

INFLUENCE OF SEX EDUCATION IN THE MORAL DEVELOPMENT OF STUDENTS IN SENIOR SECONDARY SCHOOLS IN ETCHE LOCAL GOVERNMENT AREA OF RIVERS STATE

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Abstract

This study aimed at investigating the influence of sex education on the moral development of students in secondary schools in Etche Local Government Area of Rivers State. Research showed that secondary schools Students are not ignorant of sex education. They get information about sex from their peers. The issues of unwanted pregnancy are as a result of this information. Culture and religions have great impact on sex education. Sex education should be included in the school curriculum; teachers and counselors should create a better relationship as they deliver information, parents, religion leaders, community leaders should also lend a helping hand in sex education in order to promote moral development of their children. The research makes use of four (4) purposes of the study, with four (4) research questions. Four (4) hypotheses are used to guide the study. The variables for the study are gender, socio-economic status, religion, sex education, morality. The design of the study is descriptive research design with a total population of 6000 and a sample size of 400 questionnaires is used as the instrument. Pearson Product Moment is used to establish the reliability of the study. The data gotten from the respondents was analyzed using descriptive statistics mean and standard deviation, while the hypotheses were tested using ANOVA. Based on the findings of this study, it is concluded that, sex education taught the male and female students to abstain from sexual intercourse before marriage, control their sex urge when it comes to sex education, develop healthy heterosexual relationships, concerted the male and female the male and female students. Having undergone the study to this point, the researcher recommends the following; sex education should be well taught at the family level and to avoid wrong peer influence, the religious bodies should properly plan and teach sex education in the various religious gathering to secondary school students, guidance counselor should be posted to school in order to guide the students in moral development.

Introduction

Morality is the distinguishing of intentions, decisions and actions between those that are distinguished as proper and those that are improper (Long & Spidley, 1987). It could also be a body of standards or principles derived from a code of conduct from a particular philosophy, religion or culture, or it can derive from a standard that a person believes should be universal/Stanford University (2014).

Moral development focuses on the emergency, change, and understanding of morality from infancy through adulthood. In the field of moral development, morality is defined as principles for how individuals ought to treat one another, with respect to justice, others welfare, and right. In order to investigate how individual understand morality, it is essential to

measure their beliefs, emotions, attitudes and behaviours that contribute to moral understanding. The field of moral development studies the role of peers and parents in facilitating moral development, the role conscious and values, socialization and cultural influences, empathy and altruism, and positive development.

Freud (1962), proposed the existence of a tension between the needs of self and the individual. According to him, moral development proceeds when the individual's selfish desires are repressed and replaced by the values of important socializing agents in one's life (for example one's parents). Skinner (1972) similarly focused on socialization as the primary force behind moral development. In contrast to Freud's notion of a struggle between internal and external forces, Skinner focused on the power of shape an individual development. While both Freud and Skinner focused on the external forces that bear on morality, Piaget (1995) focused on the individual construction, construal and interpretation of morality from a social-cognitive and social emotional perspective.

Formal education which is offered in the school forms a major agent of socialization the forming of a child's moral status quite a lot of things are taught both at home and in the which contributes to the forming of a child's moral ability. A lot of culture forbids the impartations of certain knowledge to a child calling it "not necessary" and too inappropriate to be taught the child. Some homes are fixed on not letting their children especially those in ' secondary know certain things, at least not from them (the parents). One of the most neglected but most important discourses in the 21st century are the issues of sex education especially by parents. Chikwe & Ekechukwu (2009) opined that the majority of young adolescents are still concrete thinkers who need to touch, feel and manipulate objects to understand them. Students at this stage in secondary schools learn more by doing them by just seeing or hearing. They react the way they do especially to the opposite sex.

Sex term sexuality (sex) education is the process of acquiring information and forming attitudes and beliefs about sex, sexual identity and sexual behaviour. It is desired to replace ignorance, fear, secrecy and guilt with knowledge, understanding openness and rationality (Akinade & Suleman, 2008 in Chukwu & Ekechukwu 2009). Sexuality education is also about developing young people's skills such that they make informed choice about their behaviours (morals) and feel confident and competent about getting on these choices.

