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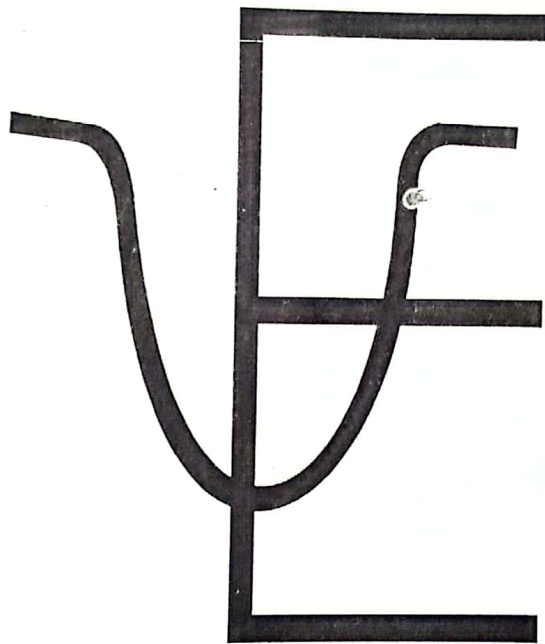


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IMPORTANCE OF SEX EDUCATION AS EXPRESSED BY SELECTED STUDENTS
IN ADEYEMI COLLEGE OF EDUCATION, ONDO, NIGERIA

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Abstract

The study investigated importance of sex education as expressed by selected students in Adeyemi College of Education, Ondo, Nigeria. Respondents were stratified into different strata of gender, age and type of family. After which the researchers employed simple random sampling techniques to select one hundred (100) respondents consisting of sixty-nine (69) males and thirty-one (31) females. The "Importance of Sex Education Questionnaire" (ISEQ) was administered to the respondents to collect relevant data. The t-test and Analysis of Variance (ANOVA) statistics were used to test three null hypotheses

and where the result of ANOVA showed a significant difference, Duncan Multiple Range Test (DMRT) statistics was used to determine the group(s) that contributed to the significant difference. All null hypotheses were tested at 0.05 alpha level of significance. The findings showed that there were no significant differences in the responses of the respondents in their expression of the importance of sex education based on gender and type of family while significant difference was noticed based on age. Recommendations were made for Professional counsellors should organise periodic seminars to educate the public on the importance of sex education to the society irrespective of their age, and policy makers are enjoined to always make laws in support of sex education considering its numerous importance to the society especially the adolescents.

Key words: Importance, Policy makers and Sex education

Introduction

According to Abogunrin (2003) and Adegoke (2003), sex education is a process whereby information is given or imparted to a group of young ones and which takes into account the development, growth, the anatomy and physiology of the human reproductive system and changes that occur from youth all through stages of adulthood. Sex education is the acquisition of knowledge that deals with human sexuality. It consists of instruction on the development of an understanding of the physical, mental,

emotional, social, economic and psychological phases of human relations as they are affected by sex. In other words, sex education involves providing children with knowledge and concept that will enable them make informed and responsible decisions about sexual behaviours at all stages of their lives. The aims of sex education, according to British Medical Association Foundation for AIDS, are ambitious relating to the lifelong quality of relationships and personal behaviour (Abogunrin, 2003). It should be age appropriate and available to everyone through a variety of forms and informal settings since adolescents characteristics predispose them at risk sexual behaviours. The present study is an attempt in this direction.

Mueller (2008) opined that sex education is needful and necessary for our young ones. Being mindful of the exposure given to the young ones in school, in the media and among their peers, sex education teaches our young ones about sexual intimacy, but also enlightens them on their productive systems, birth control, and sexually transmitted diseases. It also exposes them to their gender identity, gender role, family role, body images, sexual expression (what it entails and how to time it), intimacy and the marriage relationship. In sex education relevant important and accurate information about sexuality in both boys and girls are given depending on their age.

Good relevant sex education provides knowledge, and information is confidence. It has been noticed that well-informed children

on male and female anatomy handle puberty better than the uninformed ones. Sex education affects a child's attitude positively (Agbana. 2007). It makes each sex (male and female) becomes more tolerant of the others behaviour pattern and option. A sexuality oriented child learns to believe in the quality of men and women, the sacrament of marriage and parental responsibilities. With well accepted sex education, there is usually a lower rate of unwanted pregnancy and spread of sexually transmitted diseases.

