



Influence of Sexuality Education on Moral Behaviour of Adolescents in Senior Secondary School in Sokoto State, Nigeria.

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Abstract This study examined the influence of sexuality education on moral behavior of adolescents in Senior Secondary Schools in Wamakko Local Government, Sokoto State, Nigeria. The research specifically found out the influence of sex education awareness, sexuality education program and school support program on adolescents' moral behavior. The population of the study was 2640. Samples of two hundred and forty three (243) students were selected from the total population. The instrument for data collection was a self-designed questionnaire titled; Influence of Sexuality Education on Moral Behavior of Adolescents in Senior Secondary Schools (ISEMBASSSQ). The data collected were analyzed using descriptive statistics (frequencies, percentages and mean) and Pearson correlation statistical tool for the inferential analysis. Findings from this study revealed that sex education awareness influence adolescents' moral behavior through sexual messages in public areas, discussion of sex in the presence of children, making sexual jokes about adolescents and showing pornography to adolescence. Overall, there is moderate influence of sex education awareness on adolescents' moral behavior (with overall mean of 2.15). Similarly, sexuality education program influence adolescents' moral behavior through sex abstinence, responsible decision about sex, avoidance of unwanted pregnancies and the need for sex education program in school. Overall, there is high influence of sexuality education program on adolescents' moral behavior (with overall mean of 3.02). Also, school support program influence adolescents' moral behavior by allowing posters to be posted in schools, financial support for sexuality program, allocation of venue for sexuality program, giving school counselor the necessary support. Overall, there is a high influence of school support program on adolescents' moral behavior (with overall mean of 2.99). The following recommendations were made, Sex education should be introduced into the curriculum of secondary school education. However, students at the junior secondary level should not be exposed to sex education as it might only increase their sexual libido, the government should work hand in hand with the individual schools in collaboration with the other non-governmental organizations in order to curb this problem. There is a need for improvement on budgetary funding from local government to schools. This is probably to provide the facilitation of the counselors when carrying out their Counseling programs to students.

Introduction

Background of the Study

Sex education is a process whereby information is given or imparted to a group of young ones which takes into account the development, growth, the anatomy and physiology of the human reproductive system and changes that occur from youth through all stages to adulthood. Sex education could also be explain as instructions 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 behaviors at all stages of their lives. According Adepoju (2005), youths are negatively affected by sexuality education in



our society today [1]. However, the aims of Sex Education, according to British Medical Association Foundation for AIDS, are ambitious relating to the lifelong quality of relationships and personal behavior. It should be age appropriate and available to everyone through a variety of formal and informal settings. Since adolescents' characteristics predispose them to high risky sexual activities, behavioral interventions are needed to reduce their risky sexual behaviors. The present study is an attempt in this direction.

The period of adolescence occupies a unique stage in every person's life. It is a period of transition from childhood to adulthood. Adolescence has been described as a stage among human beings where a lot of psychological changes take place resulting in a productive maturity in adolescents. Many adolescents manage this transformation successfully while others experience major stress and find themselves in engaging at risk-sexual behavior, sexual experimentation, sexual exploitation and promiscuity among others. Their wellbeing at risk in the near future. For instance this will place them at risk sexually transmitted Infections (STIs) e.g. HIV/AIDs and other sexual disorders. Because, by the time they are 18 years most adolescents in Sokoto State appear sexually active. Despite the fact that there is increase of sexual knowledge in our schools since the implementation of sexuality education policy in (1999) by the Federal Ministry of Education. Adolescent seems to be poor contraceptive users. They appear less likely consistent to use condoms or use other method of protection that could reduce their chances of infections.

