

**ATTITUDE OF PARENTS TOWARDS SEX EDUCATION AMONG
SECONDARY SCHOOL STUDENTS: A CASE STUDY OF IJERO EKITI,
NIGERIA.**

Oluwagbenga George AKIN-AGBI

DSS/12/0602

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
DEMOGRAPHY AND SOCIAL STATISTICS, FACULTY OF
HUMANITIES AND SOCIAL SCIENCES, FEDERAL UNIVERSITY,
OYE-EKITI, NIGERIA**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE
AWARD OF BACHELOR OF SCIENCE (B.Sc.) HONS IN
DEMOGRAPHY AND SOCIAL STATISTICS**

SEPTEMBER, 2016

CERTIFICATION

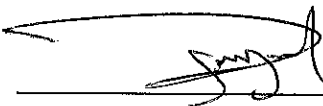
This is to certify that **AKIN-AGBI OLUWAGBENGA GEORGE** of the Department of Demography and Social Statistics, Faculty of Social Sciences, Federal University, Oye-Ekiti, carried out this research "Attitudes of Parents towards Sex Education among Secondary School students: a case study of Ijero Ekiti, Nigeria in partial fulfillment of the requirements for the award of Bachelor of Science (B.Sc.) in Federal University, Oye-Ekiti under my supervision.

Dr. (Mr) E. k Odusina
Supervisor

Date

Mr. S.B. Shittu
Co-Supervisor

Date



Prof. P.O Ogunjunyigbe
Head of Department

2/11/18
Date

External Examiner

Date

DEDICATION

I dedicate this project to God Almighty my Creator, my strong pillar, my source of inspiration, wisdom, knowledge and understanding. He has been the source of my strength throughout this programme and on His wings only have I soared. I also dedicate this work to my parents; Mr Akinpelola Agbi and Mrs Olubukola Ololade Agbi who have encouraged me all the way and whose encouragement has made sure that I give it all it takes to finish that which I have started. To my brothers Paul Agbi and Daniel Agbi who have been affected in every way possible by this quest. Thank you. My love for you all can never be quantified. God bless you.

ACKNOWLEDGEMENT

First and above all, I praise God, the almighty for providing me this opportunity and granting me the capability to proceed successfully. This thesis appears in its current form due to the assistance and guidance of several people. I would therefore like to offer my sincere thanks to all of them. I want to thank all of the people who openly shared their views and opinions with me. I want to express my deep thanks to my esteemed supervisor Dr. E.K Odusina for the trust, the insightful discussion, offering of valuable advice, for your support during the whole period of the study, and especially for your patience and guidance during the research. I also acknowledge the contribution of my co-supervisor, Mr Shittu Sarafa. I would like to thank the members of the defense committee, Prof. P. O Ogunjunyigbe, Dr Oluwagbenga Adeyemi, Dr. Odusina, Dr. L.F.C. Ntoimo, Mr.S. B Shittu, Mr.B. I Babalola and Miss C.A. Alex-Ojei, for their excellent advices and detailed review during the preparation of this thesis.

Thanks to all my friends Mctoslat, Agbaks, Olowe, Mama K(Olamiji), Egg head, Ziggyjay, Shalewa, Victoria, Karrymat, Jadesola, Funmi, Govy for providing a good atmosphere in Oye and for useful discussions. My roommates, Adigun Ridwan and my neighbor ID Noble (Efuke po) thank you very much for making the atmosphere of our room as friendly as possible. Thanks to the winner's family in oye for their prayers and spiritual support.

I cannot finish without thanking my family. I warmly thank and appreciate my parents for their material and spiritual support in all aspects of my life. I also would like to thank my brothers and sister they have provided assistance in numerous ways. God bless you all

TABLE OF CONTENTS

Title Pages	i
Certification	ii
Dedication	iii
Acknowledgement	iv
List of Tables	
Table of Contents	v
Abstract	vi
Chapter One	
1.0 Introduction	1
1.1 Background to the study	1
1.2 Statement of the problem	3
1.3 Research Questions	4
1.4 Objectives of the study	5
1.5 Justification of the Study	5
Chapter Two	
2.0 Literature review	7
2.1. Meaning and Concept of Sex Education	7
2.2 Importance of Sex Education for Teenager	9
2.3 Factors Influencing Parental Attitude Towards Teaching of Sex Education	12
2.4. Different sources of sexual information	15
2.5 Theoretical Framework	21

2.6 Research Hypothesis	23
Chapter Three	
3.0 Methodology	24
3.1 Background of study	24
3.2 Population	24
3.3 Study Design	24
3.4 Study Size	25
3.5 Dependent Variable	25
3.6 Independent Variable	25
3.7 Sources of Data	26
3.8 Data Collection Method	26
3.9 Method of Data Analysis	26
Chapter Four	
4.0 Introduction	28
4.1 Analysis and Result	28
4.2 Discussion	36
Chapter Five	
5.0 Introduction	38
5.1 Summary	38
5.2 Conclusion	40
5.3 Recommendation	41
References	42
Appendix	48

LIST OF TABLE

TABLE		PAGE
TABLE 4.1	socio demographic characteristics of respondent	29
TABLE 4.2	Distribution of respondent by knowledge of sex education	30
TABLE 4.3	Distribution of respondent by their attitudes towards sex education in secondary schools	31
TABLE 4.4	Distribution of respondent by outcome of sex education	31
TABLE 4.5	Distribution of respondent by attitudes towards sex education and socio demographic characteristics	33
TABLE 4.6	Binary logistic regression model predicting attitudes towards sex education	35

ABSTRACT

The study investigated the attitude of parents towards sex education among secondary schools: a case study of Ijero Ekiti Nigeria. The study adopted ex-post facto research design. The population of study consisted of all parents in Ijero Ekiti who have children in any secondary schools in Ijero Ekiti. The instrument for the study was a questionnaire which was designed by the researcher and validated by my supervisor before its administration. Based on the data obtained and analyzed using SPSS and Stata which were presented in frequency distribution (univariate analysis), Chi-square (bivariate) and logistic regression (multi-variate), the multivariate analysis revealed that age and level of education of parents significantly influenced their attitudes towards sex education among secondary school students in Ijero Ekiti, Nigeria. The study indicated that the parents had positive attitudes towards sex education among secondary school students. It was therefore recommended that parents should be educated about the concepts and areas that seem not to gain approval especially in topics related to sexual issues and problems of young people.

CHAPTER ONE

1.0 Introduction

1.1 Background of the Study

Sex education simply refers to the systematic attempt to promote the healthy awareness in individual on matters of his or her sexual development, functioning, behavior and attitudes through direct teaching. Sex is a topic, which most people would not like to talk about. The Nigerian parents' attitude to sex is that the child will grow to know. In the home, when the child is present and parents are discussing issues about sex, even the adolescent child is kept away from sight. An inquisitive child who ventures to ask questions about sex is morally branded "a bad" child. Many societies and homes consider discussions of sexual issues as a taboo. In view of this, most parents find it too difficult, awkward and uncomfortable to discuss sex related issues with their children. Children are condemned when they mention a word referring to some sexual organ or act. Even the hands of babies are hit whenever they fondle with their sex organs. Due to this, throughout adolescence, the youth in the country learn about sex and sexuality in a variety of ways devoid, in most cases, of factual and empirical information and in secrecy (Powers and Baskin), 1969.

In traditional Nigerian setting, children are expected to obey their parents' instruction without asking questions. It is assumed that the best way to prevent sexual immorality among youth and young adults is by keeping them almost completely if not completely ignorant of sex and sexuality matters, sometimes until their marriage night. Some anxious parents might only mention one or some warnings about their daughter's first menstrual experiences, while for the boys it is total black-out. In some Nigerian homes most especially in a rural set up children are shy at times to ask questions about sex and sexuality and those who are brave enough to ask are often stigmatized

and constantly watched (Konwea Patience Esohe and Mfrekemfon PeterInyang 2015). Sex education is a comprehensive and systematic development program extending from infancy to maturity. It is planned and directed to produce social and moral desirable sexual attitudes practices and personal behavior. Secondary school students and adolescents have a right to obtain information on different aspects of sex education at the right time, as sex education is more than just having knowledge about sexual intercourse. It is to be incorporated in such a way that it helps adolescent to approach sex more meaningfully into the present and the future. It may either be imparted informally through books, magazines, media and websites or formally through sex education classes in schools and educational institutions. Most of the schools offer no sex education since it remains to be a highly controversial issue especially with respect to the right age at which the children should receive such kind of information and also the methods in which such information is passed to them. Wilhelm Reich commented that sex education of his time was a work of deception, focusing on biology while concealing excitement-arousal, which is what a pubescent individual, is mostly interested in. He added that this emphasis obscures what he believed to be a basic psychological principle that all worries and difficulties originate from unsatisfied sexual impulses (Sophie Borland, 2007). Dialard C (2001) illustrated in his research on a significant change of attitudes of parents towards sex education to their children. Efforts have been made by government, media houses, NGOS etc. to change parent's attitude toward sex education of students most especially in secondary schools. Early knowledge of consequences of premature sex may help students to protect themselves from abortion, sexually transmitted infections, etc. This study therefore seeks knowledge on the attitudes of parents towards sex education among secondary school students.

