Films And Sex Attitudes Of Students: Implication On School Management

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Abstract
This paper ascertained the influence of video films on the sex attitude of secondary school students in Ogun State, Nigeria. The descriptive survey method was utilized for the study. 1,200 students randomly selected from 60 secondary schools across the four geo-political zones in the state participated in the study. A questionnaire called Video Films and Sex Attitude (VFASA) was used to collect data. Three research fellows subjected the questionnaire to construct validation while a reliability coefficient \( r = 0.92 \) was obtained via the test-retest method. The attitude formation toward aspects of sex and sex related issues were assessed using the sex attitude scale developed by Rakesh (1992). The sex attitude scale comprised 40 items and has been developed for assessing the attitude of secondary school students. Four null hypotheses were tested using the t-test inferential statistics. Findings were discussed and implications established.

Introduction

Studies have indicated that most adolescents spend the largest part of their time watching video and films (Kafidipe, 1999; Odesola, 2001; Ward, 2003; Buerkel, 2005). They also spend quite long time in browsing, chatting and watching films on the Internet. In the same vein, the advent of movies, has internationalized the peculiar cultures of the various societies. As noted by Folagbade (2003), with mass production of visual images, videos, television, etc now found in places, which were formerly not reached by these media, the world has eventually become a global village. According to Klapper (2004), the rate at which films and videos are produced is so alarming that the market is flooded with all sorts of films. In the words of Ijaduola (1999),

"most of the films are found not to be projecting the values and norms of our society, but they are too foreign-oriented in their cultural projection".

As noted by Filani (2001), television has been found to greatly influence the attitudes, moral, values and behaviours of the youths. One common problem of our society now as observed by Ogunsanya (2002) is the unwanted or teenage pregnancy. Research findings (Watkins, 2001; Zaechuiz, 2002; Tejuoso, 2004 and Ijaduola, 2007) have shown that sexual activities among the young people have become sporadic. Adolescents are found to be more active sexually and this has been attributed to the negative influence of mass media; most especially the pornographic films which the young ones are exposed to. Shobo (2001) contended that despite the efforts of moderating agencies, many producers are still flooding
the market with all forms of exotic pictures. Most films and videos characters serve as role models to the adolescents.

On many newsstands we now find magazines, pictures, posters, etc on sexually arousing materials. As a result, the youths are exposed to sexual materials before they are mentally ready for them. The laws guiding the purchase and viewing of films are not binding as anybody can obtain any kind of films from video houses (Ivowi, 1999; Adedipe and Akinade, 1994; Fafunwa, 2003; Unachukwu, 2003; Adegoke, 2003). The impact of these films on the sexual attitudes of the youths is enormous. As observed by Owvamamam (2005), films and pictures are forms of instructional materials through which the young ones acquire new attitudes. But Krupp (2006) posited that the negative effect of mass media exposure on adolescents include increase violence and aggressive behaviour, increase high risk behaviour, such as alcohol and tobacco use and accelerated onset of sexual activity.

It should be noted, however, that the period of adolescence is characterized by physical rapid cognitive, moral and social emotional changes. Many scholars (Steinberg & Grigorenko, 2001; Anderson, 2002; Fayombo, 2004; Bansal, 2006) have described this period as a period of storm and stress. Eric Erickson describes adolescence as a period of crisis identity versus growth confusion. According to him, adolescence period is divided into two, namely: early adolescence (13 - 15 years) and late adolescence (16 - 18 years). Darling and Steinberg (2003), Awake (2007) opined that the adolescents are confronted with many problems, which they try to find solutions to. Physical sensation for instance, leads to sexual behaviour, which responds to biological changes. Attentions are drawn on genital organs. On the social part, they begin to develop amorous relations to the opposite sex. To successfully work with youths, caseworkers and providers of services for adolescents must understand adolescence development and stay abreast of those things that an adolescent needs to learn and know as they move through adolescence into adulthood (Ijaduola, 2000; Ugbe, 2000; Zabola, 2003; Haynes, 2006; Orebiyi, 2007).

On the other hand, attitude is a regular pattern of acting. It is perceived as being cognitive, affective and psychomotive (Sogunle, 2004; Vernon, 2006; Ademosun, 2007). Martinson (2005) sees attitude as a function of previous experience dealing with mental process of how a person react to things. It is implied that attitude is learnt and acquired; and it is a response of mental ability to issues. Attitudes formed at early stage of life are nurtured and hold on to later years of life. As observed by Ifeta and Ogwude (2006), factors such as the home, school, society and the mass media help to determine what an attitude to be acquired.