The issue of Sexuality Education in our Secondary Schools today is much more important for virtually everyone more than any other time in the history of our country Nigeria. One of the major concerns of sexuality education in Nigeria is the sexual health of its youths and their well-being as well. Sexual matters have become permissive and liberal among Students due to exposure to media both foreign and local and the abandonment of important traditional virtues. It is therefore believed that, knowledge that wanton sexual activities with multiple partners can result in unwanted pregnancy, unsafe abortion, HIV/AIDS and even death, can contribute to the practice of safer sexual behavior among the youths. Adolescent moral behavior seems to be at high risk with great influence of sexuality education that they received from schools. Meanwhile every school is a learning center where children or young adults are supposed to acquire moral behavior that will enable them to achieve their goals in the future.

Ikpe (2014) explain that there is a great difference between adolescents who possessed the knowledge of sexuality and those who haven't gotten that knowledge [2]. Our society is very much tied to the traditional norms and beliefs about sex, which are often misleading confusing or contradictory. As such, it is pertinent to explore available information on sexuality and make it available to adolescents and young adults in particular. Naturally, schools were designed in order to help students resolve the following questions about sexuality education; what type of sex awareness to be spread in the society? What kind of sex education program to be learnt by the students in the schools? How does the schools support sex awareness program even though in our society today. Sexuality education is an important aspect of the life of almost all people, including children who want to know about sex from other sources such as; friends, televisions, music, books, advertisement and the internet. They also frequently learn through planned opportunities in faith communities, community based agencies and schools.

Statement of the problem

Sexuality Education involves providing children with knowledge and concept that will enable them make informed and responsible decisions about sexual behaviors 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 variety of formal and informal settings [3]. Since adolescents' characteristics predispose them to high risky sexual activities, behavioral interventions are needed to reduce their sexual behavior risks.

Ideally, sex education is meant for health of adolescents to avoid risky sexual behaviors that may lead to various sexually transmitted diseases. However, the situation on the ground is that the knowledge of sexuality education that students acquire from schools rather influences them to engage in so many immoral activities which in turn results into unwanted pregnancies, contracting HIV/AIDS, abortions, school dropouts among others.

In Nigeria today, sex education is yet to be incorporated into the curricula of secondary school education. Many Nigerians seems reluctant to discuss sexuality and sexual health openly. In most African countries, Nigeria in particular, matters relating to sex and sexuality are usually shrouded in secrecy. Ikpe (2014) submitted that neither the adolescent boy nor girl has free access to the information he or she needs on sexuality [2]. Questions bordering on sexuality and girl-boy relationships are usually hushed up and regarded as taboos. The consequence of this action is that Nigerian adolescent boys and girls find assumed answers to sex-related questions on their own, often from misleading sources that are likely to give them wrong information making them more likely to indulge in reckless and unguarded sexual experimentation. Some adolescents lack adequate communication and assertiveness skills to negotiate safer sex. Some feel unable to refuse unwanted sex or feel compelled to exchange sex for money. Because young people seems experimenting sexual desires among



themselves and because of the consequences of indiscriminate sexual activities on the youth, there is the need to mount sex education programs that are geared towards enlightenment and appropriate education about sex and sexuality. The present study is an attempt find out influence of sexuality education on moral behavior of adolescents in senior secondary schools in Wamakko Local government Area of Sokoto state, Nigeria.

Research questions.

The study was guided by the following research questions

- i. How does the sex education awareness influence adolescents' moral behavior in Wamakko Local Government?
- ii. How does the sexuality education program influence adolescents' moral behavior in Wamakko Local Government?
- iii. How does the school support program influence adolescents' moral behavior in Wamakko Local Government.

Methodology

The researcher used a cross-sectional survey design. A cross-sectional survey design was used because it involved obtaining information from a wide section of respondents at once without the need to follow up the respondents for further information [1]. Cross sectional survey design collected data about attitude and concern of people from the sample of a population at a particular time. The results were therefore extrapolated to represent the entire population. This involved the use of a self design questionnaire by the researcher to gather data from a sample of adolescents and their schools in respect of sex awareness programs, school support programs and sexual behavior of students.

