

**AN ASSESSMENT OF THE LEVEL OF AWARENESS ON SEX EDUCATION  
AMONG ADOLESCENT BOYS IN EGOR LOCAL GOVERNMENT AREA  
EDO STATE**

**BY**

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BENIN CITY.**

**APRIL, 2024**

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**A RESEARCH WORK SUBMITTED TO THE DEPARTMENT OF  
GEOGRAPHY AND REGIONAL PLANNING, FACULTY OF SOCIAL  
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REGIONAL PLANNING**

**APRIL, 2024**

**certification**

This is to certify that this project work was carried out by **ELUENI OGHENELUGBA DANIEL** with matriculation number **SSC1909462** in partial fulfillment of the requirement for the award of bachelor of (B.Sc.) degree in the Department of Geography and Regional Planning, University of Benin, Benin City, Edo State, Nigeria.

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## **DEDICATION**

This project work is dedicated to the ALMIGHTY GOD who has kept me up and doing up to this moment and also to my dearest and Godly family members for their care, love and support that has seen me through my stay in this University.

## **acknowledgement**

With utmost gratitude, I thank God almighty, for giving me the grace, knowledge, strength and understanding to be able to this feat. His love and grace has been sufficient enough for my sustenance.

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## ABSTRACT

This study aims to assess the level of awareness on sex education among adolescent boys in Egor Local Government Area, Edo State. With the prevalence of teenage pregnancies, sexually transmitted infections, and misconceptions surrounding sexual health, understanding the extent of sex education knowledge among adolescent boys is crucial for effective interventions. Utilizing a quantitative research approach, data will be collected through structured questionnaires distributed among a representative sample of adolescent boys in the study area. Statistical analysis will be employed to determine the level of awareness, sources of sex education, and potential influencing factors.

The study reveals that older adolescents, particularly those in SS2 and SS3, tend to have higher awareness levels compared to their younger counterparts. This suggests that as adolescents progress through their educational journey, they may become more exposed to sex education materials or discussions, either through formal school curricula or other sources. The findings highlight the diverse sources of sex education information accessed by adolescent boys, ranging from traditional sources like parents and relatives to modern platforms like social media and the internet.

It was also recommended that while trying to provide comprehensive coverage, there is need for ensuring the accuracy and reliability of information across all channels. Educators, healthcare providers, and community leaders must collaborate to develop evidence-based sex education programs that encompass various mediums and cater to the specific needs and preferences of adolescent boys. In light of the identified challenges and barriers, such as cultural taboos, societal norms, and reliance on inaccurate information, targeted interventions are necessary to address misconceptions and promote positive attitudes towards sex education.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Adolescence is a critical phase in human development, marked by a series of physical, emotional, and social changes. Adolescence can also be said to be a dynamic and vibrant stage characterized by rapid mental and physical growth and development. Teenagers often show limited awareness of the typical aspects of puberty, sexual health, pregnancy, and reproduction. It's essential to incorporate comprehensive sexual education into the journey of growth and self-awareness that begins in adolescence and continues throughout adulthood, as it plays a crucial role in one's lifelong development. As adolescents navigate this transformative period, issues related to sexual health and education become increasingly relevant. Understanding the level of awareness among adolescents regarding sex education is essential for addressing the challenges and opportunities associated with this crucial aspect of their lives. This study seeks to delve into the state of awareness on sex education among adolescent boys in Egor local government area Edo state, shedding light on the knowledge, attitudes, and behaviors related to sexual health within this demographic. There is one aspect that critics and advocates for the provision of sexuality education in schools can agree on: The importance of communication between adolescents and their parents about sexual issues.

Unfortunately, it should not be assumed that all adolescents are receiving positive and ongoing communication with their parents regarding such difficult issues (Jordan, Price, & Fitzgerald, 2000). Price, Robinson, Thompson, and Schmalzried (as cited in Jordan, Price, & Fitzgerald, 2000) concluded that when there is no parent-child communication, adolescent peer norms are likely to be accepted by teens as their standard for sexual behavior because of the lack of standards being taught in many schools. Snegroff (2000) indicated the difficulty parents have discussing sexuality comfortably with their children, even when they recognize the importance of such communication. Even parents who do not discuss sexuality with their children still project their feelings about sexuality to them through their behavior. If the message young children get about sexuality from their parents is negative, then they are less likely to discuss sexuality issues with parents when they are older. As the title of Snegroff's article states, "No sexuality education is sexuality education"

Sexuality education has been given various definitions by various schools of thought. AHI (2003) described sexuality education as "a planned process of education that fosters the acquisition of factual information, the formation of positive attitudes, beliefs, and values as well as the development of skills to cope with the biological, psychological, sociocultural and spiritual aspects of human sexuality." That is, learning about the anatomy, physiology, and biochemistry of the sexual response system which

determines identity, orientations, thoughts, and feelings as influenced by values beliefs, ethics, and moral concerns

Sex education plays a pivotal role in equipping adolescents with the knowledge and skills necessary to make informed decisions about their sexual health. It encompasses a broad range of topics, including reproductive health, contraception, sexually transmitted infections (STIs), relationships, consent, and sexual identity. Sex education is a comprehensive program with the objective of nurturing understanding, attitudes, beliefs, and values concerning one's identity, relationships, and intimacy. The ultimate aim is to establish a strong foundation for lifelong sexual well-being. According to the World Health Organization (WHO), sexual health encompasses not only the absence of disease or infirmity but also the achievement of physical, emotional, mental, and social well-being in the context of sexuality. The primary purpose of sex education is to enhance the ability of young individuals to make informed choices regarding their relationships, sexuality, and overall emotional and physical health. The quality and accessibility of sex education can greatly influence an adolescent's ability to make responsible and informed choices, impacting not only their health but also their overall well-being.

The primary objective of sex education is to see that children receive the correct information with regard to their sexuality. Sexual growth is a natural process but the young adolescent is not given the appropriate scientific knowledge which would help

him to understand this natural process better. Adolescents get knowledge about sex and related topics from films and cheap books but they may not get the right knowledge and the knowledge will be incomplete (Kumar, R. et al., 2017).

While it does not promote sexual activity among children and teenagers, sex education in schools plays a crucial role in supporting the sexual health and well-being of young people. However, the effectiveness of initiatives beyond those focused on STDs remains poorly understood. Adolescents should receive knowledge, skills, and values through sex education programs to cultivate respectful and healthy social and sexual relationships, understand the impact of their actions on others, comprehend their rights, and assume responsibility for them to attain adequate sexual health. Comprehensive sex education (CSE) facilitates the promotion of healthy sexuality by addressing a wide range of topics, including puberty, sexual identity, sexual orientation, healthy relationships, STDs, and contraception

Edo state which is located in the south south region of Nigeria in West African, is characterized by its diverse cultural and social landscape. The level of awareness regarding sex education among adolescent boys in Egor local government area Edo state , is a subject of concern, as access to comprehensive and accurate information can vary significantly across regions and communities. Factors such as cultural norms, religious beliefs, and socioeconomic disparities can shape the landscape of sex

education in the country. Therefore, understanding the specific needs and challenges faced by Beninese adolescents in their pursuit of sexual health knowledge is essential for designing effective interventions and policies.

This research aims to assess the extent of awareness of sex education among adolescents' boys in Egor local government area Edo state, exploring the factors that influence their knowledge and attitudes toward sexual health. By examining the current landscape of sex education and its impact on adolescents' decision-making, this study seeks to provide valuable insights for policymakers, educators, and healthcare professionals. Ultimately, the findings will contribute to the development of tailored strategies and interventions that can better support the sexual health and well-being of adolescent boys in Egor local government area, Edo state.

"The importance of introducing comprehensive sex education in junior secondary schools within the Egor local government area cannot be overstated. This is primarily due to the increasing diversity of its population and the expanding geographical boundaries. The necessity for addressing the natural curiosity around sexuality becomes evident when students interact among themselves. While parental warnings serve as a temporary deterrent, they are not sufficient to curb the natural curiosity of youth. With students entering secondary schools without a solid foundation in sex education, a myriad of issues can arise, resulting in uncontrolled emotional experiences.

Recognizing secondary schools as pivotal hubs for knowledge dissemination, it's crucial to incorporate sex education, especially given the prevailing promiscuity and corruption in the current generation. This effort can bring about substantial positive changes in the lives of students, parents, and the community as a whole."

In contemporary times, sex education has evolved to encompass a broad spectrum of biological and sociological knowledge. There is now a heightened recognition of the necessity for sex education in educational institutions, places of worship, and other organizations. This awareness has emerged in response to growing concerns such as teenage pregnancy, abortion, the spread of venereal diseases, increased promiscuity, and the prevalence of marital and sexual difficulties.

Similar findings were published by Sharma, Rajani (2020). From these above points sex education in adolescents is a basic need for them for becoming a responsible individual.

## **1.2 Aim and Objectives**

The aim of this research is to assess the level of awareness on sex education among adolescent boys in Egor local government area of Edo state with specific objectives which includes:

1. What methods are being used to evaluate the current awareness level of sex education among adolescent boys in Egor local government area, and what are

the primary sources of sex education information relied upon by them in the region?

2. What is the effectiveness of existing sex education programs for adolescent boys in Egor local government area, and how does the influence of digital media, including social media and the internet, impact the sex education knowledge of adolescent boys?
3. Understand knowledge gaps and misconceptions related to sexual health an relationship among adolescent boys
4. Investigate cultural and societal attitudes impacting discussions on sex education and their influence on adolescent boys' awareness.
5. Assess the correlation between sex education awareness and the sexual behaviors and decision-making of adolescent boys, of the different age group

### **1.3 Research Hypothesis**

1. **Null Hypothesis ( $H_0$ ):** There is no increase in the level of awareness of sex education with increasing class level.
2. **Null Hypothesis ( $H_0$ ):** There is no significant difference in the level of awareness on sex education among adolescent boys in Egor Local Government Area, Edo State.

