

# RISKY SEXUAL BEHAVIOUR AMONG ADOLESCENTS AND QUALITY EDUCATION: IMPLICATION FOR PUBLIC SECONDARY SCHOOL ADMINISTRATORS IN ENUGU METROPOLIS

DR. ROSELINE UNOMA CHIDOBI

*Department of Educational Foundations,  
Enugu State University of Science and Technology,  
Enugu.*

## **Abstract**

*The study was designed to investigate the risky sexual behaviours, their impact on quality education and school administrators' strategies for combating such act among secondary school adolescents in Enugu Metropolis. Descriptive survey research design was adopted. Four research questions guided the study with 2 null hypotheses tested at .05 level of significance. A 30 – item researcher structured questionnaire was used as instrument for data collection. The study covered all the public secondary schools in the 3 local government areas in Enugu metropolis. The population for the study was 63 principals and vice principals (administration). No sample was drawn out of 63 copies of questionnaire which were distributed and 60 were returned giving 98% rate of return. Mean and standard deviation were used to answer the research questions and t – test was used to test the hypothesis at .05 level of significance. Some findings of the study revealed that different types of risky sexual behaviours were exhibited by adolescents in Enugu metropolis secondary schools. Some factors contribute to such misbehavior like urge for material gratification, watching of immoral films etc. This risky sexually behaviour affects quality education adversely. Finally that the strategies adopted by school administrators were agreed upon. Based in the above findings some recommendations were made: which includes that sex Education should be included in the secondary school curriculum. Students should either in the assemble or moral instruction discouraged from watching pornography films etc.*

**Keywords:** Risky Sexual Behavior, Adolescents, Quality Education, Secondary School Administrators.

Immoral behavior like sexual promiscuity among adolescent is rampant and has replaced some societal norms and values which had been the indices of Nigerian culture. The moral legacy of our forefathers has been eroded by the so called civilization. James (2004) had lamented that it is pathetic and storming to note that the world is fast turning upside down. He noted also that acceptable behaviours like morality, respects among others are fading amongst the youth (adolescents) of secondary school age. Sexual behaviours refers to the manner in which human beings experience and express the sexuality people engaging in a variety of sexual acts which includes kissing, masturbation and penetrative intercourse etc. Sexual behavior according to Ellis (2001) includes conducts and activities which are intended to arouse the sexual interest of another.

On the other hand risky sexual behavior is any sexual activity that can increase the risk of contracting HIV and AIDs or other STIs or becoming pregnant. It includes early sexual debut, unprotected sexual activities, inconsistence use of condoms, high risk partners (injection drug users) survival sex (sex in exchange for money, drugs, food or shelter) or sex with partner who have other partners or more than one partner at a time (Aral, 1994 and Heffner, 1995), Robinson (1999) opined that risky sexual behavior can take several forms ranging from a large number of sexual partners or energy in risky sexual activities to sexual intercourse under the influence of substances such as alcohol or cocaine. These behaviours are considered in two broad categories namely: indiscriminate behaviours including having multiple sex partners, having risk, causal or unknown partners and failure to discuss risk topics prior to intercourse. Another is failure to take protective actions such as use of condoms and birth control.

In the context of this study, adolescent is regarded as the period of transition from childhood to adulthood. Andrew (2003) saw adolescent as a period of dynamic growth impelling the teenager towards adulthood. Ngwoke and Eze (2004) perceived adolescent as the onset of puberty, the period of physical growth and development that brings to an end childhood and enables the growing person to achieve adult size, shape and sexual reproductive capacity. Adolescence is a period when risks of sexual and other forms of abuse (exploitation and violence) according to Aggleton, Hurry and Warwick (2000) are on the high side.

