INFLUENCE OF HOME BACKGROUND ON ADOLESCENT'S ATTITUDE TOWARDS SEX AND SEXUALITY IN GOVERNMENT SECONDARY SCHOOLS IN ZARIA EDUCATIONAL ZONE.

By

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DEPARTMENT OF EDUCATION,

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DECLARATION

I declare that the work in the thesis titled “Influence of Home Background on Adolescents' Attitude towards Sex and Sexuality in government Secondary Schools in Zaria, Division" has been written by me as partial fulfillment of the requirements for the award of M.Ed (psychology) under the supervision of Dr. (Mrs.) E.F. Adeniyi and Dr. Musa Balarabe. The information derived from the literature has been duly acknowledged in the text of the thesis list of references provided. No part of this thesis was previously presented for any degree or diploma at any University.

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CERTIFICATION

This thesis titled “influence of home background on adolescent’s attitude towards sex and sexuality in government secondary school in Zaria Zone by Yerima Gaiya Ladi to meet the regulations governing the award of the Masters Degree (M.ED) in Educational Psychology of Ahmadu Bello University, Zaria.

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DEDICATION

This study is dedicated to the Almighty God for sparing my life to witness the end of the study. Also to my late parents for their love/affection towards my upbringing, to my husband and finally, my children for their kind gesture, patience and assistance during the write-up of this thesis.

ABSTRACT

Moral decadence among adolescents especially on issues concerning sex and sexuality has become a problem in any societies. This is an abnormal situation that requires social adjustment on the part of adolescents' behaviour. Towards this end, factors responsible for the development of this abnormality are examined towards finding possible solutions to the problem within Zaria metropolis. Eight secondary schools out of thirty-three were selected. In the selected schools, two hundred and ten (210) questionnaires were administered on socio economic status, gender influence, parental and family types as factors affecting the adolescents' attitude towards sex and sexuality. Survey method was adopted because it is descriptive in nature. The analysis of this data was carried out through percentage, standard deviation (SD), mean (X), Pearson product moment correlation and two-tail test. The result of this study shows that adolescents' attitude towards sex and sexuality were influenced by parental socio economic status and parental attitude/up bringing. According to Hurlock (1972), the home is the first environment which set the pattern for adolescents' attitude towards life in general. The study ends by making some recommendations for improvement on adolescents' attitude towards sex and sexuality.

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ABBREVIATIONS

AIDS: Acquired Immune Deficiency Syndrome

HIV: Human Immune Deficiency Virus

MISH: Medical Institute for Sexual Health

NDS: National Demographic and Health Survey

SIECUS: Sexually Information and Education Council of United State

STIs: Sexually Transmitted Infections

UNICEF: United Nations Children Emergency Fund.

OPERATIONAL DEFINITION OF TERMS

Extended family--- This types of family is made up of the man, his wife, children the man's or the wife's, brother, sister, cousins, nephew, niece, uncle, and aunt.

Masturbate-------A process to make yourself sexually exited and grafted by touching or rubbing your sexual organs.

Nuclear Family--- This is made up of the husband, wife and their children.

Permissive--Allowing behavior, especially sexual behavior that many people disapprove.

Pre-marital Sex --------To have sex before marriage

Promiscuous-----To have sex with a lot of people (adj.) Promiscuity.

Sex and sexuality is the psychological, social and cultural differences between males and females behaviour. It is also, the process of reproduction.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study,

Many psychologists like Enusesike (1985) described adolescence as a, period of experimentation, hypothesis formation' and abstract reasoning. Adolescents would want to experiment what they see, hear or read be it negative or positive.

Blair and Sampson (1968) stressed that adolescence is the period of stress and storm in an individual life. That is the period that lies between end of the childhood and the beginning of adulthood. Adolescent period witness constant and serious changes in the, physical and emotional, social and psychological domains of life (Okorodudu, 1988). For instance, physical and emotional changes of adolescent begin with puberty (the maturing of the sexual functions). Also, adolescent's problems arose from precocious puberty (Herbert, 1978), that is, a child behaves more like an adult. The physical and emotional changes make the adolescents to become insecure and have problems in articulating their needs. Sometimes family members or friends try to help the adolescent to "adjust". For example, questions concerning sexual protection and unplanned adolescent pregnancies.

Shertzer and Stone (1976) noted that physical changes of the adolescents are marked by increase in the rate of physical growth. This can influence behavior of the adolescents both directly and indirectly. Directly,

this determines what the child can do if he or she develops according to his or her age to enable him compete on equal terms with peers in games and sports. Indirectly it influences attitude towards self and others. The sudden spur in growth seen in both internal and external physiological features and increases in height being the most observable. Here are some major dimensions of the physical changes during adolescence for both girls and boys:

a) Height and weight,

b) Increase, in the body proposition and

c) Development of the reproductive system and others.

The rate of physical development is one of the serious problems in the life of individual. What happens physically affects the child mentally; because physical development makes him to go beyond expectation in doing things. Physiological changes also make an adolescence to develop negative attitude such as drug abuse, sex abuse or' sexual activity. However, physiological changes affect adolescents greatly which become general problem at home and in the school.

At home, many parents and their children feel embarrassed to talk about some aspects of sex and sexuality. Lack of knowledge or in-proper approach to discussing about sex and sexuality make adolescents acquire wrong knowledge on sex and sexuality from their mates, street corner gangs and ill conceived pornographic literature.

In the Nigerian society, adolescents are faced with the problem of adult's double standard in rules and behavior expectations. Sometimes, the adolescents are expected to behave like adults and in another situation they're reminded that they are still children. This situation brings stress and conflicts between adolescents and adults.

1.2 Statement of problem for the study

Secondary school students are at their critical period in life usually referred to as adolescent period that lies between the end of childhood and beginning of adulthood. An adolescent period witness constant and serious change(s) in aspect of physical, social and personal developments and others (Okorodudu, 1988).

The physical developments and the changes begin with puberty and that marked by increase I the rate of physical growth. Major dimensions of the physical developments are as follows:

- Changes in height and weight
- Increase in the body proportion
- Development of the reproductive system

The rate of the physical development is a source of problem in the life of the individual because puberty marks the beginning of sexual function of adolescents' lives. This time they are concerned about their body, their stature and size.

Strong friendship ties with members of their own sex continue to grow and with increase awareness about the members of the opposite sex. They begin to learn about establishing heterosexual relationship.

Hurlock (1972) noted that physical development influences behaviour both directly or indirectly especially on adolescents due to curiousity of wanting to experiment whatever they hear, see and read. What happens physically can affect them mentally.

In influence of technological advancement including information technology has ready made the society a complex one.

Children live with the influence of mass media-television, radio, video films and film stars. Much of the immoral behaviour (i.e. sex abuse or sex harassment) perpetrated by the young people in school and home are learned from television programmes they watch. Moreover, many indigenous video films are not censored and this gives room to spread of pornographic films. The universe is now accessible to the internet user. Adolescents are therefore exposed to sex and sexuality through the diverse.

These, problems of sex and sexuality towards adolescents' behaviour in secondary schools make the researcher to look on how sex education can be introduce in the curriculum so as to curb the sexual abuse in schools.

1.3 Objectives of the Study:

The study is designed to achieve the following objectives:

1. To find out home background conditions that influence attitude of adolescents towards sex and sexuality.
2. To determine the effect of schooling system of male and female (gender) on adolescents attitudes towards sex and sexuality.
3. To give recommendations on how the adolescents can from the negative towards sex and sexuality in future.

1.4 Research Questions.

1. How does parental socio economic status/occupation relate to adolescents attitude towards sex and sexuality?
2. What impact does schooling system have on adolescent's attitude towards sex and sexuality?
3. To what extent do family types affect adolescent attitude towards sex and sexuality?
4. To what extent does parental discipline influence attitude of adolescents towards sex and sexuality?

1.5 Hypotheses

The research would test the following hypothesis:

1. There is no significant relationship between parent's socio-economic/status on adolescent attitude towards sex and sexuality.

2. There is no significant difference between attitude of male and female students towards sex and sexuality.
3. There is no significant difference between nuclear and extended family on adolescents towards sex and sexuality.
4. There is significant relationship between parent's disciplinary style and adolescent's attitude towards sex and sexuality.

1.6 Basic assumptions of the study

In the Nigerian society, adolescents are faced with the problem of adult's double standard in rules and behaviour expectations. This situation brings stress and conflicts between the adolescents and adults. Also, the situations make some adolescents to be away from home and sometimes from school and form their own gangs without the knowledge of their parents. Therefore, the researcher states the following assumptions below:

1. Most adolescents in secondary schools have inadequate knowledge of the dangers of sex and sexuality before marriage.
2. Some parents and teachers do not fully play their roles in educating adolescents on sex and sexuality.
3. The home plays leading role in influencing the attitudes of adolescents towards sexual behavior.
4. Some societies see it as a taboo to talk about sex and sexuality with young ones.

1.7 Significance of the Study

Determining influence of home background on adolescents' attitude towards sex and sexuality in government secondary schools in Zaria, it is necessary to conduct a research on how to find solution to the problem like:

1. The parents would provide basic needs of the adolescents especially on food, cloth, health; education and give proper information about sex and sexuality before marriage.
2. It will help the religious organisation and social institutions to embark on enlightenment campaign on behaviour of our adolescents towards sex and sexuality.
3. It will also assist the school administrators, and counselors to apply the appropriate technique to cope with the immoral behaviour among adolescents.

The significance of the study is to find out the relationship between home conditions on adolescents attitude towards sex and sexuality.