Okpede in Chukwu & Ekechukwu (2009) defined sexuality education as an opportunity to help the young bring inquiry, discussion, personal and ' group feelings and problems to the open and to break away from the traditional taboos that have always bedeviled such discussion in the past, so that individuals may grow up properly (morally) informed about sex and human sexuality, development of healthy attitudes (moral) towards their own proper sex roles and achieve sexual achievement and happiness based on a clear understanding of the phenomenon.

Sexuality education seeks to equip young people with the knowledge, skills, attitudes and values, they need to determine and enjoy their sexuality, physically, emotionally, individually and in relationships. Adolescent sexuality is viewed holistically and within the context of emotional and social development. It recognizes that information alone is not enough. Young people need to be given the opportunity to acquire essential life skills and develop positive attitudes and values.

From observation, the researcher has observed that traditionally, adolescents in many cultures were not given any information on sexual matters, with the discussion of these issues being considered taboo. Such action as was given, was traditionally left to a child parents, and often was put off until just before a child's marriage. The progressive nation movement of the late 19th century, however, led to the production of "social hygiene" and the advent of school-based sex education (Tupper 2013).

Despite early inroads of school-based sex education, most of the information on sexual matter in the mid-20th century was. Obtained normally from friends and the media, and much of this information was efficient or of dubious value, especially during the period following puberty, when curiosity about sexual matters was the most acute. This efficiency was heightened by the increasing incidence of teenage pregnancies, particularly in western countries after the 1960s. As part of each country's effort to reduce such pregnancies, programs of sex education were introduced, initially over strong opposition from parent and religious group. Sex education is seen by most scientists as a vital public on HIV/AIDS for the education sector).

Despite the various prospects that national orientation agency and the media have promised on the need for sex education to be every family's schools, religious bodies etc business, little has been achieved in the recent years in the achievement of sex education. The researcher has uncovered that parents in particular are the people who have become major hindrances on the campaign for sex education to see the light of the day. The common excuses given most times are that "they (the children) will spoil". But it is pertinent to ask this question therefore at this junction, has the moral state of the secondary school students improved over the years by denying them sex education or is getting worse? It is worthy of more therefore to establish that the researcher want to establish the influence that exist between sex education and moral development of students in the post-primary schools in Etche Local Government Area of Rivers State.

According to Chukwu & Ekechukwu (2009), the broad aim of sexuality education enhances self-esteem and social skills for developing mutually satisfying, supportive, suitable and loving intimate relationships and for self-determination in the experience of one's gender and control of one's reproduction.

If the above assertion is something to go by, being ignorant about sex education negates the various advantages listed above. Being a novice about also tantamount to ignorance and engaging in a lot of sexual activity tolerantly which will altogether be a worse risk? Research have also proven at those who don't know about sex education go into relationships blindly and secretly which often times leads to damage of their self-esteem, motional state, psychological status and even anatomical structure because of ignorant activities in the clandestine activities. It is often said that knowledge is power but for a student that is ignorant of sex education, there will be no knowledge that will give power. It often time leads to many more anti-social behaviour. The researcher is therefore devoted to establishing the relationship between sex education and how it influences moral development of students in secondary school.

Research Questions

1. What are the influences of sex education on the moral development of male and female secondary schools students in Etche Local Government Area of Rivers State.

2. What are the influence of sex education on the moral development of students from low and high socio-economic status of secondary schools in Etche Local Government Area of Rivers State ?
3. What are the influence of sex education on the moral development of Christian and non-Christian students of secondary school in /a local government area.

Research Hypotheses

H0₁: There is no significant difference between sex education and moral development of male and female students of secondary schools in Etche Local Government Area of State.

H0₂: There is no significant difference between the influence of Sex education and the moral development of students from low and high economic status of secondary school students in Etche Local Government Area of Rivers State.

H0₃: There is no significant difference between influence of sex education and moral development of Christian and non-Christian students of secondary school in Etche Local Government Area of Rivers State.