3. **Null Hypothesis (H<sub>0</sub>):** The size of family and the people adolescent boys stays with does not influence the level of awareness of sex education of adolescent boys in Egor Local Government.

#### **1.4 Scope of the Study**

The study focuses on the Assessment of the level of awareness of sex education among adolescent boys in Egor local government area, Edo state. The study is delimited to adolescent boys in Egor local government area in Edo state.

#### **1.5 Significance of the Study**

The importance of this study is evident in its focus on a pivotal aspect of adolescent health and well-being. By evaluating the awareness of sex education among teenage boys in the Egor local government area of Edo state, you contribute to:

1. Raising awareness about public health improvements can encourage healthier behaviors, decrease the likelihood of unintended pregnancies and sexually transmitted infections, and contribute to overall well-being.
2. Educational Interventions: The discoveries can guide the creation of customized sex education initiatives designed to address the unique needs and hurdles experienced by teenage boys in the area.

3. Raising awareness empowers teenagers to make informed choices, cultivating a sense of responsibility and autonomy in handling their sexual well-being.
4. Your research can offer valuable insights to help policymakers craft policies grounded in evidence, with the goal of enhancing sex education in the local setting.
5. Fostering open dialogues within communities through awareness can break taboos and diminish stigma related to sex education.

## **1.6 Statement of Research Problem**

Adolescent boys residing in the Egor local government area of Edo state encounter a complex array of challenges when it comes to sex education. The crux of the issue lies in the insufficient awareness surrounding sexual health topics, such as reproductive health, sexually transmitted infections, and responsible sexual behavior. Compounding this challenge is the uncertainty regarding the primary sources from which adolescent boys gather information about sex education. Without a clear understanding of these sources, efforts to enhance sex education programs may fall short of their intended impact.

Moreover, assessing the effectiveness of existing initiatives aimed at educating adolescent boys about sexual health remains a daunting task. The lack of comprehensive data hinders policymakers' ability to make informed decisions regarding the allocation of resources and the design of future programs. Cultural norms and societal taboos further exacerbate the situation, impeding open discussions about sex education and influencing the attitudes and behaviors of adolescent boys in the region.

The correlation between the level of awareness surrounding sex education and the subsequent sexual behaviors and decision-making processes of adolescent boys remains ambiguous. Untangling this relationship requires meticulous research and analysis to uncover the underlying factors driving these behaviors. Additionally, the accessibility

and availability of sexual health resources, including clinics and counseling services, present significant concerns that directly impact the well-being of adolescent boys in the community. In light of these challenges, this research endeavors to delve into the intricacies of sex education among adolescent boys in the Egor local government area, Edo state. By elucidating the underlying factors contributing to the lack of awareness and understanding of sexual health topics, valuable insights can be gleaned to inform the development of targeted and effective sex education programs. Ultimately, the goal is to empower adolescent boys with the knowledge and resources necessary to make informed decisions about their sexual health and well-being.

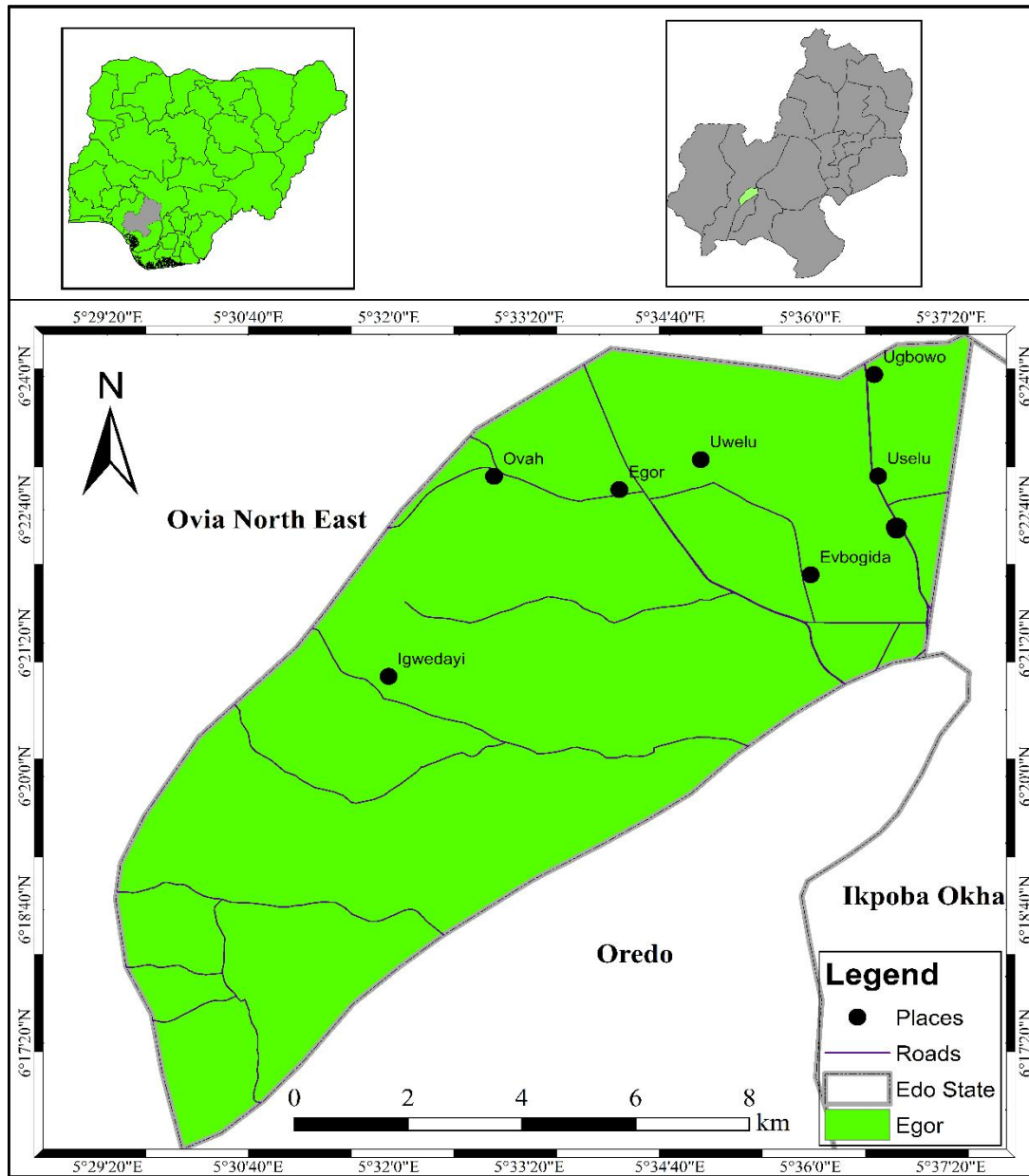
### **1.7 Research Questions**

The following questions are stated for the purpose of this study:

1. What is the role of schools and educational institutions in providing sex education to adolescent boys in Egor Local Government Area?
2. What are the sources of information about sex education for adolescent boys in this region?
3. 3.What are the key challenges or barriers that adolescent boys face in accessing comprehensive sex education in this area?
4. How do peer influences and social networks impact the awareness of sex education among adolescent boys?

## **1.8 Study Area**

Egor local government area is situated in the South-south zone of Nigeria, within Edo state, it has coordinate of latitude 6.38293 North, and longitude 5.56917 East and it's covers an area of about 9,300hectares, 93.00km<sup>2</sup>(35.91 SQ mi). Its administrative center is located in the town of Uselu. Egor being part of the state capital, is the center for government and public administration activities in Edo state. This local government area comprises a variety of towns and villages, including Okhoro, Use, Uwelu, Iguikpe, Ugbigoko, Iguediaye, Evbougide, and Oghedaivbiobaa. Egor has a population of about 333,899 according to National Population Census (2006). While the 2010 National Bureau of Statistics population projection reported a population of 400,519 for the area. According to the projected 2022 estimates (National Population Commission, 2022), the current total population of Egor is 502,700 residents, representing a diverse mix of tribal groups, such as the Esan, Bini, and Owan. The region is characterized by a rich cultural and religious tapestry, with a presence of Christians, Muslims, and practitioners of traditional beliefs. Additionally, the Bini, Owan, and Esan languages are commonly spoken in this area.



Source: Open street map, Modified by Author  
 Fig 1.1: Egor Local Government Area, Inset Nigeria and Edo State

Egor's geography is characterized by a Tropical Savannah Climate. This local government area spans an area of 93 square kilometers and undergoes two distinct seasons: a rainy season and a dry season. The average temperature in this region hovers around 28 degrees Celsius, with an estimated humidity level of approximately 68 percent.

The Egor local government area cultivates several crops, such as yam, plantain, banana, and cassava. Within the region, markets like Urelu serve as essential hubs for the exchange of a diverse range of products.

## **CHAPTER TWO**

### **CONCEPTUAL FRAMEWORK AND LITERATURE REVIEW**

#### **2.0 Introduction**

The notion of evaluating the awareness of sex education among adolescent boys in Egor Local Government Area, Edo State, has garnered attention for its potential influence on the environment, including educational progress. This chapter reviews and discusses the definition, assesses the response; level of exposition on sex education, responsiveness, socio-cultural frictions amongst others and how it generally influences the adolescent boys within the geo-political region of the city.

#### **2.1 Conceptual Definitions**

##### **2.1.1 Sex Education: What is it?**

Completing an extensive education must include sex education. It includes relationships, consent, sexual health, and mental well-being, among many other subjects that go beyond the basic components of reproduction. Sex education is the provision of knowledge about body development, sex, sexuality, and relationships, as well as skill development, to assist young people in communicating about sex and making educated decisions about their sexual health (Bridges, 2014). Sex education is a formalized educational process designed to equip individuals with the knowledge, skills, and

attitudes essential for making informed decisions regarding their sexual and reproductive health. It is a multidimensional curriculum that addresses various aspects of human sexuality, including but not limited to reproductive anatomy, sexual health, relationships, contraception, sexually transmitted infections (STIs), and the ethical dimensions of sexual behavior. A well-structured sex education program is typically age-appropriate, recognizing the developmental stages and cognitive capacities of the learners. (UNFPA, 2018).