Nevertheless, school management refers to the sum total of its surrounding as an organisation (Burgess, 2002). Practicing and prospective school managers deserve to possess an appreciable understanding of their environment in its entirety. As opined by Ijaduola (2007b), many changes have resulted from the pressures emanating from the environmental forces ordinarily external to the-school but imminently intimidating it. The shift to the recognition of these environmental (external and internal) forces is gradual but dramatic. Seen form this angle, the environment; either natural, social, economic, political or cultural; a combination of some or all of these is an organic element. Expectedly, the school grows and develops from the life of the society/environment.
The changing society as a result of various means of communication and information has made adolescents to be more sexually active. This is because adolescents have been found to be thrilled by sexual discourse and information. Specifically, this study will offer first hand information to parents on how adolescents behave towards sex; hence sensitize the parents on how to guide and monitor the films their children are exposed to. The study will equally provide teachers with details information and guidance as to teaching the youths about the values of sex. Similarly, guidance counselors will via this study have insights on the sexual problems being faced by the youths with a view to devising means of solving them. Finally, it will enable governments to put in place, programmes that will enhance moral life of the youths.

Hypotheses

The following four null hypotheses were developed and tested in the study:
1. There is no significant difference between sex attitude of students that watch films and those who do not.
2. There is no significant difference between junior and senior secondary school students' sex attitude.
3. There is no significant difference between rural and urban students' sex attitude.
4. There is no significant difference between Christian and Muslim students' sex attitude.

Method

Descriptive survey design was used in this study. 1,200 secondary school students were randomly selected from 60 secondary schools across the 4 geo- political zones of Ogun State (i.e. 15 schools per geo-political zone at 20 students per school). The questionnaire for data collection was administered to the respondents personally; having been validated and reliability coefficient established. The sex attitude scale used was developed by Rakesh (1992) and it consisted of 42 items.

The four null hypotheses generated and tested in the study were analysed employing the t-test inferential statistics at 0.05 level of significance.

Results

T -test analyses of hypotheses 1 - 4

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Group</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>df</th>
<th>t-cal</th>
<th>t-tab</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>H01</td>
<td>Film watchers</td>
<td>879</td>
<td>57.03</td>
<td>8.64</td>
<td>1198</td>
<td>2.41</td>
<td>1.96</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>Non-film watchers</td>
<td>321</td>
<td>24.17</td>
<td>7.58</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H02</td>
<td>JSS students</td>
<td>617</td>
<td>36.16</td>
<td>5.77</td>
<td>1198</td>
<td>0.296</td>
<td>1.96</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>SSS students</td>
<td>583</td>
<td>32.82</td>
<td>3.94</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H03</td>
<td>Rural students</td>
<td>598</td>
<td>50.94</td>
<td>7.82</td>
<td>1198</td>
<td>2.07</td>
<td>1.96</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>Urban students</td>
<td>602</td>
<td>32.11</td>
<td>6.90</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H04</td>
<td>Christian students</td>
<td>409</td>
<td>25.88</td>
<td>4.66</td>
<td>1198</td>
<td>0.310</td>
<td>1.96</td>
<td>NS</td>
</tr>
</tbody>
</table>
The calculated value of $t(2.41)$ for $H_01$ is higher than the critical value of 1.96 at 1198 degree of freedom and 0.05 level of significance. This implies that flair for film watching significantly impact on students' sex attitude. Therefore, the null hypothesis, which stated that there is no significant difference sex attitude of students that watch films and those who do not, is not rejected.

For hypothesis 2, the obtained value of $t(0.296)$ is less than $t$-table (1.96) at 1198 degree of freedom and 0.05 level of significance. Consequently, education level does not significantly influence sex attitude of students. Hence, the null hypothesis, which stated that there is no significant difference between junior and senior secondary school students sex attitude is accepted.

However, the analysis of hypothesis 3 indicated a $t$-value of 2.07, which is higher than $t$-table 1.96 at 1198 degree of freedom and 0.05 level of significance. This is a clear indication that school location has to do with students' sex attitude. Therefore, there is a significant difference between rural and urban students' sex attitude.

As portrayed in hypothesis 4, the obtained value of $t(0.310)$ is less than the table value of 1.96 at 1198 degree of freedom and 0.05 level of significance. In view of this, it could be asserted that religions affiliation does not exert influence on the sea attitude of students. On this premise, the null hypothesis, which stated that there is no significant difference between Christian and Muslim students' sex attitude is accepted.

**Discussion**

It has been established that sexuality education is not taught in the schools selected for this study as a large number of the respondents affirmed. This study has also revealed that the general assumption that both male and female students in the selected secondary schools will not have the same attitude and knowledge about sex is true, as more female than male respondents demonstrated good attitude and knowledge about sexuality. This revelation attests to the research findings of Watkins (2001), Zaeching (2002), Tejuoso (2004) and Ijaduola (2007a) which had earlier established the fact that sexual activities and explorations among the youths have become sporadic as a result of the negative influence of mass media as well as the pornographic films to which the young ones are exposed.