1.2 Statement of the Problem

The ignorance of sex and its associated problems is prevalent in and among secondary school students. The lives of students are shattered with the passing of incorrect information among themselves, they get misled by others. Today, the problems resulting from the lack of sex education to our youth are numerous. They are unwanted pregnancies, high incidence of sexually transmitted diseases, increased abortion and high rates of sexual promiscuity. All these have led to inability to concentrate, poor school performance, deterioration of mental health of students, high rate of school drop outs, and increase in illiteracy and over population. Consequently, the educational opportunity of Nigeria youth is greatly affected and this possesses a great loss to the society. Religious organizations view sex education as premature, dangerous and likely to lead to sexual promiscuity. To behavioral scientists, the introduction of sex education is proper and helps decrease sexual promiscuity. However, despite the increasing sexual problems, parents and schools are still not providing teenagers with proper knowledge of sex.

A growing proportion of youth not only initiates sexual intercourse at early ages, but also engages in multiple sexual partners for lack of information and education, hence a high incidence of illegally induced abortions. Moronkola and Fakeye (2008) reveal that sizeable number of youth have been sent out or shamefully and voluntarily withdrawn from school due to teenage pregnancy. The researchers further stated that many female adolescents may be engaging in unprotected sexual intercourse with attended health consequences because they lack knowledge and information. Parents, ought to communicate values about sexual behavior to their teeming population of adolescent. sex education is crucial to any civilized society no matter the status and people of that society. The advantages of sex education are immeasurable because the knowledge gained will contribute towards reducing reasonably or eliminating completely the escalation of the Acquired

Immune Deficiency Syndrome and other sexually transmitted diseases infections. Though there has been various scientific technological development like instances were deadly diseases have restrained to ravage the whole world now more than before, the role that the teaching of sex education could play in schools should not be ignored. As this is not expected to be so, people begin to wonder what type of sex education these children are having. Whether or not parents are alive to their responsibility which may be why the problem associated with children sexual behavior continued unabated becomes the problem of the present study to the extent that the present study is predicated on what the attitude of the parents is to what the teaching of sex education is in secondary schools. Where sex education is lacking, youths will be deprived of the knowledge of human reproductive system. There will be misused of sex for other things. There will be an increase in adolescent pregnancy.

1.3 Research Question

- 1) What are the attitudes of parents towards sex education among secondary school students in Ijero Ekiti, Nigeria?
- 2) Does parents sex influence their attitudes towards sex education among secondary school students in Ijero Ekiti, Nigeria?
- 3) Does educational attainment of parent influence their attitudes towards sex education among secondary school students in Ijero Ekiti, Nigeria?
- 4) What is the attitude of parents of different age groups towards sex education among secondary school students in Ijero Ekiti, Nigeria?

1.4 Research Objectives

General Objective

The general objective of this study is to examine the attitudes of parent towards sex education among secondary school students in Ijero Ekiti, Nigeria.

Specific Objectives

The specific objectives of the study are?

- 1) To ascertain the relationship between parent's sex and their attitude towards sex education among secondary school students in Ijero Ekiti, Nigeria.
- 2) To examine educational attainments of parents and their attitude towards sex education among secondary school students in Ijero Ekiti, Nigeria.
- 3) To ascertain the attitude of parents of different age groups towards sex education among secondary school students in Ijero Ekiti, Nigeria.

1.5 Justification of the Study

The study will also help the readers to understand that sex education does not lead to sexual promiscuity, but help provide possible solution in countering it. It is believed that through the findings, the various misunderstanding on the issue of sex education will be corrected. There can be nothing more detrimental to effective sex reduction than shame, embarrassment and untruthfulness on timidity about sex. It is also believed that the solution to the problems affecting

sex education will be achieved so that ideal sex education will be taught to our youths. Providing solution to the problems and misconception relating to sex education will go a long way in improving the health of every individual, academic performance, and standard of living. With the knowledge and not ignorance of sex education, youth will be in a better position to comprehend the challenges of growing up and the values of sex as well as its downfalls. The study will increase knowledge and deepen understanding of sex education. It will also help to ascertain the attitudes of parents towards the teaching of sex education in secondary schools.

CHAPTER TWO

Literature Review

2.0 Introduction

This chapter deals with the review of related literatures and or materials on the subject of this study. The review was done after a thorough exposition and exploration of avenues to identify literature related to the topic of investigation. Available relevant literatures were reviewed in the following order:

2.1 Meaning and Concept of Sex Education

Sexual education is an important component of overall health and wellbeing. It is a noteworthy constructive piece of individual wellbeing and solid living and it takes after that "sexual wellbeing training or sex education ought to be accessible to all as an essential part of wellbeing advancement and administrations (Oganwu, 2003). On a basic level, all including youth have a right to the information, inspiration/individual knowledge and abilities important to anticipate negative sexual wellbeing results (e.g. sexually transmitted contaminations including HIV/AIDS, spontaneous pregnancy) furthermore to improve sexual wellbeing (e.g., upkeep of regenerative wellbeing, positive mental self-portrait). So as to guarantee that adolescent are furnished with the data, inspiration/individual knowledge and aptitudes to secure their sexual and conceptive wellbeing, "it is basic that schools, in collaboration with parents, the group, advisors in schools furthermore medicinal services experts, assume a noteworthy part in sexual wellbeing instruction and advancement" (Oganwu, 2003). In the meantime, a few parents abstain from having a sex chat with their kids in light of their own sentiments of inconvenience about the theme. At the

point when parents do talk about sex with their kids, the discussion is regularly ailing in information or substance (Woody, Randall, and D'Souza 2005). The absence of information and the timing of it regularly makes kids swing to their associates or films for more information (Woody, Randall, and D'Souza 2005).). We as a general public have a more prominent resistance for sex proficiency (Herdt and Howe 2007). Today, more homes have PCs, satellite TV, even PDAs now have Internet access, and this access permits pictures of sex readily available. Any kid with access to the Internet, TV, motion pictures or music has entry to subjects including sexual substance (Feldmar 2011). Today, sex is utilized to offer a wide range of items, and youngsters are uncovered to such notices day by day. Until we break the cycle of regarding sex as a forbidden subject, we are putting our youth and ourselves off guard physically, rationally, inwardly, and as far as wellbeing is concerned (Herdt and Howe 2007). Without sex education, our childhood will find out about body picture, sexual states of mind, and solid relationship messages through the media and commercialization. This can be particularly dangerous for young girls, since the media generalizes young ladies as gorgeous sight, and young boys are indicated regarding the ladies as sexual articles that they have no passionate association with (Ferguson and Haugen 2010). Whenever sex education is not giving at home or in schools, media pictures are given the ability to shape adolescents' sexual understandings (Ferguson and Haugen 2010). young girls frequently need information about sexually transmitted diseases, contraception, and other sex related subjects. Somers and Surmann provided details regarding an overview that asked where high school boys and girls got their sex education. Results demonstrated that respondents gained more from companions than they did from relatives or schools (Somers and Gleason 2001, as referred to in Somers and Surmann 2005). All together for our kids to settle on educated choices, we should give them fair and useful solutions for their inquiries. parents can just give as much information to their

children as they have themselves or as much as they are happy with giving. In the event that adolescents are not given adequate information, they will look to get answers from elsewhere (Swisher 1994). Adolescents additionally utilize sites and magazines as extra wellsprings of data. In any case, these understudies felt they were ready to have discussions with companions and folks about sex (Turnbull and van Schaik 2010). Kirby (2008) summarized findings of studies examining the impacts of nine abstinence sex education programs and comprehensive sex education programs. He found that three of the nine abstinence programs were shown to resulting beneficial outcomes, including delayed sexual initiation, reduced sexual frequency, and reduced number of partners. The other abstinence programs reviewed did not have any positive effect on reproductive health behaviors of participants. Of the comprehensive sex education programs Kirby reviewed, he found that approximately two third of the programs had positive benefit including delayed sexual education and increased condom use, Kirby concluded that this review supports the expansion of comprehensive sex education but calls the continuation of abstinence only programs into question (D.B Kirby 2008)

2.2 Importance of Sex Education to Teenager

While sex education is already part of a number of Western Countries such as the United States, its implementation in Nigeria schools recently kicked up a massive discussion. However, the proponents of sex education in schools usually underscore the following benefits/advantages in support of their view. A well developed and implemented school-based sex education programs can effectively help young people reduce their risk of STI/HIV infection and unwanted pregnancy. In addition, it should also be emphasized here that an important goal of sexuality education is to

provide insights into broader aspects of sexuality, including sexual well-being and rewarding interpersonal relationships (Oganwu, 2003). Sexuality education programs that advocate abstinence until marriage are based primarily on religious beliefs that couples should not engage in sexual intercourse outside of marriage. The tenets of this approach to sexuality education are frequently defined in such a way as to imply that any violation of these precepts is immoral. Federal funding for abstinence-only education programs began in 1981 with the passage of the Adolescent Family Life Act. Early programs were designed to promote abstinence and self-discipline among adolescents. However, there was no clear definition of abstinence. Because intent of the program was to reduce the high rate of teen pregnancy, adolescents were told to abstain from vaginal sex. In addition, educators were not permitted to discuss contraception except in the context of failure rates for condoms, and there was little concern for the rigorous assessment of program effectiveness (Dailard, 2006).

