

INFLUENCE OF HUMAN SEXUALITY EDUCATION ON THE PERSONALITY DEVELOPMENT OF IN-SCHOOL ADOLESCENTS AMONG SECONDARY SCHOOLS IN ANKPA DISTRICT OF KOGI STATE

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ABSTRACT

This study investigated the influence of human sexuality, on the personality development of in-school adolescents, among secondary schools, in Ankpa District of Kogi State. The population for the study comprises of all teachers of secondary schools, in Ankpa district. The random sampling technique was used to select three hundred (300) secondary schools, for the study. Self developed questionnaires titled "Influence of Sexuality Education on Personality Development Questionnaire" (ISEPD) was used as an instrument. The psychometric properties of the instrument was determined and yielded a correlation coefficient of .81, after a test-retest using Pearson "r". Three research questions were drawn for the study and with a criterion of 2.50, the mean rating was used to analyze the data collected. The result, among others, revealed that, what is being taught presently on Sexuality Education are concepts of Biology, Health Science and Integrated Science, that are related to Human Sexuality and that it is not a main tool for procreation. Recommendations include implementation of Sexuality Education Curriculum designed by National Council on Education and the Counselor as fulcrum for the implementation of the Sexuality Education Curriculum.

KEYWORDS: Sexuality Education, Adolescence and Counseling Implications

INTRODUCTION

In this state of Computer Technology, students are moving from family oriented life to individualistic life style and move from person to person to Multimedia Mass Communication. The long established rules and regulations of the society have diminished in power and the security they provided has now been replaced by modern inventions. Sexual desires vary from individuals to individuals.

The average individual has fairly strong sexual emotion and does not find it difficult to control his sexual behavior. The differences are, intensity of sexual impulse and is further complicated by differences in the rate of maturation. Most girls, nowadays, menstruate between 14 to 15 years of age, which has implication in addressing their sex problem.

Therefore, it is more expedient to encourage them and to express their sexual feelings and thoughts decorously rather than talking about "Sex problem". A good medium for this, is through Sexuality education which according to Hornby (2000) has to do with one's feelings and activities that are concerned with a person's urge for sex. That is, it is a pivotal part of human being throughout the journey of life which encompasses sex, gender identities and roles.

Sanni (2016) defines the adolescence as a period of psychosocial moratorium, transitory transformation and a stage that mid-ways adult and childhood. Ofordile (2002) sees the adolescence, as a critical period/point and moral life, when sexuality attained maturity. Onyenege (2003) conceptualizes the adolescence from the physiological and social perspectives; physiologically, it varies according to individuals while socially, it is the beginning of the increase in interest in other sex that goes with sexual maturity and ending with the attainment of social and financial independence from parents. At adolescence, there is an increasing ability to understand complexities, the formation of values, going into relationships and choosing vocations which are the major tenets of personality development which is on course throughout life. Personality encompasses all the total qualities that make up a human being.

In recent times, discussions about continued problems of poor sexual habits, immortality, teenage pregnancies and sexually transmitted disease (STD) among adolescent boys and girls. Towards this end, National Curriculum Education (NCE) in February (1989) set up a committee to look into the problems, seminars and conferences were organized to address these ugly trends.

In 2001, Sexuality Education Curriculum was introduced into the Curriculum of Secondary Education which is the process of making the individual develop a positive and wholesome attitude towards sex to be able to lead an enjoy his or her life and be a responsible member of the society.

In spite of efforts to curtail these anomalies in the School system, there are still unabated traces of poor sexual habits experienced at all level s of education against this background, this research work is been undertaken to examine 'Influence of Human Sexuality Education on the Personality Development of In-School Adolescents Secondary School Students in Ankpa District'.

STATEMENT OF PROBLEM

Secondary education inspires its students with desire for achievement of self-improvement both at school and in later life (NPE, 2004). Examples abound to prove that some children from well brought up homes get polluted with bad communication.

