
**LEVEL OF CLASS, GENDER TYPE OF SECONDARY SCHOOL AND NIGERIA
ADOLESCENTS SEXUAL BEHAVIOR**

Ihaji E.O. (PhD), and Ben, Nase

Department of psychology Benue State University, Makurdi, Nigeria

ABSTRACT: *The study examined secondary school adolescent's sexual behavior in Gboko, Benue State Nigeria. A total of 488 Nigeria adolescents took part in the study. A cross-sectional survey design was used. The safe sex behavior scale was used for data collection. Three hypotheses were tested at alpha level of 0.05 using independent t-test. The first hypothesis established a significant difference between junior and senior secondary school adolescents on sexual behavior ($t(df=486) = 2.88; p < .05$), and there was a significant difference between male and female secondary school adolescents on sexual behavior ($t(df=478) = 1.65; p < .05$). Also significant difference was found between Nigerian day and boarding students on sexual behavior ($t(df=486) = 1.56; p < .05$) Based on the findings, level of class of secondary school, Gender and type of school in Nigeria play important role in Adolescent sexual behavior and therefore it was recommended that proper guidance counseling and sex education should be given to adolescents on sexual behavior.*

KEYWORDS: *Level of Class, Gender, Secondary School, Nigeria Adolescents, Sexual Behavior*

INTRODUCTION

Adolescent sexual behavior has been of public concern, in Nigeria like other parts of the world because of increased physiological changes that occurred in adolescents. Parents and school authorities in Nigeria are worried about secondary school adolescents' sexual behavior. The main problem of this study therefore is to examine the differences on adolescent's sexual behavior between junior and senior secondary school boys and girls and Boarding and day secondary school in Nigeria. The adolescents are in a critical stage of development with increased in sexual activities. The increased in modern technology, especially media information on sexual practice is common in Nigeria which inevitably influences the adolescent sexual behavior. This calls to for a guide by parents and government on secondary adolescent's sexual behavior. Adolescents are a group of youngsters between childhood and adulthood. They are in transition period of development and their sexual reproductive activities attain adult size and they begin to explore while others engage in sexual activities. There may be difference between Junior and senior, boys and girls and Day and Boarding adolescents on sexual behavior. These factors are very significant in determining sexual behavior in Africa and need to be studied. Sexual behavior refers to adolescent sexual activities, and practice which includes sexual intercourse with operate sex, kissing, oral genital-contact, breast and genital manipulation, and touching that come into play in hetero sexual relation

The aims of the study were:

- i. To examine the difference between junior and senior secondary school on sexual behavior in Nigeria.

- ii. To examine the gender difference between secondary school adolescent girls and boys on sexual behavior in Nigeria
- iii. To examine the difference between day and boarding secondary school adolescent on sexual behavior in Nigeria.

Hypotheses

1. There will be significance difference behavior junior and senior secondary Adolescents on sexual behavior in Nigeria
2. There will be significance difference between adolescent boys and girls on sexual behavior in Nigeria
3. There will be significance difference between Day and Boarding adolescents on sexual behavior in Nigeria

THEORETICAL REVIEW

Social Learning Theory is used to achieve this study. It was developed by Rotter (1954), the Social Learning Theory (SLT) assumes that behavior is socially learned. An individual learns through past experience and that certain satisfactions are more likely in some situations than in others. In addition, learned behaviors may be modified or changed with new experiences or input. Behavior is learned from other people, and individuals' needs are sometimes met with the assistance of other people (Rotter, 1954).

According to this theory, a person's behavior is determined by her/his goals. With past experiences, a set of differentiated needs develop in each individual. The more specific the category of behaviors and goals included in the need; the greater the possibility of predicting the strength of one from the other. In SLT a need may be viewed as having three essential components: need potentials, expectancies, and values. Need potential refers to the set of behaviors directed toward the same goal and their potential strength, which is the likelihood that they will be used in a given situation (Rotter, 1971). For example, Johnson, Mccaue & Klein (2002) found that adolescents who perceived the rewards of sex as outweighing the costs had a higher frequency of sex than other adolescents. Sexual intercourse would be seen as the "set of behaviours" used to achieve the goal of the "rewards" of sex. The second major component is expectancies, or beliefs and knowledge, that certain behaviours will lead to satisfactions or goals that a person values. For example, the individual may know that past experiences of having sexual intercourse brought excitement and pleasure. The individual believes and expects that the same activity of sexual intercourse will bring excitement and pleasure again. Therefore he/she participates in the sexual activity again. Another individual may know that sexual intercourse can lead to the transmission of HIV and genital herpes, therefore does not participate in sexual activity because he/she values personal health.