The population of the study was 2640 Senior Secondary School Students from the ten (10) senior secondary schools in Wamakko Local Government Area, Sokoto state. The Sample size of the study was 243 selected from the population of the schools which was 2640. The researcher selected three (3) secondary schools using purposive random sampling technique. Samples were selected based on school population as follows; 90 respondents from School A, 67 respondents from School B and 86 respondents from School C using simple random sampling method in order to ensure that all groups were equally represented in the sample. This was diagrammatically shown in the following table.

Table 1: Sample of the Study

Category	Population	Sample size	Sample technique
School A	280	90	Simple random sampling
School B	210	67	Simple random sampling
School C	190	86	Simple random sampling
Total	680	243	

The instrument used was self-designed questionnaire titled; Influence of Sexuality Education on Moral Behavior of Adolescents in Senior Secondary Schools (ISEMBASSSQ). This Questionnaire was used to gather detailed information necessary for completion of the research. The Questionnaire was divided into 6 sections (A, B, C, D, E, F), section "A" contained background information on the respondents e.g. school name, age, gender and class etc while section "B" contained items on Sexuality Education Awareness, section "C" contained items on Sex Education Programs in Schools, section "D" contained items on students sexual activities, section "E" contained items on the influence of sexuality education to the students and Section "F" contained items on moral behavior of adolescents in Wamakko Local Government Area of Sokoto State -Nigeria. The Questionnaire was designed using a 4- point Likert Scale.

The face and content validity were used to ensure the suitability of the instrument that is whether this instrument measured what it was intended to measure for the purpose of this research. In this process, the researcher gave copies of the Questionnaire to his colleagues and some other experts in the Faculty of Education for proper scrutiny and Technical Editing to ensure the face and content validity of the instrument. The researcher employed split half method of reliability of the instrument, that is, he administered the questionnaire on 26 respondents within the population of the study who were not part of the sample that participated in the final exercise. The questionnaire was divided into two equal number even and odd numbers. The researcher analyzed the data and used Cronbach Alpha to correlate the two scores. The reliability coefficient was high and the instrument use was reliable at a coefficient level of 0,76. Data collected were analyzed using descriptive statistics (frequencies, percentages, means and standard deviation) the researcher used Pearson analysis because



the study is on the significant influence of independent variables (sexuality awareness, sexuality education program and school support) on the other dependent variable (Adolescent's moral behavior).

Result and Discussion

Table 2: Means ranking to the influence of sex education awareness on adolescents' moral behavior in Wamakko Local Government.

Items for students (n=243)	Mean	Interpretation	Ranking
Some one talked about sex all the time in your presence.	2.28	Moderate influence	2
You saw some sexual messages in public areas in the school.	3.18	High influence	1
Some one showed or passed to you pornography (e.g. sexual explicit magazine, sscreen saver etc)	1.62	Low influence	4
Someone made sexual joke about you	2.26	Moderate influence	3
Someone made romantic comment about your looks, body or private life which made you feel uncomfortable	1.38	Low influence	5
Average Mean	2.15	Moderate influence	

Source: Results of the analysis (2015)

Table 2 shows the means ranking of responses about the influence of sex education awareness on adolescents' moral behavior. It is observed that among the items above that sexual message in public areas (mean of 3.17) is the highest influence. This is followed by discussing sex in children presence, making sexual jokes about adolescents, showing pornography to adolescence while making romantic comments makes them feel uncomfortable. Overall, there is moderate influence of sex education awareness on adolescents' moral behavior (with overall mean of 2.15). Therefore, sex education awareness has a moderate influence on adolescents' moral behavior in Wamakko Local Government.

