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RELATIONSHIP BETWEEN FAMILY BACKGROUND AND LEARNING ATTITUDES OF STUDENTS TOWARDS SEX EDUCATION IN ABIA STATE

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Abstract
This research is designed to investigate the relationship between family background on the learning attitude of students towards sex education in Abia State. Specifically, the area of the study was Isuikwuato local government area. Two research questions were formulated for this study. Related literature was adequately reviewed. Two hundred respondents were used as sample for the study; the method used for data collection was questionnaire. Simple percentage was used to answer the research questionnaire. The findings of the study revealed that there is a significant influence of parental awareness and knowledge on the learning attitude of students towards sex education, the learning attitude of students towards sex education can be influence by perception of parents on the relevance of sex education to their children in school and that there is a significant influence of cultural beliefs on sex education on the learning attitude of students. The study also revealed that there is a significant influence of

family religions over the learning attitude of students on sex education and that the level of education, literacy has influence on the attitude of students towards the learning of sex education. Due to the findings of the study, it was recommended that parents should be sensitized on the relevance of sex education for their children in schools, the cultural groups traditional rulers of communities should be exposed to the realities about sex education since perception of culture is still low and that teachers, peer educators and facilitators should be trained and retrained on techniques in delivery quality lectures on sex education.

Keywords: Relationship; Family Background; Learning Attitude; Student; Sex Education

Introduction

Sex education is the study whereby information is given or impacted on a group of young ones and which takes into account, the development, growth, the anatomy and physiology of the human reproductive system and challenges that occur from youth all through stages of adulthood Aboguni, (2003). Sex education is the acquisition of knowledge that deals with human sexuality. It consists of instruction on the development of an under training of the physical, mental, emotional, social, economic and psychological phase of human beings as they are affected by sex. In other words, sex education involves providing children with knowledge and concept that will enable them make informed and responsible decision about sexual behaviours at all stages of their lives. it is however, so unfortunate that this knowledge is not well received by a large amount of Nigerian students at the adolescent or teenage stage of their lives Ogunnimi, (2006), the need for sex education in schools has become indispensable in today's contemporary societies. while many societies and culture around the world are yet to consent to the introduction of sex education in schools mostly because of their social, cultural belief system, political system, religion etc. some countries see sex education as

a gate-way to deal with issues related to reproductive, health and sexual preference among teenagers. Sexual health is one of the five core aspects of the World Health Organization in 2004 WHO, (2004). According to WHO (2004), sexuality is a central aspect human being throughout life and encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction. In Europe, sexuality education is in the first place personal growth oriented, where as in the United States of America, it is primarily problem solving or prevention oriented. There are wide varieties for this fundamental difference that cannot be discussed and developed during the adolescence. It is not primarily perceived as a problem and threat, but as mandatory print of school education since 1956. The subject usually starts between the ages of 7-10 years and continues through the grade, incorporated into different subjects such as biology, social studies and history. On the other hand, in England, sex education is not compulsory in schools as parents refused to let their children taken part in the lesson. This scene is only noticed in Nigeria. The curriculum focuses on the reproductive system, foetal development and safe sex in discretionary and discussion about relationships is often negated. Britain has one of highest teenage pregnancy rates in Europe and sex education is a heated issue in government and media reports Huffstulfer (2007). In most African context especially in Nigeria, sex education is seen as a taboo to be talked about Eko and okeke, (2003). Generally, adolescents are not to have access to sexual health information because the society has the perception that such as victim of early sexual intercourse. In contrast, teachers had positive attitude towards teaching of sex education in schools Ayyoba (2011). Nevertheless, several studies in Nigeria have validated the introduction of sex education in schools Akinde and Akinde (2007). Schools are priviledged settings for formal anticipated sex education as children and adolescents at school and other agents of sex education like the internet and other media that can provide non-structured education from past to present era, perception of people about sexual matters is constantly changing. One of which is the knowledge and understanding of people towards sex

education whether adults, youngsters and teenagers. Sex education is a crucial issue involving scientific and religious aspects. The two contradicting aspects affect the mentality and morality of people. However, if this matter will not be properly handled, problems with individuals, society, morality and other sexual matters will continue to arise and will probably leave irreparable socio biological damage to individuals, families and society