With a focus on the emotional, social, and ethical components of human interactions in addition to the biology aspects of reproduction, this educational programme seeks to promote a holistic knowledge of sexuality. Positive body image, respect for variety, and responsible decision-making are the goals of effective sex education. In order to promote an inclusive and encouraging learning environment, it addresses topics relating to sexual orientation and gender identity as well as the significance of communication, consent, and the development of good interpersonal relationships. It is an integral part to public health efforts, contributing to the prevention of unintended pregnancies, reduction of STIs, and the promotion of overall well-being. Furthermore, it plays a crucial role in empowering individuals to navigate the complexities of their sexual lives, fostering a sense of agency, and contributing to the development of a sexually-literate and responsible society. The mixture of myths/ stigma secrecy, lack of knowledge, social disparity and negative media messages confuses young people and encourages

poor self-esteem resulting in uninformed choices being made and it may lead to incorrect knowledge about sex, unprotected sex, unplanned pregnancy (Kumar, 2017). on this note it is imperative to make foundational description of the dimension of varying contextual frames relative to sex education as a concept to obtain a better understanding.

### **2.1.2 The Concept of Adolescence**

Adolescence is a time of fast physical, cognitive, and emotional change that is considered to be a transitory stage in human development. This phase usually lasts until the late teens or early twenties and starts with the onset of puberty. Adolescence is characterized psychologically by identity exploration, the emergence of independence, and the construction of a more nuanced self- and world-understanding. People go through difficulties with their self-worth, interactions with their peers, and the formation of their own values throughout this time, which helps them grow and mature psychologically. As stated by *Oladunmoye (2023)*. It is not surprising to learn that adolescence is linked to the onset or worsening of a number of health-related issues, such as depression, eating disorders, substance abuse and dependence, risky sexual behaviour, antisocial and delinquent behaviour, and school dropout, which can all be traced back to sexual abuse. Adolescence is often referred to as a stage between childhood and adulthood. According to Erik Erikson, a renowned developmental

psychologist, adolescence represents the psychosocial stage of identity versus role confusion. Erikson posited that during adolescence, individuals grapple with questions of identity, seeking to establish a sense of self and purpose. The citation for this concept is drawn from Erikson's work, specifically his book "Identity: Youth and Crisis" published in 1968. In this seminal text, Erikson explores the challenges and opportunities presented during the adolescent stage, emphasizing the crucial role of identity formation in shaping individuals' future trajectories.

### **2.1.3 The Concept of Awareness**

Sex is perceived as negative and associated with guilt, fear and disease, but through the media and friends, it is portrayed as positive and desirable. Such mounting pressures and demands may be perpetuated by inaccurate information, skills, misinformation and awareness of their rights and by gender expectations. Obro, (2020). The formal introduction of sex education in schools has met with a lot of misconception and controversies by parents, students, teachers and the society in general. Sex education also referred to by some scholars as sexuality education, attracts superfluity of meaning from different experts and scholars. According to Frimpong (2010), sex education is the methodical attempt to increase a person's healthy knowledge of sexual functioning, growth and development, attitudes, and conduct through direct instruction.

Awareness is the state of being conscious, cognizant, or informed about something. It involves having a perception, knowledge, or understanding of one's surroundings, emotions, thoughts, or the external world. In a broader sense, awareness encompasses the ability to recognize and comprehend information, events, or issues, often leading to a heightened sensitivity or mindfulness. This cognitive state involves being attuned to both internal and external stimuli, allowing individuals to respond thoughtfully and purposefully to their environment or experiences. Njoku (2008) elaborated that sex education is a structured educational procedure that fosters or encourages the learning of appropriate and precise knowledge. He defines it as the cultivation of virtues such as values, beliefs, and the development of appropriate behaviours and attitudes as well as the acquisition of abilities to deal with the biological, social, spiritual, cultural, and psychological aspects of human sexuality.

#### **2.1.4 Concept of Sexuality**

Sexuality is a multifaceted concept that weaves together various aspects of our being. It encompasses our emotional, physical, and psychological experiences in relation to intimacy and attraction. At its core lies sexual orientation, which describes who we're drawn to romantically or sexually. Common terms include heterosexual (attracted to the opposite sex), homosexual (attracted to the same sex), and bisexual (attracted to more than one gender). However, sexuality is a spectrum, and identities like pansexuality

(attraction regardless of gender) and asexuality (little to no sexual attraction) add richness to the landscape.

Sexuality extends beyond just labels. It's about the feelings we have towards others, the desires we hold, and the values we bring to relationships. Our cultural background, upbringing, and personal experiences all influence how we express and understand our sexuality. There's no single path to navigate this aspect of ourselves. Some people discover their sexuality early on, while others take a more winding journey of exploration. This fluidity is perfectly normal; sexuality can evolve over time as we learn more about ourselves and the world around us. The most important aspect of sexuality is self-acceptance and respect for others. Feeling comfortable in your own skin and honoring your feelings is crucial. Sexuality is a personal journey, and there's no right or wrong way to experience it. Similarly, respecting the diverse ways others express their sexuality fosters a more inclusive and understanding world. By embracing the beautiful tapestry of human sexuality, we create a richer and more vibrant society.

### **2.1.5 Social Determinants of Sexuality**

Sexuality isn't solely influenced by biology; social determinants of sexuality also play a crucial role in shaping how we perceive and manifest our sexual identities. Some of this societal influences are.

(A)Culture and Religion: Cultural norms and religious beliefs wield considerable influence over individuals' perspectives and manifestations of sexuality. While some cultures may embrace LGBTQ+ identities, others adhere to rigid gender roles and sexual conduct standards. Religion similarly shapes attitudes, with certain faiths promoting abstinence or delineating specific marital responsibilities

(B)Gender Norms: Societal norms regarding masculinity and femininity can impact individuals' perceptions of their sexuality. For instance, men may feel compelled to assert themselves sexually, while women may be encouraged to adopt a passive role. These norms can constrain individuals' capacity to explore and express their genuine sexual identities

(C)Media Portrayals: The media inundates us with messages about sexuality, often presenting unrealistic ideals that can fuel body image concerns and unhealthy sexual expectations

(D)Family and Upbringing: Family dynamics and upbringing exert a profound influence on sexuality. Positive experiences of love, acceptance, and open dialogue about sex within the family unit can cultivate a healthy attitude toward sexuality. Conversely, negative experiences or a dearth of open communication can engender confusion and shame surrounding sexuality

## **2.2 Theoretical/ conceptual framework**

### **2.2.1 Social Cognitive Theory (SCT):**

Social cognitive theory (SCT) is a theory of learning and development that emphasizes the role of observation, social interaction, and internal mental processes in human behavior. It was developed by Albert Bandura, who argued that people learn by observing the behavior of others, the consequences of those behaviors, and their own internal thoughts and beliefs. Social cognitive theory suggests that learning is a continuous process that occurs throughout a person's life. People learn not only by doing but also by watching others and by thinking about their own experiences. Rather than passively absorbing knowledge from environmental inputs, social cognitive theory argues that people actively influence their learning by interpreting the outcomes of their actions, which, in turn, affects their environments and personal factors, informing and altering subsequent behavior (Schunk, 2012)

Observational learning stands as a fundamental principle within SCT. Through observing others, particularly those we admire, we acquire new behaviors and adjust existing ones based on the outcomes we witness. For example, a child may adopt the habit of sharing toys after seeing peers being praised for their generosity.

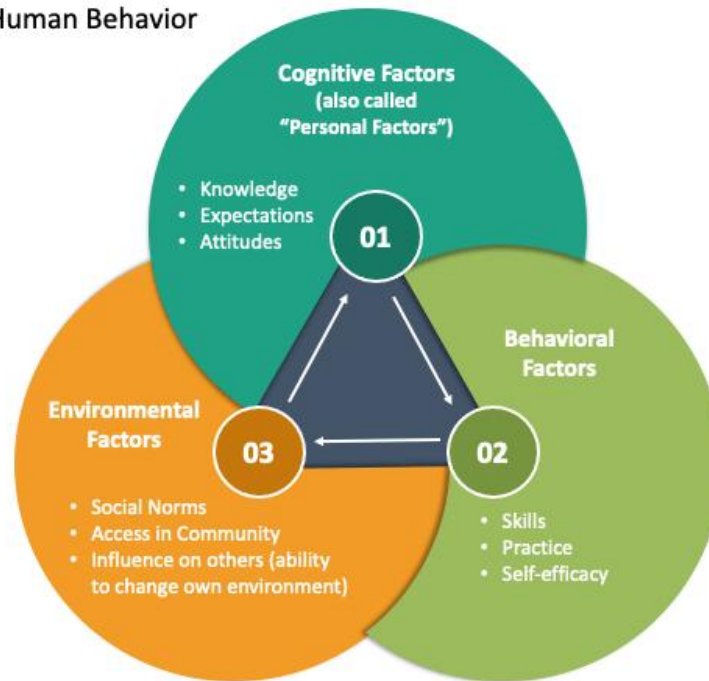
SCT emphasizes self-efficacy, our belief in our capability to execute a specific behavior. When our self-efficacy is high, we confront challenges with confidence and persistence,

while low self-efficacy can result in avoidance and hindered performance. Reciprocal determinism is a cornerstone concept in social cognitive theory, asserting that our environment, behavior, and personal factors constantly interact. For instance, a nurturing environment can elevate our self-efficacy, motivating us toward positive behaviors, which subsequently shape our surroundings by generating new opportunities and experiences. The applications of SCT span various domains. Educators can employ it to cultivate learning environments that foster observational learning and bolster self-efficacy among students. Therapists can utilize it to aid individuals in developing coping strategies and conquering phobias. In health promotion, SCT serves to encourage healthy behaviors while discouraging unhealthy ones.