The implication of this topic to school administrators is that they have enormous role to play in combating this behaviour in view of its adverse role on quality education. Principals should discourage students from taking alcohol because in the theory propounded by stele and Joseph (1985) it suggested that sexual arousal is a powerful internal cue that interacts with alcohol intoxication to enhance attitudes and intentions towards risky sexual behaviours. They should make moral instructions and sex education compulsory in their schools where the consequences of risky sexual

behavior are taught. Also teaching them to avoid regular exposure to pornographic films and pictures because it enhances their sexual curiosity. Watching this amorous film in the words of Onuigbo (1998) paves way for risky sexual behavior among adolescents. Principals should recommend among other things that sex education should be integrated in the curriculum as a school subject and the guidance counselors should pay attention to sex counseling in schools.

There is every indication that sexual promiscuity among adolescents in secondary school affects adversely the quality of education they receive. For instance in the study carried out by Odo (2010) on sexual promiscuity among adolescents, it was revealed that this act lead to self – devaluation, promotion of drop – out of adolescents from secondary schools, depression and truancy among others. All the above vices affect the quality of education because the learner who is the main recipient of education may not be mentally disposed to learn.

### **Purpose of the Study**

- 1) To identify risky sexual behavior exhibited among adolescents in secondary schools in Enugu Metropolis.
- 2) To identify what contribute to risky sexual behaviour among adolescent in the secondary schools.
- 3) To find out how risky sexual behaviour hinder quality education.
- 4) To examine the school administrators strategies to combat risky sexual behaviour among secondary schools.

### **Research Questions**

The following research questions guided the study

- 1) What is the risky sexual behaviour exhibited among secondary school adolescents?
- 2) What factors contribute to risky sexual behaviour among adolescent in the secondary school?
- 3) How does risky sexual behaviour hinder quality education?
- 4) What strategies can be adopted by school administrators to combat risky sexual behaviour among secondary school adolescents?

### **Hypotheses**

Two null hypotheses were formulated to guide the study and were tested at .05 level of significance.

- 1) There is no significant difference in the mean ratings of principals and vice principals (Admin) on what contributes to risky sexual behaviour among adolescents in the secondary school.

- 2) The difference in the mean ratings of principals and vice principals (Admin) on the strategies adopted by school administrators on combating risky sexual behaviour among secondary school adolescents were not statistically significant.

## **Methods**

A descriptive survey research design was adopted for the study because opinions of the respondents were sought without manipulating the variables of the study. All the population of 30 principals and 30 were principals (Admin) i.e. 60 were used. So no sampling because it was done as the population is manageable. Enugu metropolis comprises of some secondary schools in Enugu East, Enugu north and Enugu South Local Government Areas i.e. those in the heart of the coal city.

A questionnaire developed by the researcher was the instrument used for data collection. It has four clusters, A, B, C, D and had 30 items. Each cluster answered a research question.

The instrument was face validated by three expert two from the Department of Educational Foundations and one from the Department of Science and Computer Education (Measurement and Evaluation), ESUT, Enugu. Two items were modified 3 discarded and introduced. These corrections were reflected in the final draft of the instrument which was used for data collection. A reliability coefficient index of .82, .85, .81 and .88 respectively were obtained for cluster 1 – D and 0.84 for the overall instrument was computed from the result of a pilot study conducted at Owerri metropolis secondary schools in Imo state using Cronbatch Alpha correlation coefficient. This was good enough for data collection from respondents.

All the items were responded to by using 4 – point scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagree (SD). The scale values were 4, 3, 2 and 1. The instrument was administered to all the principals and vice principals in Enugu metropolis out of 62 copies of the questionnaire 60 was returned giving 98% rate of return.

The research questions were analysed using mean and standard deviation. A criterion mean of 2.50 was used which means that any mean rating above 2.50 was positive or agreeable while below was considered negative or disagreed. T – test statistics was used to test the hypothesis at .05 level of significance. Here, where the calculated value is equal or more than the table value, the null hypotheses were rejected. In the same vain where the calculated value becomes less than the table value the null hypotheses will be accepted.