Today the perception of teenagers are engaging in premarital sex without knowing its consequences and effects, lack of understanding from the prevalent issue and lack of guidance from parents or families. To provide this fact, Bart (2009) said that teenagers obtain information about sexual matters informally from friends and the media. Much of such information was usually known to be deficient, especially during the period of puberty when curiosity of sexual matters was the most acute. This deficiency became increasingly evident by the increasingly incidence of teenage pregnancies especially in Western Countries and even around the global. As part of each countries efforts in reduce such pregnancies, programs on "sex education" were instituted initially, over strong opposition from parents and religious groups. According to Calderome (1972), World War II marked the liberalization of many attitudes about sex as well as the beginning of change in behaviour leading to advocate for "telling the truth" many societies and culture around the world are yet to consent to the introduction of sex education in schools, mostly, mostly because of their socio-culture background belief system, political system and religion. According to World Health Organization WHO (2004) sexuality is a central aspect of human being throughout life and encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes values behaviours, practices and relationship. Sexuality is also influenced by the interaction of biological, psychological, social, economic, political, ethical, legal, historical, religious and spiritual factors. . Some sort information through books, films and from friends. By so doing some

receive wrong information and those myths and misconceptions are carried out through their lifetime studies have revealed that adolescent girls generally lack adequate knowledge about sexual matters and contraception resulting too early, increased pre-marital sexual activity and increased risk of sexually transmitted disease including HIV/Aids, maternal morbidity and mortality and unsafe abortions Owolabi , (2005). They are growing up in the world in which they have to experiment more, make more choice and take risks, thereby learning by their own experiences than by those others. There is therefore the need to provide adolescents with information to enable them cope with the society change. This will enable the adolescents develop positive feelings about sex, needs to love and to nourish love. Ortungur (1990) asserts that the cultural background of the family is determined to a large extent by its socio-economic background. . Nigeria, for instance is a society and diverse ethnic groups with various cultural background in areas like family size, occupation and in extreme cases, religion. These factors poise their own restrictions on the educational upbringing of children. The social sitting or mode f settlement of the family and extended-esteem and self-awareness and worthlessness due to poor socio-economic background and lack of sexuality information has been identified by sexuality educators. It is generally believed that, the socio-economic status of individuals greatly influence their sexuality. Low income status people are prone to be becoming pregnant and bearing children at an earlier age. Certain societies, such people show case high parity and large family size as means of obtaining high status among their peers Michael, (1994). This status problems that confront almost 75 per cent of Nigerians who are agrarians need to be addressed through the acquisition of personal skills in value clarification, self-esteem, goal setting, assertiveness, decision—making etc. as offered by sexuality education. This will help to control juvenile acts and unprofitable sexual behaviour among the poor and the lowly. Such things are very important to us to the extent that we can even place a price on them. Nigeria

about 50% of the population are under the age of 20years and are at the highest risk of sexual and reproductive health

problems. This has made sexuality the root of most sexual and reproductive health challenges. According to a United National report, 56% and 15% of females within the age cohort of 15-19 years makes 19% of Nigerians population. About one million teenagers (girls) annually get pregnant with resultant 44% births, 50% of those drop out of school and 50% are unmarried and young mothers placing infants at enormous health risks. A study carried out in Benin City, Nigeria revealed that 55% of secondary school girls have had sexual intercourse by age of 16years and 40% admitted to at least one previous pregnancy. Adolescents indulgence in high risk sexual behaviour consciously or unconsciously often result in unwanted pregnancy, unsafe abortion, sexually transmitted infections, single or early parenthood and school dropout. This has also contributed to poor health indices in Nigeria. Obviously, these sexual health problems are inseparable without adequate and appropriate sex education. For this to be possible, parents and teachers must give their consent for sex education to be inculcated into the school curriculum and taught in schools. Since most students see their parents as role models and tend to emulate their lifestyle and listen to what they say, it is necessary that the family background should be checked to ascertain the level of influence or impact on learning of sex education in secondary schools. Hence, it is in this context that this study is necessitated. Childrens sexuality may develop during early or middle childhood but during adolescent, their sexuality is brought to sharper focus. Sexual identity desires and the formation of sexual identity are more pronounced in adolescents. These events may occur as a result of puberty, how ones friend and family respond to a more adult-like appearance, social moves regarding time and place spent with romantic parents and culture messages that shape ones view of oneself as a sexual being. These increased feeling of arousal or desire to manifest themselves in a variety of non-coital and coital thought can be fravious. These include masturbation and sexual intercourse as the case may be. Masturbation is believed to be normative adolescents' sexual experience and parents rarely talk about.