To find out the schooling system of male and female (gender) as they affect their attitudes towards sex and sexuality.

1.8 Scope and delimitation of the study

The study examines influence of home background on adolescent's attitude towards sex and sexuality in Zaria Zone.

There were thirty-three (33) secondary schools in Zaria under inspectorate division. These schools are Barewa College, Government

Secondary School Tukur-Tukur, Commercial College, Government Secondary Pada, Government Secondary Dakace, Government Girls Secondary School (W.T.C.), Government Boys Secondary School and Government Girls Secondary School Chindit.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter highlights some related literature on the issue of sex and sexuality. Also different dimensions of sexuality in modern society are discussed and reviewed.

The second aspect of this chapter is the theoretical framework of various theories of sex and sexuality. These theories that the study explores will be used as bases for explaining and solving the problem of adolescents' attitude towards sex and sexuality in Government Secondary schools in Zaria, Kaduna State. Thus four theories or approaches are used for this purpose.

Factors responsible for effecting adolescent behavior towards sex and sexuality like development factors, parental attitude (disciplinary style), and peer influence, parental socio-economic status, environmental factors and others were reviewed. Also, curriculum on sex education, methods of instruction and teaching equipment are looked into. Finally, studies of related problems reviewed.

2.1 Concept of Sex and Sexuality

Just as traditional notions of gender (which is the psychological, social and cultural differences between males and females behavior) are being transformed, ideas about sex and sexuality are also undergoing dramatic changes. Over the last few decades in Western countries, important aspects of people's sexual lives have been altered in a fundamental way. In traditional societies sexuality was tied highly to the process of reproduction, but in our current age it has been separated from it. Sexuality has become a dimension of life for each individual to explore and shape. If sexuality was defined in terms of heterosexuality and monogamy in the context of marital relation there is now a growing acceptance of adverse sexual behavior and orientations in a broad variety of contexts.

However, most people in all societies, are heterosexual, they look to the other gender for emotional involvement and sexual pleasure. Heterosexuality is in every society the basis of marriage and family. Yet there are many minority sexual tastes and inclinations too.

- Giddens (2001: 125), as quoted by Judith Larber, identifies ten different sexual behaviors.
- Straight (Heterosexual) woman Straight (Heterosexual) man.
- Lesbian woman (homosexual activities between women).
- Gay man (homosexual activities between men).
- Bisexual woman.

- Bisexual man.
- Transvestite woman (woman who dresses regularly as a man).
- Transvestite man (man who regularly dresses as a woman).
- Transsexual woman (a man who becomes a woman).
- Transvestite man (a woman who becomes a man).

In current times, traditional attitude exist alongside much more than liberal attitudes towards sexuality, this developed strongly in the 1960s. Some people particularly, those influenced by Christian and Islamic teachings, believe that premarital sex is wrong and generally frown at all forms of sexual behavior except heterosexual activity within the confines of marriage. Although it is now much more commonly accepted that sexual pleasure is deniable and important feature. Others, by contrast, condone or actively approve of pre-marital sex and hold tolerant attitudes towards different sexual practice; these are most often associated to Western cultures. Nevertheless, recent studies with regards to any implications for human, sexual behaviour reveals that for humans, sexual activity is much more than, biological. It is symbolic, reflecting who we are and the emotions we are expressing. Thus it expresses social meanings which human beings ascribe to. In conclusion, the knowledge of sex and sexuality is what is of importance to the study, so as to curb the rate and side effect of sex and sexuality among adolescents in our society.

2.2 Parent Socio - Economic Status

In Nigeria today, many adolescents are victims of socio-economic conditions. The major problem facing the Nigerian child is therefore that of survival when parents cannot provide for their needs. Some of the adolescents live in slums with their parents, which, most of the times are overcrowded. These conditions make adolescents to fall away from the positive norms of the society. Slum areas of the city have been found to breed highest percentage .of delinquents (Chaullan, 1976).

Chanter (1961), states that, poverty has its own problem especially when linked with conditions such as overcrowding, when there is no privacy for parental intercourse, and sometime incidental instinct may occur due to sharing of bed between father and daughter, or brother and sister.

These conditions can make adolescent to become sexually active because he/she experiences it at the early age. For a child to become a well adjusted adult depends, to a great extent, on up bringing. Whether he is loved, accepted and made to feel secured all round depends on parental upbringing. He further states that, parents (home) and school (teachers) should serve as models so that adolescents can imitate and come out with good morale. To him,' parents should specially safeguard their privacy during intercourse no matter what the condition may be!

2.2.1 Parental Disciplinary Style

The first level of the child's identity is the home which referred to parents. The parents become very crucial in the development of the child so also to adolescent. If the family background or upbringing of the adolescent is faulty, he/she would develop unwholesome attitude towards the parents, society and himself/herself.

Hurlock, (1972) however, notes that the home the adolescent comes from is his first environment, which sets the pattern for his attitudes towards life in general. Interaction of the' adolescent with the parent normally gives rise to attitude, character formation and acquisition of skills that leads to the development of acceptable behaviour.

Okorodudu (1995) notes that:

a) The family unit is greatly involved in the process of training children to develop acceptable behaviour and character.

b) The parents and other member of the community should assist adolescents in developing acceptable behaviour. This can be done through frequent observation, teaching and correction. The parents should also be responsible for inculcation of cultural values, norms and proper moral training in the adolescents.

Adolescents from bad home background are bound to develop negative attitude such as sex abuse.

In addition, Okorodudu states, that, the individual is what he/she is through: the help of his/her parents. If the individual grows up to have pleasant behaviour and personality, it would be the credit to the parents, but on the other hand, if the individual grow up to have deformed personality is a result of home upbringing.

Erickson (1974) defines adolescence as period of rule confusion out of which should emerge the sense of identity. The home has a very important role to play in terms of discipline so that the adolescents can forge a positive adult personality which might reduce frequent punishment. This would create good atmosphere at home and establish parents-child relationship where he/ she would express his/her problem(s) freely. The type of discipline and moral code in any home determines how the parents establish their relationship with their children. If parents have no criteria for good discipline, sometimes they are too strict and sometimes two lenient, such type of discipline creates conflicts in the mind of the adolescent (Chauhan, 1978).

Rogers (1962), reports that, adolescents feel pleased when they are shown understanding, love, affection, proper security and recognition by the parents and at times from member of the family. In first year of life, the quality of care and satisfaction received by infant from the mother or caretaker determines how much trust he puts on the mother, “basic is the outcome of the infant’s daily experience with his providers. If the child

experiences continuity of care, if his psychological requirement for food, water, rest and, elimination are met, if he is safe from danger, and if emotional need for warmth and affection is satisfied, the world appears a rather comfortable place". (Erickson, 1979).

In addition, she says that, mistrust takes place when the above is the reverse. Trust or mistrust having developed in the relationship of the infant with the mother. The mother forms the basis of the child's relationship with others at adult stage.

Freud (1957 - 1961), says that, on attitude of some parents and their children towards 'sex and sexuality, sex education should start early before adolescence reach the stage of puberty so that, the adolescent would come out with positive behaviour. The precise age at which information can be given depends on the physical, emotional and intellectual development of the adolescents as well as their level of understanding. What is covered and also, how, depends on how it is provided and in what context, as well as what the individual adolescent wants to know about it. It is important not to delay providing information to adolescents but to begin .when they are young. Providing basic information provides the foundation on which more complex knowledge is built upon overtime. This means that, sex education has to be sustained.

He added that, some people are concerned that providing information about sex and sexuality education arouses curiosity and can lead to sexual

experimentation, though; there is no evidence that this happens. It is important to remember that adolescents can store-up information provided at any time for time when they need it later on.

At home, parents should have discussion with their children to know their problems especially on sex and sexuality and other immoral activities which has been shown in some countries such as: The Netherlands, where many families regard sex education as an important responsibility to talk openly with children; this contributes to greater cultural openness about sex and sexuality. And it has improved sexual health, adolescents' value and positive attitude among them.

Freud also added that, homes and schools both need to engage with adolescents about the messages that they get from the media and to give them opportunities for discussion.

2.2.2 Peer Group Influence:

Okorodudu (1991), Observes that human beings as gregarious beings organize themselves into groups bonded by common purposes and some activities with their age mates. This is a common characteristic of adolescents in every society. Grouping with their age mates marks the adolescent period.

Durojaiye (1986), states that girls between the ages of eight (8) and eleven (11) organize themselves into groups known as "cliques", while boys of similar age groups form "gangs".

Luella and Hall (1970), reveal that adolescent often attend parties and musical concerts. Adolescent are usually more open to their peers and they discuss little with adults. Relationship between the opposite sexes (boy - girl relationship) begins at puberty (15-18 years) when the grouping becomes more rampant.

Some behaviour problems associated with peer grouping are: school dropout and teenage pregnancies. All these are due to sex and sexuality especially which they learn from peers who may be wrongly informed. They sometimes offer a distorted picture of the realities concerning sex and gender stereotype.

Okorodudu states that, sex education should therefore, take over the guidance and counseling of adolescents in order to prepare them for adulthood and a healthy reproductive life.

Gardner (1978) stresses that, even though, children are not capable of reproductive activity but sexual drive direct an aspect of their fantasies, problem solving and social interaction.

Abiodun (1981), observes that sexual education deserves a better place in secondary curriculum in Nigeria for the following reasons:

1. Physical sexual aggression is a characteristic of the adolescent. The Nigerian teenager is no exception, so, the adolescent needs an education that would help him or her channel sex impulse along responsible and desirable ends.
2. The adolescents today would be the adults of tomorrow. Within the Nigerian culture, adolescent' would bear and raise children; teaching of sexual education in secondary schools would help the adolescents to become responsible citizens in future.