In summary, social cognitive theory provides a holistic comprehension of human learning and behavior. By recognizing the intricate interplay between environment, cognition, and actions, SCT offers valuable insights for instigating positive transformations in both individuals and society

# SOCIAL COGNITIVE THEORY

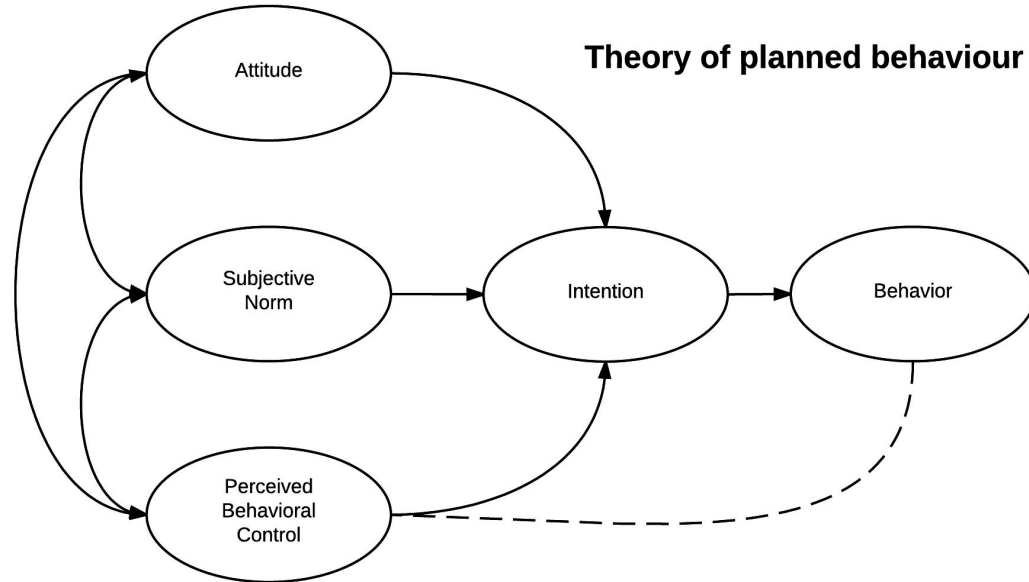
Determines Human Behavior



**Source: A Review of ScienceDirect Doody's Collection Development Monthly, 2021**

## 2.2.2 Planned Behavior Theory (PBT)

This theory builds on SCT, adding the concept of behavioral intention. Boys' intention to use sex education knowledge depends on their attitude towards safe sex, subjective norms (beliefs about what peers think), and perceived behavioral control)



**Sources: Ajzen, 2005**

**Fig. 2.2: The Theory of Planned Behavior Model**

Planned Behavior Theory (PBT) The theory of planned behavior (TPB) is a significant psychological framework aimed at predicting human behavior. Originated by Icek Ajzen, TPB extends the theory of reasoned action (TRA) by incorporating the notion of perceived behavioral control. At its core, TPB revolves around three pivotal factors shaping behavioral intention: attitude, subjective norm, and perceived behavioral control. Attitude denotes an individual's assessment of a particular behavior, whether it is perceived positively or negatively. Subjective norm reflects how important one perceives the behavior to be in the eyes of others. Perceived behavioral control gauges

one's confidence in executing the behavior, encompassing internal aspects like skills and external factors such as resources. According to TPB, these determinants directly impact behavioral intention, which strongly predicts actual behavior. A robust intention coupled with perceived behavioral control heightens the likelihood of behavior enactment. For instance, someone with a favorable view of recycling, perceiving societal approval, and feeling competent in recycling practices is more inclined to consistently recycle. TPB serves as a valuable tool for comprehending and steering human behavior, deployed across diverse domains like health campaigns, education initiatives, and environmental preservation endeavors. By targeting factors influencing behavioral intention, TPB offers a framework for crafting strategies fostering positive behavior change.

However, TPB assumes a rational decision-making process, overlooking the sway of emotions, habits, and unforeseen circumstances on human behavior. Despite these constraints, TPB remains a potent theory yielding valuable insights into human behavioral psychology.

### **2.2.3 Psychosexual Theory**

Freud's theory of psychosexual development outlines five key stages: oral, anal, phallic, latency, and genital. These stages represent significant milestones in human growth

from infancy to adulthood, each emphasizing distinct aspects of wants, needs, and desires.

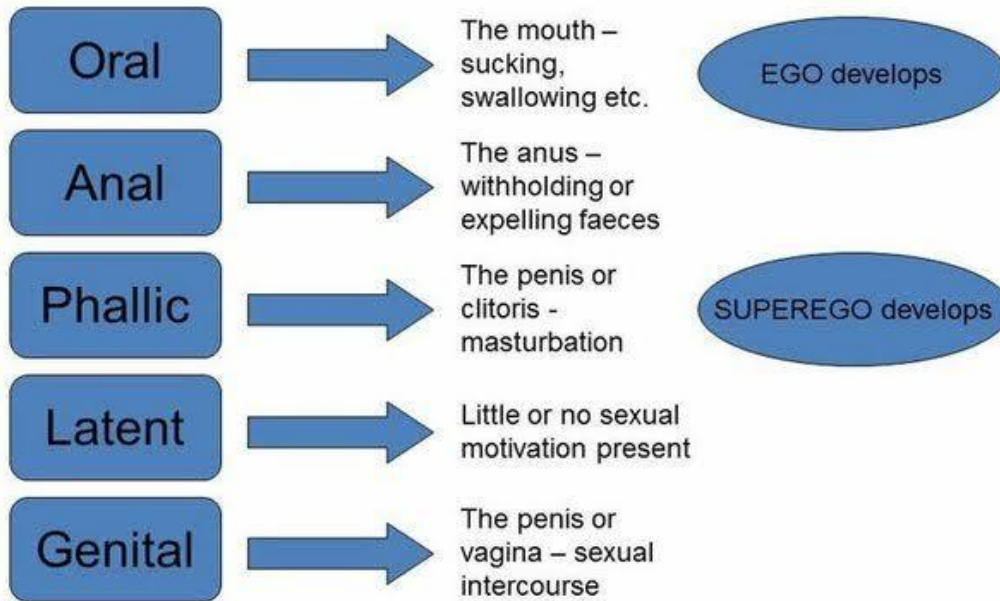
Sigmund Freud's psychosexual theory suggests that personality development evolves through five distinct childhood stages, each characterized by a specific pleasure focus. Despite its significant influence, the theory has been critiqued for its sexual emphasis and lack of empirical support.

At its core is the notion of libido, a psychic force propelling our desires and actions. Throughout each stage, libido fixates on a particular erogenous zone, providing pleasure. The oral stage (birth to 1 year) centers on the mouth, where infants find satisfaction through sucking and biting.

The anal stage (1-3 years) emphasizes control over elimination, involving the anus and bladder. Toilet training during this phase can lead to conflicts if handled harshly. The phallic stage (3-6 years) introduces the genitals as the primary focus, intertwined with gender identity development. This stage also introduces the controversial Oedipus complex in boys and Electra complex in girls, involving attraction to the opposite-sex parent and rivalry with the same-sex parent.

The latency stage (6-12 years) represents a period of decreased sexual urges, as children concentrate on social interactions and skill development. Finally, the genital stage

(adolescence onwards) marks the resurgence of sexual desire, now with a mature focus on intimacy and interpersonal relationships.



**Source: Psychosexual Stages of Development, 2017**

**Fig. 2.3: Sigmund Freud Stages of Development**

### 2.3 Literature review

Oladunmoye *et al.* (2023), made investigative research on: The mediating role of gender and self-esteem between parent-child relationship and sexual abuse among school adolescents in nigeria: A path analytical model in which they discovered and published data on the frequency of teenage mortality brought on by sexually transmitted diseases (STDs), unintended pregnancies, abortions, induced pregnancies, and related

problems. Teenage experiences of sexual assault are linked to these sad events. This prompted research into how gender and self-worth function as barriers to sexual assault in parent-child relationships. The correlational design was used in the investigation. Three hundred teenagers were chosen at random from the secondary schools in Oyo State, Nigeria. Ibadan North Local Government Area. Data was collected using reliable instrument (Sexual Abuse Scale  $\alpha=0.87$ ; Parental-child Relationship Scale  $\alpha =0.77$ ; Self-esteem Scale  $\alpha =0.73$ ). Three research questions were raised and tested at 0.05 level of significance International Journal of Information, Business and Management, Vol. 15, No.2, 2023 ISSN 2076-9202 62 using Pearson's product moment correlation and path analysis with Maximum likelihood estimation. It was discovered that sexual abuse positively correlated with gender ( $r =.681$ ,  $P< 0.3$ ) and was found a good fit. A direct effect was also found between self-esteem and sexual-abuse ( $\beta = -0.236$ ,  $p<0.01$ ), parent-child relationship and sexual abuse ( $\beta = 0.176$ ,  $p<0.01$ ). On the other hand, an indirect effect was found between parent-child relationship and sexual abuse through gender ( $\beta = 0.603$ ,  $p<0.01$ ), which indicates that parent-child relationship increases the likelihood that a male adolescent (60.3%) will engage in sexual abuse than their female (39.7%) counterparts. Furthermore, an indirect effect was found between parent-child relationship and sexual abuse through self-esteem ( $\beta = -.236$ ,  $p<0.01$ ).

It was advised, among other things, that parents establish a good rapport with their teenagers in order to watch over them and counsel them against engaging in sexual

conduct before marriage. Teens are also advised to stay away from peers who are unwilling to make a positive impact in their lives. It is recommended that school administrators and policy makers step up the sex education curriculum in secondary schools to better educate teenagers about the risks associated with sexual abuse.