**RQ 1:** What are the risky sexual behaviours exhibited among secondary school Adolescents?

**Table 1: Mean and Standard Deviation of Respondents Rating on the Risky Sexual Behavior Exhibited by Secondary School Adolescents**

S/N	ITEMS (no of respondents 60)	$\bar{X}$	SD	DECISION
1	Indulging in sexual act because others are doing it.	3.17	0.69	A
2	Having multiple sex partners	3.06	0.55	A
3	Engaging in indiscriminate sexual acts for survival (sex in exchange of money)	2.95	0.91	A
4	Taking part in sexual acts as erotic touching and kissing opposite sex partner.	2.68	0.85	A
5	Having unprotected sexual intercourse (i.e. without using condom)	3.41	0.49	A
6	Watching of pornography films and pictures	3.5	0.50	A
7	Reading literature that dwells on sexual acts	3.16	0.56	A
8	Using vibrator and masturbation or injection drug users	3.15	0.66	A
	GRAND MEAN	3.09	0.71	A

Table 1 showed that the 8 items in the table had a mean range of 2.68 – 3.5 which was above the minimum required mean of 2.50. This indicates that the school administrators agreed on all the items that risky sexual behaviour are exhibited by secondary school adolescents in Enugu metropolis.

**RQ 2:** What factors contribute to risky sexual behaviour among adolescent in the secondary school?

**Table 2: Mean Rating of Respondents on What Contribute to Risky Sexual Behaviours among Adolescents in Enugu Metropolis Secondary Schools**

S/N	ITEMS (30 principals and 30 Vice principals)	Principals (30)			Vice principals (30)		
		$\bar{X}$	SD	D	$\bar{X}$	SD	Disagree
9	Lack of discipline in school contributes towards adolescent risky behavior	2.90	0.74	A	2.50	0.97	Agree
10	Having friends that indulge in risky sexual behavior	3.40	0.67	A	3.20	0.66	A
11	Excessive intake of alcohol	2.70	0.80	A	2.70	0.96	A
12	Watching of immoral films	3.30	0.48	A	3.30	0.52	A
13	Lack of love in the home	2.70	1.01	A	2.50	0.97	A
14	Immoral act in the society	3.20	0.68	A	3.10	0.84	A
15	Parents inability to meet with their child's need.	3.16	0.65	A	3.40	0.49	A
16	Feeling timid to say 'no' when sexual advancement is make	2.60	0.89	A	3.00	0.61	A
17	Loose handling of children by parents	3.00	0.91	A	3.20	0.83	A
18	The urge for material gratification.	3.30	0.45	A	3.30	0.48	A
19	Failure of the school to teach sex education	2.97	0.72	A	2.70	0.91	A
	Grand mean	3.02	0.73	A	2.99	0.75	A

In table 2, grand means of 3.02 and 2.99 for principals and vice principals Admin respectively agreed on the 11 items on what lead to risky sexual behaviours among secondary school adolescents. The respondents agreed that all the factors contribute to risky sexual behaviour.

**RQ 3:** How does risky sexual behaviour hinder quality education?

**Table 3: Mean Rating on How Risky Sexual Behavior Can Hinder Quality Education**

S/N	ITEMS	$\bar{X}$	SD	DECISION
20	Adolescent who participate in risky sexual behavior are at risk for contacting sexually transmitted diseases like Gonorrhoea and this will not allow him to have quality education.	3.20	0.69	Agree
21	Contraction of HIV or Black Hispand through participating in risky sexual behavior affects quality education adversely.	3.25	0.44	A
22	Teenage pregnancy which are prevalence as a result of risky sexual behavior affects quality education because it leads to redundant and unenlightened society.	3.02	0.70	A
23	Involvement in risky sexual behavior leads to drop out of adolescents from schools and as such affects quality education.	3.40	0.58	A
24	It leads to development of low self esteem in the adolescents and lack of interest in education	2.52	0.89	A
25	Increase abortion and death rate as a result of risky sexual behavior, hinders education of the adolescent.	3.50	0.50	A
	GRAND MEAN	3.10	0.63	A

A careful look at table 3 reveals that all the 6 items were agreed by the respondents with means 2.52 – 3.5 including the grand mean, 3.1 that risky sexual behavior hinder quality education of the adolescent in question. This is because risky behaviour leads to drop out, development of low esteem etc.