Sex education provides young people with the information they need to understand their bodies and gender roles in positive ways. It is about better understanding of humanity, our reproductive rights and developmental changes such as puberty, menopause, aging, that could be experienced in the course of one's reproductive life. It provides a safety net for young people whose lives are already infiltrated by messages from the media that may not reflect core family values. Educating our young people about themselves sends a message of self-appreciation, self-esteem and highlights the fact that the change they are experiencing or would experience is indeed normal. Humans are curious animals and young people are exploratory as an expression of their intrinsic curiosity. Peer pressure and the media have enormous influence in the lives of the so called generation Y, and if we don't teach them about sex, somehow they would learn and maybe learn

in a way that may have devastating consequences. Some elements of the mass media - television, radio, magazines - are biased, ill-informed and may not portray accurate reflection of reality.

Sex education will serve as counter-insurgency to the war that has been declared against family values by mass media. Children are more likely to make better and more informed decisions when adequately educated, and parents will feel more confident knowing that their children are aware of the realities around their reproductive lives. Although most parents work hard to prevent their children from premature sexual relationships, the reality is that it still happens and could happen in spite of threats and intimidation. Educating the child on the importance of protection as part of safe sex routine may serve a higher purpose of preventing sexually transmitted infections. Pedus, Australia (2008).

Ariba (2000) & Emenike, (1981) show that there are many reasons why sexuality education should be taken seriously since our world today has become just a global village. Events occurring in parts of the world that were previously remote are now becoming instant influences on patterns of behavior in other parts. When these influences are negative, their impact on the recipient population could be catastrophic unless such population are well informed and have involved appropriate behavior to cope with such information. Through the media (both print and electronic and most recently the internet), and direct interaction with foreigners and visitors to other countries, the citizenry is becoming exposed to many sexuality problems. Adebayo, (1997) & Ariba, (2000) have shown that the increasing incidents of teenage pregnancies, STIs, HIV/AIDS, induced-abortions, sexual violence, harmful traditional practices (i.e. earl marriage, female genital mutilation) divorce and teenage prostitution have drawn the attention of health policy makers towards the need for more education in the area of adolescent reproductive health. It has been revealed by research conducted by the Association for Reproductive and Family Health (ARFH),

Ibadan that a lot of sexual behavior patterns and high risk reproductive practices are due to ignorance.

2.3 Factors Influencing Parental Attitude Towards Teaching of Sex Education in Secondary Schools.

Even if teachers are allowed to cover topics as sensitive as sex education, they may avoid them because they fear adverse community reaction; more than one-third such concerns have been reported. All in all, these pressures and limitations lead one in four teachers to believe that they are not meeting the students' needs for information. A similar percentage of fifth and sixth grade teachers who teach sexuality education believe that schools are not doing enough to prepare students for puberty or to deal with pressures and decisions regarding sexual activity.

Also, a year 2000 study by the Center for Disease Control and Prevention found that a significant proportion of health educators in secondary schools want additional training in the areas of pregnancy, STI and HIV prevention (Darroch, Landry & Singh, 2000). Most parents (65%) believe that sex education should encourage young people to delay sexual activity but also prepare them to use birth control and practice safe sex once they do become sexually active, according to interviews conducted for the (Kaiser Family Foundation,2000). In fact, public opinion is overwhelmingly supportive of sexuality education that goes beyond abstinence. Moreover, public opinion polls over the years have routinely showed that the vast majority of Americans favors broader sex education programs over those that teach only abstinence (Darroch, Ladry & Singh, 2000).

2.3.1 Factor of Religion

The most obvious thing about sex education in the churches is the great increase in the amount of sex education that is going on in many Protestant churches such as the Baptist and the Missouri Lutherans. The reasons for this increase are numerous. As already suggested it is believed that as a good gift of God, sex is to be accepted and affirmed as part of the good life. But with such a long history of rejecting sex as sin, the churches are mindful that they have many errors to correct and a lot of negative conditioning to overcome, and they are serious about doing an effective affirmative job now. Also, with so much confusion and uncertainty in the society regarding sexuality, churches are trying to find ways of helping persons develop ethical principles and discover guidelines for living as responsible sexual beings (Collins, 2000).

The results also showed a significant difference between male and female students' attitude towards sex education. However, the attitude of females seemed to be more positive and this may be due to their eagerness to understand and know about sex.

2.3.2 Educational Factor

Methodologies in fighting HIV/AIDS in ladies, men and young people Information and training projects are fundamental to battle the spread of the pestilence and to cultivate more noteworthy resistance for ladies, men and young people with HIV/AIDS. Powerful training can add to the limit of these people to ensure themselves against HIV contamination. The preparation project ought to be conveyed by trusted and regarded people like teachers, health specialists and instructors in tertiary and higher establishments of learning. Learning can advance wellbeing and anticipate diseases through behavioral change and aptitudes that diminishes dangers. As a previous

President of Nigeria, General Olusegun Obasanjo once commented, "instruction gives information and encourages attitudinal change" (National AIDS/STIs Control Programmes,2005). Meetings and workshops ought to be restrictively and seriously composed to expand mindfulness about HIV/AIDS, to reinforce overall endeavors to stop AIDS by highlighting the effect of HIV/AIDS on all persons particularly ladies, as a restorative issue, as well as it influences them as parental figures, wellbeing laborers, teachers and moms. Government ought to set out on more broad, concentrated, and managed open edification system

to instruct the people at all levels of the general public on the causes and counteractive action of AIDS and how to identify with casualties of AIDS. Such illuminations ought to cleanse mistaken superstitious convictions debilitate sexual wantonness and urge ladies to apply control over their sexual and conceptive lives.

Illumination ought to include legitimate regenerative instruction, examination of causes, counteractive action, and cure of feebleness and fruitlessness and reason for additional conjugal sex, sex and infidelity. Advising is expected to deal with bona fide reasons for alarm from unreasonable ones, since uneasiness and stresses influence wellbeing. Open social administrations ought to be given to ladies in need. Frequently the man is allowed to utilize accessible cash in the family to live well. Numerous ladies have no cash to bear the cost of an adjusted eating regimen, not to mention therapeutic consideration. Advising administrations ought to be accommodated zero-positive moms and their families. The individuals who might recommend that no exploration into sexuality ought to be led or that no open data about sexuality be distributed neglect to make this refinement amongst information and the utilization of learning. Stopping the stream of data would not take care of the issues in view of sexuality that are confronted in our culture; it may just increase them. What is required more than oversight of data about sexuality is some direction about

how to utilize the data got. The researcher can report his revelations and supply new information and data. Be that as it may, as a researcher, he doesn't make moral judgments about how those revelations are to be utilized. That is not the employment of the researcher. Making moral judgments, deciding how to utilize new bits of knowledge as God would have them utilized is the undertaking of the Christians.

2.4 Different sources of sexual information

2.4.1 Parent-to- child sexual education

Around the world, one of the responsibility of the family is to transmit its (family) cultural heritage from one generation to another and it is inside the family setting that the underlying and essential process of socialization happens similarly as sexual socialization is concerned (Du Toit and Van Staden 2005). It is in this way contended by The Henry J. Kaiser Family Foundation/ABC Television (1998) that when adolescents experience significant parental backing and feel associated with their parents, they are less inclined to start sex at an early age and engage in sexual relations less as often as possible. On the off chance that parents screen and administer their children fittingly, then those teens have less sexual accomplices than if their parents don't screen them. It is all around documented that the degree to which guardians are included and the way in which they are included in their children' lives are basic variables in influencing the inclusion of kids in sexual activity.