The third major component is the value attached to the goals themselves. Values differentiate the degree to which one set of satisfactions is preferred over another (Rotter, 1971). The value of an exciting life was found to correlate more highly with risky adolescent behaviours than were other values (Rozmus & Edgil, 1993). For adolescents who valued excitement, the satisfaction of sexual intercourse is preferred in comparison to abstinence, which could be considered unexciting (Johnson Bachman & O'Malley 1999).

Although recent analyses indicate an overall decline in the proportion of adolescents who have engaged in sexual intercourse in Western Society (Darroch & Singh, 2009; Lindberg,

Boggess, Porter & Williams, 2000) however, the proportions remain higher among Black adolescents of both genders when compared to White or Hispanic adolescents. Despite the overall decline, one out of four 15-year-old girls, one out of 17-year-old girls, and three out of four 19-year old girls have engaged in sexual intercourse (Rostosky, Wilcox, Wright & Randall, 2004). For boys, these proportions are slightly higher for each age. Rostosky and Sky (2004) reported that the percentage of adolescents who used some form of contraception during first intercourse increased from 64% in the late 1980s to 76% in 1995. Among the 76% who used some form of contraception, 54% reported that they used condoms. This represents a threefold increase in condom use among the adolescents during sexual practice. In same study slightly more than 1 out of 5 adolescent girls, however, reported that they did not use any form of contraception during their first voluntary intercourse.

Likewise, less than half of White and Black adolescent boys reported that they used condoms consistently in the previous year. For Hispanic adolescent males, the proportion of consistent condom users was less than one out of three. Overall consistent condom use among sexually active adolescents declines with age, as older adolescents rely more extensively on female contraceptive methods (Rostosky t al., 2004).

Many studies have examined differences between junior and senior secondary school adolescent on sexual behavior. Baldwin and Baranoski (1990) studied 390 adolescent's sexual behavior questionnaire was used for data collection. Findings of the study show significant difference between junior and senior secondary school adolescent students on sexual behavior. They found that senior secondary school adolescents report more engagement in sexual practice than junior adolescent secondary school students. Similarly Young (2008) conducted a cross sectional study that examined differences between junior and senior secondary school adolescent in sexual behavior in a sample of rural African American youth (n=689). An independent t-test revealed significant difference between junior and senior high school students on sexual behavior. Olubayo-Fatiregun (2012) examined differences between junior and senior secondary school adolescent sexual behavior in Akoko Edo and Estako-West Local Government Areas, Edo State, Nigeria. A descriptive survey research design was adopted for the study. The sample size of 600 students; 350 (58.39%) senior and 250 (41.7%) junior was purposively selected from the from the two local government areas for the study. The study revealed a significant difference between junior and senior secondary schools adolescents on sexual behavior.

Thus, these findings indicate that differences exist between junior and senior high school adolescent on sexual behavior. The question is, will there be such a difference among Nigerian secondary school adolescent sample? Due to the high percentage of the sample that reported engaging in sexual behaviours, and because of the serious consequences which may result from such activities, there is need for this present study. Further work is necessary because the finding may be useful in designing both prevention and intervention efforts aimed at reducing rates of adolescent sexual behaviors.

Gender factor has dominated sexual behavior for long with African culture permitting adolescents boys sexual freedom but not the girls. This double standard has evolved from prohibiting non-marital sexual intercourse for females while allowing it for males, who are more free to have unlimited sexual partners without stipulation (Milausen & Herold, 1999).

Emerging adult females are more frequently exposed to messages pertaining to the need to delay sex and the necessity of love as a prerequisite to sexual activity (Darling & Hicks, 1983). In a study examining women's perceived power in sexual relationships, both Caucasian and African American females were found to hold traditional male initiated patterns of sexual activity (Soet, Dudley & Dilorio, 1999). The sexual double standard also was seen as a customary way of operating in the African American community (Fullilove, Fullilove, Haynes & Gross, 1990).