Obro (2020) investigated the Level of awareness and attitude of upper basic social studies students towards sex education. The study looked on the awareness and attitudes of Social Studies students regarding sex education. A research design that was ex-post facto was used in this study. In all, 400 students took part in the research. The research instrument was the questionnaire tagged “Students Level Awareness and Attitude Towards Sex Education (SLAATSE). The significance test of statistics, known as the t-test, was employed to examine the acquired data. At the 0.05 level of significance, the gathered data were examined using the one-way sample and independent-sample t-test. The study's conclusions were that there is no gender-based differences in the awareness or attitude of social studies students towards sex education, nor is there any significant difference in the level of awareness among these students about the subject. One suggestion is that social studies instructors provide comprehensive sex education without introducing any bias into any aspect of the subject matter.

The Swatis (2022) opined that adolescence is very dynamic phase in life in their work on Understanding Adolescents’ Perspective in Sexuality Education. If the child is not

able to cope up with the changes, then the effects on health are lifelong. There is evidence to support the idea that comprehensive and holistic sexuality education helps kids learn how to cope. However, there are still debates in every nation regarding the delivery, substance, or acceptance of sexuality education. Adolescent perspective needs to be taken into account in order to make curriculum more acceptable, engaging, and effective. The current study recognized the need of educating teenagers about sexuality. Understanding the need for sexuality education was the stated goal. In which they used self-administered questionnaires, inquiry boxes, and blank human figure activities to apply questionnaire approaches to various student groups. The outcome was as follows: 48% of the inquiries asked concerned sex toys or other scientific facts. 11% about cultural norms, 9% about romantic relationships, 12% about emotional changes, and 6% about debunking fables. Poor basic understanding existed regarding the human body and pubertal changes, especially among girls. Most ladies had a negative attitude towards pubertal changes, whereas boys were curious about them. Both showed a notable reluctance to discuss the reproductive system's parts, which suggests attitude. 98% of people expressed a willingness to learn accurate information regarding the changes and impacts of puberty on life. In conclusion, India lacks a comprehensive sexuality education programme. It should cover science and other pertinent subjects while keeping in mind the viewpoint of teenagers.

The importance of reviewing the literature cannot be overemphasized because it is crucial for a number of compelling reasons to delve into a thorough historical study works on sex education. In-depth knowledge of the many techniques and tactics used in earlier research is also provided, in addition to insights into the historical development of sex education. This information is essential for placing the current research project into the larger academic context. In addition, a comprehensive assessment of the literature makes it possible to pinpoint knowledge gaps, which helps shape the formulation of research questions and hypotheses. This study will ensure to genuinely contribute to the continuing conversation about sex education and encourages informed decision-making and improvements in educational practices by synthesizing previous evidence.

### **2.3.1 Gender Peculiarity and Differences in Sex Education**

In the context of sex education, understanding gender uniqueness and differences is essential because it acknowledges and respects the multiplicity of experiences and identities associated to gender. The old definition of gender in sex education was polarised, with a primary focus on male and female. Nonetheless, in order to develop inclusive and pertinent educational initiatives, it is imperative to acknowledge the range of sexual orientation characteristics that extend beyond this divide.

Firstly, acknowledging gender peculiarity allows sex education to address the unique experiences and challenges that individuals of different gender identities may encounter. This inclusivity helps in developing a more empathetic and supportive learning environment where all individuals, regardless of their gender identity, feel represented and understood.

Secondly, recognizing gender differences is vital for addressing the specific health needs and concerns associated with different genders. For example, discussions about reproductive health may differ for individuals assigned male at birth compared to those assigned female at birth. Additionally, understanding diverse gender identities is essential for discussing topics related to sexual orientation, relationships, and consent in a way that respects and acknowledges the experiences of everyone.

Most importantly, incorporating gender diversity into sex education promotes a broader perspective on societal norms and expectations related to gender roles. It encourages critical thinking about stereotypes and helps challenge harmful notions that can contribute to discrimination or stigmatization based on gender identity.

### **2.3.2 Ethical Dimension of Sexual Behaviour**

The ethical dimension of sexual behavior holds significant sway over sex education, exerting a substantial influence on the way information is disseminated and

relationships are navigated. This aspect is pivotal as it guides the ethical considerations integral to discussions about consent, respect, and responsible decision-making. In the context of sex education, emphasis on the ethical dimension ensures that learners comprehend the importance of treating others with dignity, fostering an environment that promotes healthy, consensual relationships. Addressing the ethical aspects of sexual behavior within sex education encourages individuals to develop a sense of responsibility and accountability, contributing to the establishment of a foundation for respectful and ethically sound interactions in the realm of human sexuality.

### **2.3.3 Sex Education in Human Anatomy**

Within the domain of human anatomy, sex education assumes a crucial role by serving as an indispensable educational element dedicated to elucidating the physiological dimensions of human reproduction and sexuality. This specific facet of sex education meticulously explores the details of reproductive anatomy, providing comprehensive insights into the structures and functions of both the male and female reproductive systems. It equips learners with foundational knowledge regarding essential concepts such as the menstrual cycle, sperm production, fertilization processes, and embryonic development. Furthermore, sex education in human anatomy sheds light on the physiological transformations occurring during puberty, delivering a holistic understanding of the changes associated with sexual maturation. By unraveling these

biological intricacies, sex education in human anatomy nurtures an awareness and respect for the diverse and complex nature of the human body, empowering individuals to comprehend and value the intricacies inherent in their own and others' reproductive systems.

### **2.3.4 Sexual Health as a Vital Aspect of Sex Education**

This particular aspect of sex education aims to teach people the information and abilities they need to preserve and improve their sexual health. A wide range of subjects are covered in sexual health education, from encouraging responsible and consenting sexual behaviour to helping people understand their own bodies and reproductive health. It includes details on protecting against sexually transmitted infections (STIs), how to use contraception, and the value of routine medical check-ups. Comprehensive sexuality education (CSE) is critical in preparing young people for a safe, successful, and satisfying life in a world where HIV/AIDS, sexually transmitted infections (STIs), unwanted pregnancies, gender-based violence (GBV), and gender inequality continue to pose significant threats to their well-being (UNFPA, 2018).

Additionally, in an effort to lessen stigma and create a supportive atmosphere, sexual health education promotes a positive and accepting attitude towards a variety of sexual identities and orientations. In order to empower people to make informed decisions and acquire a comprehensive awareness of their sexual lives, sexual health education in sex education places a strong emphasis on the value of communication, consent, and the formation of healthy relationships.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

Kumar (2021) explained research methodology as the systematic procedures and techniques employed in collecting and analyzing data within a particular societal context. Similarly, Igwenagu (2016) simplified research methodology as a structured set of techniques utilized in research endeavors, serving as a guiding framework for conducting research. It elucidates methods, delineates their limitations and resources, specifies prerequisites, and explores their implications at the forefront of knowledge. Additionally, it serves as a procedural guide for identifying, processing, and analyzing information pertaining to a given subject. This section of the study aims to assess the level of awareness of sex education among adolescent boys in Egor local Government, Edo State. The subdivision of this chapter include

#### **3.1 Research Design**

This study employs a survey design to gather quantitative data, as advocated by Ojo (2003), who underscores its pivotal role in guiding data collection and analysis to address research problems effectively. The aim is to gather precise information to meet the study's objectives. Employing a cross-sectional survey design, the researcher will administer and retrieve questionnaires from participants once, as outlined by Glasow

(2005) who emphasizes the inclusion of independent and dependent variables to define research scope. This approach allows for data collection on a specific population at a particular time, facilitating generalization to the entire population for conclusive results. Utilizing a well-structured questionnaire, the study minimizes costs while ensuring comprehensive data collection. The adoption of a cross-sectional study aligns with the research's quantitative and qualitative data collection tools, addressing issues within a representative sample of the population.

### **3.2 Population of Study and Sample size determination**

This study focused only on adolescent boys in Egor Local Government Area of Edo State. According to National Population Commission (NPC) 2006 Census data, the population of Adolescent male (age 13-17), was 36,309. To get the 2023 population, we make use of the population projection formula, stated as thus:

$$P_N = P_o + N \times G \tag{1}$$

Where:  $P_N$  = Population of the Current Year (2023)

$P_o$  = Population of Base Year (2006)

$N$  = Number of Years (2023 – 2006 = 17)

$G$  = Growth Rate (2.7)

$$P_N = 36,309 + 17 \times 2.7$$

$$P_N = 98,080 \text{ Adolescent males}$$

The sample size for this study is 382 see table 3.1

**Table 3.1 Krejcie and Morgan Sample Size Determination Table**

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

**Source: Krejcie and Morgan, 1970**

### 3.3 Research Instrument and Validity

A questionnaire will serve as the primary research instrument for this study. It is designed based on the research questions raised. The questionnaire will be divided into

two sections, A and B. Section A will focus on demographic and personal data of the respondents, such as age, sex, and academic level. Section B will contain data concerning the Assessment of the Level of Awareness on Sex Education among Adolescent Boys in Egor Local Government Area Edo State. The constructed questionnaire for the study will be presented to the project supervisor for content validation. Necessary corrections will be made and after which it will be re-written before it will be administered by the researcher.

### **3.4 Data Collection, Sampling Technique and Data Analysis**

Data will be collected using the questionnaire, through direct administration and retrieval from the respondents. The researcher will also make use of interview guide and responses well documented. The sampling technique employed for this study is the Simple Random Technique, where the researcher will choose respondents randomly from the various sample site. The collected data will be presented in descriptive form using tables and charts and graphs. Cross tabulation analysis with Chi square test was still used to see if the level of awareness on sex education increases with their class level, for hypothesis one. The research will also make use of ANOVA and Linear Regression Statistical Analysis to test for hypothesis two and three respectively. All analysis will be carried out on the Statistical Packages for Social Sciences (SPSS) version 27.