Methodology

The descriptive research design method was adopted for this study. The population of the study is all students from secondary schools in Etche Local Government Area of Rivers State with an estimated population size of about 6,000 students (Rivers State Official Website, National Bureau of Statistics and 2006 Census).

The sample size drawn from the target population of about 6,000 i. e the total population size of the secondary schools in Etche Local Government Area.

The research instrument used in this study was the 5 point "Likert Scale" instrument with live main options of SA-for strongly Agree, A-for Agree, U-for undecided, D-for disagree and SD-for strongly disagree. This is called influence of sexual education on moral development (ISEMD) Likart Rating Scale. It was developed by the researcher and send to the supervisor and other psychometrician experts in the department to assert aim its validity. It will take two (2) parts: Part A will be the demography of the respondents, and It the main question bothering on the variables.

Alter the development of the research instrument, it was submitted to the supervisor and other experts in the field of psychometric to test for its face validity, content validity, construct validity and predictive validity. The instrument was valid after going through the above test procedure.

To ascertain the reliability of the research instrument which is the ability for it to measure the same object when used again repeatedly on different times, the Pearson Product Moment Correlation formula is commonly used when a test-retest is carried out on an instrument.

The instrument was administered after a letter of permission has been sent by the researcher to the various schools to use their students as respondents for this research.

The staff of the various schools was trained by the researcher on how to administer by guiding the respondents on how to appropriately respond to the research instrument.

The completed instruments will be retrieved by the researcher through the efforts of the teachers of the various classes. The completed and retrieve instruments was the ones to be analyzed. Research questions were analyzed using descriptive statistic (mean and standard deviation). The research hypotheses were analyzed using inferential statistic t-test. The data that was gathered from the field was collected, collated and subjected to the above statistical analysis.

Results

Research Question 1: What are the influences of sex education on the moral development of male and female secondary schools students in Etche Local Government Area of Rivers State.

Table 1: Mean and standard stratified of the influence of sex education on the moral development of male and female secondary school students

S/N	Item	N	X	Sd	CM	Remark
1	Sex education has taught the female students to obtain from sexual intercourse before marriage.	185	3.11	1.76	2.5	Accept
2	Sex education has taught the male students to control their sexual urge when it comes.	185	2.76	1.64	2.5	Accept
3	Sex education has made the male and female students to develop healthy heterosexual relationship	185	2.86	0.95	2.5	Accept
4	Sexuality education has also increased the self-esteem of male and female students	185	2.45	0.61	2.5	Reject
5	Sex education has corrupted the male and female students	185	2.91	0.99	2.5	Accept

From the table above, the first item has $\bar{x} = 2.11$, which scores the highest, the second item has $\bar{x} = 2.76$. the third item has $\bar{x} = 2.86$, the fourth has $\bar{x} = 2.45$, and the fifth item has $\bar{x} = 2.91$. The fourth item has mean score fall short of the criterion mean (CM) which is the only item rejected, while others were all accepted.

Research Questions 2: What is the influence of sex education on the moral development of students from low and high socio-economic status of secondary schools in Etche Local Government Area of Rivers State

Table 2: Mean and standard stratified statistics of influence of sex education on the moral development of students from high and low socio-economic status

S/N	Item	N	X	Sd	CM	Remark
1	Students from low socio-economic status have overcome shyness through sex education	185	2.61	0.91	2.5	Accept

2	Sex education has curtailed the excesses of students from high-socio economic status	185	2.21	0.51	2.5	Rejected
3	The moral standards of high socio-economic students has been shaped for the positive	185	3.16	1.21	2.5	Accept
4	The low socio-economic status has been exposed to sensitive terms due to sex education	185	2.81	0.79	2.5	Reject
5	Sex education has promoted dating among students from high	185	2.79	0.98	2.5	Accept

The table above shows that the first item has a \bar{x} = 2.61 and Sd = 0.91, the second item with \bar{x} = 2,21 and Sd = 0.51, the third item with \bar{x} = 3.16 and Sd= 1.21, the fourth is having a \bar{x} = 2.81 and Sd = 0.79. the fifth item is having \bar{x} = 2.29 and Sd = 0.98. it shows that all the item meet the criterion mean of 2.5 except item two with \bar{x} 2.21 and is rejected while others are accepted.