RQ 4: What strategies can be adopted by school administrators to combat risky sexual behaviour among secondary school adolescents?

**Table 4: Mean Rating of Respondents on the Strategies Adopted By School Administrators to Combat Risky Sexual Behavior among Secondary School Adolescents**

S/N	ITEMS	Principals (30)			Vice principals (30)		
		$\bar{X}$	SD	D	$\bar{X}$	SD	Disagree
26	Passing relevant information on sexual issues during morning assembly.	3.30	0.58		3.10	0.90	SA
27	Including sex education in the school curriculum even as an internal arrangement.	3.10	0.63		3.30	0.48	SA
28	Instructing the Guidance counselors to educate students about the dangers of risky sexual behaviours.	3.00	0.59		3.30	0.60	SA
29	Discouraging students from watching pornographic movies and immoral films	3.07	0.52		3.40	0.50	SA
30	Insisting that co – ordinators of moral should always talk about how becoming pregnant should affect adversely the student’s education.	3.10	0.80		3.10	0.71	SA
	Grand mean	3.10	0.75		3.20	0.64	SA

Table 4: All the 5 items with means ranging from 3.0 – 3.3 for principals and 3.1 – 3.4 for vice principals showed that they agreed on the mapped out strategies for curbing risky sexual behaviour among adolescents in Enugu metropolis secondary schools.

**H<sub>01</sub>:** There is no significant difference in the mean ratings of principals and vice principals in what contributed to risky sexual behaviour among adolescents.

**Table 5: t – test of Difference Between the Opinion of Principals and Vice Principals Admin on the Factors that Lead to Risky Sexual Behaviour among Adolescents in Enugu Metropolis Secondary Schools**

RESPONSENTS	N	$\bar{X}$	SD	df	P	t - cal	t - tab	Decision
Principals	30	3.02	0.73	58	p>0.05	0.0023	±1.96	Do not reject
Vice principals	30	2.99	0.75					Ho <sub>1</sub>

Table 5 shows that since the t – calculated of 0.0023 was not significant at 0.05 level of confidence because it was less than  $\neq 1.96$  in the t – table. Therefore, the null hypothesis was accepted.

**Ho<sub>2</sub>:** There is no significant difference in the mean ratings of principals and vice principals in the strategies adopted by administrating in combating risky sexual behaviours.

**Table 6: T – test of Difference Between the Opinions of Principals on the Strategies Adopted by School Administrators to Combat Risky Sexual Behaviour Among Adolescent in Enugu Metropolis Public Secondary Schools**

RESPONSENTS	N	$\bar{X}$	SD	df	P	t - cal	t - tab	Decision
Principals	30	3.1	0.75	58	p>0.05	-	±1.96	Do not reject
Vice principals Admin	30	3.2	0.64			0.56		Ho <sub>2</sub>

Table 6 shows that t – calculated of – 0. 56 was not significant at 0.05 level of significance because it was less than  $\neq 1.96$  in the t – table. The researcher do not reject Ho<sub>2</sub>.

## **Discussion**

The findings in research question one revealed that all the items were types of risky sexual behaviours exhibited among adolescents in Enugu metropolis. This was in line with what Robinson (1999) outlined as sexual behaviours exhibit by adolescents. The above has inclination with what Aral (1994) and Haffner (1995) stated that risky sexual behaviour can take several forms ranging from a large number of sexual partners, inconsistent use of condoms, survival sex, high risk partners etc.