Family has been as the smallest, most person and not intimate of social groups. It is the most important primary group and the smallest social unit in the society. Odo (1990:10) defined family as "a social group sharing a common residence and co-operating economically". The author went further to assert that the institutions of the family is usually based on the marriage of one or more sexually co-habiting couples and usually there is the expectation of having children for whom the adults of the family accept responsibility. Alio (1995) observed that the family is also the most personal social organization, for nothing is more personal that the interaction and relationship between members of a family. He further said that married couples without children, though bond by the strongest personal ties do not constitute a family for such ties can conceivably exist among couples who are not married. For him, what gives a family its character are children for only in such a family can that intimate, personal relationship be established by which the family can perform its functions of rearing, protecting and educating the children, transmitting to them the social values it has inherited and a special bond between all the members.

The most significant and notable characteristics of human thought and behaviour is the tendency to exhibit some form of attitude toward self, object, issues and situations. Several attempts have been made by various psychologists and sociologist, for instance Kendler. (2013), defined attitude as the striking features of their definitions are that an individual is predisposed to respond in a particular way and that the behaviour is either positive or negative towards a social institution, a person situation, or an idea.

There are indications that attitude are learned and if learned can be unlearned. However, attitude remains relatively stable and come in several ways such as through an accumulation of experiences. Some psychologists and social scientists in recent times have concerned themselves with critical questions in the dynamics of personality development which seeks to know how an individual develops an attitude towards himself, objects, issues and situations. The

development attitude could be classified as either positive r negative in orientation. The major determinates of attitude formation as expressed by Krency (1962)

Sex education is broadly defined as nay instruction in the process and consequences of sexual activity, ordinary given to children and adolescents. Today the term usually refers to classroom lesions about sex taught in primary and secondary school, usually as part of biology class Microsoft Corporation (2003).

Historically, the task of educating adolescents about sex has been seen the responsibility of the parents. However, parent child communication in sexual matters may be hindered by parental inhibitions or by various inter-generational tensions. Moreover, studies have shown that children rarely receive their first information on sexual matters from their parents Microsoft Corporation (1993). Sex education is openness, about sex in the society where teachers at schools, parents at home and department of education have to listen to communication and provide the knowledge about sex to the adolescents. It simply refers to the systematic attempt to promote healthy awareness in the individual on matters of his or her order sound development, functioning, behaviour and attitude through direct teaching.

UNESCO (2009) defined sex education as "an age — appropriate, culture relevant approach to teaching about sex and relationships by providing scientifically accurate, realistic, non-judgemental information. Sex education provides opportunities to explore one's own values and attitudes and to build decision-making, communication and risk reduction about many aspects of sex. Sex education as shown by Ariba (2000) may be regarded as a method of achieving appropriate safe sexual behaviour by a given population through systematic persuasion. Jude, (2016) defines it as education which teaches the young person what he or she should beknown for his or her personal conduct and relationship with others. Emenike (2011) states that, is education for effective living with an understanding of human sexuality as an integral part.

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This is an important theory that is relevant to this study. The theory was developed by Abraham Maslow (1970) and popularized by many researchers. According to Maslow, motivation is constant and never ending, fluctuating and complex. He asserted that man always has needs to satisfy and that individuals are motivated to satisfy needs that are more proponent than others when arranged in a hierarchical order starting from the basic to higher order needs. The hierarchy is categorized into two, namely deficit needs (physiological, safety, belonging and self-esteem) and growth needs (self-actualization). Maslow explained that once a particular need is satisfied, it ceases to be a motivator of behaviour and another needs emerges.