Perkins (1983) and Mukherjee (1978), have aptly remarked that the knowledge adolescents will learn about sexual matters from various places like sexual environment (sexual milieu), the billboards, magazines, love comics and others are inadequate and misleading. They observed that the moral laxity adults complained about in youths or adolescents is due to the fact that adolescents are not given the facts about the danger of early sex before marriage. Lack of knowledge about sexual education can lead most of the adolescents to moral degeneration. So, the school is in the better position to help or assist the home towards teaching of sexual education, but with the acceptance of the parents to check the bad behaviour of the adolescents on sex and sexuality activity.

Chanter (1966), notes that adolescents are inquisitive, if information is not available from one source - children will find it from another source, however unreliable. To approach the question of sex, we must recognise and

regard sex as a wonderful, yet natural function of the body and it is not something we should be ashamed to discuss about. To him, the peer group is known to be an important source of sex education. Whatever sex education is and its level of sophistication, the fact remains that the subject, .would offer the adolescents a wonderful opportunity to think seriously and creatively about himself/herself in a liberal and sympathetic atmosphere. Once parents, teachers and guardians accept these facts, adolescent boys and girls would become responsible for themselves and the society in general.

2.2.3 Environmental Factors (Family Types)

Udo (1989), describes environment as all the external forces and conditions that affect the life and development of individuals positively or negatively from conception till death.

Thus, the nature of social interactions and activities that go on in an environment influence adolescent social adjustment at home and school. For instance, an area where prostitutes conduct their sexual activities, adolescent might likely emulate due to anxiety and curiosity, the sexual urge, may lead him or her to establish negative behavior (sex abuse) and also? him/her from academic work in the school. Environment affects the adolescent girls more than the boy's especially in out of wedlock pregnancies where the adolescent girls dump babies in pit toilets and in street corners. Some of the adolescent

girls are aware of social stigma attached to them, that is, pregnancy out of wedlock.

Hurlock (1972) observes that social development is the acquisition of the ability to behave in accordance with social expectation. Becoming socialized to her, involves three processes.. .

1. The development of behaviour approached by social 'group

2. The playing of approved social roles and,

3. The development of social attitudes.

When social relationships are developed, two types of social adjustment are made:

a) Good social adjustment

b) Poor social adjustment

A poor or good pattern of social behavior among adolescent is the product of the pattern of interaction that exists within the environment either at home, school and society or peer groups. School is one of the best places for shaping or molding the adolescent’s sexual behavior.

Mukherjee (1978) suggests some guidelines on how to control the .sexual urge among adolescents, namely:-

i) By providing scope and adequate education,

ii) Adopting sex education in the school with full knowledge and consent of the parents, and,

ii) Emphasizing the virtues of sex while pointing out the evils of sexual activities before marriage.

2.2.4 Developmental Factor

Developmental factors refer to those problems an individual faces at different periods of his life. The child must master the complexities of learning to walk, talk, eat and do other activities. Hurlock (1972) noted that development influences behaviour both directly and indirectly. Direct behaviour determines what the child can do to compete on equal terms with his peers in sporting activities, sexual affairs and others. Indirect behaviour determines or influences attitude towards oneself and others.

An eminent psychologist, Havighuret (1971), states that adolescent is faced with some developmental tasks in his/her life which represents the vital problems that must be met and solved during the transition from childhood to adulthood. These problems are not entirely unique to the adolescent period, but they are one of which the adolescent must work if he eventually expects to achieve a successful adult role. He listed eight tasks that are particularly significant for the adolescent. These developmental tasks of adolescents include:

1. Achieving new and more mature relations with age mates of both sexes.
2. Achieving a masculine or feminine social rule.

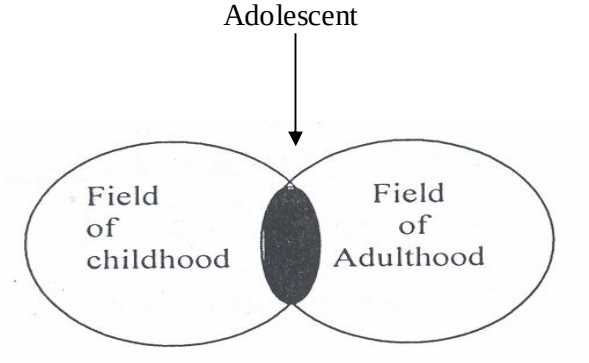
3. Accepting one's physique and using the body effectively.
4. Achieving emotional independence of parents and other adults.
5. Preparing for marriage and family life.
6. Preparing for an economic career.
7. Acquiring a set of values and an ethical system as a guide to behaviour that is, developing an ideology.
8. Desiring and achieving socially responsible behaviour.

In addition, he states that, such tasks as achieving socially responsible behaviour and preparing for marriage and family life, as well as other tasks on this list, should not be neglected.

Another psychologist, Lewin (1975:77) asserts that adolescent is really in a" no-man's land". He is neither a child nor an adult but is caught in a field of overlapping forces and expectations. The child's role is clearly structured. He knows what he can and cannot do. The adult similarly understands pretty well what his rule is. The adolescent, however, is in an ambiguous position. He never really knows how he stands. One moment he is told by his parent that he is too young to take the family car out of town .The next moment he is chided for not acting like a man and is told that be is as big as his father. It is believed that his uncertainty as to his role causes many adolescents to be in conflict to vacillate and to be sensitive. It is a well known fact that delinquency rates soar during the period of adolescence, and that sex and sexuality especially among female adolescents become the talk

of the town. Moreover, drug and alcohol addiction have their beginning and that much general unhappiness exist.

The psychological field of the adolescents is the shaded space where the circles overlap as shown below:



2.2.5 Factors Affecting Adolescent Behaviour towards Sex and Sexuality.

2.3 Theories of Sex and Sexuality

There are many theoretical approaches which permit research about sex and sexuality. However, the following four approaches are discussed:

2.2.1 Freudian Theories of Psychosexual Stages of Development, Freud (1957 - 1961), states that personality development of a child is' based on two principles namely:

a) The maturation of the ego, and

b) The psychosexual development of personality, which he grouped into stages:

1. The oral stage (0 - 2 years) - The development of dependency;

2. The Anal stage (2 - 3 years) - The origin of possessiveness;

3. The Phallic stage (3- 6 years) - The origin of sex identification;

4. The stage of latency (6 - 12 years) No sexual interest;

5. The genital stage (puberty - Adulthood);

1. Oral Stage (0 -2 years)

Freud believes that when a child is born he is exposed to the bombardment of various stimuli in contrast to his experience of having lived for a period in the soft padded dark chamber of his mother's womb; this creates the origin of his anxiety. The child tackles this situation by raising its threshold of perception of the incoming information from the strange, environment to which he is exposed. He hides himself from fear of impending punishment from his parents. Freud regards this sort of behavior as a regressed manifestation.

2. The Anal Stage (2 -3 years)

The development of dependency is the psychosexual stage in which the child gets his oral gratification in sucking behavior. If the child is well cared for, he is gratified or satisfied and his satisfaction is one of trust or dependency. But after weaning, his aggressiveness is manifested in biting. This implies that proper care in rearing children at this stage may lead to the desired behavior in their personality and there are some evidences from anthropological studies that Mundugumor which state that children who are neglected during the early days after birth, become cruel and mistrustful to others.

3. The Phallic State (3 - 6 years)

This stage is in which the child receives sexual gratification from the stimulation of his phallic region. At the onset of this stage, the boy realizes that he is similarly sexual as his father who is his rival in his attempts for having his mother's love and affection. He then develops a kind of fear or anxiety, which Freud calls castration anxiety. To resolve this anxiety, the bodies cling to his mother leading to his formation of Oedipus complex". A girl on the other hand realizes that similar to her mother sexually. She considers her mother to be her rival in her competition to have her father affection and love and she manifests a behaviour pattern, which Freud calls castration complex.

The boy realizes that the best way to have his mother's love is to imitate his father in every way so that he can have the affection of his mother. The imitative behaviour of the boy leads to identifying with his father, and later with the adult males in his environment. Similarly, the girl abandons her father and resolves her Electra complex by imitating her mother so that she can have some controls over her father and this primitive form of imitative behaviour leads her to identify with her mother, and later with the female folk of her community. This stage makes the child to manifest both love and hatred towards his parents.

4. Latency Stage (6 - 12 years).

At this stage children acquire values of their contemporary societies, they show no sexual interest.

5. The Genital Stage (Puberty-Adulthood)

This is the reliving of the phallic stage where the adolescents tend to seek out their mates from the opposite sex this is a normal behaviour pattern but if children are not helped at this stage, there is the possibility that they may regress to their early stage of Oedipus or Electra complex behavior thus leading to later .personality problems.

The difference between the earlier phallic stage and the later genital stage adolescent behaviour is that, the adolescent has established relations outside the family and that a love relationship with the parents of the opposite sex is not a better relationship than a friend of the same sex.

Freud (1957 at 1961) postulated that adolescents and adult sexual problems have their origin in some distortion processes.

To support this, here are his own words.

“The popular view that distinguishes between hunger and love, seeing them as representatives of the instincts that aim at self preservation and reproduction of the species respectively. In associating ourselves with this very evident distinction we postulate in psycho analysis a similar one between self preservative and ego instinct on the one hand and the sexual instincts on the other hand. This is called 'libido' - sexual longing and it is

analogues to the force of hunger or the will to power and other such trends among the ego - tendencies".