Also it was found in Research question 2 that some factors lead to risky sexual behaviour which includes watching of immoral films, rampant immoral acts in the society, excessive intake of alcohol etc. the above findings was in line with findings of Abiodun (1984) that adolescent student get more information about sex through their interaction with peers and media. Also the findings of this work in this regard was supported by Stele and Joseph’s (1985) theory which stated that sexual arousal is a



powerful internal cue that alcohol intoxication attracts to enhance attitudes and intentions towards risky sexual behaviours.

In the same vein the findings in research question 3 revealed the consequences of sexually transmitted infections, HIV, teenage unwanted pregnancy all have adverse effect on quality of education. This was in consonance with the opinion of Akinyemi (2001) that the prevalence of teenage pregnancy in any given society leads to a redundant and unenlightened society. It was equally discovered in this study that risky sexual behaviour lead to students dropping out from schools and even death. Risky sexual behaviour can seriously affect adolescent ability to concentrates in the presence of academic work. Findings of research question four showed that the mapped out strategies by school administrators to curb risky sexual behaviour were accepted by all the respondents. This was in agreement with the suggestion of Okereke (2006) that sex education should be integrated in the school curriculum; guidance counselors should pay attention to sex counseling and that talks should be given on the assembly on the dangers of risky sexual behaviour.

### **Conclusion**

Owing to the fact that most of the risky sexual behaviour are exhibited by adolescents in Enugu metropolis and that the problems associated with such behaviour among adolescents affect the quality of education they receive, this means that school administrators have a lot of roles to play, so as to enhance desirable behaviour among adolescents in schools. For instance, the watching of pornographic and immoral films should be discouraged. Avoidance of risky sexual behaviour could also be enhanced through symbolic modeling, whereby the risky sexual behaviours are exposed using pictures and words in print form.

### **Recommendations**

1. School administrators should adopt discussions to educate students on the risky sexual behaviour especially on the area of HIV and AIDs pandemic.
2. Who should be made to understand and avoid what leads to risky sexual behaviour.
3. The school administrators should set up a disciplinary committee that will be watching the actions of students especially in the area of sexual habit.
4. School counselors should organize group guidance for the students on the adverse effect of risky sexual behaviours on their academic pursuit.
5. A well articulated curriculum for secondary education should be emphasized in the school especially in the area of sexual feelings, sexual terms, sexual deviations, sexually transmitted diseases and their damaging effect.

6. Workshop/seminars should be organized in the school on the use of photographs and films that has negative impact on students. This will discourage risky sexual behaviour among the adolescents.

### References

- Abiodun, A. (1984); A study of the sexual attitudes of secondary school students in Ondo State *Unpublished Ph.D. Thesis University of Ife.*
- Aggleton P., Hurry, J. & Warwick I. (ed) (2000); *Young people and mental Health Somerset*, N.J. John Wiley and sons
- Akinyemi, R. (2007): Research Methodology on Based Violence and Discrimination prevalence in Ajeromi Ifelodune Council Area. *The Nation on Sunday September, 2 p. 38.*
- Andrew (2003). *The Awake magazine* August 22, p. 19.
- Aral, (1994) & Hafner, (1995), Sex Information Given to Latina Adolescents by parents. *Health Education research*, 10: 233 – 239.
- Elis (2011) Wikipedia Encyclopedia.
- Eze, C.O. (2004) *Adolescent Psychology*. Enugu; Computer Edge Publishers.
- James (3004); Echoes of the Youth. *A maiden Publication of zone six Youth magazine. St. Anthony Catholic Church, Uromi, Edo State.*
- Odo, C. O. (2010). Sexual Promiscuity among Adolescent and its Counseling implications in Nsukka Education Zone of Enugu State.
- Onuigbo A. U. (2000) *Sex and Family Education* Enugu: Ugovin Publishers Nigeria Ltd.
- Okereke, M.N. (2006). A study of sexual problems of in – school Adolescents in Owerri Urban of Imo state. *Unpublished M.Ed Thesis, University of Nigeria, Nsukka.*