It is a type of personality that meets external needs as opposed to individual needs. The centre for development and population activity (CEDPA) revealed that, young people are facing crisis which include; the increasing prevalence of unprotected, unguided and uninformed youth sexual activity which has a negative influence on the productive sector. It is equally indisputable that the most common types of training or sources of information on human sexuality often given to the adolescents involve observation and motivation but this training leaves many gaps in adolescent's essential preparation for mature adult life and effective development of personality traits, something that warrants the investigation of this study. Therefore, the problem this study posed as a question is how does human sexuality education assist in the personality development of In-school adolescents?

Purpose of the Study

Generally, this study is intended to investigate how Sexuality Education Influences Personality Development of In-School Adolescents in Secondary School Students in Ankpa District of Kogi State. Specifically, the study aimed at;

- Identifying the contact areas of human sexuality education in Secondary Schools in Kogi State.

- Examining influences of human sexuality education on personality of adolescents in schools.
- Identifying problems militating against effective implementation of human sexuality education in secondary schools in Kogi State.

Significance of the Study

The significance of the study is summarized as follows

- To bring a clearer picture of the influence of Human Sexuality Education on the Personality Development of In-School Adolescents.
- To assist guidance counselors in mapping out programmes that would assist the in-school adolescents in tackling their development task.
- To the health education planners, the study will assist them to implement quality school health services in Sexuality Education.
- The findings of the study would be beneficial to the parents who ought to start Human Sexuality Education many years at the family level before school takes over.

Research Questions

For the purpose of the study, the researchers have put forward a number of questions that aided their quest;

- What constitutes the content area of Human Sexuality Education in Secondary Schools in Kogi State?
- How does Human Sexuality Education influence Personality Development of In-School Adolescents?
- What are the problems that militate against effective Human Sexuality Education Programme in Secondary Schools in Kogi State?

Methodology of the Study

It is a survey design carried out in Ankpa district of Kogi State. The population consists of all teachers of Secondary Schools in Ankpa Local Government Area of Kogi State. There are a total of Six Hundred and Twenty (620) teachers in Secondary Schools in Ankpa made up of Government and School appointees. A random sampling method was used to select a total of Three Hundred (300) who participated in the study. The instrument employed was a self-developed questionnaire titled “Influence of Sexuality Education on Personality Development Questionnaire” (ISEPD). It was content validated and a repeated administration of the instrument after four (4) weeks interval to a school in Kogi Western Senatorial District revealed a coefficient correlation of .81 using Pearson “r”.

The statistical technique used in analyzing the data is the means. The data collected were first tallied and grouped according to the research questions of the study. The frequency counts and mean scores of each item on the instrument were worked out a criterion means of 2.5 was used. A mean of 2.50 and above was taken to mean that the respondents agreed with the item while a mean score less than 2.50 was taken to mean disagreement with the item. The questionnaire was rated and scored in line with following types of responses:

Strongly Agree (SA): 4

Agree (A): 3

Disagree (D): 2

Strongly Disagree (SD): 1

RESULTS (STATISTICAL ANALYSIS)

Research Question One (1)

What constitute the content areas of Human Sexuality Education in Secondary Schools of Kogi State?

Table 1: Mean Rating on Content Areas of Sexuality Education in Secondary Schools of Kogi State

S/No.	Items at Puberty	\bar{X}	SD	Decision
1.	Growth Spurt is a content in human sexuality education	3.28	0.7	A
2.	Menstrual cycle in female is discussed in sexuality education programmes.	3.08	0.63	A
3.	Use of contraceptives is taught as part of sexuality education.	3.04	0.75	A
4.	Development of positive sexual attitudes is part of sexuality education.	2.27	1.09	D
5.	Total abstinence from sex is discussed in human sexuality education.	2.93	0.86	A
6.	Conception is a topic in human sexuality education programme.	2.75	0.83	A
7.	Sex organ and their functions is part of sexuality education.	2.71	0.78	A
8.	Sexually transmitted diseases are discussed in sexuality education.	3.72	6.81	A
9.	Courtship is a topic in human sexuality education programme.	1.80	0.93	D
10.	Family planning is taught as part of sexuality education.	3.24		
	Cluster Mean	2.80		