A study conducted among high school students in the United States of America revealed that children whose parents talk with them about sexual matters or provide sexual education or contraceptive information at home are more likely than others to postpone sexual activity and when

these adolescents become sexually active, they have fewer sexual partners and are more likely to use contraceptives and condoms than young people who do not discuss sexual matters with their parents, and therefore are at reduced risk for pregnancy, HIV and other sexually transmitted diseases (Blake, et al, 2001). Communication is an essential parents' skill, and when parents communicate their beliefs and values about sex, condoms and other forms of contraception, then under some circumstances this communication may affect sexual risk-taking. When parents have conversations with their children about sex and contraception well before their teens become sexually active, the conversations may delay the initiation of sex or increase the use of condoms or other contraceptives (Rabenoro, 2004). However, in some African societies like Kenya, especially in Nyanza province, sexuality is still a taboo subject that is rarely discussed between parents and children. Many adults fear that discussing sexuality with children will encourage sexual activity. Adolescents do not look to their parents and teachers as a source of accurate information on sexuality and adolescents said that although they would prefer to talk to their parents about sex, the major sources of information tend to be friends (FHI/IMPACT, 2000).

Additionally, Singh (2001) asserts that, when it becomes necessary to discuss sexual issues between parents and children, the significant discussion occurs in mother-daughter relationship and fathers seem to ignore their role in children's sexual education. The study also revealed parents' tendency to ignore their sons' sexual education. Thus, the same author suggests that open communication between parents and children through childhood, the pre-teen years, adolescence, and young adulthood can help lay the foundation for young people to mature into sexually healthy adults.

2.4.2 Sexual information between peers

Like the family, the peer group is a vital socialization agent. Arnett (2000) referred to by using Lefkowitz et al. (2003) observes that in the length that approximately spans a long time 18-24, the relationship with close friends can be mainly crucial, salient and influential due to the fact youths spend extra time engaged in equal sports with their friends than with adults and this gives them extra possibility to have face-to-face interactions than throughout different developmental stages. Newcomb (1996) asserted that teens in faculties or faculties in U.S. are in near physical proximity to each other. Proximity encourages consequently interplay and, in flip, the latter allows popularity of similarity in attitudes and behavior. moreover, the equal author counseled that teens speak extra overtly approximately their sexual attitudes and conduct and there is a strong fantastic courting between peers' sexual attitudes and sexual subjects are more mentioned between them. Many researchers asserted that students who communicate about sexual subjects greater often generally tend to experience more relaxed and open doing so. it's most viable that students who have greater experience speaking sex-associated topics with close friends becomes parents that sense maximum comfortable discussing these topics with sexual companions, and the experience of discussing those topics with friends also may also have crucial implication for future intimate relationships together with marital relationships as communication is a vital predictor of marital satisfaction and success (Bezuidenhout, 2004). A study conducted in Nigeria and Ghana to evaluate peer training programs applied in 9 groups showed that peer educators drastically growth understanding, self-efficacy, use of contraceptives, and willingness to buy contraceptives among target populace (Hershel. et al, 1998). however, Babalola (2004) maintained that not only is the peer group a number one source of information for sex education, it can additionally create

surroundings wherein peer pressure is exerted at the teen to indulge in intercourse due to the fact “every person does it” or due to the fact they do not want to “feel out of the group”. Peer recommendation regarding suitable sexual behavior is presumably an outcome in their personal sexual experience in or lack of such experience

2.4.3 Church- based sexual education

Religion is one of the factors to be taken into consideration affecting youth’s choices regarding sexual interest. according to Voydanoff & Donnelly (1990) referred to by using Deane (1999), religiosity is a crucial thing in differentiating teens who interact in early sexual act from those who put off such behavior. Low stages of religiosity are related to early sexual initiation. The more religious the individual, the extra vital the opinions of mother and father, friends and spiritual leaders and the much more likely they may be to perform in phrases of outside morality in terms of sexual behavior and to delay involvement (Netting,1992). similarly, Powell and Jorgensen (1985) in a study conducted in Iowa kingdom university argue that a church -based sexual education offers the advantages of providing more comprehensive sexual education, in that a framework is responsible for inspecting non-public responsibility and controversial issues.

However, religious secondary school students talk about sexual topics less frequently, but extra approximately abstinence than non-religious students, and feel less open and cozy talking approximately sexual problems with friends. extra spiritual students tend to be greater conservative in their attitudes and behavior about sexuality and this conservatism seems to generalize to their conversations with friends (Lefkowitz et al, 2004). it's very important to note that church doctrines

do no longer continually result in exchange the mind of younger people vis-à-vis sex. Mash and Kareithi (2005)

2.4.4 School's intervention in sexual education

It is extensively recognized that when a child enters primary school, he or she can spend extra time in school than some other until he/she finishes formal schooling. Rosen et al. (2004) noted that schools play a key position in imparting critical information on health human relations. educational systems in all societies in the world serve as a powerful socialization force for children in that they provide instructions in attitudes and values which include opposition, strength of will, fulfillment and conformity. The equal authors highlight that in Nigeria, schools proposes gender roles in its teaching programme while teachers are crucial role models and their very own conduct can have an impact on the students' development. schools may have diffused approach for supplying those messages to young people; for instance, through the use of sexist textbooks and gender-specific curricula and sports.

Traditionally, schools enact norms, values, and behavioral expectations that assist secondary school students reach instructional and social structures (Pascarella & Terenzini, 1991). further, those institutions are liable for giving youngsters the capabilities, attitudes, and knowledge bases which are required for adult's fulfillment in society (Mascarenhas & Higby, 1993; Parsons, 2003). schools and teachers "influence adolescents' social-emotional and behavioral improvement through organizational, social and academic strategies" (Mash and Kareithi, (2005). in keeping with FHI/effect, (2000) in Nigeria, the school has the greater impact on youth's information of sexuality. Many researchers conducted by Oshi et al. (2004) highlight the position of the school in

sexual education of younger people in saying that many societies understand the reproductive health threats facing youths especially HIV infection and unwanted pregnancy and see the schools as the perfect avenue for addressing such threats. schools are, however, concerned with upholding traditions and beliefs, consisting of the expectancy that younger people abstain from sexual act till marriage.

2.4.5 The role of media in youth's sexual education

Parents, peers, colleges and church's discussion with children about sexual issues are not the only channel of sexual education. Lots of research has been undertaken about the impact of the media on people (Bezuidenhout, 2004; Deane, 1999, Lefkowitz et al., 2004). young adults these days have more possibilities than before to get sexual information from radio, TV, newspapers, books, magazines, and many others. Sexually arousing cloth, whether it's on movie, in print or set to music, is freely available to some of young adults. Media studies indicates that media exposure among nowadays teens has reached report ranges (Siegel et al., 2001). The impact of both broadcast and print media has received a remarkable deal of attention in regards to consumer socialization research. Mass media, in particular television, is believed to be a critical socialization force in the consumer behavior development of children and teenagers. A study conducted on knowledge and attitudes towards of HIV/AIDS among female college students in Nagasaki, Japan, revealed that the main source of information about HIV/AIDS was the media, with TV/video rating first, accompanied by means of magazines, newspaper and radio. parents and friends were the least mentioned sources of facts (Maswanya et al., 2000:7). other research has additionally highlighted the function of media in sexual socialization. Temin et al. (1999:189) in their study on perceptions

of sexual conduct and expertise approximately STDs among youth in Benin city, Nigeria, determined that newspapers, magazines and posters have been the most common sources of records on STDs for young human beings, observed intently via radio, T.V and film. A study conducted through Brown et al. (2001) on youngsters in secondary schools in Buenos Aires, Argentina, discovered that the mass media are the foremost source of data on HIV/AIDS, even though interestingly, this isn't necessarily the case regarding other factors of sexual health. The equal situation became additionally highlighted by using a look at executed in Uganda on adolescent sexual and reproductive fitness, which revealed that 35% of the young people indexed radio as the maximum common supply of records, 13% indexed newspapers and 12% mentioned scientific facilities (Korukiko & Ampaire, 1999)

2.5 Theoretical framework

The primary socialization theory

One of the frameworks of this studies is grounded in the primary socialization theory which according to Oetting and Donnermeyer, (1998) looks at family, peer groups and school as the major sources of sexual education for adolescents. The number one socialization theory also sees media as one of the primary sources of sexual schooling for kids in that it says that the primary socialization agents that play an enormous function in consumer socialization consist of parents, peers, schools and Media (Bush, Smith, & Martin, 1999). those agents have an effect on the psychological, emotional, and understandings of younger humans as they turn out to be agent in the market (Moore, Raymond, Mittelstaed & Tanner, 2002). Their influence extends to precise consumer abilities together with product choice, brand evaluation, rate evaluation, attitudes

towards merchandise and brands (John, 1999; Moore et al., 2002). research indicates, but, that the relative effect of these socialization agents (mother and father, friends, schools, and mass media) can trade, specifically because as the young person's ages and matures (Clark, Martin, & Bush, 2001).it's been evidenced by (Oetting & Donnermeyer, (1998) that even as any of those businesses (school, own family and friends) are capable of transmitting each prosocial and deviant norm, own family and college are visible as being normally prosocial and peer businesses carrying the principle chance of transmitting deviant norms. Peer agencies, in keeping with the above authors, form the ultimate number one socialization group, and feature the greatest effect on those alienated from the first two corporations. but, within the case of sexual education for teens in some societies, parents, schools, and media who have been anticipated to be the primary source of sexual information on youths can be probable because of many reasons. In fact, this theory does now not don't forget the differentials in socioeconomic development of societies. it's far usually known that in some developing countries, the literacy level is still low, and plenty of children do no longer attend school or drop it out early for unique motives. similarly, it is apparent that during those societies, media such as TV, radio, newspapers, film, books, and so forth. are probably to be in existence or inadequate due to rampant poverty, high charge of illiteracy and absence or shortage of applicable infrastructure. In such societies, faculty and media are therefore not likely to be the primary socialization agents.