Jones (1971), clarifies this when he states that "by sexual, Freud meant' sexual, but he widens the popular conception of what things are sexual. The psychoanalytic study of early childhoods and the knowledge of adult perversions compelled him to recognize that sexuality has many manifestations besides the simple genital union of coitus. Even though children are not capable of reproductive activity, sexuality is operated to direct aspects of their fantasies, problem solving and social interaction, (Gardner, 1978).

2.3.1 Erickson's Theory of Psychosocial Development:

Erickson de-emphasizes the classical Freudian mother-father-child triangle, particularly as it was revealed in the Oedipus and Electra complexes. He emphasizes the importance of the child's environment. He describes human development in terms of eight sequential stages; the first five stages span infancy, childhood and adolescence. The last three focus on descriptive of maturity. He does not assume that the developmental process terminates with the onset of maturity, but that there remain a number of crucial stages through which the individual must progress. These stages are described below:-

1. Trust Versus Mistrust**:**

Erickson (1959) contends that one of the most basic components of a healthy personality is a sense of trust. That is, trust toward oneself and toward others is derived in the first year of life. This is referred to as a theory of life cycle, ego-psychology, and psychosocial development or as a psychoanalytically oriented theory. To him, infant is initially faced with a fundamental conflict between mistrust of a world, which very little is known, and an inclination to develop a trusting attitude towards that world. Because, most of initial contact with the environment is through the child's oral regions, one of his developmental tasks is to acquire sufficient trust of the world to willingly explore it with the mouth. With this trust comes feelings of security, comfort resolution of this conflict and other descriptions of the developmental process continue throughout later stages. Erickson describes development in terms of a series of crisis through which the individual progresses. Development is also viewed as involving the acquisition of series of competences arising largely out of children's interactions with their Social and physical environment, hence psychosocial development.

2. Autonomy Versus Shame and Doubt:

Erickson explains that, at this stage, children begin to realize that they are authors of their own actions. According to Piaget, the child does not deliberately act upon the world, but reacts to it. Sucking is not engaged in

when the child intends to suck, but rather when appropriate stimulation is provided. With the recognition that they can execute some of the behaviors that they intend, children develop a sense of autonomy. This autonomy, however, is threatened by children's inclinations to abdicate responsibility for their own actions, to regress to the comfort and security that characterized the first stage (Erickson, 1961).

3. Initiative Versus Guilt:

According to Erickson, at the age of four or five, children have resolved the crises of autonomy; in short, they have discovered they are somebody. During the next stage, they must discover who they are by attempting to be like their parents. It is during this stage that they establish a wider physical environment, made possible by their greater freedom of movement. Also, during this period their sense of language becomes sufficiently perfected for them not only to be able to ask many questions and understand some of them but also to imagine all sorts of possibilities concerning themselves. With increasing exploration of the environment, children develop a sense of initiative with respect to their behaviors and responsible for initiating behavior. During this stage as well, the child undergoes the phallic period complexes- Oedipus and Electra. These, according to Erickson, are resolved not solely through identification with the like-sexed parent, but principally through interaction with peers, through solitary play (day- dreaming) and in other play situations:

4. Industry Versus Inferiority:

This stage corresponds to Freud's (1956) latency period, marked by the child's increasing need to interact with and be accepted by peers. Concomitant with this, children develop a strong sense of duty and self-restraint that conforms highly to what they see as the expectations of their social environment. Children now avail themselves of all opportunities to learn those things they think are of importance to their culture, that by so doing they will become someone. At the same time, however, they are beset with guilt and doubt leading to feelings of inferiority and insecurity because there can never be any unequivocal assurance that they have become someone of importance. He points out clearly that the only sense in which the child may be considered "latent" is in terms of the formation of heterosexual attachments. In all other ways, children are much more active than latent.

5. Role Confusion

Erickson's fifth developmental stage corresponds to Freud's genital period. Here, he states that the development of a strong sense of identity implies the development of a strong ego. Hence his expression, "Ego identity" the crises implicit in this stage concerns the conflict between a strong sense of self and the diffusion of self concepts.

The source of conflict resides in the various possibilities open to the child -possibilities that are magnified by the variety of cultural models in the

environment. Conflict and doubt regarding choice of identity leads to what Erickson terms "identity diffusion”. One of the primary socio-cultural functions of adolescence is to serve as a moratorium during which the child need not make an immediate and irrevocable decision concerning self. "Negative identities", identities that are not ordinarily conducive to normal adjustment to society, can be experimented during this period. Essentially a negative identity retains negative aspect of earlier cases: mistrust, guilt, and so on. Adolescents must incorporate into their identities, the notion that at times they are also guilty and incompetent. Do you know who you will be when you grow up?

2.3.2 Kohlberg's Theory of Moral Development

Kohlberg (1968), described theory of moral development in three (3) levels:

a) Pre-conventional

b) Conventional

c) Post conventional

1. Pre Conventional Level:

According to Kohlberg, a child use to judge right or wrong by his self-interest-His reasoning is concrete. Right, love or kindness are something one does.

The understandings of rules are so limited that the application of them (rules) is very inconsistent. "Goodness" and "Badness" refer to what one

does or does not satisfy needs. Some instances of a morality are based on mutual understanding, and for example, "you do something for me, and I will do it for you."

ii. Conventional Level:

He states that, as the child moves into this level, the rules of the society tends to be viewed as rigid and literal. The child sees good behavior as imperative. He later becomes oriented towards authority and rules. Maintenance of rules and respect for authority become one's duty. That is, he is aware of intentions and the personal differences that should be considered when judging actions.

iii. Post Conventional Levels:

To Kohlberg, moral behaviour is no longer governed by one's duty or by obedience to the letter of the law but by the principle under the law. For example, an individual may support equal admission to professional schools because of the underlying principle that all human beings are entitled to opportunity. Later, the individual operates in accordance with a social contract. The child becomes concerned about the ways in which wrong actions and responses damage relationship between person and in groups.

Kohlberg added that, the children who reach the higher levels of moral development in their age group are these who have many associations and interactions with other children. Another factor is the amount of

exposure that a child has. Moral judgment matures must rapidly in an atmosphere of mutual respect.

2.4 Importance of Sex Education

Introduction

Sex education is the process of acquiring information and forming attitude and belief about sex, sexual identity, relationship and intimacy. Young people have a right to sex education, partly because it is a means by which they are helped to protect themselves against abuse and exploitation.

In view of the above, the researcher wishes to state the following importance of sex education:

1. Sex education will assist the adolescents to be disciplined and avoid promiscuous acts thereby preparing them for a happy and fulfilling family life.
2. Sex education will make adolescents to understand the consequences of sexual escapades, unwanted pregnancies and numerous Sexually Transmitted Infections (S.T.I.S) such as:

a) Gonorrhea

b) Syphilis

c) Human Deficiency Virus (HIV) which cause Acquired Immune Deficiency syndrome (AIDS)

3. Sex education will help adolescent to take good care of them and to desist from immoral activity.
4. Sex education will assist adolescents overcome certain curiosity about sex and accept the physiological changes that might take place during puberty.

2.5 Sex Education Curriculum

A curriculum of any subject can be defined as the total set of learning experiences which are designed for a specific set of learners operating within a formal school system with a view to impacting some skills, competences and attitudes to these learners. Godwin (1981) defines curriculum as logistically vandalized knowledge and value claims. Curriculum specifies the objectives, learning experiences, content, methods, instructional materials and evaluation techniques of learning task. These applied to sex education curriculum in secondary schools. It serves as a guide to teacher in classroom situation. The sex education curriculum includes:

a) Meaning of sex education
b) Sexual development
c) Reproduction system
d) Contraception (advantage and disadvantage)
e) Relationship (partnership and Marriage)
f) Information about abortion, HIV / AIDS, and others.

2.5.1 Proposed Methods of Instruction

Schaller (1978), proposes that the topics should be taught by qualify teachers. Classes need to be tailored to the students needs and the students need to be encouraged to express their feelings and differences.

She suggested the following methods:

1. Group Discussion

This method helps adolescents to express their feelings when they sit around the table discussing. By doing so, students would conclude his /her wrongs in life if he / she develop or had developed bad behavior. At the end of panel discussion, he/she would change for good (positive).

2. Role Play:

This method allows students to stage a play on a preprogrammed designed by the subject teacher for purpose of teaching in order to sustain the learner interest to and to make them not to fall into negative behavior.

3. Use of resource person (s):

These referred to expert to expects like medical doctors, councilor, psychologist and other Subject teacher with knowledge of the school administrator to invite any of the above personnel for more explanation or enlightenment on areas like child abuse/sex abuse, drugs abuse/addiction so that they would desist from such act, if not some students would be a dropouts, or would have mental case in future.

2.5.2 Proposed Teaching Equipment

According to Schramu (1977), Hawk ride (1986) and Schiller (1978) stress that teaching materials increase students learning interest and make learning more permanent thus stimulating self activity in the students. Also the instructional materials in the classroom makes lesson clearer and easier for students. They help the teacher in planning his lesson well.

1. Films/film strips
2. Charts
3. Posters and cartoons
4. Radio
5. Television
6. Text books

Text books assist the both the teacher and the students in obtaining more information on topics taught or will be taught. All these make students to behave well and develop more interest in reading and adjustment to any situation due to information he/she obtains daily from text books and other materials.

Charts.

It helps in making learning and understanding easy for students.

Posters and Cartoon:

The poster and cartoon normally capture the interest of the students due to the numerous drawing often dealing win a clever and arousing way.