Statement of the Problem

This sexual continuum may not represent the sexual experiences of all adolescents. Survey suggests that due to lack of sex education overall rates of reported oral sex have increased over the past decade. In a study of over 11,000 students to grade 7, 9 and 11, 32% of grade 9 males and 28% of grade 9 females, as well as 53% of grade 11 males and 52% of grade 11 females reported that they had engaged in oral sex at least once (Abogunrin, 2003). Another study found that girls are more likely to give rather than to receive from their partner. Adolescents report that oral sex has become a more "normative" aspect of their sexuality and is perceived as a "safe" method of sexual pressure.

Agbana (2007) school programmes about human sexuality have developed gradually in response to concerns about high rates of teen pregnancy and increasing rates of sexually transmitted infections (STIs), including HIV/AIDS due to lack of sex education. Compared to teens in other industrialized countries, teens aged 15-19 had the highest

pregnancy rate. More than 800,000 females under age twenty become pregnant each year. Eighty percent of them are unintended pregnancies. Although teens and young adults 15-24 years of age comprise only one quarter of the sexually active population of individuals under 44 years they acquire nearly one half of all new STIs. This translates to about 9.1 million young people in this age group. As a group, adolescents are at greatest risk for many STIs. In fact, more than half of HIV infections acquired after infancy occur during adolescence. The majority of parents, health professionals, and the public agree that there should be sexuality education in schools and that girls should delay childbearing until they are self-sufficient.

Okonkwo and Eze (2000) observed that today's situation shows a sharp contrast to the traditional Nigerian societal context in which girls avoided pre-marital sexual experiences for fear of social punishment usually meted out to girls who lost their virginity before marriage. Observers blame this state of affairs on parents. Basically, the task of educating children, especially adolescents, about sex is seen as the responsibility of parents. The traditional Nigerian society, however, is quite conservative on matters of sex. Consequently, parent-child discussions on sexual matters are beclouded by parental inhibitions and inter-generational tensions. Most Nigerian parents shy away from such discussions because it is generally believed that it will make the adolescent attempt to experiment on what they have been told.

Research Question

1. What is the importance of sex education as expressed by selected students of Adeyemi College of Education, Ondo, Nigeria?
2. What is the importance of sex education as expressed by selected students of Adeyemi College of Education, Ondo, Nigeria based on gender?
3. What is the importance of sex education as expressed by selected students of Adeyemi College of Education, Ondo, Nigeria based on age?

Research Hypotheses

1. There is no significant difference between male and female selected students of Adeyemi College of Education, Ondo, Nigeria in their expression on the importance of sex education.
2. There is no significant difference among selected students of Adeyemi College of Education, Ondo, Nigeria in their expression on the importance of sex education based on age.
3. There is no significant difference among selected students of Adeyemi College of Education, Ondo, Nigeria in their expression on the importance of sex education based on type of family

Methodology

The research design adopted for this study is the survey method. A representative sample of the total population was used as basis for generalizing the findings of the study.

The students of Adeyemi College of Education, Ondo, Nigeria which formed the target population for the study. Nevertheless, the study sampled the expression of 69 male and 31 female selected students. One hundred (100) respondents were randomly selected. The researchers stratified the respondents into different strata of gender, age and type of family. The researchers then employed simple random sampling technique to select 100 adolescents consisting of 69 male and 31 female adolescents. And thus, a total number of 100 respondents participated in the study.

The major instrument that was used in collecting data for this research was developed by the researchers and it was tagged "Importance of Sex Education Questionnaire" (ISEQ). Items on the questionnaire were derived from information obtained from the review of related literature. The instrument has two sections, sections A and B. Section A contains demographic data, while section B consisted of 10 items on importance of sex education. The 4-point Likert type response format was adopted for use in section B, thus: SA – Strongly Agree (4 points), A – Agree (3 points), D – Disagree (2 points) and SD – Strongly Disagree (1 point).

All the items were positively structured. A cut-off mark of 30 differentiated those who have positive or negative perception of the importance of sex education.

The instrument used in collecting data for this study was titled "Importance of Sex

Education Questionnaire" (ISEQ). It consisted of 10 items on importance of sex education designed to address the research questions. Section "A" contained the demographic data such as gender, age and type of family. Sections "B" contained items on importance of sex education. The four-point Likert type response format was adopted for use in sections B as follows; SA – Strongly Agree, A – Agree, D – Disagree, and SA – Strongly Disagree.

Psychometric Properties of the Instrument

The validity of any instrument is the degree to which the instrument measures what it purposes to measure. In order to determine the content validity of the instrument, the researchers gave the draft of the questionnaire to five experts in the School of Education Adeyemi College of Education, Ondo. Modification and comments made by these experts were considered in the final selection of items on the questionnaire.