## CHAPTER FOUR

### RESULTS

#### 4.1 Socio Demographics of Respondents

##### 4.1.1 Age of Respondents:

The table (Table 4.1) presents data on the age distribution of the adolescents in Egor. In a total of 250 participant respondents, 109 respondents, accounting for 43.6% of the total, fell within the 13 to 15 years' age bracket, while 141 respondents, comprising 56.4% of the total, fell at the 16 to 18 years' age group. This indicates that the majority of respondents were between 16 and 18 years old. The table suggests that there was a relatively balanced representation of both age groups, albeit with a slightly higher proportion of respondents in the 16 to 18 years' category.

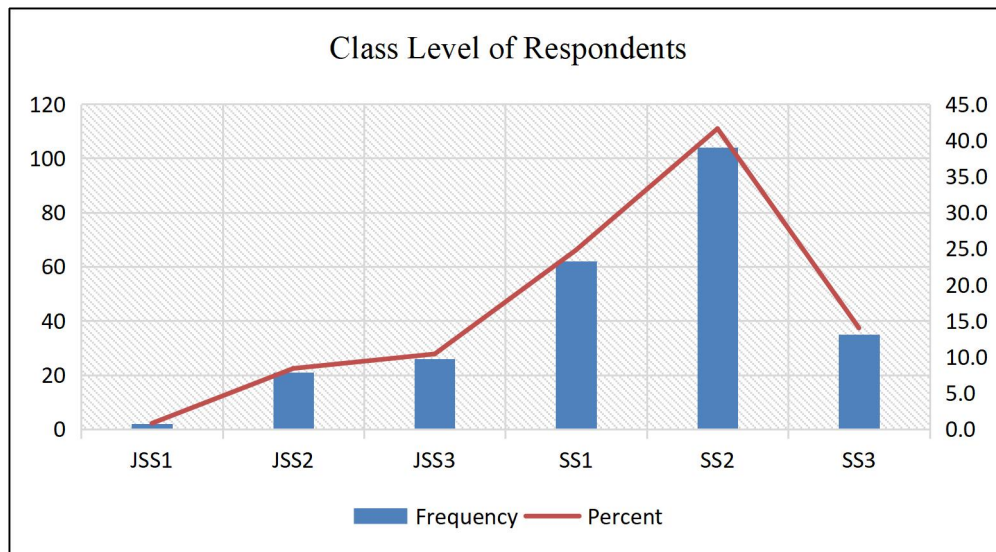
**Table 4.1 Age of Respondents**

<b>Age of Respondents</b>	<b>Frequency</b>	<b>Percent</b>
13 -15 years	109	43.6%
16 - 18 years	141	56.4%
<b>Total</b>	<b>250</b>	<b>100.0%</b>

**Source: Author's Fieldwork 2024**

### 4.1.2 Respondents Class Level

In figure 4.1, the data shows how many students are in each class level. There are six classes namely: JSS1, JSS2, JSS3, SS1, SS2, and SS3. A total of 250 students are surveyed. Among them, 2 are in JSS1, 21 in JSS2, and 26 in JSS3. Additionally, 62 students are in SS1, the most common class level. SS2 has the most students, with 104. Lastly, there are 35 students in SS3. Overall, the table gives information about the number of students in different classes.



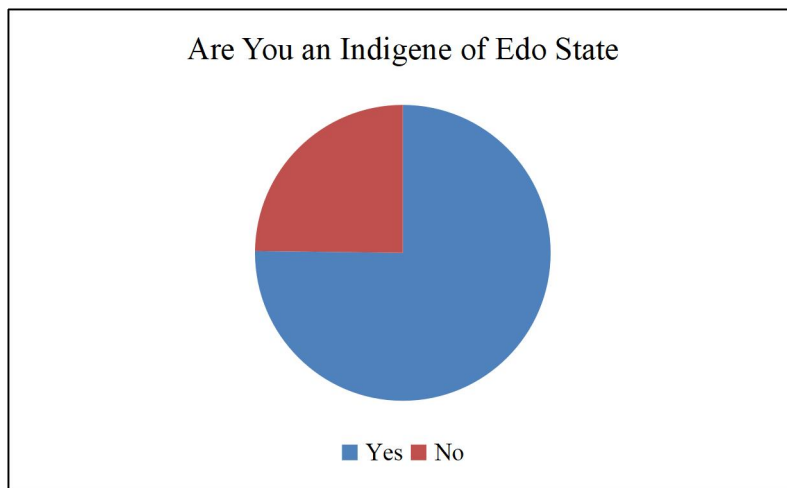
Source: Author's Fieldwork 2024

Fig. 4.1 Respondents Class

### 4.1.3 Response on Tribal Origin

In figure 4.2 below, out of the total of 250 respondents in Egor local government area, a total of 188 respondents agreed to be an indigene of Edo State, accounting for 75.2

percent of the population while 62 respondents which is 24.8 percent affirmed their tribal origin to be outside of Edo State. This means that a higher population of Adolescent males in Edo State are indigenous people from Edo State, while only a few are from other tribes outside Edo.



**Fig. 4.2 Tribal Origin of Respondents**  
**Source: Authors Field Work 2024**

#### **4.1.4 Guardian of Respondents**

Table 4.2 shows who the respondents reside with. The respondents are categorized into three groups: those who live alone, those who reside with their parents, and those who live with wards. Out of the total 250 respondents surveyed, 10 individuals (4.0%) reported living alone, while the majority, consisting of 200 respondents (80.0%), stated that they reside with their parents. Additionally, 40 respondents (16.0%) reported living with wards.

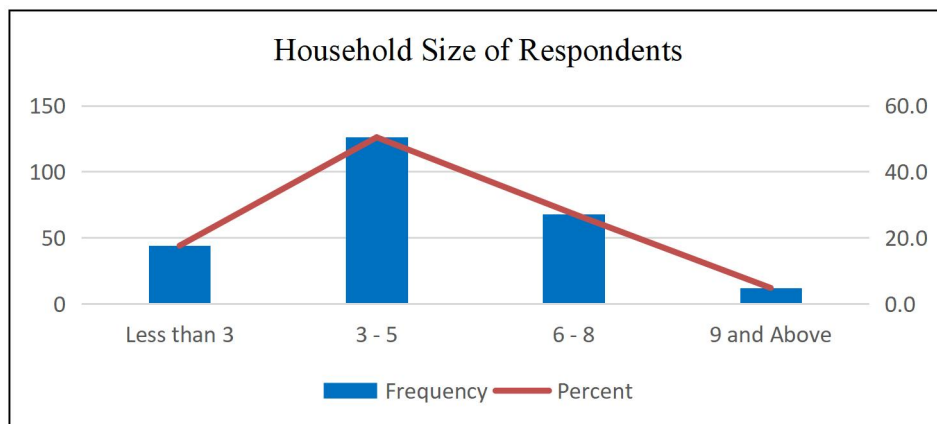
**Table 4.2 Guardian of Respondents**

Who do You Live With	Frequency	Percent
Alone	10	4.0 %
Parents	200	80.0 %
Wards	40	16.0 %
<b>Total</b>	<b>250</b>	<b>100.0 %</b>

**Source: Author’s Field Work.**

#### 4.1.5 Household Size of Respondents

Figure 4.3 presents data on the household sizes reported by respondents. Out of the 250 respondents surveyed, 44 individuals reported having a household size of less than 3 members, while the majority, comprising 126 respondents (50.4%), reported having a household size ranging from 3 to 5 members. Additionally, 68 respondents (27.2%) indicated having a household size of 6 to 8 members, and a small percentage of 12 respondents (4.8%) reported having 9 or more members in their household.



**Fig. 4.3 Household Size of Respondents**

**Source: Authors Fieldwork 2024**

## **4.2 RESULTS AND HYPOTHESIS TEST ON SEX EDUCATION AMONG ADOLESCENT BOYS**

### **4.2.1 Awareness On Sex Education**

Out of the total 250 respondents surveyed in table 4.3, a larger percentage of the respondents 86.0% comprising of 215 individuals reported being aware of sex education, while 35 respondents (14.0%) indicated a lack of awareness. This suggests a relatively high level of awareness on sex education among adolescent boys in the area.

**Table 4.3 Awareness On Sex Education**

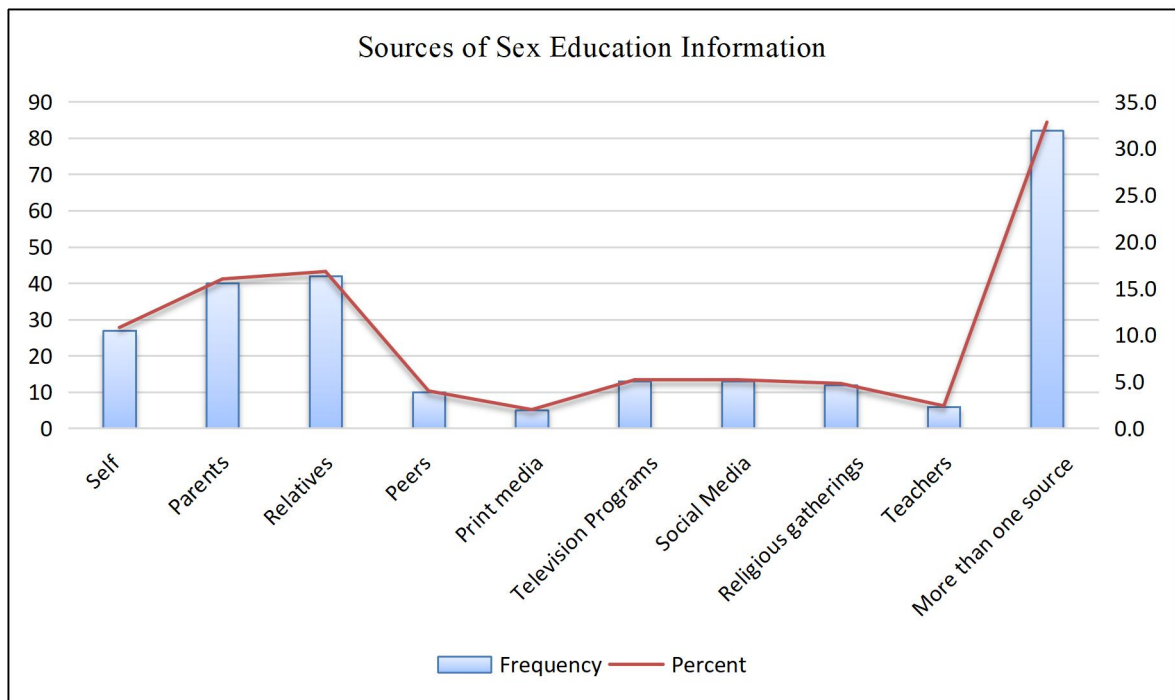
<b>Do you Have Awareness on Sex Education</b>	<b>Frequency</b>	<b>Percent</b>
Yes	215	86.0 %
No	35	14.0 %
<b>Total</b>	<b>250</b>	<b>100.0 %</b>

