria in Lagos.
- Krahe, B.; Scheingerger, O.; & Kolpin, S. (2000). Ambiguous communication of sexual intention as a risk marker of sexual aggression. *Sex Roles* 42, 313-337.
- Muchlenhard, C. L. & Hollanbaugh, L. C. (1988). Do women sometimes say no when they mean Yes? The prevalence and correlates of women's token resistance to sex. *Journal of Personality and Social Psychology*, 5:878.
- Muchlenhard, C. L. & McCoy, M.L. (1991). Double standard double bind: The sexual double standard and women's communication about sex. *Psychology of women Quarterly*, 15, 447-461.
- Pearson, J. Nelson, P. & Harter, L. (2008). *Human communication*. New York: McGraw-Hill companies.
- Rich, P. & Copans, S.A. (1998). The healing journey for couples. *Journey of Mutual Discovery*, New York.
- Sanders, J. S. & Robinson, W. L. (1976). Talking and not talking about sex: Male and female vocabularies. *Journal of Communication*, 29, 22-30.
- Simkins, L. & Rinck, C. (1982) Male and Female sexual vocabulary in different interpersonal context. *Journal of Sex Research*, 18, 160-172.
- Wikipedia, (2010). *Definition: Communication*. Retrieved April, 2011 from [www.wikipedia.org](http://www.wikipedia.org)