2.6 RESEARCH HYPOTHESIS

H0: There will be no significant relationship between attitude of parents and the selected socio-demographic characteristics of the respondents.

H1: There will be a significant relationship between attitude of parents and the selected socio-demographic characteristics of the respondents.

CHAPTER THREE

3.0 METHODOLOGY

3.1 Background of study area

The research was carried out in Ijero Ekiti which is a town in Ekiti state Nigeria. Ijero Ekiti is the headquarters of Ijero local government area since 1976. She has other component town under her control such as Ijurin Ekiti, Ikoro Ekiti, Iroko Ekiti, Ayegunle Ekiti, Ipoti Ekiti, Iloro Ekiti, Temidire Ekiti, Ilukuno Ekiti and others are Epe Ekiti, Ara Ekiti, Araromi Ekiti, Oke Oro Ekiti, and Odo Ow a Ekiti. The main language spoken by the indigenes of Ijero Ekiti is Ekiti dialect and the Yoruba language. Ijero Ekiti has the presence of both federal and state in the local government such as Telecommunication Center, Mobile Network Station, Power Holding Company of Nigeria (PHCN), police command, specialist hospital, factory, sawmill, bakeries, filling station (both mega and privately owned) banks and schools (primary, secondary and tertiary institutions such as School of Health Technology, Ekiti State Cooperative College and Government Technical College Ijero Ekiti.

3.2 Population of the Study

The population for this study comprised all the parents of the students in all the selected government secondary schools in Ijero Ekiti.

3.3 Sample Design: The study was descriptive cross sectional and involved the use of questionnaire to obtain information on the attitudes of parents towards sex education among secondary school student in Ijero Ekiti, Nigeria.

3.4 Sample size

The study utilized a sample of 200 male and female parents (100 males and 100 females).and the respondent was selected by asking if the respondent has a child in any secondary schools in Ijero Ekiti, Nigeria

3.5 INDEPENDENT VARIABLES

The Independent variables are measured as follows:

Age of respondent: This is a nominal variable, it will be measured using the grouped age of respondents in age group 20-29 ,30-39 ,40-49,50-59 and 60-69

Sex of Respondent: This comprises of male and female parent

Level of Education: This a categorical variable divided into five categories; Junior primary, Senior primary, Junior secondary, Senior secondary, College and University

Religion: This measured in three categories; Christian, Islam, Traditional.

Wealth Index: This a categorical variable divided into three categories; Poor, Middle, Rich.

Ethnicity: This measured in four categories; Yoruba, Igbo, Hausa and others

Occupation: This measured in three categories: public worker, self-employed, artisan

3.6 DEPENDENT VARIABLE

Sex education

3.7 SOURCES OF DATA

Primary data were used for the study. To achieve the purpose of this study, a questionnaire was developed that contained thirty (24) statements in four sections. Section A statements on personal information, section B statements on knowledge of sex education, section C statements attitudes of parents towards sex education, section D statements on parental opinion about sex education.

3.8 DATA COLLECTION METHODS

Data collection in this study used self-administered pre-coded questionnaires developed from review of relevant recent literatures. The questions will be written in English language the appropriateness of format and wording of the questionnaire will be also designed in a way to make the questions easy to understand for the respondents.

3.9 METHOD OF DATA ANALYSIS

After retrieving all the questionnaires, the information supplied by the respondents was checked for inconsistencies. Where there were open-ended questions, responses will be categorized and re-coded.

Data analysis was carried out using Statistical packages for social sciences (SPSS) version 20 For this study, Univariate, bivariate and multivariate analysis was done to achieve the objectives of the study. The association between the dependent variable (male reproductive challenges) and the socio-demographic characteristics was examined using the odds ratio at P-value of <0.05 and 95% confidence interval.

At the Univariate level of analysis, the frequency and percentage distribution of selected respondents' background variables was generated. Bivariate analysis was done using chi square

test. Chi-square test of statistics was used to test for the relationship between socio-demographic characteristics on the outcome variables (male reproductive health challenges). Socio-demographic factors that were significantly associated with male reproductive health challenges at the bivariate level will be further used in multivariate level of analysis.

For the multivariate analysis, the logistic regression was used to highlight factors associated with dependent variable (sex education) and other selected socio demographic data.

CHAPTER FOUR

4.0 Introduction

The purpose of the study was to assess parents "attitude towards the teaching of sex education in secondary schools in Ijero Ekiti State Nigeria". To achieve this purpose, a total of 220 copies of questionnaire were distributed, and 99.7% response rate was achieved. The data collected were statistically analyzed, the results of which are presented and discussed in this chapter.

4.1 Results

The demographic characteristics of respondents include age, sex, marital status, number of children, level of education, religion, occupation, ethnicity used for the study.

UNIVARIATE ANALYSIS

The table below showed that 25 (11.4%) of the respondents fell within the age range of 60 – 69 years, (16.8%) were between 50 – 59 years of age and (29.1%) were within 40-49 years, (33.6%) were between 30-39 years of age, and only (9.1)) were in the range of 20-29. In second column, 50% male and 50% female this is as a result of the sample size being implemented, 110 males and 110 female making a total of 220 sample. The third column contained data on marital status of the respondents, (85.5%) are married, (17.4%) are divorced while (3.6 %) are widow/widower, (1.8%) are single and (1.8%) are separated. showed that most of the respondents, (29.5%) had 3 children. This may be because many people in the country have realized the socio-economic benefit of having a sizeable number of children. (28.2%) had 2 children, (19.1%) has 4 children, (11.8%) has 1 child each and this mostly composed of the single parent, (9.1%) has 5 children, (1.4%) has 6 children and (9%) has 7 children each. Most of the respondent have at least 16 (7.3%) primary education while more parents are categorized in post-secondary education 114 (51.8%) this is as a result of the college of education which is located in the community (Ijero health tech). It was

discovered that in the 220 respondent there were more Christians (87.7%) in Ijero community when compared to other religion which were 12.27%. Majority of the respondent were Yoruba (94.09%) and not less than 1% were in other Ethnic group.

4.1: SOCIO DEMOGRAPHIC CHARACTERISTICS OF RESPONDENT

CHARACTERISTIC	FREQUENCY	PERCENTAGE
AGE		
20-29	20	9.09
30-39	74	33.64
40-49	64	29.09
50-59	37	16.82
60-69	25	11.36
Total	220	100.00
SEX		
MALE	110	50.00
FEMALE	110	50.00
Total	220	100.00
MARITAL STATUS		
SINGLE	16	7.27
MARRIED	188	85.45
DIVORCED/WIDOWED/SEPERATED	16	7.28
Total	220	100.00
NUMBER OF CHILDREN		
<4	195	84.64
>4	25	15.36
Total	220	100.00
LEVEL OF EDUCATION		
NO FORMAL EDUCATION	7	3.18
PRIMARY EDUCATION	16	7.27
SECONDARY EDUCATION	61	27.73
POST SECONDARY EDUCATION	114	51.82
OTHERS	22	10.00
Total	220	100.00
RELIGION		
CHRISTIAN	193	87.73
OTHERS	27	12.27
Total	220	100.0
OCCUPATION		

PUBLIC WORKER	121	55.00
SELF EMPLOYED	70	31.82
ARTISAN	15	6.82
OTHERS	14	6.36
Total	220	100.00

ETHNICITY

YORUBA	207	94.09
OTHERS	13	5.9

SOURCE: AUTHOR'S FIELD SURVEY (2016)

In the tables below most of the respondent in this study have knowledge of sex education 91.1% while 8.6% have never heard of sex education, just 75% approved the teaching of sex education secondary schools and 24.5% disapproved it. some the parents in the study thinks sex education corrupt a child 41.8% while majority disagrees with it 52% and just some are indifferent about the issue 1.8%.

4.2 DISTRIBUTION OF RESPONDENT BY KNOWLEDGE OF SEX EDUCATION

Have you ever heard of sex education?

	Frequency	Valid percent
YES	201	91.4
NO	19	8.6
Total	220	100.0

4.3 DISTRIBUTION OF RESPONDENT BY THEIR ATTITUDES TOWARDS SEX EDUCATION IN SECONDARY SCHOOLS

Do you approve the teaching of sex education?