The results show that items 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 had a mean of 3.28, 3.07, 3.04, 2.93, 2.75, 2.71, 3.72 and 3.24 respectively. Items 4 and 9 had mean scores of 2.27 and 1.80 respectively. This is an indication that contents like growth spurt at puberty, menstrual cycle in female, the use of contraceptives, total abstinence from sex, conception, sex organs and their functions, sexually transmitted diseases as well as family planning are taught as part of sexuality education in Secondary Schools in Kogi State. The low mean score of 2.72 and 1.80 in respect of items 4 & 9 generally indicate that development of positive sexual attitudes and courtship are not discussed as part of sexuality education programmes in School in Kogi State.

Research Question Two (2)

How does Human Sexuality Education influence the Personality Development of In-school Adolescents?

Table 2: Mean Scores on the Influence of Human Sexuality Education and Personality Development

S/No.	Items	\bar{X}	SD	Decision
11.	Human Sexuality Education leads to development of positive self concept.	3.0	0.89	A
12.	Sex Education helps Adolescents to resolve identity.	3.72	0.95	A
13.	Healthy inter-personal relationship would be achieved through Human Sex Education.	3.17	0.67	A
14.	Sex Education helps Adolescents to change deviant sex behaviour.	3.12	0.66	A
15.	Sex Education helps in preparing for parenthood.	2.85	1.16	A
16.	Sex Education helps to prevent sexual promiscuity.	2.11	1.04	D
17.	Sexuality Education serves as main tools for procreation.	2.25	0.75	D
18.	Sexuality Education is a vehicle for personal gratification.	3.07	0.75	A
	Cluster Mean	2.98		

The result shows that, all the items on the table except items 16 and 17 had mean scores above the criterion mean of 2.50. This is generally an indication that Sexuality Education influences the development of In-school Adolescents. It is also generally an indication that Human Sexuality leads to development of positive self-concepts; it helps adolescents to resolve identity, crisis, healthy inter-personal relationship, change of deviant behavior, preparing for parenthood and a vehicle for personal gratification. Items 16 and 17 had a mean score of 2.11 and 2.25 which is below the criterion mean of 2.50. this is an indication that the respondents did not generally agree with the statement that sex education helps to prevent sexual promiscuity and the statement that sexuality education serves as main tool for procreation with a cluster mean of 2.98, it indicates generally that sexuality education inferences that sexual behavior of Secondary School Students in Kogi State.

Research Question Three (3)

What are the problems that militate against effective Human Sexuality Education in Secondary School Students in Kogi State?

Table 3: Mean of Respondents on the Problems of Sexuality Education in Secondary Schools in Kogi State

S/No.	Items		SD	Decision
19.	Lack of Sexuality Education Curriculum in School is a problem of Sexuality Education.	3.09	076	A
20.	Lack of trained Sexuality Education personnel in schools retards the teaching of Sexuality Education.	3.22	0.65	A
21.	Lack of instructional materials makes Sexuality Education programme less effective in schools.	3.27	0.49	A
22.	The prohibition of discussions about sex by African culture is a problem in Secondary Education.	3.60	0.70	A
23.	Teachers' sexual misbehavior retards the teaching is sex education	2.25	0.75	D
24.	Teachers feel inadequate to talk to youngsters about sexuality.	3.25	0.65	
25.	Lukewarm attitudes of school administrators to sexuality Education programmes make programme less effective in school.	3.46	0.78	A
26.	Sexuality Education in school is presented as Sex Information on its own.	2.80	0.87	A
	Cluster	3.11		

The result from this table shows that all the items on the table except item No. 23 were generally believed by the respondents to be problems militating against effective implementation of sexuality education programme in Schools. This is shown by the mean scores 3.09, 3.22, 3.27, 3.60, 3.46 and 2.80 recorded against items 19, 20, 21, 22, 24, 25 and 26 respectively. This shows that the respondent generally believed that lack of Sexuality Curriculum in Schools, lack of trained Sexuality Education Personal, lack or instructional aids, prohibition of discussion about sex by African culture, lukewarm attitudes of school administration towards Sexuality Education are problems hampering effective teaching of sexuality education programme in schools. However, the respondents (teachers) did not generally agree that teachers' sexual behaviour retards the teaching of Sexuality Education in schools. This is shown by the mean score of 2.25 recorded against item 23.