It also serves as a reminder which always remains in the memory of the students.

2.6 Review of Related Studies

Many studies have been conducted on sexual behavior among adolescents around the world. For instance, a survey on policy monographs series 2002, conducted by Collins Alagiri, summers and Morin (1999), State that, government secondary school are increasingly focusing on abstinence only (sex education, finding steep declines in teaching of abortion, and sexual orientation and birth control in schools.

According to the study, 23% of secondary school sexuality education teachers in 1999 taught abstinence are the only way of preventing pregnancy, S.T.I.S and other diseases as compared to 2% in 1988.

According to the research, behaviour research can not make judgments about social values but it can evaluate the success of school - based curricula at producing tangible outcomes for young people. But, peer reviewed scientific journals clearly show that some comprehensive sex education programs can reduce behaviour that puts young people at risk of HIV / AIDS, S.T.I.S, abortion, unwanted pregnancy and others.

There are many different groups across the United States advocating for abstinence only sex education in schools, such as:

a) Concerned Women in America;

b) The Eagle Forum;

c) The Family Research Council

d) Focus on the family;

e) The Heritage Foundation;

f) The Medical Institute for Sexual Health (M.I.S.H);

g) The National Coalition for Abstinence Education; and

h) Stop Planned Percent Hood International.

These and other proponents of abstinence argue primarily that sex before marriage is inappropriate or immoral and that abstinence is the only method which is hundred percent (100%) effective in preventing or reducing pregnancy and S.T.I.S.

Many such groups also emphasize that condoms are not fool-proof of preventing pregnancy or S.T.I.S, and that sexual activity outside marriage can result in serious, debilitating and sometimes deadly consequences.

An article from the concerned women on an America web site states that, this is not simply an issue of morality on sex and sexuality, but a matter of public health. The problems that have become so entrenched in our country, such as: HIV / AIDS, illegitimate births and poverty are attributed to the debilitating effects of a public policy that connotes sex without marriage. As the research clearly indicates, America is not suffering from a lack of knowledge about sex, but on absence of values.

A pilot study conducted by Olize (1992), found that the more than 80% of school going girls in Nigeria, between 14 – 17 years have tested the

“Forbidden fruits”. These girls confirmed that they were aware of the ways to prevent pregnancy but had no money to prevent the pregnancy. The report added that out of every five girls, within the same age three have experienced abortion and almost all the girls that experienced abortion confirmed that it was carried out in illegal ways.

Perkins (1983) and Mukherfee (1978) aptly remarked that the knowledge an adolescent gains on sexual matters from friends (peers), foreign; films, internet and others are grossly misleading. They also observed that due to moral laxity and sexual promiscuity most families become ignorant of the dangers of sexual activity.

Commenting on sexual violence against women and children, Kayode (2006), states that sexual abuse of children is a relentless silent epidemic and a very serious public health problem. She further explained that about twenty (20) cases of sexual violence are reported weekly.

According to survey on students, parents and teachers conducted by the Kasier Family Foundation (1999) found that students who have sex education know more and feel better prepared to handle different situations and decisions than those who have not.

According to Sexuality Information and Education Council of the United States (SIECUS, 2001), majority of Americans support sexuality education.

In addition, National Survey (1999) says that, 93% of all American

supported teaching of sexuality education in middle and junior high schools.

According to a consensus statement of the National Commission on Adolescents Sexual Health states that, society encouraged adolescents to delay sexual behaviors until they are already physically, cognitively and emotionally mature.

According to Calix (2000), in his survey conducted in Sabon Gari Local Government Area of Kaduna State, 33% of adolescents is sexually exposed. He also added that, teaching of sex education in middle and junior high schools would assist adolescents to make adjustment of their lives.

2.7 SUMMARY

The literature review has proved helpful in revealing theoretical issues on sex and sexuality by various psychologists such as: Freudian theory of psycho sexual development, Erickson's theory of psychosocial development, Piaget's theory of cognitive and intellectual development, and Kohlberg's theory of moral development which the researcher has benefited immensely. It also highlights the importance of sex education and reveals the existing methodology and teaching equipments to be used.

However, further studies need to be conducted to validate the relationship of the influence of home background and adolescents' attitude towards sex and sexuality in Government Secondary Schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The research study discusses the following methodology:

i. Research Design

ii. Population of the study

iii. Sample and sampling techniques

iv. Pilot study

v. Reliability and validity of instrument

vi. Administration of questionnaire and

vii. Statistical techniques.

3.2 Research Design

According to Kerlinger (1973), design is the overall plan of scheme or programme of research. The research design adopted for the conduct of this study is the survey method. The work fits into survey research because it is descriptive in nature. And in descriptive research, data are usually collected, organised, analysed, and described as they exist without interfering.

3.3 Population of the Study:

Population has been defined by Best and Kohn, (1989) as any group of individuals that have one or more characters in common that are interest

to the researcher. This means that the group a researcher uses is desirable as having a unique property or character.

The population the researcher used in this study is 210 students out of the total population from right selected Government Secondary Schools within Zaria metropolis.

3.4 Sample And Sampling Technique

Eight schools were selected for sample and sampling technique out of thirty-three (33) government secondary schools within Zaria zone. And the sample size for the study is two hundred and ten (210).

The population of the sample and sampling size are presented in the table 3.1 below:

Tables 3.3.1 Distribution of students

S/N	SCHOOL	SS II	SAMPLE SIZE
1.	Barewa College	308	28
2.	Govt. Girls Secondary School (W.T.C)	225	23
3.	Government Boys Secondary School Chindit	288	26
4.	Government Day Secondary School Chindit (Girls)	298	26
5.	Government Day Secondary School Dakace (Girls)	245	23
6.	Government Commercial College	248	23
7.	Government Girls Secondary School Pada	200	18
8.	Government Boys Secondary School Tukur-Tukur	464	43
	TOTAL	**2,306**	**210**

The researcher selected eight (8) schools (day and boarding) out of the thirty-three (33) and the selected students were SSII from each of the eight (8) schools with their following population are:

1. Barewa Collge-308
2. Government Girls Secondary School -225
3. Government Secondary School, Chindit boys-288
4. Government Girl's Secondary School, Chindit-298
5. Government Secondary School, Dakace with 245
6. Government Commercial College, Zaria-248
7. Government Girl's Secondary School, pada-200
8. Government Boy's Secondary School, Tukur-Tukur-464

3.5 Instrumentation

The student's questionnaire was designed by the researcher for data collection. The instrument was on five (5) points likert scale of strongly agree (SA), Agree (AG), Disagree (DA), Undecided (UD) and Strongly Disagree (SD). The questionnaire consisted of four sections A-D namely: Section A: Seek for information on personal data (Bio-data) of students: such as: School, class, Age, Gender, and others.

Section B, C, and D required students' attitude, parental attitude/disciplinary style and parental socio economic status. These three sections demanded students to tick (√) columns .of SA, AG, DA, UD, and

SD as exp1ained above.

The instrument was validated by experts in educational psychology department, guidance and councilor to judge the appropriateness, comprehensiveness and clarity of the questionnaire.

3.6 Validity *I* Reliability of Instrument:

3.6.1 Validity of Instrument:

Validity as the name implies, has been defined by Gray (1987) as the degree to which a test measures what it is supposed to measure, it is therefore important to make sure that a research instrument established produces the desired results.

The questionnaire drawn was submitted to the thesis supervisors and statistician who made necessary inputs in order to make it valid and acceptable.

3.6.2. Pilot Study

To ensure the reliability of the instrument, pilot study was conducted out of the main areas of the research study.

The pilot sample was administered in four schools in Zaria educational zone, included boarding and day. Forty (40) students were given the questionnaires to fill. Twenty two (22) were boys and eighteen (18) were girls. The outcome of the pilot study provided validation for the instrument and procedure adopted after modification. The result of the pilot study

showed a high level of reliability at R= 0.78. This figure therefore has tested to the interval consistency of the instrument.

3.7 Administration of Questionnaire

Copies of the questionnaire were administered by the researcher with the assistant of the form - maters in all the eight (8) selected schools. Before the administration of the questionnaire, the students were randomly selected, seated and well instructed on how to fill the questionnaire. After the completion of the questionnaire the researcher collected them for data analysis.

3.8 Statistical Techniques

Hypotheses

H_1 There is no significant relationship between parent's occupation/socio-economic status and their adolescent's attitude towards sex and sexuality. Statistical technique used is Pearson product moment correlation procedure.

H_2 There is no significant gender difference in the attitude of adolescent towards sex and sexuality. Two tail t-test used as statistical technique.

H_3 There is no significant difference between the family types and adolescent's attitude towards sex and sexuality. One way analysis of variance was used as statistical technique.

H_4 is there any significant relationship between parent's styles of

discipline and adolescent attitude towards sex and sexuality. Pearson product moment correlation procedure was used as statistical technique.

3.9 Summary

The chapter has discussed the research methodology used such as: research design, population size, sample and sampling technique, instrumentation, validity/reliability of the instrument, Administration of the questionnaire and statistical techniques.

CHAPTER FOUR

RESULT AND DISCUSSION

4.1 Introduction

The data collected from the students with regards to the influence of home background on adolescents' attitude towards sex and sexuality in Government Secondary Schools in Zaria Inspectorate Division were statistically analyzed in this chapter. The structure of the chapter consisted of an analysis of the demographic characteristics of students which are presented in tables of frequencies and percentages.