Males frequently report higher rates of sexual activity beginning at earlier ages than their female counterparts. In a meta-analysis of 177 articles on gender differences in sexual attitudes and behaviours, Oliver and Hydse (1993) reported that males were allowed more permissive sexual attitudes and a higher frequency of sexual behavior. Males also reported a greater acceptance of casual premarital intercourse than did females. However, in recent decades some research has indicated males and females recounting comparable percentages of sexual experiences (Bustamante, 1992; Dinger & Parsons, 1999; Lewis et al., 1997;) According to the center for Disease Control (1997) females reported sexual experiences (87.8%) more often than did males (84.0%). Although females report being more selective in choosing a sexual partner as a function of safer sex practices (Hawkins, Gray & Hawkins, 1995),

However, Prince and Bernard (1998) reported significant differences in the rates of condom use among males and females, with more males reporting condom use 100% of the time, and fewer males reporting that they never used condoms as compared to females.

On the type of school, Hogan and Timi (1995) examined the differences between the Day and Boarding secondary school adolescent on sexual behavior in four local Government Area in Akwa Ibom State in Nigeria. The findings indicated that a significant difference exists between day and boarding secondary school adolescent sexual behavior. They stressed that adolescents who stay in school and associate more with their peers were more likely to indulge in sexual practice. Also Isangedighi (1994) studied urban communities in Oron nation in Akwa Ibom state in Nigeria. The result of the analysis showed that adolescents who were in boarding secondary school engage more in sexual practice: Azini and Thompson (1992) investigated the differences between day and boarding secondary school adolescent sexual practice in Lagos state. The sample of study was 580 respondents. The result showed that significant difference between day and boarding secondary school adolescent on sexual behavior.

These reported studies on level of class, gender and type of secondary school and adolescents sexual behavior are consistent. However there greater need for this study is central Nigeria where Benue is located. Gboko local government where is was done is the capital of the Tiv people who are the major ethnic tribe in the middle belt in Nigeria with a high population of adolescent in secondary school. The two major systems of school are day and boarding. Most of the secondary schools consist of adolescent boys and girls in co-educated system or single. Therefore it necessary to study the adolescent's sexual behavior in Nigeria in these schools and to come out with a picture of what is attainable and the way forward.

Research Design

The study made use of a cross-sectional survey design to study the adolescent's sexual behavior based on class level, Gender and school system.

Participants

A total of 500 in school secondary school adolescents in Gboko metropolis took part in the study. The age range was between 12-14 years, (67.6%), 15-17 years (16.8%) 18-20 (16.6%) years. In terms of Adolescent sex, 274 (56.1%) were boys and 206 (42.28) were girls while 8 (1.6%) of the respondents did not indicate their sex. Religion of respondents indicate that 478 (98.0%) were Christians while 5 (1.0%) were Muslims and 5 (1.0%) did not indicate their religion.

Sampling Participants

In order to obtain participants for the study, stratified and purposive sampling techniques were used to select 500 respondents (students). The secondary school students were stratified into the three groups, which include, senior and junior secondary school boys and girls, and boarding and day secondary school adolescents. Purposive sampling was used to select five secondary schools within Gboko local government metropolis.

Instrument

The safe sex behavior scale was used to measure sexual behavior of Nigerian adolescent in secondary school. The questionnaire is a 24-item questionnaire developed by Dilorio (2009) which measure sexual practices on a 4-point likert scale ranging from 1-never, 2-sometimes, 3-most of the time and 4-always. The scale has a cronbach alpha coefficient of .71, and has a reliability coefficient of .74. It was therefore considered adequate for use in this study.

Procedure of Administration

The researcher obtained permission from the school authorities of the participated secondary school within Gboko metropolis and administer the questionnaires to students in their class room with the assistance of the teachers.

Data Analysis

Independent t-test was used to test the statistical significance of the hypotheses and to compare the different categories of the respondents in the study.

Result

The results were discussed based on formulated hypotheses. Three hypotheses were tested using independent t test, which is presented below.

Hypothesis 1:

It states that there will be a significant difference between junior and senior secondary school adolescent student on sexual behavior in Gboko.

Table 1: Independent t-test showing difference between Junior and Senior Secondary School adolescent student on Sexual Behaviour

Variable	Class	N	Mean	S.D	t	df	p
Sexual behavior	Senior	211	71.74	8.89	2.88	486	.05
	Junior	277	71.04	8.63			

The result in table 1 shows that there is a significant difference on sexual behavior between junior and senior secondary school adolescent in Gboko Nigeria ($t(486df) = 2.88$; $P < .05$ two-tailed). It was observed that junior secondary school adolescents scored higher ($M=71.74$, $SD=8.89$) on sexual behavior scale compared to senior secondary school adolescent ($M=71.04$, $SD=8.63$). the hypothesis was confirmed.