DISCUSSIONS OF FINDINGS

Findings from this study show that human sexuality assists the youth in developing sexuality responsible behaviour. This comes as result of self awareness and self realization that are achievable through the guidance provided by sexuality education. This type or education provides the basis on which adolescents can examine different types of

behaviour and the consequences of such behavior to themselves and to the society. It helps the youths to develop an acceptable way of life in harmony with their goals and ideas for themselves, their children and the society.

Sex educating the young ones according to one of the findings of this study is capable of helping them to adapt to change within themselves as well as achieving good inter-personal relationship. This is in tandem with Ochigha (2009) who averred that growing up can constitute a number of problems among teenagers which can generate untold personality crises or maladjustment. She advised that more time, energy and resources be geared towards implementing Human Sexuality Education.

Sexual experimentation among young people is widely believed to arise from ignorance. Parents do not see the need to discuss sex with their children. This is similar to Ijanaku and Olorunmonu (2012) who averred that in most African societies, sex is regarded as a taboo. These are in agreement with one of the findings of this study as the respondents generally agree that ignorance on the part of youngsters lead to early sexual experimentation. Discussions on issues concerning sex are highly regulated to prevent undue permissiveness on their involvement in sexual act. The World Health Organization (WHO) reports that sex educating and trusting the young ones may actually delay their becoming sexually active. They are likely to use safe contraceptives. However, it is surprising to note that the respondents generally did not agree with this item which states that providing sexuality education to the youngsters may actually delay their becoming sexually active.

Sexuality education goes beyond the simple issue of sex, which is basically the physical aspect of sexuality education; sexuality education include developing positive attitudes, beliefs and skills to cope with the biological, psychological, socio-cultural and spiritual aspects of sex (the week magazine, 2005).

Sexuality education helps the youngsters to make good sexual decisions that will be beneficial to their health and wellbeing. This observation agrees with one of the findings of this study as the respondents generally agreed that sexuality education helps to form normal and wholesome attitude about sex.

Research question one sought to identify the content areas of sexuality education in schools in Kogi State. From the results and analysis of data, it was discovered that no single school among the sampled schools has Human Sexuality Education taught as a distinct subject. However, what the teachers and students believed to be Sexuality Education were contents of sexuality spread across subjects like Health Science, Biology, Integrated science and other Social Science subjects.

From the findings of the study, contents like growth spurt, menstrual cycle in females, use of contraceptives and family planning are discussed in Health Science classes while contents like Sexually Transmitted Diseases (STD), sex organs and their functions are taught in Biology classes.

The concept of total abstinence from sex is usually a topic discussed in Religious Knowledge classes. Concepts like development of positive sexual attitudes and courtship were never talked about in sampled schools for this study.

Research question two (2) sought to identify how Human Sexuality Education influences the development of In-school adolescents. From the findings of the study, the development of positive self-concept, resolving identity crisis, healthy inter-personal relationship, change deviant behavior, preparing for parenthood and personal gratification are developed through Human Sexuality Education. Concepts like prevention of sexual promiscuity and are man tools for

procreation are not influenced by Human Sexuality Education in the sampled schools or study. This is not surprising since the adolescents are not married and they are supposed to be encouraged to abstain from involvement in sexual acts.

Research question three (3) addresses the issues of problems that militate against effective implementation of Sexuality Education in schools in Kogi State.

In the bid to address the problem of sexual habits, among Secondary School Students in Nigeria, the National Council on Education (NCE) in July, 2001 introduced Human Sexuality Education Curriculum. However, the implementation of the Curriculum is besieged with myriads of problems. According to this investigation, the major problem militating against the effective implementation is lack of trained Sexuality personnel in school. A teacher who is not knowledgeable in Sexuality Education cannot handle it effectively. The teacher therefore needs a multilayer intellectual hat in acquiring the knowledge and teaching of sex education.