**Source: Authors Fieldwork 2024**

### **4.2.2 Medium of Gaining Awareness on Sex Education**

The data in figure 4.4 outlines the various mediums through which adolescent boys in Egor Local Government Area acquire knowledge on sex education. Between the 250 surveyed respondents, the most common sources of information were from parents and relatives, with 40 (16.0%) and 42 (16.8%) respondents respectively. Other significant

sources include social media and television programs, each accounting for 13 (5.2%) responses, as well as religious gatherings and self-learning, with 12 (4.8%) and 27 (10.8%) responses respectively. Notably, a substantial portion of respondents, 82 (32.8%), reported obtaining information from more than one of these listed sources. This diversity in sources reveals the complex nature of sex education awareness among adolescent boys in the area, stressing the importance of utilizing various platforms to spread comprehensive and accurate information on sexual health and reproductive rights.



**Fig. 4.4 Sources of Sex Education Information**

**Source: Authors Fieldwork 2024**

### 4.2.3 Awareness Level on Sex Education Among Adolescent Boys in Egor

The data in table 4.4 shows the awareness level on sex education among adolescent boys in Egor Local Government Area, showcasing varying degrees of understanding. Among the surveyed individuals, the majority, comprising 37.2%, fall under the category of 'Average' awareness, indicating a moderate level of knowledge. Following closely, 22.0% have a 'High' awareness level, indicating a considerable understanding of sex education topics. However, a significant portion, 32.4%, falls into the 'Very Low' and 'Low' awareness categories, suggesting a need for increased education and awareness efforts in the region.

**Table 4.4 Awareness Level on Sex Education**

<b>What is Your Awareness Level on Sex Education</b>	<b>Frequency</b>	<b>Percent</b>
Very Low	28	11.2 %
Low	53	21.2 %
Average	93	37.2 %
High	55	22.0 %
Very High	21	8.4 %
<b>Total</b>	<b>250</b>	<b>100.0 %</b>

**Source: Authors Fieldwork 2024**

For further understanding on their level of awareness, the respondents were asked to rate their level of awareness on a scale of 1 to 10. The result is presented in the table below.

**Table 4.5 Rating of Awareness Level on Sex Education**

<b>Rate Your Awareness Level on a Scale of 1 to 10</b>	<b>Frequency</b>	<b>Percent</b>
1	29	11.6
2	21	8.4
3	22	8.8
4	40	16.0
5	38	15.2
6	31	12.4
7	14	5.6
8	24	9.6
9	9	3.6
10	22	8.8
<b>Total</b>	<b>250</b>	<b>100.0</b>

**Source: Authors Fieldwork 2024**

From the rating table, we can observe that a higher number of respondents rated their awareness level between 4, 5 and 6 which signifies that their level of awareness to be on the average. This coincides with the data in table 4.4, which shows that the highest percentage of percentage of people fell in the category of average awareness on sex education. Further cross tabulation analysis was carried out on the responses on the level of awareness on sex education and the class level of the adolescents' boys, to see if the level of awareness on sex education increases with their class level. This data was

cross tabulated with the data in figure 4.1 on class level of respondents. This was used to validate the stated hypothesis one, in chapter 3.

**Table 4.6 Cross Tabulation of Class Awareness and Awareness Level on Sex Education**

<b>Class Level * Awareness Level on Sex Education Cross tabulation</b>							
		Awareness Level on Sex Education					Total
		Very Low	Low	Average	High	Very High	
Class Level	JSS1	1	0	0	0	1	2
	JSS2	8	7	5	1	0	21
	JSS3	8	4	6	7	1	26
	SS1	7	23	24	3	5	62
	SS2	2	14	45	35	8	104
	SS3	2	5	13	9	6	35
Total		28	53	93	55	21	250

**Source: Authors Fieldwork 2024**

From the data in Table 4.6, we can see that the lower class level from JSS1 to JSS3 had fewer persons who are aware of sex education, JSS1 had only 2 persons, JSS2 had 21 persons and JSS3 had 26 persons, with a cumulative of 49 persons who are aware of sex education. Also within these persons, more of them had low to very low knowledge on sex education. In the case of the higher class levels from SS1 to SS3, we can see that that's where we had more persons who are aware of sex education with the highest number of persons in SS2 classes. Also despite being aware of sex education, it was noticed that more of them have an average knowledge on sex education as opposed to the lower class levels.

**Table 4.7 Chi Square test**

<b>Chi-Square Tests</b>			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	79.990 <sup>a</sup>	20	<0.001
Likelihood Ratio	79.240	20	<0.001
Linear-by-Linear Association	33.721	1	<0.001
N of Valid Cases	250		

**Source: Authors Fieldwork 2024**

From the result of the chi square analysis, we can see that the results of the cross tabulation, is significant at  $p < 0.05$ , thus we can say that there is an increase in the level of awareness of sex education among of adolescent males, with an increase in the class level of the adolescent males.

**Test of Hypotheses Two:**

Hypothesis two states that: There is no significant difference in the level of awareness on sex education among adolescent boys in Egor Local Government Area, Edo State. For this hypothesis to be proven, we make use of Analysis of Variance (ANOVA) statistics. The data in table 4.1 of age group and the data in table 4.5 of the respondents rating of level of awareness of sex education were compared. The result is presented below.

**Table 4.8 ANOVA Statistics**

ANOVA					
Age of Respondents					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	18.007	10	1.801	9.901	<0.001
Within Groups	43.469	239	0.182		
Total	61.476	249			

**Source: Authors Fieldwork 2024**

The ANOVA result of table 4.8, the result was significant at  $f = 9.90$  and  $p < 0.05$ . This shows that the level of awareness of sex education among adolescent boys in Egor Local Government Area is significantly different. Using this result, we can say that the already stated null hypothesis can be rejected for the alternated hypothesis.

### **Test for Hypothesis Three:**

The third null hypothesis stated that the size of family and the people adolescent boys stays with does not influence the level of awareness of sex education of adolescent boys in Egor Local Government. To validate this hypothesis, the data on the size of family and the people they reside with, in fig 4.3 and table 4.2 respectively were used as predictors in a regression analysis against the level of awareness of the respondents on sex education.

**Table 4.9 Regression Model**

Regression Model						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.677	2	0.838	0.686	.504 <sup>b</sup>
	Residual	301.747	247	1.222		
	Total	303.424	249			

a. Dependent Variable: Awareness Level on Sex Education

b. Predictors: (Constant), Who do You Live With, Size of Family

**Source: Authors Fieldwork 2024**

The result of the regression model shows the mean square of the predicting variables as 0.838 with an f value of 0.686 the result was not significant at  $p = 0.504$  i.e  $>0.05$  This shows that the null hypothesis will be accepted but. Thus we can say that, “the size of family and the people adolescent boys stays with does not actually influence their level of awareness of sex education in Egor Local Government.

**Table 4.10 Regression Model Summary**

Regression Model Summary						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.400	0.404		8.411	<0.001
	Size of Family	-0.025	0.090	-0.018	-0.283	0.778
	Who do You Live With	-0.185	0.162	-0.072	-1.139	0.256

a. Dependent Variable: Awareness Level

**Source: Authors Fieldwork 2024**

The model summary with the Beta standardized coefficients shows that both determinant of the level of sex education among adolescent boys between the two predictor variables did not really contribute to the constant variable which was the awareness level of the respondents.

### **4.3 Perception of Respondents on the Provision, Source and Challenges of Information on Sex Education**

The responses of perception from the respondents were ranked in a 4-point Likert scale with 1,2,3,4 being Strongly agree, agree, disagree and strongly disagree respectively. The descriptive data in table 4.11 shows the mean level of perception of the respondents to the ideas listed in the table.

**Table 4.11: Role of schools and educational institutions in providing sex education to adolescent boys in Egor local Government Area**

<b>Descriptive Statistics</b>			
	N	Mean	Std. Deviation
Providing Structured Sex Education Programs	250	1.54	0.634
By educating adolescent boys about safer sex practices.	250	1.67	0.656
By providing Sex education gender stereotypes and gender equality will be promoted	250	1.70	0.661
Create Open Communication and Dialogue About Sexuality	250	1.76	0.717
Dispel Myths and Misconceptions Surrounding Sexuality	250	2.00	0.864
<b>Valid N (listwise)</b>	<b>250</b>		

**Source: Authors Fieldwork 2024**

The result from the Kendall W test statistics shows that the respondents had similar level of agreement in the perception of the roles schools are meant to play in providing sex education to adolescent boys in Egor local Government Area. The mean level of perception from the respondents in the table was “Agree”.

**Table 4.12 Kendall W Test Statistics**

<b>Test Statistics</b>	
N	250
Kendall's Wa	0.064
Chi-Square	64.26
df	4
Asymp. Sig.	<0.001

a Kendall's Coefficient of Concordance

**Source: Authors Fieldwork 2024**

For the perception on the various information source such as parents, websites and online platform, schools, counselling services both public and private and non-profit organisations on sex education for adolescent males. The mean level of perception stood at “Agree”.