	Frequency	Valid percent
Approve	166	75.45
Disapprove	54	24.55
Total	100	100

4.4 DISRIBUTION OF RESPONDENT BY OUTCOME OF SEX EDUCATION
Do you think sex education corrupts a child?

	Frequency	Valid percent
YES	92	41.8
NO	115	52.3
DON'T KNOW	9	4.1
INDIFFERENT	4	1.8
Total	220	100.0

SOURCE: AUTHOR'S FIELD SURVEY (2016)

Most of the respondent in this study have knowledge of sex education 91.1% while 8.6% have never heard of sex education, just 75% approved the teaching of sex education secondary schools and 24.5% disapproved it. some the parents in the study thinks sex education corrupt a child 41.8% while majority disagrees with it 52% and just some are indifferent about the issue 1.8%.

SOCIO-DEMOGRAPHIC CHARACTERISTICS AND ATTITUDES TOWARDS SEX EDUCATION AND SOCIO DEMOGRAPHIC CHARACTERISTICS

Socio demographic characteristics of parents by their attitudes are examines. table 4.5 revealed attitudes of parents towards sex education among secondary school students in Ijero Ekiti, Nigeria. From the table, majority of parents with age group (30-39) had approve the teaching of sex education among secondary school student (39.16%), 52.41% of male parents approved sex education, also 87.35% of parents who are married had approved of sex education, parents who had <4 children had approved of sex education 93.39%, 59.64% of parents who had post-secondary school education had approved of sex education among secondary school students, parents who

are Christians had approved sex education(87.35)% and parents who are public workers had approves sex education among secondary school students.

4.5 DISTRIBUTION OF RESPONDENT BY ATTITUDES TOWARDS SEX EDUCATION AND SOCIO DEMOGRAPHIC CHARACTERISTICS

SOURCE: AUTHOR'S FIELD SURVEY (2016)

Category	Yes	No	Total	X ² p value
Age				X ² =511.4131
20-29	18(10.84)	2(3.70)	20(9.09)	P=0.000
30-39	65(39.16)	9(16.67)	74(33.64)	
40-49	52(31.33)	12(22.22)	64(29.09)	
50-59	23(13.86)	14(25.93)	37(16.82)	
60-69	8(4.82)	17(31.48)	25(11.36)	
Total	166(100)	54(100)	220(100.00)	
Sex				
Male	87(52.41)	23(42.59)	110(50.00)	X ² = 1.5707
Female	79(47.59)	31(57.41)	110(50.00)	P=0.210
Total	166(100)	54(100)	220(100)	
Marital status				
SINGLE	13(7.83)	3(5.56)	16(7.27)	X ² =6.1718
MARRIED	145(87.35)	43(79.63)	188(85.45)	P=0.046
DIVORCED/WIDOWED AND SEPERATED	8(4.81)	8(14.81)	16(7.28)	
TOTAL	166(100.00)	54(100.00)	220(100.00)	
Number of Children				
<4	155(93.39)	40(74.08)	195(88.64)	X ² =15.0674
>4	11(6.61)	14(25.92)	25 (11.36)	P=0.000
Total	166(100)	54(100.00)	220 (100.00)	
LEVEL OF EDUCATION				
NO-FORMAL EDUCATION	5(3.01)	2(3.70)	7(3.18)	X ² =43.0293
PRIMARY EDUCATION	3(1.81)	13(24.07)	16(7.27)	P=0.000
SECONDARY EDUCATION	39(23.49)	22(40.74)	61(27.73)	

POST SECONDARY EDUCATION	99(59.64)	15(27.78)	114(51.82)	
OTHERS	20(12.05)	2(3.70)	22(10.00)	
Total	166(100.00)	54(100.00)	220(100.00)	
RELIGION				
CHRISTIAN	145(87.35)	48(88.89)	193(87.73)	$X^2=0.0897$
OTHERS	21(12.65)	6(11.11)	27(12.27)	$P=0.765$
Total	166(100.00)	54(100.00)	20(100.00)	
OCCUPATION				
PUBLIC WORKER	101(60.84)	20(37.04)	121(55.00)	$X^2=9.5726$
SELF EMPLOYED	45(27.11)	25(46.30)	70(31.82)	$P=0.008$
OTHERS	20(12.04)	9(16.67)	29(13.18)	
Total	166(100.00)	54(100.00)	220(100.00)	
ETHNICITY				
YORUBA	156(93.98)	51(94.44)	207(94.09)	$X^2=1.0161$
OTHERS	10(6.02)	3(5.56)	13(5.91)	$P=0.899$
Total	166(100.00)	54(100.00)	220(100.00)	

SOURCE: AUTHOR'S FIELD SURVEY (2016)

The multivariate analysis showed varied levels of significant. Using the logistic regression analysis, the table above shows: Significant level ($p<0.01\%$), Significant level ($p<0.05\%$), Reference category(RC) and Odd ratio (OR).

From the table below the age group 20-29 is categorized as the reference category, parents in age group 60-69 (OR= 34.89568, $P= 0.002$) are more likely to disapprove of sex education in secondary schools than parents in age group 20-29. On the other hand, parents with age group 30-39(OR= 1.399628, $P=0.732$) are less likely to disapprove of sex education in secondary school student. Sex is not a significant predictor of the approval of sex education. The male sex of the respondent is taken as the reference category; female parents are more likely to disapprove of sex education (OR=.8342675, $P= 0.671$) than male parents who are categorized in the reference category. More so when looking at the marital status of parents, it was shown that parents who are

married were less likely to disapprove of sex education among secondary school students (OR=.3292522, P= 0.186)

The level of Education is a significant determinant of the attitude of parents towards sex education in secondary schools, taking No Formal Education as the reference category, parents with Primary education are more likely to disapprove sex education in secondary schools (OR= 63.62858, P=0.001) than other levels of education, while on the other hand parents with post-secondary education i.e. university and polytechnic (OR=1.227949, P= 0.845) are less likely to disapprove sex education among secondary school students. Also parents who had more than 4 children were less likely to disapprove sex education among secondary school students (OR=1.626692, P =0.446) than parents who had less or equal to 4 children. Parents who are categorized under others (Muslims and traditional) are more likely to disapprove sex education among secondary school students (OR=.8593009 P=0.806, than parents who are Christians. Occupation also shows that parents who are self-employed are more likely to disapprove sex education among secondary school students (OR= 1.605251, P= 0.319) than parents who are public workers. Parents who are others (Igbo, Edo) are more likely to disapprove of sex education among secondary school students (OR=3.71695, P=0.104), than parents who are Yoruba and this is as a result of the location of the study.

4.6 BINARY LOGISTIC REGRESSION MODEL PREDICTING ATTITUDES TOWARDS SEX EDUCATION

Do you approve	ODD RATIO	P>Z	95% CONF.	INTERVAL
of sex education				
AGE				
20-29	1.0(RC)			
30-39	1.399628	0.732	.2039851	9.603441
40-49	2.847977	0.304	.3864954	20.98596

50-59	9.835312	0.031	1.229584	78.67161
60-69	34.89568	0.002	3.725432	326.8636
SEX				
MALE	1.0(RC)			
FEMALE	.8342675	0.671	.3616779	1.924371
MARITAL STATUS				
SINGLE	1.0(RC)			
MARRIED	.3292522	0.186	.0634056	1.709738
DIVORCED/WIDOWED AND SEPERATED	1.705226	0.608	.221631	13.11999
NUMBER OF CHILDREN				
<4	1.0(RC)			
>4	1.626692	0.446	.4649311	5.691442
LEVEL OF EDUCATION				
NO FORMAL EDUCATION	1.0(RC)			
PRIMARY EDUCATION	63.62858	0.001	4.949351	818.0055
SECONDARY EDUCATION	5.515408	0.111	.6764971	44.96654
POST-SECONDARY EDUCATION	1.227949	0.845	.1571649	9.594114
OTHERS	1.491439	0.768	.1051245	21.15958
RELIGION				
CHRISTIAN	1.0(RC)			
OTHERS	.8593009	0.806	.2554069	2.891066
OCCUPATION				
PUBLIC WORKER	1.0(RC)			
SELF EMPLOYED	1.605251	0.319	.6327218	4.07261
OTHERS	2.274506	0.169	.7056844	7.331009
ETHNICITY				
YORUBA	1.0(RC)			
OTHERS	3.71695	0.104	.7643562	18.07497

SOURCE: AUTHOR'S FIELD SURVEY (2016)

Test of Hypothesis

In this section the hypothesis earlier stated in study was tested, using chi square statistical method of analysis.

Decision

The chi-square test revealed that there was a significant relationship between the attitudes of parents towards sex education among secondary school students and the selected sociodemographic characteristics of the respondents. This implies that age, sex, educational attainment of the mother and the father were significantly related with attitudes of parents towards sex education among secondary students. Therefore, will reject the null hypothesis and fail to reject the alternate hypothesis.