The above theory relates to this study because motivation is very important in learning. It is necessary at home and in school. One of the major problems confronting teachers and parents is that of motivating learns to perform assigned tasks, to meet or even excel predetermined standards. Motivation energizes and sustains behaviour.

A learner under motivated condition exhibits purposeful behaviour aimed at achieving the set goals. The students are motivated to learn by their satisfaction of needs like physiological; shelter, food, water, rest etc. safety; materials love and belonging. The satisfaction of these needs leads to the quest to satisfy higher ones which are self-esteem and self-actualization needs.

Research Questions

The following research questions were posed to guide this study

1. What influence parental awareness and knowledge of sex education have on the learning attitude of students?
2. Do the cultural beliefs of the family have influence on the learning attitude of students towards sex education

Research Method

The study was carried out using ex-post facto method in examining the influence of family background on the attitude of students towards sex education in selected secondary schools in isuikwuato

Local Government Area of abia State. Ex-post research design according to Wagor (2015) is a systemic empirical inquiry in which the researcher does not have direct control on independent variables because they are inherently not easy to manipulate. The purpose of ex-post facto research design is to find out factors that seem to be closely associated with certain behaviours, occurrences, prevalence or conditions. Ex-post factor design is considered suitable for this study because it is practical and versatile. The design enables the researcher to collect original data from the respondents themselves and describes the present condition as they exist in their natural family settings.

The population of the study consists of six selected secondary schools in the three clans in isuikwuato Local Government Area of Abia State. The number of public senior secondary schools in isuikwuato Local Government is eight (7) with a total number of one thousand seven hundred and eighty three (1,783) students. The sources of information is PPSSC, umuahiazone.The sample size for the study comprised two hundred (200) students from the public secondary schools in the study area. The schools for the study were classified along the local government area six schools were selected from each town in the local government area to ensure that every town was represented in the sample

The instrument for data collection was a questionnaire. The instrument consists of two (2) sections — section A and section B. The first section (A) is concerned with the personal data of the respondents and instructions while section (B) is to obtain information on students family background and information to aid this research. The questionnaire which has a total of twenty (20) items on a four-point rating scale as follows: Strongly Agree (SA) with 5 points Agree (A) with 3 points, Disagree (D) with 2 points and Strongly Disagree (SD) with 1 point. In order to ascertain the face and construct validity of the instrument, the questionnaire was given to two experts in dept. of Education foundations chukwuemekaOdumegwuOjukwu University. They made some correction and suggestions which were helpful. The reliability of the instrument was established using the Cronbach alpha

method of internal consistency. The internal consistency reliability estimate yielded 0.69 for influence of parental awareness and knowledge of sex education have on the learning attitude of students 0.6 for influence of cultural beliefs, 0.61 for influence of family religion and 0.84 for the influence of level of parents illiteracy. These results showed that the instrument was fairly reliable, which means it is good for the study. The research administered one hundred and fifty questionnaires to the respondents in the selected schools. The researcher explained the content of the questions to the students and allowed them to respond to the items. All the questionnaires were collected after the response to ensure that none got lost and that no item was left unanswered

The data collected were analysed using means, standard deviation and t-test statistics. The mean was used to answer the research questions while the t-test statistics was used to test the Null hypothesis at 0.05 level of significant. A mean of 3.50 — 4.49 was accepted as strongly agree, 2.50 — 2.49 was accepted as agree while 1.50 — 2.49 showed strongly disagree. The upper limit and lower become 3.00 and 2.00 respectively, used the interval scaling of 0.50. Any mean response of 3.00 and above was considered positive while any mean response below 3.00 was considered negative. For the test of hypothesis, the null hypothesis was accepted if the calculated t-test is less than the t-table, and rejected if the calculated t-test was greater than t-table value at 0.05 level of significance.

Research Question 1:

What is the influence of parental awareness and knowledge of sex education on the learning attitude of students?

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Table 1: Parents awareness/knowledge of sex education and its influence on students learning attitude.