The other sections consisted of the analysis of the variables relating to adolescents attitude towards sex and sexuality. The items within these sections were measured in Likert five points' scales. For purpose of easy comprehension, the two options for agreement (strongly agree and agree) were sometimes added together where they could be used to create some impression on the respondents' inclinations. The analysis of these sections was done along the research objectives and research questions. This was also applicable in the case of disagreement occasionally in the analysis. The related hypothesis was tested in each of the sections. All tests of hypotheses raised in the study were conducted with mean score. This was done to enable conclusive judgment on each of the hypotheses and the respective research question. A discussion of the findings from this study was then presented at the end of the chapter.

4.2 Personal Data

This hypothesis was tested with two sample t-test of the categorization of the family types into two independent groups. The result of the test is presented below.

Table 4.1: Two sample t-test on attitude towards sex and sexuality by family types

FAMILY	N	MEAN	STD. DEVIATION	STD. ERROR MEAN	T-VALUE	DF	P	T-CRITICAL
Nuclear	90	2.4955|	.01103	.00116	42.723	208	.000	1.96
Extended	120	2.4177	.01440	.00131				
Total	210							

The result in the table revealed significant difference between the family types and their attitude towards sex. The observed t-value is 42.728. This is higher than the critical value of 1.96 at the same degree of freedom. The observed probability level of significance is 0.000 ($P< 0.05$). This means that the null hypothesis that there is no significant difference between family types and adolescent attitude towards sex and sexuality could be rejected.

Table 4.2: Distribution of students' parents socio-economic status

Socio-Economic Status	Frequency	Percentage
Professional	35	16.6
Business	96	45.7
Civil Servant	42	20.0
Force service men	22	10.5
Farmer	15	7.5
Total	210	100

The indications from the above table are that 16.6% of the fathers were professional while 45.7% of them were involved in businesses. Those in the civil service were 20.0% of the total number while 10.5% of them were Force service men. The distribution as indicated in the table is skewed towards business, which connote all other occupations which could be classified as self employment, trading and other such services. While 7.2% their parent are farmers.

4.3 Descriptive statistics

The first objective of this study was to find out about intra-family conditions that influence attitude of adolescents towards sex and sexuality. The related research question to this objective is:

1. What are adolescent’s attitude towards sex and sexuality?

A total of 9 items were used in this assessment. These consist of the students' view on premarital sex, and how adolescents should be allowed to relate including their view on sexually transmitted diseases like HIV / AIDS. The freedom to read romantic books and their opinion relating to pregnancies were parts of the items used in the assessment of the students' attitudes. The response of the students on the perceived attitude is presented along the five points Likert Scale in Table 4.6.

Table 4.3: Adolescents attitude towards sex and sexuality

Attitude	SA	A	U	D	SD
1. Premarital sex should not be discouraged.	27 (12.9%)	15 (7.1%)	15 (7.1%)	30 (14.3%)	123 (58.6%)
2. Adolescent should be allowed to relate freely with opposite sex.	11 (5.2%)	26 (12.4%)	8 (3.8%)	38 (18.1%)	127 (60.5%)
3. Adolescent are mature enough to face the consequences of premarital sexual activities.	53 (25.2%)	32 (15.2%)	15 (7.1%)	36 (17.1%)	74 (35.2%)
4. It is old fashion to remain virgin till marriage.	23 (11.0%)	31 (14.8%)	24 (11.4%)	36 (17.1%)	96 (45.7%)
5. HIV/AIDS and sexuality transmitted diseases are for those who are not careful enough.	105 (50.0%)	39 (18.6%)	10 (4.8%)	24 (11.4%)	32 (15.2%)
6. It is good for adolescents to read romantic books, magazine and love stories.	33 (15.7%)	40 (19.0%)	13 (6.2%)	41 (19.5%)	83 (39.5%)
7. Adolescent should not be afraid of unwanted pregnancies	16 (7.6%)	16 (7.6%)	16 (7.6%)	35 (16.7%)	127 (60.5%)
8. I am not comfortable sitting with opposite sex.	44 (21.0%)	52 (24.8%)	13 (6.2%)	28 (13.3%)	73 (34.8%)
9. I feel comfortable when they are discussing something related to sex.	26 (12.4%)	22 (10.5%)	27 (12.9%)	47 (22.4%)	88 (41.9%)

The percentage of students who strongly disagreed and disagreed with the notion that pre marital sex should not be discouraged in the table

are 58.6% and 14.3% respectively. This gives a total of 72.9% of the total number of students who in other words felt that that pre-marital sex should be discouraged among adolescents. This could be seen as a positive attitude of the students towards adolescents' sex and sexuality depending on the angle one look at it. In line with this perspective, 60.5% and 18.1% of the students strongly disagreed and disagreed respectively that adolescent should be allowed to relate freely with opposite sex. The divergent opinions on these two points were relatively low as indicated in the table. Further confirming the positive attitude of the students in this regard, 35.2% and 17.1% of the students strongly disagreed and disagreed respectively that the adolescents are mature enough to face the consequences of pre-marital sexual activities. This means that most (52.3%) of the students did not agree that adolescents could be considered mature enough to face the consequence of pre marital sexual activities. Going by this opinion, students could be termed to have a positive attitude towards adolescent sex and sexuality in the secondary schools selected for the study. This is further reflected in the expressed opinion of the students on item 4 in the table where 45.7% and 17.1 % of the students strongly disagreed and disagreed respectively that it is old fashion to remain a virgin till marriage. Only 11.0% and 18.4% of the students were of the opinion that to remain a virgin till marriage was old fashion and 11.4% of the students did not express their opinion on this issue.

The responses of students on the items in the table clearly indicated that the students view adolescents' sex and sexuality as something to be taken with caution. As indicated in the table, 50.0% and 18.6% of the students strongly agreed and agreed respectively. That HIV / AIDS and sexually transmitted diseases are for those who are not careful enough in their sexual conducts. Though 4.8% of the students did not express their opinion on the item, the percentages of *it.tL* students who disagreed (11.4%) and strongly disagreed (15.2%) with the notion were relatively low. Thus 39.5% and 19.5% of the students strongly disagreed and disagreed respectively that it is good for adolescents to read romantic books, magazines and love stories. Only 15.7% and 19.0% of the students were of the opinion that it is good for adolescents to read romantic books, magazines and love stories and 6.2% of the students did not answer the question. The scores are indicated for item 6 in the table respectively.

The response to item 7 in the table indicates that most of the students did not share the view of uncontrolled sex and sexuality among adolescents. In the frequency scores, 60.5% and 16.7% of the students strongly disagreed with the opinion that adolescents should not be afraid of unwanted pregnancies. The divergent opinion on this item as indicated in the table is relatively low. However, opinion was divided among the students on the notion that they could not be comfortable sitting with the opposite sex. The total percentage score for 'strongly agree' and 'agree' is 45.8%, the total

percentage score for 'strongly disagree' and 'disagree' is 48.1% and 6.2% of the students did not answer the question. As indicated in the table, 41.9% and 22.4% of the students strongly disagreed and disagreed respectively that they feel comfortable when they are discussing something related to sex. Only 12.4% and of the students said they feel comfortable when they are discussing something related to sex 10.5%. These groups could be considered as a minority since they constituted only 22.9% of the total respondents involved in the study.

The second variable relating to this objective is the students' background which depicted by their parents' socio-economic background. This variable was assessed with eight items in section D of the questionnaire (See Appendix I).

Among the issues investigated in section were the parental employment statuses, the parents' educational status, the housing type and their economic status. The opinion of the students on their parents' socio-economic background is presented in frequencies and percentages along the Likert Scale in Table 4.3. In the analysis of the items, the options 'strongly agree' and 'agree' were added together for emphasis where it was consider necessary. This was also done for the two options 'strongly disagree' and 'disagree' where emphasis on the responses was required.

Table 4.4: The adolescents' opinion on their parents' socio-economic status.

Socio-economic status	S A	A	U	D	SD
1. They are gainfully employed	82 (39.0%)	61 (29.0%)	17 (8.1%)	21 (10.0%)	29 (13.8%)
2. They had more than secondary education	82 (39.0%)	58 (27.6%)	29 (13.8%)	25 (11.9%)	16 (7.6%)
3. They live in slums area where there is no privacy.	49 (23.3%)	29 (13.8%)	27 (12.9%)	32 (15.2%)	73 (34.8%)
4. We share the same room with our parents	12 (5.7%)	12 (5.7%)	28 (13.3%)	41 (19.5%)	117 (55.7%)
5. They settle our school fees regularly	122 (58.1%)	60 (28.6%)	11 (5.2%)	2 (1.0%)	15 (7.1%)
6. We have three square meals a day at home	129 (61.4%)	49 (23.3%)	15 (7.1%)	6 (2.9%)	11 (5.2%)
7. We hawk or sell goods at home to assist or help our parents economically	52 (24.8%)	63 (30.0%)	14 (6.7%)	22 (10.5%)	59 (28.1%)
8. My parents buy dresses for me regularly	109 (51.9%)	68 (32.4%)	10 (4.8%)	8 (3.8%)	15 (7.1%)

The distribution in the table indicates that 68% (strongly agree and agree) of the adolescents claimed that their parents were gainfully employed. Though 8.1 % of the adolescents did not provide the necessary information for the question, 23.8 of the adolescents said their parents were not gainfully employed. From item 2, in the table, 39.0% and 27.6% of the adolescents strongly agreed and agreed respectively that their parents had more than

secondary education. In essence, 66.6% of the students' parents had more than secondary education. Only 19.5%, made up of students who disagree (11.9%) and those who strongly disagreed (7.6%) claimed that their parents did not have more than secondary education. And more than half of the students as indicated by their response to item 3 in the table disagreed that their parents live in rented apartments or houses. But most (75.2%) of the students did not agree that they share the same rooms with their parents.