Hypothesis 2: There will be a significant difference between secondary school adolescent girls and boys on sexual behavior in Gboko was what this hypothesis predicted.

Table 2: Independent t-test showing Gender Difference on Sexual Behaviour

Variable	Gender	N	Mean	S.D	t	df	p
Sexual behavior	Male	274	71.51	9.06	1.65	478	.05
	Female	206	70.99	8.25			

The results from table 2 show that male adolescent did differ significantly from female counterparts on sexual behavior ($t(478)=1.65$, $P < .05$). Based on this finding, the research hypothesis was confirmed. The result further shows that male participants had a mean and standard deviation scores of ($M=71.51$; $SD=9.06$) while female had a mean and standard deviation scores of ($M=70.99$; $SD=8.25$).

Hypothesis 3: This hypothesis stated that there will be a significant difference between day and boarding secondary school adolescent student on sexual behavior in Gboko.

Table 3: Independent t-test showing difference between Day and Boarding Secondary School Students on Sexual Behavior

Variable	School types	N	Mean	S.D	t	df	p
Sexual behavior	Day	343	70.94	8.84	1.56	486	.05
	Boarding	145	72.28	8.44			

The result in table 4 shows that there is a significant difference between day and boarding secondary school adolescents on sexual behavior in Nigeria sample ($t(486 df) = 1.56$ $P < .05$ two tailed). With this result, the research hypothesis has been confirmed. It was observed that day respondents scored ($M=70.94$, $SD=8.84$) on sexual behavior compared to boarding respondents ($M=52.3816$, $SD=4.90161$).

DISCUSSION OF THE FINDINGS

The results of the study are discussed in line with the hypotheses. The first hypothesis examined the significant difference between junior and senior secondary school students on sexual behavior and the finding indicates that there is significant difference between the two level of secondary school students on sexual behavior in Nigerian sample ($t(486 df) = 2.88$; $p < .05$). This means that the adolescents in junior secondary school differ in sexual behavior from those in senior secondary school. This difference might be due to age and exposure as Senior secondary schools adolescents were more matured and engage in sexual behavior than the those in junior class who were more likely under the control of parents.

Other studies like Baldwin and Baranoski (1990) and Young (2008) found significant difference between junior and senior secondary school students on sexual behavior. In a related development, Olubayo-Fatiregun (2012) also found a significant difference between junior and senior secondary schools adolescents on sexual behavior. Therefore the finding is consistent on the discrepancy between junior and secondary school adolescents on sexual behavior.

The second hypothesis tested and found gender difference exists in sexual behavior of Nigerian secondary school adolescents ($t(478) = 1.65, P < 0.05$), with the boys ($M=7.51, SD = 9.06$) engaging in sexual behavior more than the girls ($M=70.99, SD=8.25$). This finding support the work other researchers (Milhausen and Herold 1999) Soet, Dudley and Dilorio 1999 Fullilove, Fullilove Haynes and Gross 1990) who both found gender difference in sexual behavior in respective studies. On the type of school, result of hypothesis three showed that there is significant difference between day and boarding secondary school students on sexual behavior ($t(486df) = 1.56 p.05$)

This finding is similar to Hogan and Timi (1995) who examine the differences between day and boarding secondary school adolescent sexual behavior and found significant difference between the two groups. Also Isangedighi (1994) found difference between day and boarding secondary school adolescent on sexual practice. Further, Azini and Thompson (1992), found significant difference between day and boarding secondary students on sexual behavior. Kinsley, et al (2003)

Investigated sexual behavior of day and boarding school adolescent in Nigeria and found significant difference to exist between day and boarding adolescent secondary school students. These findings have implication for schools parents and government.

The study has revealed a significant difference between junior and Senior, boys and girls and day and boarding secondary school adolescents Nigeria. By implication parents and teachers should give the adolescents sex education, monitor their behavior and provide necessary guidance and counseling to help them.

REFERENCES

- Baldwin, S., & Baranoski, M. (1990). Family interactions and sex differences in the home. *Adolescence*, 22, 573-582
- Bustamante, A. (1992). College student sexual knowledge and behavior in the AIDs era. *Journal of College Student Development*, 33, 376-378.
- Darling, C. & Hicks, M. (1983) Recycling parental sexual Messages *journal sex and marital therapy* 9 (3), 233-244
- Darroch, J.E., & Singh, S. (2009). Why is teenage pregnancy declining? The roles of abstinence, sexual activity and contraceptive use. New York: The Alan Guttmacher Institute
- Dinger, M., & Parsons, N. (1999). Sexual activity among college students living in residence halls and fraternity or sorority housing. *Journal of Health Education*, 30(4), 242-261.
- Fullilove, M., Fullilove, R., Haynes, K., & Gross, S. (1990). Black women and AIDS prevention: a view towards understanding the gender roles. *The journal of Sex Research the gender roles. The Journal of Sex research*, 27 (1), 47-64.