Research Question 3: What are the influences of sex education on moral development of Christian and non-Christians students from Etche Local Government Area?

Table 3: Mean and standard deviation statistics of influence of sex education on moral development of Christian and non-Christian students.

S/N	Item	N	X	Sd	CM	Remark
1	Sex education has helped Christian students to build self-confidence	185	2.50	0.94	2.5	Accept
2	The moral status of non-Christians has been enhanced through sex education	185	3.01	1.11	2.5	Rejected
3	Sexual education has improved the social acceptability of other people by the Christian students especially the female folk,	185	2.61	0.84	2.5	Accept
4	Islamic students frown at sexuality education because it is seen as corruption to them.	185	2.01	0.51	2.5	Reject
5	Sexuality education has decreased the incidence of pregnancy among Christian and non-Christians students	185	2.43	0.21	2.5	Reject

The table above shows that the first item reports \bar{x} = 2.50 with Sd = 0.94, the second item has \bar{x} = 3.01 and Sd = i.11. the third item with \bar{x} = 2.61 and Sd =0.84, the fourth item with \bar{x} = 2.01 and Sd = 0.51 and the fifty item with \bar{x} = 2.43 and Sd = 0.21. from that, the fourth and fifty item are rejected because they are not up to the criterion mean 2.5.

Hypothesis 1: There is no significant difference between sex education and moral development of male and female students of secondary school in Etche Local Government Area of Rivers State.

Table 5: t-test Analysis showing statistical difference between sex education and moral development of male and female students.

Variable (gender)	N	\bar{x}	Sd	Df	Std	Cal-t Value	Crit.t Value	Level of sig.	Decision
Male	90	3.41	0.96	183	0.0168	5.787	1.646	0.05	Not significant
Female	95	2.66	0.79						

The t-test above showed that the calculated t – value 5.787 is greater than critical t-value 1.646 at 0.05 level of significant. The null hypothesis which states that “there is no significant difference between sex education and moral development of male and female students of secondary school students” is rejected and the alternate accepted.

Hypothesis 3: There is no significant difference between sex education and moral development of students from low and high socio-economic background of secondary school in Etche Local Government Area of Rivers State.

Table 5: t-test Analysis showing statistical difference between sex education and moral development of students from low and high socio-economic status of secondary schools students.

Variable (socio-economic background)	N	\bar{x}	Sd	Df	Std	Cal-t Value	Crit.t Value	Level of sig.	Decision
Low	105	2.57	0.66	183	0.01175	3.505	1.646	0.05	Not significant
High	80	2.89	0.78						

The t-test above showed that the calculated t-value 3.505 is greater than the critical t-value 1.646 at 0.05 level of significant which means that the null hypothesis which state that “there is no significant differences between the influence of sex education and the moral development of students from low and high socio-economic background of secondary school students” is rejected and the alternate accepted

Hypothesis 3: There is no significant difference between influence of sex education and moral development of Christian and non-Christian students of secondary school in Etche Local Government Area of Rivers State.

Table 5: t-test Analysis showing statistical difference between sex education and moral development of Christian and non-Christian students of secondary school

Variable (religion)	N	\bar{x}	Sd	Df	Std	Cal-t Value	Crit.t Value	Level of sig.	Decision
Christians	79	2.52	0.68	183	0.00880	3.894	1.646	0.05	Not significant
Non Chrsitians	79	2.89	0.78						

The t-test above showed that the calculated t-value 3.894 is greater than the critical t-value 1.646 at 0.05 level of significant which means that the null hypothesis which state that “there is no significant differences between the influence of sex education and the moral development of Christian and non-Christian students of secondary school” is rejected and the alternate accepted.

Discussion of Findings

The study reveals that sex education has taught the female and male students to obtain from sex intercourse before marriage, control their sex life, develop healthy heterosexual relationship, corrupted the female students, but increased the self-esteem of male and female students.