This means the extent to which the results obtained from a test can be consistent if the same test is administered to the same group

of persons under the same condition. To ensure the reliability of the instrument, the test-re-test method was adopted. The researchers administered the same instrument on twenty (20) respondents at an interval of four weeks. The two scores were correlated using Pearson Product Moment Correlation Coefficient and a reliability index of 0.73 was found. Consequently, the questionnaire is statistically adjudged to be reliable for the study.

The results of the study was analysed using frequency counts and simple percentage for the demographic section, while the t-test and Analysis of Variance (ANOVA) statistical methods were used for analyzing the five null hypotheses at 0.05 alpha level of significance. The t-test statistics used for analysing null hypotheses one and three because two variables were tested while Analysis of Variance (ANOVA) statistics was used for analysing null hypothesis two because more than two variables were tested.

Results

The descriptive analysis of the collected data showing the percentages, means and frequency distribution are shown in table 1.

Table 1: Frequency Counts, Percentages and Mean Distribution of Respondents

Item Grouping	Frequency	Percentage
Gender		
Male	69	69.0
Female	31	31.0
Total	100	100.0
Age Group		
12 – 15 years	37	37.0
16 – 18 years	14	14.0
19 – 21 years	39	39.0
22 and above years	10	10.0
Total	100	100.0
Type of Family		
Monogamy	86	86.0
Polygamy	14	14.0
Total	100	100.0

Table 1 shows the number of respondents in accordance with the variables. By gender, it shows that more male students (69%) participated in the study more than the female students (31%), majority of the students

especially the NCE students participated in the study while majority of those who participated in the study are from monogamous family (86%).

Table 2: Summary table showing the importance of sex education as expressed by selected students of Adeyemi College of Education, Ondo, Nigeria and by mean scores and ranking

Item No	Item Statement	Mean	Ranking
9.	Helps the adolescents to remain abstained from sexual activities until marriage.	3.31	1 st
10	Helps to reduce abortion mortality.	3.30	2 nd
8	It is a good source of preventive measure.	3.27	3 rd
7	Helps in reducing the rate of unwanted pregnancy.	2.97	4 th
5	Helps to curtail the adolescents' rate of engaging in pre-marital sex.	2.95	5 th
3	Significant and effective in bettering the adolescents sex related knowledge, attitude and behaviour.	2.89	6 th
1	Helps in transferring authentic information on sex education.	2.85	7 th
4	Helps the adolescents in making better decision about their personal sexual activities.	2.81	8 th
2	Helps in correcting misinformation on sex education.	2.69	9 th
6	Helps to lessen sexual risky behaviours among adolescents.	2.68	10 th

Table 2 shows the mean scores and ranking, according to the respondents' expressions, item 9 which states "Helps the adolescents to remain abstained from sexual activities

until marriage" with a mean score of 3.31 ranked 1st while item 6 which states "Helps to lessen sexual risky behaviours among adolescents" with a mean score of 2.68

ranked 10th.

Hypotheses Testing

Hypothesis One: There is no significant

difference between male and female selected students of Adeyemi College of Education, Ondo, Nigeria in their expression on the importance of sex education.

Table 3: Means, Standard Deviation and t-value of male and female selected students of Adeyemi College of Education, Ondo, Nigeria in their expression on the importance of sex education.

Gender	No	$\bar{X}$	SD	df	Calculated t-value	Critical t-value
Male	69	30.4203	8.53782	98	1.17	2.00
Female	31	28.2258	9.10571			

Table 3 indicates that the calculated t-value is 1.17 while the critical t-value is 2.00. Since the calculated t-value is less than the critical t-value at 0.05 alpha level of significance, it means that there is no significant difference between male and female selected students' of Adeyemi College of Education, Ondo, Nigeria in their expression on the importance

of sex education. Based on the result hypothesis one is accepted.

Hypothesis Two: There is no significant difference among selected students of Adeyemi College of Education, Ondo, Nigeria in their expression on the importance of sex education based on age.

Table 4: Analysis of variance (ANOVA) on respondents' expression on the importance of sex education based on age

Source of variance	Df	Sum of squares	Mean squares	Calculated f-ratio	Critical f-ratio
Between groups	3	1436.032	478.677	7.52	2.60
Within groups	96	6111.209	63.658		
Total	99	7547.240			

Accepted

Table 4 shows that the calculated f-ratio is 7.52 while the critical f-ratio is 2.60. Since the calculated f-ratio is greater than the critical f-ratio at 0.05 alpha level of significance, it means that there is a significant difference among selected students of Adeyemi College of Education, Ondo, Nigeria in their expression on the importance of sex education based on age

and consequently, hypothesis two was rejected. Furthermore, since a significant difference existed among the selected students' expressions using Analysis of Variance (ANOVA), Duncan Multiple Range Test (DMRT) was used as a post-hoc test to determine the age group(s), that was responsible for the significant difference noted in the ANOVA results in table 4.