Settlement of school fees was done by the parents of most of the students as indicated in item 5 in the table. From the response, 58.1 % and 28.6% of the students strongly agreed and agreed respectively that their parents were responsible for their school fees. And 61.4% of the students strongly agreed that they take 3 square meals per day in their houses while 23.3% agreed they take such means. These add up to 84.7% of the total students involved in the study. But 54.0% of the students agreed that they hawk or sell goods at home to assist or help their parents economically and 84.3% of the students agreed that their parents buy dresses for them regularly. From every indication in the table, the adolescents involved in this study could not really be said to all come from a poor socio-economic background nor could they be said to come from high socio economic background.

- The first objective of the study was the determination of the relationship between parents' occupation and adolescents' attitude towards sex and sexuality.
- Is there any relationship between parents' occupation and adolescents' attitude towards sex and sexuality? To provide a solution to this question, test of the related hypothesis is necessary. In the second objective of the study, effort was geared towards establishing whether gender difference is a factor in the attitudes of adolescents towards sex and sexuality. The related research question to this objective was:
- How does the relationship between male and female affects adolescents' attitude towards sex and sexuality? The third objective of the study was to investigate the influence of family type on adolescents' attitude towards sex and sexuality. To accomplish this objective, the following research question was raised:
- To what extent do family types affect adolescents' attitude towards sex and sexuality? Hypothesis IV provided the solution to this question. The family types of the adolescents were assessed in Table 4.1. This constituted the independent variable used in the test. The four objective of the study was the assessment of parental attitude on adolescents towards sex and sexuality. In order to attain this objective the following research question was raised:

- What effect does parental disciplinary/attitude style have on adolescents towards sex and sexuality? The answer to this question lay in the test of the related hypothesis.

4.4 HYPOTHESIS TESTING

Hypothesis I: There is no significant relationship between parents' occupation/socio-economic status and their adolescents' attitude towards sex and sexuality.

In Table 4.2 the occupation/socio-economic status of the parents were discussed on the attitude of the adolescents towards sex and sexuality. The Pearson correlation procedure was used in the test because of the non-parametric nature of the occupational/socio-economic status distribution of the parents' occupation in Table 4.2.

4.5 Correlation between Parents/Occupation and Adolescent Attitude Towards Sex And Sexuality.

Variables	Mean	R	DF	P
Attitude	2.4185	-0.185	208	0.007
Occupation	2.181			

The result in the table revealed significant relationship between parental occupation/socio-economic status and adolescents attitude toward sex and sexuality among the students involved in this study. The observed level of significant is 0.007 ($P< 0.05$). The null hypothesis can not be

retained since parental occupation/socio-economic status is significantly related to adolescents' attitude towards sex and sexuality. It is however observed from the correlation coefficient that the two variables are inversely related. This implies, that the higher the occupational status, the less preoccupied with sexual activities of the adolescents.

Hypothesis II: There is no significant difference between male and female attitude towards sex and sexuality.

In the discussion of the demographic characteristic, the proportion of male to female among the respondents was stated. In this test, the scores of the two groups are tested using the two tail t-test. The use of the t-test is due to the fact that two independent variables (Male and Female) were involved in the test. The result of the test is shown in Table 4.6.

Table 4.6: **T-test between male and female students attitude towards sex and sexuality.**

Gender	**Mean (x)**	**Standard error**	**Df**	**P**
Male	2.4388	0.45	208	0.653
Female	2.3925			

In the discussion of the demographic characteristics, the proportion of male to female among the respondents was stated. In this test, the scores of the two groups are tested using the two tail t-test. The use of the t-test is due to the fact that two independent various (male and female) were involved in the test.

The two group as indicated in the table are not significantly different in their attitude towards sex and sexuality. The observed t-value in the test is (0.45) and the observed level of significance is 0.653 (P > 0.05). The null hypothesis could therefore be retained. This observation implies that the male and female students did not differ significantly from each other in their attitude towards sex and sexuality.

Hypothesis III: There is no significant difference between family types and adolescents attitude towards sex and sexuality.

Table 4.7: Mean scores on students attitude towards sex and sexuality by their family types

Family Types	N	Standard Deviation	Percentage
Nuclear	90	0.6794	42.9%
Extended	120	0.7739	57.1
Total	210	1.4533	100%

The result as indicated in the analysis did not reveal any significance difference between types of family where the adolescence come from. The observed significant (P) for the model is 0.3839 (P> 0.05). The critical value of T is greater than the observed value. Therefore, the null hypothesis could thus be retained. In other word, the type of adolescent has no significant impact on their attitude towards sex and sexuality.

The parental attitude on their adolescent was assessed in section C of the questionnaire. Among the item involved in the assessment were; the role of parents in decision making of the adolescents, type on interactions and the restriction imposed on the adolescent by the parents. The opinion of students on the parental attitude and discipline is presented in Table 4.8.

Table 4.8: Adolescents opinion on the impact of their parent's disciplinary style.

My parents	SA	A	U	D	SD
1. My parent do allowed to take decisions on how to live at home	96 (45.7)	25 (11.9)	24 (11.4)	36 (17.1)	29 (13.8)
2. My parents should allow me to interact. Freely with people of the opposite sex.	53 (25.2)	41 (19.5)	13 (6.2)	31 (14.8)	72 (34.3)
3. My parents should allow me to interact freely with people of the opposite sex.	25 (11.9)	32 (15.2)	16 (7.6)	31 (14.8)	106 (50.5)
4. My parents encourage peer group influence towards sex and sexuality	53 (25.2)	44 (21.0)	21 (10.0)	36 (17.1)	56 (26.7)
5. My parents encourage adolescents to read love stories and romantic book and magazines at home.	42 (20.0)	48 (22.9)	16 (7.6)	24 (11.4)	80 (38.1)
6. My parents encourage premarital sex at home.	26 (12.4)	23 (11.0)	18 (8.6)	28 (13.3)	115 (54.8)
7. My parent's discuses about sex affair in my presence.	46 (21.9)	45 (21.4)	21 (10.0)	39 (18.6)	108 (51.4)
8. A home, parents should not monitor adolescents movements.	22 (10.5)	22 (10.5)	19 (9.0)	39 (18.6)	108 (51.4)
9. My parents allows opposite sex into our home at random.	22 (10.5)	22 (10.5)	27 (12.9)	46 (21.9)	93 (44.3)
10. My parents watch blue films in our presence.	8 (3.8)	17 (8.1)	9 (4.3)	19 (9.0)	157 (74.8)

Hypothesis IV: There is significant relationship between parent's disciplinary style and adolescents' attitude towards sex and sexuality.

The only item that attracted agreement from the adolescents as indicated by the frequency and percentage score in the table is item 1 where 45.7% and 11.9% of the adolescents strongly agreed and agreed respectively that adolescent should not be allowed to take decisions on how to live their lives. This expression is no doubt reflecting their parental attitude/disciplinary. In the response to item 2 in the table, the opinion of the adolescents was divided on whether sex education should be taught or not. But 50.5% and 14.8% of the students strongly disagreed and disagreed respectively, that adolescents should freely interact with people of the opposite sex without restriction.

There was no consensus opinion among the students on the notion that peer groups do not influence adolescent behaviour towards opposite sex. There was also no consensus among the students on the issue of reading pornographic books and magazines. The percentage of the students who were of the opinion that adolescents could read such books was less than 50% as indicated in the table and those who oppose the idea were also less than 50%. But 54.8% and 13.3% of the students strongly disagreed and disagreed respectively with the notion that pre-marital sex should be encouraged among secondary school students. However, there was neither agreement nor disagreement by the students on the role the parents play on sexual issues in their respective homes. This is indicated in item 7 where either side of the scale had up to 50% score.

The students were unanimous in disagreeing with the notion that, there was no need to monitor where they go. This means that they expected their parents to monitor where they go from time to time: And 66.2% of the students were of the opinion that their parents does not allow friends of opposite sex into their respective homes. Most (74.8% and 9.0%) of the students strongly disagreed and disagreed. respectively with the notion that their parents watch blue films in their presence. Only 3.8% and 8.1% of the adolescents strongly agreed and agreed respectively but 4.3% of the adolescents did not answer the question.

The Pearson Product Moment Correlation procedure was used in the test of these hypotheses with the scores of Table 4.6 and 4.9 serving as the main variables for the test. The use of the procedure was informed by the interval measurement of the two variables. The result of the test is presented in Table4.10.

Table 4.9: Correlation between parental attitude on adolescent attitude towards sex and sexuality

variables	**Mean (x)**	**Standard Error**	**r**	**DF**	**P**
Attitude	2.4185	0.7377	0.5557	208	0.00
Discipline	2.5105	0.6494			

Parental disciplinary style

The result revealed significant relationship between parental attitude on the adolescent's behaviour towards sex and sexuality. In the observation of correlation coefficient for the is 0.5557 and the observed level of significant is 0.000 that means $P<0.05$ therefore, the null hypothesis is rejected.

4.5 Summary of findings

The findings from the test conducted on the data are as following;

i. There is significant relationship between parental occupation on adolescents' attitude towards sex and sexuality.
ii. The male and female students (gender) do not differ significantly in their attitude towards sex and sexuality.
iii. The type of family of students does not affect their attitude towards sex and sexuality.
iv. The type of parental disciplinary roles or attitude has significant impact on their adolescents' attitudes towards sex and sexuality.