- Hawkings., Gray, C., & Hawkins, W. (1995). Gender differences of reported safer sex behaviours within a random sample of college students. *Psychological Reports*, 77,963-968.
- Johnson, R. Mccaul, K. & Klein, W. (2002). Risk involvement and risk perception among adolescents and young adults *journal behavioral medicine*, 25 (1), 76-82
- John L. O. Bachman, J.E., & Omallers, P.M (1999). Monitoring the future: questionnaire responses from the nation high school seniors. Ann Arbor, ML:*Institute for Social Research*
- Kershaw, T., Ethier, K., Niccolai, L., Lewis, J., & Ickovics, J. (2003). Misperceived risk among female adolescents: Social and psychological factors associated with sexual risk accuracy. *Health Psychology*, 22(5), 523-523-532.
- Lewis, J., Malow, R., & Ireland, S. (1997). HIV/AIDS risk in Heterosexual college students: A review of a decade of literature. *Journal of American College Health*, 45, 147-158.
- Lindberg, L.D., Boggess, S., Porter, L., & Williams, S. (2000). Teen risk-taking: A statistical portrait. Washington, DC: The Urban Institute.
- Milhausen, R., & Herold, E. (1999). Does the sexual double standard still exist? Perceptions of university women. *The Journal of Sex Research*, 36(4), 361-368.
- Oliver, M., & Hyde, J. (1993). Gender differences in sexuality: a meta-analysis. *Psychological Bulletin*, 114(1), 29-51.
- Olubayo-Fatiregun, M.A. (2012). The parental attitude towards adolescent sexual behavior in Akoko-Edo and Estako-West Local Government Areas, Edo State, Nigeri, *World Journal of Education*, 2(6), 24-31.
- Prince, A., & Beriard, A. (1998). Sexual behaviors and safer sex Practices of college students on a commuter campus. *Journal of American College Health*, 47 (1) 11-22
- Rostosky, S.S., Wilcox, B.L., Wright. M.L.C., & Randall, B.A. (2004). The impact of religiosity on adolescent sexual behavior: A review of the evidence. *Journal of Adolescent Research*, 19(6), 677-697.
- Rotter, J.B. (1954). *Social learning and clinical psychology*. New York: Prentice-Hall, Inc.
- Rotter, J.B. (1971). *Clinical Psychology* (2nd edn.) Englewood Cliffs, New Jersey: Prentic-Hall, Inc.
- Rozmus, C., & edgil, A. (1993). Values, Knowledge, and attitudes about acquired immunodeficiency syndrome in rural adolescents. *Journal of pediatric Health Care*, 7 (4), 167-173.
- Soet, J., Dudley, W., & Dilorio, C. (1999). The effects of ethnicity and perceived power on women's sexual behavior. *Psychology of Women Quarterly*, 23, 707-723.
- Young, M.A. (2008). Parents, peers, and risky sexual behaviors in rural African American adolescents. A thesis submitted to the graduate faculty of Auburn University in partial fulfillment of the requirements for the degree of Master of Science.

Department of Psychology
Benue State University
Makurdi

15-09-14

The Vice Chancellor
Benue State University
Makurdi

Sir,

REQUEST FOR ADMISSION

Greetings to you and welcome in Jesus Name. I wish to request for admission for my candidates below.

S/NO	NAME	REG.NO	LGEA	COURSE	JAMB	POST UME
1.	IWOH BLESSING OJEMIA	45550196AP	OTUKPO	MASS COM	222	42
2.	OMENCHE MOSES	46220286GA	APA	PSY	206	46
3	ENENCHE CALEB OJONUGWA	48006937DG	OGBADIBO	PSY	195	68
4.	JAMES FABIA OTOKPA	45744045HA	AGATU	POL. SC.	183	52
5.	EGBUABA NKECHI CHRISTIANA	49118994ID	NKA-E	BUSINESS MGT	DE	

Their documents are attached wishing you God's guidance and wisdom to achieve more for the University.

Thanks

Yours faithfully

Dr. Ihaji Evils.