Table 4 below indicates the Pearson correlation analysis between sex education awareness and adolescents' moral behavior, the researcher used sex education awareness as an independent variable with adolescents' moral behavior as dependant variable; therefore the result obtained revealed that, there is moderate positive relationship between the two variables

Table 4: Relationship between Sex Education Awareness and Adolescents' Moral Behavior

		Sex Education Awareness	Adolescents' Moral Behavior
Sex Education Awareness	Pearson Correlation	1	.432*
	Sig. (2-tailed)		.002
	N	243	243
Adolescents' Moral Behavior	Pearson Correlation	.432*	1
	Sig. (2-tailed)	.002	
	N	243	243

*. Correlation is significant at the 0.05 level (2-tailed). **Source: Field data, 2015**

Results presented in table 4.11 presents statistically significant relationship between the sex education awareness and adolescent moral behavior at 0.05 level of significance ($r = .432^*$, $\text{sig.} = .002 < .05$) implying moderate positive relationship between sex education awareness and adolescent moral behavior. Hence, it is concluded that sex education awareness has moderate influence on adolescents' moral behavior in Wamakko Local Government.

Table 5: Mean ranking of the influence of sexuality education program on adolescents' moral behavior in Wamakko Local Government.

Items for students (n=243)	Mean	Interpretation	Ranking
There should be sex education in schools	3.15	High influence	4
The primary goal of sex education is	3.43		



abstinence		Very high influence	1
Youths are taught to make responsible decisions about sex	3.29		
		Very high influence	2
Sex education programs in schools help students to know how to use condom	2.01	Low influence	5
Sex education programs in schools are aimed at helping adolescents to avoid unwanted pregnancies	3.04		
		Moderate influence	3
Average Mean	3.02		High influence

Source: Results of the analysis (2015)

Results in Table 5 showed the means ranking of responses to the influence of sexuality education program on adolescents' moral behavior. It is observed that among the items above that primary goal of sex education is abstinence (mean of 3.43) is the highest influence. This is followed by the responsible decision about sex, avoidance of unwanted pregnancies, need for sex education program in school while use of condom is the least (mean of 2.01). Overall, there is high influence of sexuality education program on adolescents' moral behavior (with overall mean of 3.02). Therefore, sexuality education program has a high influence on adolescents' moral behavior in Wamakko Local Government.

Table 6 below indicates the summary of Pearson correlation analysis between sexuality education program and adolescents' moral behavior, the researcher used sexuality education program as an independent variable with adolescents' moral behavior as dependant variable; therefore the result obtained revealed that, there is a highly positive relationship between the two variables

Table 6 : Relationship between sexuality education program and Adolescents' moral behavior

		Sexuality Education Program	Adolescents' moral behavior.
Sexuality Education Program	Pearson Correlation	1	.571*
	Sig. (2-tailed)		.000
	N	243	243
Adolescents' Moral Behavior	Pearson Correlation	.571*	1
	Sig. (2-tailed)	.000	
	N	243	243

*. Correlation is significant at the 0.05 level (2-tailed). Source: Field data, 2015

Results presented in table 6 presents statistically significant relationship between the sexuality education program and adolescent moral behavior at 0.05 level of significance ($r = .571^*$, $sig. = .000 < .05$) implying high positive relationship between sexuality education program and adolescent moral behavior. Hence, it is concluded that sexuality education program has high influence on adolescents' moral behavior in Wamakko Local Government.

Table 7 : Mean ranking the influence of school support programs on adolescents' moral behavior in Wamakko Local Government.

Items for students (n=243)	Mean	Interpretation	Ranking
The school provides finance for sexuality education programmes in order to modify students' sexual bahavior	3.38	High influence	2
There is realistic and sufficient allocation of classroom time to achieve program objectives.	3.28	Moderate influence	3
The school allows posters to be posted in the school	4.00	Moderate influence	1
There is time to teach Sexuality Education Programs in our school	2.02	Moderate influence	5



The school counselor is well supported in discharging counseling programs on sexuality education.	2.26	Moderate influence	4
Average Mean	2.99	High influence	

Source: Results of the analysis (2015)

Results in Table 7 showed the means ranking of responses to the influence of school support program on adolescents' moral behavior. It is observed that among the items above that school allowed posters to be posted in school (mean of 4.00) is the highest influence. This is followed by the financial support for sexuality program, allocation of classroom for sexuality program, school counselor is well supported while time to teach sexuality education is the least (mean of 2.02). Overall, there is high influence of school support program on adolescents' moral behavior. (with overall mean of 2.99). Therefore, school support sexuality education program has a high influence on adolescents' moral behavior in Wamakko Local Government.