4.2 DISCUSSION

It is gratifying to note that majority of the parents in this study had a positive attitude to sex education in secondary schools, this result did not come as a surprise because a lot of work had been done to convince the populace about the reality of high incidence of HIV/AIDS and rape in the society. The findings agreed with that of Adegboyega and fabiyi(2004) in which majority of the parents in Ondo state had a positive attitude towards the introduction of sex education to schools. It is noted that the people of Ijero Ekiti were sensitized by the incidence of rape in their society which in turn urged them to be more sexually responsible. So instead of trying to deter or frightening young people away from having sex it is better to work on their attitudes, beliefs and develop skills in them that will enable them to choose whether or not to have a sexual relationship taking into consideration the potential risks of any sexual activity. The above has gone a long way to vindicate Egwu (2005), Ogunjimi (2009) and Adegboyega and fabiyi (2004), On their views in respect immediate advantages that are of importance towards the student's education. This study also contradicts that of Durojaye (2002) and Essen (2004) discoveries that sex education was

introduced in schools because parents have refused to give their wards the information they need about sex, which assist the adolescent to finding well in the society, and people who provide sex education have their own attitude and beliefs about sex but it's important they do not let these influence the sex education they provide negatively. Some parents believe that young people should not sex until they are married, but this does not imply withholding important information about safer and contraceptive. It also implies that the level of understanding of the subject matter is not the same for both parents. To support this, Microsoft Corporation (1993), 2003) broadly defines sex education as any instruction in the processes and consequences of sexual activity ordinarily given to children and adolescents.

The study revealed that parents with post-secondary school education have a favorable attitude toward sex education as a result of their in-depth knowledge about the issue. The developed attitude could be classified as either positive or negative in orientation. In relation to this, Krenzy (2002) states the major determinants of attitude formation as the individual wants, information, group affiliation and personality. An individual develops a favorable attitude towards people who satisfy his wants. Tyler (2009) asserts that one importance of attitude is that it arises from the fact that it has strong influences upon behavior and also strongly influences the kinds of satisfaction and values the individual chooses. The null hypothesis is therefore rejected.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The study was aimed at assessing parental attitude toward the teaching of sex education in secondary schools in Ijero Ekiti, Nigeria. The main themes were identified and discussed and the necessary statistical analyses were conducted, this chapter therefore contains the summary of findings, conclusion and recommendations by the researcher.

5.1 SUMMARY OF FINDINGS

The attitude of parents towards the teaching of sex education in school has been a matter of serious concern and this is affecting the dissemination of vital information the absence of which has led to the spread of sexually transmitted infections, unwanted pregnancy as well as the spread of HIV and AIDS. It is against this background that the study was set out to assess the attitude of parents towards the teaching of sex education in secondary schools in Ijero Ekiti state, as children, parents received their information about sex from their school and friends, and very little from their own parents.

In order to know the attitudes of parents various analysis was conducted starting from the univariate analysis which was used to ascertain the frequency distribution of age in which respondent mostly fell within the age range of 30-39(33.64%) and the respondent which answer least were within age 20-29(9.09%), male and female respondent were of the same percentage (50%) as a result the sample size and technique used in the survey, the marital status of the

respondent fell mostly within the married parents (85.45%) and the least respondent fell within the widowed and separated (1.82%), the number of children in which majority of the parents had were 3(29.55%), most parent had post-secondary school education (51.82%) . And a few number of parents had no formal education (3.18%), Also 87.3% were Christians, 55% occupation of parents was public worker and there were 94% Yoruba's in Ethnicity in the socio-demographic variables. 91.4% parents had knowledge of sex education while 8.6% had not heard of sex education. 75.4% were of the opinion that sex education should be approved and 24.5% disapproved. 41.8% thinks sex education corrupts a child, 52.3% does not agree, 4.1 % had no idea and 1.8% was indifferent. The major findings from the study shows that 76% of the respondent approved of sex education in secondary schools, while 25% of them disapproved sex education in secondary schools in Ijero Ekiti. Also, more than half of the parent's had knowledge about sex education (91%) while 8.6 % have no knowledge of it.

The chi square test shows that there was no significant relationship between sex of the respondent and attitudes of parents towards sex education. This implies that sex do not affect the attitudes of parents, it also revealed that there was a significant relationship between age-group and the attitudes of parents which depicts that the Parents in age group (30 -39) were more likely to approve of sex education in secondary schools in Ijero Ekiti, than parents in other age group. the logistic regression also disclosed a significant likelihood relationship between level of education of respondent and the attitude of parents towards sex education among secondary school students. parents with Primary education are more likely to disapprove sex education in secondary schools (OR=45.04652, P=0.002) than other levels of education. Meaning that parents who are more educated are more likely to have a positive attitude towards sex education in secondary schools than parents who are not educated.

Lastly the data collected was analyzed using the statistical package for social science (SPSS) and Stata. The data was tabulated into frequency distribution tables and percentages. The scores were then subjected to Chi-square and logistic regression analysis in order to test the hypotheses of the study to find differences between the respective variable. The probability level was taken at 0.05.

5.2 Conclusion

It has been established from the findings of this study that parents in Ijero Ekiti have positive perception towards sex education, and that the best person that they can discuss sex related issue with is their children. Parents are therefore expected to effectively handle the concept of sexuality education with all passion in order to achieve the aim of sex education among adolescents in secondary schools. On the basis of the result and in view of the analysis of the study, the following conclusions are drawn.

1. The attitude of parent towards teaching of sex education in secondary schools was positive.
2. sex does not influence parents' attitude towards the teaching of sex education in secondary schools in Ijero Ekiti state.
3. Age difference did influence parent's attitude towards teaching of sex education in secondary schools in Ijero Ekiti state.
4. Level of education did influence the teaching of sex education in secondary schools in Ijero Ekiti state.

5.3 Recommendations

There is need to educate parents about the concepts and areas that seem not to gain approval especially in topics related to sexual issues /problems of young people. Thus ensuring that they have better understanding and support the teaching of these areas. This will make it possible for students who are experiencing sexual health problems to get help. It is also necessary for the Government to train and employ guidance counselors, health education teachers and nurses in schools to teach sex education.

There is also need to include or allow young people or students themselves in the developing and providing sex education as the practice can serve as a means of ensuring the relevance and acceptability what is provided. Hence it has been recommended that there is need to consult with young people at the point where programmes are designed as this will help to ensure that they are relevant to their needs.

References

- Adeyemo, J.B. (1995). Family Life Education. *Nigeria School Health and Sex Journal Page* , Page 10 – 15.
- Ariba, T. (2002). Health Education for Elementary. *Schools Health Review*, 23 – 26. .
- Adebajo, T.A. . (1997). Approach to Health Instruction. *Journal of Nigeria School Health Association* , 6 (1 & 2).
- Action Health Inc, (2003) *Comprehensive sexuality education*, Trainers resource material: Lagos; AHI.
- Adepoju, A. (2005) *Sexuality and life skill education*. London: Pen Press Publishers.
- Adegboyega JA (1986). "AIDS and implications in the developing countries". *True Health journal*, Lagos: Vol. 4, No. Vi, pp. 14-16.
- Adegboyega JA, Fabiyi AK (1994). Sex education for early adolescents: Parents perception, Osun State J. *Phy. /Health Edu. Recreation*. Vol.2, No. 2, pp. 27-36.
- Akingba JB (1971). *The Problems of Unwanted Pregnancies in Nigeria today*. Lagos: University of Lagos Press.
- American School Health Association 2007. *Compendium of Resolutions, Governing Council Action and Position Papers*, Kent, Ohio.
- Abdu, A. (2006). . (1986)). *Sex Education in School, Social for higher education students*. .Kaduna: Sunjo publishing Co. Ademuwagun, Z.A. & Odutan.

- Awotunde, P.O. & Ugodulunwa, C.A. (2004). *Research Methods in Education*. *os: Fab Anieh (Nig) Ltd.*
- Briggs, L.A. (1994). Secondary School teachers opining about contraceptive practice and pregnancy among school girls in Port-Harcourt, Nigeria: Implications for family planning programme. *Malays Journal of Reproductive Health*.
- Bello, J.Y. (1981). *Basic Principles of Teaching*. Ibadan: Spectrum Books Limited.
- Burt, J.J. & Meeks, L.B. (1975). *Education for Sexuality: Concepts and programmes for Teaching*. Philadelphia: W.B. Sanders Coy.
- Ciray, G. . (1993). *Recreation and attitude of mind school practice* St. Louis times Musby Company Nigeria.
- DiClemente R.J, Wingood G.M, Crosby R.A.et al . (2002). Sexual risk behaviors associated with having older sex partners:. *a study of black adolescent females*, 29: 20-24.
- Darroch J.E, Landry D.J, Oslak S. (1999). Age differences between sexual partners in the United States. *Fam Plann Perspective*, 31:160-167.
- Isley M.M, Edelman A, Kaneshiro B, et al. (2010). Sex education and contraceptive use at coital debut in the United States: results from Cycle 6 of the National Survey of Family Growth. *Contraception* 20, 82:236-242.
- Jones J.M, Toffler W, Mohn J.K, et al.:. (jan 1999). The declines in adolescent pregnancy, birth and abortion rates in the 1990s, *Jk journal on adolescent*.