4.6 Discussions

4.6.1 Introduction

This study investigated influence of home' background on adolescents' attitude towards sex and sexuality in government secondary schools in Zaria Inspectorate Division. Therefore, the research discusses the following

findings under each of the hypothesis.

Parents' Occupation/socio-economic status and Adolescents' Attitude towards Sex and Sexuality

From the statistical analysis of this hypothesis, the distribution on table 4.5 is skewed towards business which connotes all other occupation such as self employments, trading and there services. So, the null hypothesis can not be retained. The finding is a reflection of Charter (1966), where he stated that the major problem facing the Nigerian child is that of survival when some parents could not provide basic needs to their adolescents especially on the three daily square meals. Such condition made some adolescents to always go out to form gangs in order to solve or get their needs. This is due to experiences he/she has been passed through at the early age. To him, welfare of adolescents depends greatly on the shoulder of their parents till he/she reaches adulthood. Also, according to Charter (1966), where he acknowledged that poverty is a contributor factor to adolescents' behaviour towards sex and sexuality. He said that one's occupations determine one's socio-economic status in the society and this affects his/her family either positively or negatively.

On the negative aspect, especially the lower class in the society like clerks, messenger, cleaners, petty traders, face problem of poverty due to their income, most of them can not give proper satisfaction or care towards the basic needs of their adolescents like good feeding, health, education,

cloth and adequate accommodation or shelter. Infact, poverty makes some parents and their adolescents to love in slums where there is no privacy. And this, leads to indiscipline towards sex and sexuality among our adolescents.

Male and female (Gender) towards sex and sexuality

The adolescent' responses were stated. The two 'groups (male and female) did not differ significantly from each other in their attitude towards sex and sexuality. Therefore, the null hypothesis is retained. The finding agreed with the view of Gardner (1978) that even though, children are not capable for reproductive activity but sexual drive directed as social interaction. Also thinking in the same vein, are Perkins (1983) and Mukherjee (2004) who remarked that, the knowledge adolescent learn about sexual matters form various places like sexual environment (sexual milieu), the bill boards, magazines, low comics and others, are inadequate and misleading to both sexes. They observed that the moral laxity adults complained about in adolescents is due to the fact that adolescents are not given the facts about the danger of early sex before marriage.

Family Types and Adolescent's. Attitudes towards Sex and Sexuality

The major observation made from the statistical analysis of the above hypothesis on table 4.4 reveal that the family types of the adolescents has no significant impact on their attitude towards sex and sexuality. The observations here are in line with Okorodudu, (1995) where it was pointed out that:

a. The family unit is greatly involved in the process of training children to develop acceptable behaviour arid character formation.

b. The parents and other members of the community assist adolescents in development acceptable behaviour parents are also responsible for inculcation of cultural values and norms, -and proper moral training in the adolescents. But, only adolescents that come from bad home background are bound to develop negative attitude towards sex and sexuality.

Parent's attitude/disciplinary style on Adolescents' Attitude towards Sex and Sexuality

This variable was observed to be statistically related to the attitude, adopted by the adolescents on issues relating to sex and sexuality.

This finding is in line with Hurlock (1972), where it was pointed out, that the home is the first environment which sets the pattern for adolescents' attitude towards life in general. In the study, it was pointed out that interaction of the adolescents with their parents give rise to attitude and character formation and acquisition of skill that leads to the development of acceptable behaviour. In the .observation correlation coefficient for the test is 0.5557 and the observed level of significance is 0.000) P<O.05) on table 4.9. This means that there is significant relationship between the parental attitude, and adolescents' attitude towards sex and sexuality. The; null hypothesis is therefore rejected.

CHAPTER FIVE

5.0 Summary, Conclusion and Recommendations

5.1 Introduction

The main thrust of this chapter is to summarize the findings obtained in this study, to give conclusion based on the findings and to make recommendations which will help to improve positive attitude of adolescents towards sex and sexuality in Government Secondary Schools in Zaria Inspectorate division.

This chapter discussed under the following subheadings, introduction, summary, conclusion and recommendations.

5.2 Summary

This study investigated influence of home background on adolescents' attitude towards sex and sexuality in some selected Government Secondary Schools in Zaria Inspectorate Division. The researcher has tried to highlight the concepts of sex and sexuality, with the intention of having an insight into their relationship between parents' occupation/socioeconomic background, impact of parents' attitude, gender difference and difference between family types on adolescents. Eight schools out of thirty - three were randomly chosen as sample for the study. Total population of students used for the study was two hundred and ten. All the students (210) filled and returned the questionnaires. Various descriptive statistics were used to analyze the

results, percentages, Standard Deviation (SD) Mean (x), Pearson Product Moment Correlation Coefficient.

The finding of this study was summarized as follows:

1. The adolescents were of the opinion that instructions on sex related issues were more strategic than allowing them to carry on without restriction.
2. Some home factors (up bringing), are determinants of adolescents' attitude towards sex and sexuality.
3. The type of parental occupation/socio-economic status has significant impact on their adolescents' attitude towards sex and sexuality.

5.3 Conclusion

In recognition of the fact that the adolescents of today are the backbone of any nation and leaders of tomorrow, any society or parents and schools that wants to have good plan for its adolescents, must ensure adequate training or good orientation from home. Through the analysis, it was shown that some home factors especially parental attitudes/disciplinary was actually major determinant of adolescents' attitude towards sex and sexuality. This was due to the type of disciplinary style adopted by some parents towards their adolescents. This made some adolescents to run away from home and form bad gang on the street corner(s).

Therefore, parents, schools and curriculum planners should come to the aid

of adolescents by introducing sex education into the schools' programs so that teachers can assist the adolescents better.

5.4 Limitation of the study

As a result of difficulties involved in conducting a state wide research, coupled with the current economic situation, the researcher is restricted to only Zaria Inspectorate Division. Zaria inspectorate division has thirty-three (33) secondary schools but only eight schools are used for the study. Two hundred and ten (210) questionnaires are administered by the researcher but the form masters helped in collection of returned questionnaires. All are successfully analysed and results are discussed accordingly to the findings.

5.5 Recommendations

1. Since personality development starts from the home, the family should adopt appropriate child up bringing methods for their adolescents so that adolescent will grow up to be disciplined individual Parents and other members of the family should exhibit good moral for the adolescents to imulate and provide necessary needs for their adolescents.
2. Parents, Teachers and curriculum planners should come together to accept the introduction of sex education into the school syllabus so that the schools can implement sex - education freely in schools.
3. In teaching sex-education, care should be taken to treat the

adolescents with dignity so that only dignified behaviour can be expected from them.

4. Enlightenment campaign should be embarked upon by various religious and social institutions on the effects of sex before marriage. However, further studies need to be conducted to validate the relationship on the influence of home background on adolescent's attitude towards sex and sexuality in government secondary schools.

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APPENDIX 1

STUDENTS' QUESTIONNAIRE

SECTION A: BIO- DATA

1. Name of school: _____
2. Indicate if you are a boarding [ ] or day [ ] student.
3. Your class _____
4. Your age _____
5. Gender: male [ ] female [ ]
6. What type of family, do you come from?

   nuclear family [ ] extended family [ ]
7. What is your father's occupation?

   Professional [ ] Business man [ ] Family [ ]

   Force Service man [ ] Civil Service [ ] Petty Trader [ ]
8. Is your mother employed outside the home?

   Yes [ ] No [ ]

APPENDIX II

Introduction

This research work intends to find out about adolescents behaviour towards sex and sexuality in Government Secondary School in Zaria, Inspectorate Division.

Please, for each of the following statement tick (√) or fill one of the five columns (s) provided ranging from strongly agrees (SA) agree (A) Undecided (UD) Disagree (D) and Strongly Disagree (SD).

SECTION B: STUDENTS ATTITUDE TOWARDS SEX AND SEXUALITY

		SA	A	UA	D	SD
9	Pre-marital sex should not be discouraged					
10	Adolescent should be allowed to relate freely with the opposite sex.					
11	Adolescent are matured enough to face consequences of pre-marital sexual activities.					
12	It is old-fashioned to remain a virgin till marriage.					
13	AIDS and Sexually Transmitted Diseases are for those who are not careful enough.					
14	It is good for adolescents to read romantic books, magazines and stones					
15	Adolescent should not be afraid of unwanted pregnancies.					
16	We are comfortable sitting with opposite sex.					
17	We are comfortable when hey are discussing something related to sex.					

APPENDIX III

A SECTION C: PARENTAL ATTITUDE AND THEIR DISCIPLINARY STYLE

MY PARENTS	SA	A	U	D	SD
18 Our parents do allow us on how to live our lives.					
19. Our parents should not teach us sex education.					
20. Our parents should allow us to interact freely with people of the opposite sex.					
21. Our parents encourage peer group influence towards sex and sexuality.					
22. Our parents encourage adolescent to read love stories and romantic books and magazines at home.					
23. Our parents encourage premarital sex at home.					
24. Our parents discuss about sex affair in my presence.					
25. At home parents should not monitor adolescents' movement					
26. Our parents allows opposite sex into our home at random.					
27. Our parents watch blue films in our presence.					

APPENDIX IV

SECTION D: PARENTAL SOCIO-ECONOMIC STATUS

		SA	A	U	D	SD
28.	They are gainfully employed.					
29.	They have more than secondary education.					
30.	They live in slums area where there is no privacy.					
31.	We share the same room with our parents.					
32.	They pay our school fees regularly.					
33.	We have three (3) square meals a day at home.					
34.	We hawk or sell goods at home to assist or help our parents economically.					
35.	My parents buy dresses for me regularly.					