Table 8 below indicates Pearson correlation analysis between school support program and adolescents' moral behavior, the researcher used school support program as an independent variable with adolescents' moral behavior as dependant variable; therefore the result obtained revealed that, there is a highly positive relationship between the two variables.

Table 8 : Relationship between Parent school support program and adolescent moral behavior

		School Support Program	Adolescent Moral Behavior
School Support Program	Pearson Correlation	1	.541**
	Sig. (2-tailed)		.000
	N	243	243
Adolescent Moral Behavior	Pearson Correlation	.541**	1
	Sig. (2-tailed)	.000	
	N	243	243

** . Correlation is significant at the 0.01 level (2-tailed). Source: Field data, 2015

Results presented in table 4.23 presents statistically significant relationship between the school support program and adolescent moral behavior at 0.01 level of significance ($r = .541^{**}$, $sig. = .000 < .05$) implying high positive relationship between school support program and adolescent moral behavior. Hence, it is concluded that school support program has high influence on adolescents' moral behavior in Wamakko Local Government.

Discussion

The result was inconsistency with the Society for Family Life (2010) revealed that sexual awareness starts maleness starts at six and active participation at twelve years of age adolescents in many parts of the world, a disturbing reality, and adolescent is the period when children are eager to attempt what the adults do [4]. Similarly, in United States, more than 800,000 females under age twenty become pregnant each year: Eighty percent of those are unintended pregnancies (Akinade, 2012) [5]. Although teens and young adults 15-24 years of age comprise only one quarter of the sexually active population of individuals under 44 (International Planned Parenthood Federation (IPPF) (1987) [6], they acquire nearly one half of all new STIs (Cannon & Berman, (2004). This translates to about 9.1 million young people in this age group acquiring STIs (Greenberg, 2006). As a group, adolescents are at greatest risk for many STIs.

This finding is similar to Young, et al (2001) adolescents have received wisdom to good judgment and intelligence in knowing what is responsible and appropriate [7]. People gain wisdom as they gain more knowledge and experience. Some adolescents who have been sexually active in the past learn from experience. They gain more knowledge as they get education. They begin to understand the benefit of sexual abstinence. Hence sex education is showing some progress in schools.

Conclusions

Based on the findings from this study, it was concluded that sex education awareness influence adolescents' moral behavior through sexual message in public areas, discussion of sex presence of children, making sexual jokes about adolescents and showing pornography to adolescence. Overall, there is moderate influence of sex education awareness on adolescents' moral behavior (with overall mean of 2.15). It was concluded that sexuality education program influence adolescents' moral behavior through sex abstinence, responsible decision about sex, avoidance of unwanted pregnancies and the need for sex education program in school. Overall, there is high influence of sexuality education program on adolescents' moral behavior (with overall mean of 3.02). Finally, it



was concluded that school support program influence adolescents' moral behavior through school allowed posters to be posted in school, financial support for sexuality program, allocation of classroom for sexuality program, school counselor is well supported. Overall, there is high influence of school support program on adolescents' moral behavior (with overall mean of 2.99).

Recommendations

Basing on the findings of the study, the followings points were recommended;

- i. Sex education should be introduced into the curriculum of secondary school education. However, sex education should not be taught to adolescents at junior level in particular as it only increases their sexual libido.
- ii. The government should work hand in hand with the individual schools in collaboration with the other non-government organizations in order to curb this problem.
- iii. There is need for improvement on budgetary funding from local government to schools. This is probably to provide the facilitation of the counselors when carrying out their counseling programs to students.

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