Also, the study accepted that students from low socio economic status have overcome shyness through sex education, students moral status have been shaped for the positive, low socio economic students have been exposed to sensitive terms due to sex education, sex education has promoted dating among students from high socio-economic background but rejected that sex education has curtailed the excesses of students from high socioeconomic status. The explanation to this would be that sex education is not enough to curtail students “from high socio economic status excesses but proper parenting”.

Again, the study accepted that sex education has helped Christian students to build self-confidence. Moral status of non-Christians has been enhanced through sex education, sex education has improved the social acceptability of other people by the Christian students especially the female folk, but rejected that Islamic students frown at sexuality education because it is seen as corruption to them and that sexuality education has decreased the incidence of pregnancy among Christian and non-Christian students, the possible explanation to this could be that Islam don t frown at equality education due to corruption and that sexuality education does not decrease the incidence of pregnancy among Christian and non-Christians but rarely speaks about it. One would have thought that non-Christian students should have immoral stand than Christians.

The t-test analysis for hypothesis one showed that the null hypothesis was rejected and the alternate accepted. This is because the calculated t- value of 5.787 was higher than the critical t-value 1.646 at 0.05 level of significance meaning that there is significant difference between sex education and moral development of male and female students of secondary school. The possible explanation to this could be that gender hardly triggers moral development, meaning that anybody could be morally development either male or female. The above finding is an agreement with Waukert (2006) who succinctly posited that gender explains only a negligible amount of the variance in moral reasoning development, but contrasted in a further research that students measuring cultural orientation find modest difference between male and female with respect to idealism and relativism.

Explanation for sex differences in young peoples' morality has been that those differences in terms of how adolescent and nor morality in their identity development and how they promise moral over non moral desires and concern (Walker. 2018).

The analysis of hypothesis 2 showed that the calculated t-value 3.505 is greater than critical t-value 1.645 at 0.05 level of significance meaning that the null hypothesis was rejected and the alternate accepted signifying that there is significant difference between influence of

sex education and moral development of students from low and high socio economic background of secondary school students. This finding can be explained based on the fact that socio economic background plays major role in motivating moral development of students.

This finding supports the assertion by Sachdeva (2012) who noted moving from neurosciences to psychological researching no moral development, socio economic facts have been found to affect moral values and moral processes of evaluating ' situations and facing behavioural decision, further, the economic background of individuals helps to define the worth that is attributed to values or roles. The process is particularly evident for roles conceivable as socio conventional.

Also, Brener, Jones, Kann and McManu (2003) found that students in poor urban schools district receive less health education than their counterparts in more affluent school districts. Indeed, students from urban schools with high concentration of low income students from minority background have lower levels of health education (Bradley and Cornyn. 2012; McLord, 1998).

Finally, the analysis of hypothesis 3 showed that the calculated t- value 3.894 is greater than the critical t-value of 1.646 at 0.05 level of significant which rejected the null hypothesis and accepted the alternate. This means that there is a significant difference between influences of sex education is moral development of Christians and non-Christian students or secondary school.

The possible explanation to this finding could be that hence Christian students always here about moral preaching in their churches, they should ordinarily be better of moral wise than their counterparts that are not Christians.

Conclusion

Based on the findings of this study, it is concluded that sex education taught the male and female students to abstain from sexual intercourse before marriage, control their sex urge when it comes to sex education, develop healthy heterosexual relationships, concerted the male and female the male and female students. Students exposed to sensitive terms and dating has been promoted. Sex education has helped Christians students to build self-confidence, developed moral status of non-Christians and has improved the social accountability of others people by Christians. Students especially the female folk. Gender, socio-economic background and religion influence moral development significantly.

Recommendation

Having undergone the study to this point, the researcher recommends the following; Sex education should be well taught at the family level and to avoid wrong peer influence.

Counselling Implication for the study

From the following, more and well trained guidance Counsellors should be posted to secondary schools in the Local Government Secondary.

The students should be guided by the Counsellor using Pasturing Counselling. Group and Individual Counselling and Rational Emotive Behavioural Therapy.

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