Table 5: Duncan Multiple Range Test (DMRT) showing differences in the expression of selected students of Adeyemi College of Education, Ondo, Nigeria on the importance of sex education based on age

Duncan Group	Mean (x)	No	Group	Age groups
A	35.2857	14	2	16 – 18 years
B	31.8205	39	3	19 – 21 years
C	27.6757	37	1	12 – 15 years
D	21.5000	10	4	22 years and above

In table 5, Duncan Multiple Range Test (DMRT) results was used to determine which of the age group(s) mean(s) that lead to the significant difference noted in the ANOVA results of table 4. The DMRT results indicated that group 2 with a mean score of 35.2857 differed significantly from groups 3, 1 and 4 with mean scores of 31.8205, 27.6757 and 21.5000 respectively. Hence, the significant difference noted in the ANOVA

results of table 4 was due to the fact that all the groups differed from one another especially groups 2 and 4. Thus, hypothesis two was rejected.

Hypothesis Three: There is no significant difference among selected students of Adeyemi College of Education, Ondo, Nigeria in their expression on the importance of sex education based on type of family

Table 6: Means, Standard Deviation and t-value of selected students Adeyemi College of Education, Ondo, Nigeria on their expression on the importance of sex education based on Type of Family

Type of Family	No	$\bar{X}$	SD	Df	Calculated t-value	Critical t-value
Monogamy	86	29.8023	9.25688	98	.18	2.00
Polygamy	14	29.3572	4.48257			

Table 6 shows that the calculated t-value is .18 while the critical t-value is 2.00. Since the calculated t-value is less than the critical t-value at 0.05 alpha level of significance, it means that there is no significant difference among selected students of Adeyemi College of Education, Ondo, Nigeria in their expression on the importance of sex education based on type of family. Based on the result, hypothesis three was accepted.

Discussion of Findings

The expression of selected students of Adeyemi College of Education, Ondo,

Nigeria indicated that item 9 which states “Helps the adolescents to remain abstained from sexual activities until marriage” with a mean score of 3.31 is the most important importance of sex education while item 6 which states “Helps to lessen sexual risky behaviours among adolescents” with a mean score of 2.68 is the least importance of sex education. The first null hypothesis showed that there is no significant difference between male and female selected students of Adeyemi College of Education, Ondo, Nigeria in their expression on the importance of sex

education. This finding corroborates the finding of Olayinka and Omoegun (2005) in which both male and female respondents had similar view as regards the importance of sex education. The plausible reason for the outcome of the finding might be due to the fact that the respondents had similar experience as regards sex education, thus, there is the likelihood for them to have similar expression irrespective of their gender.

The second null hypothesis showed a significant difference in the expression of respondents on the importance of sex education. This finding supports the finding of Olayinka (1993) in which the finding indicated a significant difference in the responses of respondents on the importance of sex education based on age. The rationale behind the outcome of this finding might be because the respondents differed in age, they are likely to have different experience and divergent view as regards the importance of sex education and consequently, they differed in their expressions. However, the finding negates the finding of Olayinka and Omoegun (2005) in which the outcome of the finding showed that the respondents had similar responses as regards the importance of sex education based on age.

The third null hypothesis showed that there is no significant difference among selected students of Adeyemi College of Education, Ondo, Nigeria in their expression on the importance of sex education based on type of family. This finding is in line with the finding of Akinware and Omoegun (2001) in which

the respondents had similar responses on the importance of sex education irrespective of their family type. The major reason for the outcome of this finding might be due to the fact the respondents had similar experience on sex education and thus, they had similar expression.

Conclusion

Based on the findings, it could be inferred that the major importance of sex education as expressed by the respondents is that it helps the adolescents to remain abstained from sexual activities until marriage, it helps to reduce abortion mortality and it is a good source of preventive measure.

Recommendations

Based on the findings, the following recommendations were made for implementation.

- 1 Professional counsellors should organise periodic seminars to educate the public on the importance of sex education to the society irrespective of their age.
- 2 Policy makers are enjoined to always make laws in support of sex education considering its numerous importance to the society especially the adolescents.

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