- Jordan D. (1941). Attitude of central school pupils to certain subjects and the correlation between Attitude and attainments. *British Journal of Education Psychology*.
- Kirby, D. (2002). Do abstinence-only programs delay the initiation of sex among young .
- Kohler P.K, Manhart L.E, Lafferty W.E. . (2008). Abstinence-only and comprehensive sex education and the initiation of sexual activity and teen pregnancy. *J Adolesc Health* , 42:344-351.
- Lepkowski J.M, Mosher W.D, Davis K.E, Groves R.M, VanHoewyk J. The 2006–2010 National Survey of Family Growth: Sample Design and Analysis of a Continuous Survey .Hyattsville, MD: *NationalCenter for Health Statistics*, 2010.
- Lindberg L.D, Ku L, Sonenstein F. Adolescents' reports of reproductive health education, 1988 and 1995. *Fam Plann Perspect* 2000;32:220-226.
- Laumann, E. O. (The social organization of sexuality: *Sexual practices in the United States*). Chicago: University of Chicago.
- Money, J. & Ehrhardi, A. (1973). A man and woman. Boy and Girl, Baltimore. *Johns Hopkins University Press*.
- Mueller TE, Gavin LE, Kulkarni A. . (2008). The association between sex education and youth's engagement in sexual intercourse, age at first intercourse, and birth control use at first sex. *J Adolescent Health*, 42:89-96.
- Mench, B.S., Bruce, J., & Greene, M.E. (1998). *The Uncharted Passage: Girls' Adolescence in the Developing World*. New York, Population Council.

- Moronkola, O.A., & Fakeye, J.A. (2008). Reproductive Health Knowledge, Sexual Partners, Contraceptive and Motive for Premarital Sex among Female Sub-Urban Nigerian Secondary Students in International Quarterly Community Health Education. *Journal of Policy and Applied Research*, 229-238.
- Moronkola, O.A., & Idris, O.M. (2000). Sexual Health Knowledge, Determinants of Sexual Behaviour and use of Contraceptive among Female Secondary School Students in Ibadan. *Nigeria School Health*, 12, 27 - 35.
- Mturi, A.J. (2000). *Adolescent Sexual Behaviour and Reproductive Health in Lesotho: A Case Study of Selected Areas*. Study Report Submitted to the Union for African Population Studies (UAPS), Dakar, Senegal.
- National Guideline Task Force (1996). Guideline for Comprehensive Sexuality Education in Nigeria, School Age to Young Adulthood. *Action Health Incorporated*, Lagos, Nigeria.
- Netting, N.S. . ((1997)). *Exploring commitment love and sex among college students*. Okagan University College, Kelown British Columbia: Unpublished manuscripts.
- Oladapo, M.M. & Brieger, W.R. ((1997).). Reproductive knowledge, attitude and behaviour of secondary school students in Akure. *Nigeria a international quarterly of community health education* , 341 – 358.
- Ojo, O.D. & Fasuba, O.B. (2005). Adolescents sexuality and family life education Sough Western Nigeria: Responses from focus group discussion. *Journal of Social Science*. 10(2). 111-118. Retrieved on 2nd September, 2011 from www.Krepubhers.com/oe-journals/j.

- Okpo, S.A. (2008). *Fundamentals of Research Methodology*. Abuja: Saok Consults.
- Omale, A. (2011). Trends and Issues in effective teaching of family life and sex education in Junior Secondary School social studies in Dekina L.G.A of Kogi State. An Unpublished thesis in the Department of Social Science Education, Faculty of Education, University of Jos.
- Peters, H. & Powers and Baskin (2002 & 1969). Theories Related to teaching. *Nigeria Schools Journals*, Vol. 1 Page 10 – 15. .Planning Perspectives. ((2007)). Vol. 3 Pg. 6 – 10. .
- Robin, L. R. (2002). Research findings on programmes to reduce teen pregnancy. *Journal of Health*, pg 72:3.
- Robert R: . (8 Apr. 2002). The Effectiveness of Abstinence Education Programs in Reducing Sexual Activity Among Youth. *Heritage*.
- sexuality, N. G. (1996.). Guidelines for comprehension sexuality. *National Guidelines Task Forc.*
- Shoop, R. &-. (1994). *Sexual Harassment in our schools*. Boston: Allyn and bacon.
- Shyler, J.B. (1976). Sex education. *The leader*, 1 – 5.
- Statistics Canada. . (2001). *Age and Sex for Population*. Canada: Census Divisions and Census Subdivisions.
- The declines in adolescent pregnancy, birth and abortion rates. (1990s). Underhill K, Montgomery P, Operario D. . (2007). Sexual abstinence only programmes to prevent HIV infection in high income countries. 335:248.
- Weaver AD, B. E., & 11(1):19-31. (2002). Sexual health education at school and at home: attitudes

and experiences of New Brunswick parents. *Can J Hum Sex*, 11(1):19-31.

Welshimer K, Harris S. . (1994). A survey of rural parents' attitudes towards sexuality education. *Journal of School Health*, 64:347-352. .

Werner-Wilson RJ, Fitzharris JL. (2001). How can mothers and fathers become involved in the sexuality education of adolescents? *Journal of HIV/AIDS Prevention & Education for Adolescents & Children*. 49-59.

APPENDIX



QUESTIONNAIRE SURVEY

FEDERAL UNIVERSITY OYE EKITI, EKITI STATE

FACULTY OF SOCIAL SCIENCES

DEPARTMENT OF DEMOGRAPHY AND SOCIAL STATISTICS

Introduction: My name is Akin-Agbi Oluwagbenga George. I am a final year student of the Department of Demography and Social Statistics in Faculty of Social Sciences, Federal University, Oye Ekiti. I am interviewing people here in Ijero Ekiti in order to find out about the attitudes of parents towards sex education among secondary school students in Ijero Ekiti, Nigeria

Confidentiality and consent: I am going to ask you questions some of which may be very personal. Your answers are completely confidential. Your name will not be written on this form, and will never be used in connection with any of the information you supply. Your honest answers to these questions will help us better understand your attitudes towards sex education among secondary school students. We would greatly appreciate your help in responding to this survey. My supervisor may come back later to verify this information.

SECTION A: SOCIO DEMOGRAPHIC CHARACTERISTICS

Instruction: please fill in the appropriate and tick the correct option where it is necessary

1. Age.....
2. Sex (a) male (b) female
3. Marital Status.....
 - (a) Single (b) Married (c) Divorced(d) Widowed (e) Separated (f) Others, specify.....
4. Number of children.....
5. Level of Education.....(a) No Formal Education (b) Primary Education (c) Secondary Education (d) Post-Secondary (e) Other, specify.....
7. Religion..... (a) Christian (b) Muslim (c) traditional (d) Others, Specify.....
8. Occupation..... (a) public worker (b) self-employed (c) artisan (d) others, specify.....
9. Ethnicity (a) Yoruba (b) Igbo (c) Hausa (d) Edo (e) others
10. Your average monthly income

SECTION B: KNOWLEDGE OF SEX EDUCATION

12. Have you ever heard of sex education? (a) Yes (b) No
10. Do you approve the teaching of sex education in secondary schools? (a) Yes (b) No
11. Have you ever discussed anything about sex education with your children? (a) Yes (b) No

13. where did you get information about Sex Education?

(a) at school (b) the internet (c) hospital (d) friends (e) others specify

SECTION C: ATTITUDE/PERCEPTION OF SEX EDUCATION

14. What is your attitude towards sex education in secondary schools?

(a) Approve (b) Not Approve (c) Don't Know

15. How do you react when a secondary school student asks questions about sex?

.....
.....

16. Do you think sex education corrupts a child? (a) Yes (b) No (c) Don't know (d) Indifferent

17. Do you think sex education is relevant to secondary school students? (a) Yes (b) No (c) Don't know (d) Indifferent

18. Are of the opinion that sex education is not necessary in secondary schools? (a) Yes (b) No (c) Don't know (d) Indifferent

SECTION D: YOUR OPINION ABOUT SEX EDUCATION IN SECONDARY SCHOOL

19. It promotes immoral behavior. true false

20. Teaching of sex education may not promote waywardness. true false

21. Teaching of sex education is good because it gives a person the opportunity to correct
misconception about sex. true false

22. Teaching of sex education may reduce the incidence of rape. true false

23. Teaching of sex education may help in preventing pre-marital sex. true false

24. Teaching of sex education in secondary schools should be discouraged. true

false