Another major finding of the study is that, prohibition of discussion about Sex by African culture is a problem militating against the teaching of Sexuality Education in Secondary Schools. Generally, the respondents believe that both parents and teachers do not discuss freely with their children because of the taboo associated with it. Parents have a very good role to play in encouraging the teaching of Sex Education to their children because it is said "Charity begins at Home". Contrary to popular opinion that "Good example is Sermon to all", one of the findings of this study shows that teachers' sexual mis-behaviour do not in any way retard the teaching of Sex Education in schools. This is indicated by the low mean score of 2.25 given to the item that elicited information on whatever the teaching of Sex Education in schools.

School administrators (Principals) play a greater role in ensuring proper implementation of school programmes and policies. Lannap (2000) remarked that Principals in fulfilling their responsibilities should use their materials and human resources to achieve their goal anything overused leads to failure.

Evidence obtained from this study clearly shows that the majority of the respondents agreed that Sexuality Education in schools is presented as Sex Information.

Sexuality Education should aim more at attitudes formation than at a simple imparting of knowledge. The peace and functions of variety or instructional materials and resources cannot be overemphasized. Films and film trips are particularly useful in the provision of visual impression of realities behind the role of the symbols and are therefore designed to assist learners to establish appreciations and relationship among diverse phenomena. This study points out clearly that, lack of instructional materials make Sexuality Education less effective in schools.

On the whole, lack of operational Sexuality Education Curriculum designed by the National Council on Education (NCE) in July, 2001 form the major findings of this study.

In conclusion, from the findings and descriptions of this paper, Human Sexuality Education is essential in helping the school children to resolve their personality and developmental problems. Equally, to achieve positive personality and adapting to changes within themselves; that when students are provided with adequate information about their Sexuality, they would be well equipped to form normal and wholesome attitudes about sex. It will equally help them maintain healthy heterosexual relationships. Kogi State Ministry of Education has not fully implemented the programme of Sexuality Education in her schools. This study equally reveals that what is being taught presently on Sexuality Education are

concepts in Biology, Health Science and Integrated science that are related to Human Sexuality problems militating against the effective implementation of Sexuality Education in the Secondary Schools.

COUNSELLING IMPLICATIONS

Sexuality Education bothers on valid information. Information assists an individual in taking decisions that bothers on his personality and the immediate environment. It is a truism that as a child matures, a lot of physiological and physical changes take place in the child that are strange; these could be a source of worry and anxiety, for example; the onset of menarche. The adolescent needs information on how to relate with the opposite sex and that such information according to Chauham (1982) will help the adolescent achieve mature relations with both sexes, develop healthy personalities, have knowledge of dating practices, sex information and marriage practices. At times, it might be referral services on highly technical areas that needs input of a specialist. The Counselor is the fulcrum which the success of Sexuality Education revolves. With the articulated and robust counseling session through individual and group approach, Sexuality Education would be convincingly seen as not mere Sex information. As a counselor with the information at his disposal in Sexuality education it will be convenient to organize programmes for Sexuality Education that will reduce teenage pregnancies, abortion, unwholesome sexual acts that could truncate their academic futurity and self actualization. Therefore, counseling is a hub in Sexuality Education.

RECOMMENDATIONS

Based the findings of this study, the following recommendations are made;

- The school Guidance Counselor should be saddled with the responsibility of Counseling Human Sexuality Education Programme in school in view of his training and expertise.
- Sexuality Education should be taught in schools as a distinct subject on its own in view of its importance in the life of youngsters.
- Let parents censor the type of home video films that their children and wards watch. Also to check the kind of peers kept by children because of bad influence.
- Concepts like development of positive sexual activities and courtship should form part of Sexuality Education Programmes so that Sexuality Education will not be limited only to sex.
- Let there be implementation of Sexuality Education Curriculum designed by National Council on Education so that the full blown effect will be felt at the Secondary Schools level.

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