S/N	Items	SA	A	D	SD	Total	Mean	Std	Decision
1	Parents who have knowledge of sex education want their children to learn about it.	80	80	25	15	200	3.13	0.90	Accepted
2	Parents who are aware of sex education provide the ir children with the basic information on sex.	90	60	26	24	200	3.08	1.03	Accepted
3	Parents who have kn owledge of sex education encourage their children to study and have keen interest in sex education	150	20	20	10	200	3.55	0.86	Accepted
4	In home of parents who have knowledge of sex education there are conducive environment for the	5	25	20	15	200	1.43	0.80	Rejected

	children to discuss sexuality and related matters.								
5	Parents who have knowledge and awareness of sex education always demand to know their children sex life and related matters.	130	15	50	5	200	3.35	0.94	Accepted

From table 1 above, it showed that items number 1, 2, 3, and 5 yielded a mean score of 3.13, 3.08, 3.55 and 3.35 and standard deviation of 0.90, 1.03, 0.86 and 0.94 respectively. While items 4 were rejected with a mean score 1.43 and standard deviation of 0.80 respectively.

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Research Question 2: Do the cultural beliefs of the family have influence on the learning attitude of students towards sex education?

S/N	Items	SA	A	D	SD	Total	Mean	Std	Decision
6	Parents who have strong cultural beliefs want their children to take up the same belief.	57	39	3	1	200	3.52	0.61	Accepted
7	Some cultural beliefs do not allow parents to discuss sex issues with their children.	3	7	50	40	200	1.7	0.72	Rejected
8	Parents who have cultural beliefs find it difficult to provide their children with information on sex.	52	38	8	2	200	3.4	0.72	Accepted
9	Some cultural beliefs expose children to early sex education	55	47	2	1	200	3.46	0.59	Accepted

Data analysis from table 2 above showed that items 6,8,8 were accepted with a mean scores 3.52, 3.4 and 3.46 respectively. Corresponding to standard deviation 0.61, 0.72, 0.59 respectively while 7 were rejected related with a mean score of 1.73 and standard deviation of 0.72 respectively

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Discussion of the Findings

From the research carried out, it was observed that, in **research question 1**, the table analysis showed that parental awareness and knowledge of sex education has significant impact on students learning attitude towards sex education. This is agreement with Eko et al (2013) who explained that, in most Africa context especially in Nigeria, sex education is seen as a taboo to be talked about. This is because the society has the perception that such exposure will corrupt the child, and he or she may likely be a victim of early sexual intercourse. Lack of parents' involvement in sex education both at home and in school has a relative effect on their wards learning attitude towards the subject. Also in research question 2, it was also discovered that cultural beliefs of the family do not necessarily influence learning attitude of students towards sex education. The findings of the study have implications for all who are involved in school programmes. It implies that family background will increase the interest of students towards sex education as well as enables effective teaching of the subject in school. For curriculum planners, it will expose areas to concentrate on and put into consideration in the planning of curriculum at different levels and for different ages. For counsellors and teachers, it is a supplement to their job as well as forms the basic information on sex.

Conclusion

Since the main purpose of this study is to identify the influence of family background on the learning attitude of students towards sex education, the researcher made the following conclusion form the results of the study.

- Parents' awareness and knowledge of sex education provide the basis for their wards to learn sex education in school as well as encourage their children to study and have keen interest in sex related matters.
- Family religion is a tool used in enhancing sex education outside the school vicinity.

Illiteracy of parents poses a very big hindrance in the learning of sex

education by students. This leads to increase rate of pre-marital sex, unwanted pregnancy, sexuality transmitted diseases among others — students lack information, motivation or personal insight and skills to protect their sexual and reproductive health.

Recommendation

Based on the findings and observation of the study on the influence of family background on the learning attitude of students towards sex education, the researcher provides the following recommendations;

1. Parents should develop good communication skills with their children, be their friends and have positive attitude towards sex education.
2. Proper information should be given to adolescents to enable them form good attitude and belief in sex education.
3. Curbing teenage pregnancy and sexuality transmitted disease among other sexuality related matters, requires a lot of effort from parents counsellors, teachers, curriculum planners and government.
4. Parents should be adequately informed and enlightened on sex education and related matters.
5. Sex education awareness should be encouraged by religious groups, media, social organization and cooperate bodies.

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