**Table 4.13 What are the sources of information about sex education for adolescent boys in this region?**

<b>Descriptive Statistics</b>			
	N	Mean	Std. Deviation
Parents play a crucial role in providing sex education	249	1.67	0.692
Various reputable websites and online platforms	250	1.70	0.611
Schools in this region offer sex education as part of their curriculum	250	1.85	0.877
Counseling services, whether through schools, community centers and private practitioners	250	1.88	0.839
Non-profit organizations and community centers	250	2.16	0.982
<b>Valid N (listwise)</b>	<b>249</b>		

**Source: Authors Fieldwork 2024**

The Kendall W Test statistics in table 4.14 shows that a p values  $<0.05$ . This shows that there is significant level of agreement in the perception of respondents in the various possible sources of information of sex education for adolescent males.

**Table 4.14 Kendall W Test Statistics**

<b>Test Statistics</b>	
N	249
Kendall's W <sup>a</sup>	0.063
Chi-Square	62.299
df	4
Asymp. Sig.	$<0.001$

a. Kendall's Coefficient of Concordance

**Source: Authors Fieldwork 2024**

For the perception on the various challenges or barriers that adolescent boys face in accessing comprehensive sex education in this area, the respondents also had similar perception on the challenges and barriers they faced. Their mean level of perception was 1.73 which is categorized as “Agree”.

**Table 4.15 What are the key challenges or barriers that adolescent boys face in accessing comprehensive sex education in this area?**

<b>Descriptive Statistics</b>			
	N	Mean	Std. Deviation
Cultural and religious beliefs	250	1.57	0.644
Cultural taboos and societal norms	250	1.60	0.622
Traditional gender roles	250	1.70	0.758
Reliance on inaccurate information from peers, media or the internet	250	1.73	0.749
Inadequacy from teachers and educators	250	1.84	0.901
Attitude and influences of peer groups and social network	250	2.20	0.910
<b>Valid N (listwise)</b>	<b>250</b>		

**Source: Authors Fieldwork 2024**

The Kendall W test of statistics shows a w value of 0.088 and an f value  $< 0.05$ . this showed that the result of the descriptive is significant  $f = < 0.05$ . This means that all the respondents have a similar perceptual belief on the barriers the faced in accessing information on adolescent sex education.

**Table 4.16 Kendall W Test Statistics**

<b>Test Statistics</b>	
N	250
Kendall's W <sup>a</sup>	0.088
Chi-Square	109.619
df	5
Asymp. Sig.	<0.001

a. Kendall's Coefficient of Concordance

**Source: Authors Fieldwork 2024**

From the overall results, we can see that gaining knowledge of sex education depends on the age, the class level and the various media for information dissemination to the public. Thus it is pertinent to know that most adolescent boys in Egor Local Government are aware of have knowledge on sex education and this can have impact on their lifestyle and attitude towards sexuality.

## CHAPTER FIVE

### CONCLUSION AND RECOMMENDATION

#### 5.1 Conclusion

In this study on the analysis of socio-demographic factors and awareness levels of sex education among adolescent boys in Egor Local Government Area, it has become evident that a multidimensional approach is necessary to promote proper guidance and dissemination of sex education information. Beyond simply understanding the demographic makeup of the respondents, it's crucial to delve into the underlying factors influencing their awareness levels and access to information. Factors such as age, class level, household size, and living arrangements all play significant roles in shaping adolescents' perceptions and understanding of sex education.

For instance, the study reveals that older adolescents, particularly those in SS2 and SS3, tend to have higher awareness levels compared to their younger counterparts. This suggests that as adolescents progress through their educational journey, they may become more exposed to sex education materials or discussions, either through formal school curricula or other sources. Although, this study showed that these adolescent boys get information on sex education or sexuality as a whole not just from one source, but from multiple sources which on the long run might be unreliable. Additionally, from the study it was discovered that living arrangements, which included residing with parents or guardians, did not contribute significantly neither did it influence exposure to

sex education information among the adolescent boys. This might raise concerns as these adolescents may be getting information from sources which might be unreliable and improper.

Furthermore, the findings highlight the diverse sources of sex education information accessed by adolescent boys, ranging from traditional sources like parents and relatives to modern platforms like social media and the internet. Also, there were some challenges and barriers to gaining knowledge on sex education amongst adolescents such as cultural taboos, societal norms, and reliance on inaccurate information. Although some respondents claimed to have gained information from their guardians or parents, yet most of them still get more information from other sources which might not be known by their parents thus might be misleading and misguiding to these adolescent boys.

## **5.2 Recommendations**

It is pertinent to know that integrating sex education into school curricula and providing comprehensive teacher training can ensure consistent and standardized delivery of sex education information across educational institutions, to help adolescent boys in proper sex character development.

Although information regarding sex education are not gotten mainly from and key guardians and or parents, there should still be interventions targeting parents and

guardians as key stakeholders in sex education, which is essential for fostering open communication and providing accurate information within the family unit, so as not to create room for curiosity among these males leading to searching for wrong and unreliable information. Also, while trying to provide comprehensive coverage, there is need for ensuring the accuracy and reliability of information across all channels. Educators, healthcare providers, and community leaders must collaborate to develop evidence-based sex education programs that encompass various mediums and cater to the specific needs and preferences of adolescent boys.

Also, in light of the identified challenges and barriers, such as cultural taboos, societal norms, and reliance on inaccurate information, targeted interventions are necessary to address misconceptions and promote positive attitudes towards sex education. This may involve community-based workshops, peer-led discussions, and awareness campaigns aimed at challenging stigma and fostering a supportive environment for discussing sexual health topics openly. Additionally, integrating sex education into school curricula and providing comprehensive teacher training can ensure consistent and standardized delivery of information across educational institutions.

Finally, promoting proper guidance on providing sex education information among adolescent boys in Egor Local Government Area requires a joint effort and holistic approach. By understanding the socio-demographic dynamics, addressing existing

barriers, and engaging key stakeholders, including parents, educators, healthcare providers, and community leaders, we can create an enabling environment for adolescents to access accurate, comprehensive, and age-appropriate sex education information. Ultimately, empowering adolescent boys with knowledge and skills regarding sexual health and reproductive rights is crucial for promoting their overall well-being and contributing to the development of healthy, informed communities.

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**APPENDIX**  
**QUESTIONNAIRE**  
**DEPARTMENT OF GEOGRAPHY AND REGIONAL PLANNING**  
**FACULTY OF SOCIAL SCIENCES**  
**UNIVERSITY OF BENIN**  
**BENIN CITY**

Dear Respondent,

I am Elueni Oghenelugba Daniel a final year student of the above mentioned University and Department, carrying out a study titled "**An Assessment of the Level of Awareness on Sex Education Amongst Adolescent Boys in Egor Local Government Area of Edo State**", which is part of the requirements for awarding a bachelor degree programme. The target respondents are Adolescent males age 13-17. kindly assist by providing answers to the questions asked.

Thank you.

Yours Faithfully.

Elueni Oghenelugba Daniel

**SECTION A: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENT**

1. Age of Respondents? \_\_\_\_\_
2. Class Level? (a) JSS1 [    ] (b) JSS2 [    ] (c) JSS3 [    ] (d) SS1 [    ] (e) SS2 [    ] (f) SS3 [    ]
3. Are you an indigene of Edo State? (a) Yes [    ] (b) No [    ]
4. How long have you been a resident in the local government area?  
\_\_\_\_\_
5. Who do you live with? (a) Alone [    ] (b) Parents [    ] (c) Wards [    ]

6. What is the size of your family? (a) Less than 3 [ ] (b) 3-5 [ ] (c) 6-8 [ ] (d) 9 and above [ ]

**SECTION B: AWARENESS ON SEX EDUCATION**

7. Do you have an awareness of sex education? (a) Yes [ ] (b) No [ ]
8. Which medium did you acquire knowledge on sex education? Please tick all that applies. (a) Self [ ] (b) Parents [ ] (c) Relatives [ ] (c) Peers [ ] (d) Print media [ ] (e) Television programs [ ] (f) Social media [ ] (g) Religious gatherings [ ] (h) Teachers [ ]
9. What is you Awareness level on sex education? (a) Very Low [ ] (b) Low [ ] (c) Average [ ] (d) High [ ] (e) Very High [ ]
10. On a scale of 1-10, 1 being the lowest and 10 being the highest, please rate your awareness level on sex education \_\_\_\_\_

Please tick (√) the option that best suit your opinion  
 Indicate the extent to which you agree or disagree with the following statements.  
 Key:SA= Strongly Agree, A=Agree, D=Disagree SD=Strongly Disagree.

S/N	ITEMS	Level of Agreement			
		SA	A	SD	D
	<b>Role of schools and educational institutions in providing sex education to adolescent boys in Egor local Government Area.</b>				
11	Providing structured sex education programs.				
12	Dispel myths and misconceptions surrounding sexuality.				
13	Create open communication and dialogue about sexuality.				
14	By educating adolescent boys about safer sex practices.				
15	By providing Sex education gender stereotypes and gender equality will be promoted.				
	<b>What are the sources of information about sex education for</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>

	<b>adolescent boys in this region?</b>				
16	Parents play a crucial role in providing sex education to their adolescent boys through open communication, answering questions, and discussing relevant topics in an age-appropriate manner.				
17	Various reputable websites and online platforms provide accurate information on sexual health topics.				
18	Non-profit organizations and community centers.				
19	Schools in this region offer sex education as part of their curriculum.				
21	Counseling services, whether through schools, community centers and private practitioners.				
	<b>What are the key challenges or barriers that adolescent boys face in accessing comprehensive sex education in this area ?</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>
22	Cultural and religious beliefs.				
23	Inadequacy from teachers and educators to effectively deliver comprehensive sex education.				
24	Reliance on inaccurate information from peers, media or the internet.				
25	Cultural taboos and societal norms.				
26	Traditional gender roles.				
27	Attitude and influences of peer groups and social network can be a barrier to the awareness of proper sex education among adolescent boys.				