Similarly, the manifestation by this study that age does not constitute hindrance to students' exposure and attitude to sex had been buttressed in similar studies by Adebimpe and Akinade (1994); Ivowi (1999); Fagunwa (2003), Unachukwu (2003); and Adegoke (2003) who contended that youths are exposed to sexual materials before they are mentally mature and reading for them. As they argued further, this ugly development is not unconnected with the fact that the laws guiding the purchase and viewing of films are not binding as anybody can obtain any kind of films from video homes.
In the same vein, this research work portrayed that majority of the respondents agreed that adolescents need sexuality education and it should be included in the school curriculum as a large percentage agreed that it is teachers that should give sex/sexuality education. This findings has been corroborated by Steinberg and Grigorenko (2001), Anderson (2002), Fayombo (2004) and Bansal (2006) who posited that the period of adolescence is characterized by physical, rapid cognitive, moral and social emotional changes. To successfully work with youths, within the aforementioned context, the studies of Ijaduola (2002), Ugbe (2000), Zabola (2003), Haynes (2006) and Orebiyi (2007) are relevant to the extent that it behooves caseworkers and providers of services for adolescents to understand adolescence development and stay abreast of those things that adolescent needs to learn and comprehend as they move through adolescence into adulthood.

The study also indicated that sex attitude does not mean to teach young people how to make love, rather, attitude to sex will help them to cope physically, emotionally, and socially with each stage of development. This fact was attested to by Shobo (2001) who declared that irrespective of the efforts of moderating agencies, maoy film producers are still flooding the market with all forms of undesirable pictures. She however advanced succour that most films and videos characters serve as role models to the adolescents.

Finding also showed that the respondents are aware that sex attitude is a natural and healthy part of living and that all sexual decisions have effects or consequences. That, students also accepted that ignorance of facts about sexuality can lead to unplanned pregnancy and allied negative. Consequences; while abstinence is the best protection against unwanted pregnancy and sexually transmitted diseases including HIV/AIDS. These had been attested to by Krupp (2006) that the negative consequence of mass media exposure on adolescents include increase violence and aggressive behaviour, increase high risk behaviour such as alcohol and tobacco use and accelerated onset of sexual activity which as cautioned by Ogunsanya (2002) could lead to unwanted or teenage pregnancy.

In the long run, this study has shown that the students know that the aim of sexuality education/attitude is to help them understand who they are so as to be able to take responsible decisions. It is their belief that they can control their sexual urges and divert them to more lucrative and worthwhile activities.

Conclusion and Implication

One may rest this discussion of sex attitudes of students on the premise that a school manager's style of leadership must address the situational forces, as the schools preferred style, the size and cohesive of a specific school group, the nature of the group's tasks, the pressure of time and even environmental factors - all of which may affect students' attitudes towards a particular phenomena. There was little or no concern for the external environment. School management practitioners assumed (and somewhat correctly) that things could be done in the same way and manner they were done before then. And, since the present is but an extension of the past, there was no need to act differently. Evidently
however, today's world is by far very different from the yesteryears. Many external forces and pressures with related agenda and manifestoes are getting organized powerfully along recognizable institutional patterns.

These organizational groups have dependants in other less powerful organizations for support and sustenance from the environment. Today's school managers cannot ignore their operational environment if they are to sanitize the present for future generations. In such dynamic setting, school managers should clearly comprehend the nature of the changes with a view to conceptualizing better approach to managing that school as an organization; must face the shift from local to global playing filed in one realistic way to management.

Recommendations

In view of the findings of this study, the researcher recommends the following:

The society represents the medium through which the customs, morals, norms and more of the people are transmitted from generation to generation. The society produces its kind. The more a society can assert positive influence on the attitudes of their young ones, the better for them. To this end, the society should mobilize themselves to inculcate the right sexual and moral values into their young ones. Disabuse their mind that the teaching of sexuality among young ones is a traditional taboos.

However, mass media is the quickest method of reaching out to the people and the fastest source of information. It is pertinent that they should censor all information and programmes reaching out to the youths to reduce moral and sexual decadence in the society. They should include sex education in their editorial and other programmes so as to create awareness and acceptance of this subject in the society. Thus should be stated in simple, easy to understand terms to prevent confusion. Charts, posters and handbills should be specially prepared for youths on the issues of sexuality and this should be conspicuously posted at homes, schools and public places.

Moreover, since government recognizes the rights of the child to reliable information and knowledge, they are in the position to protect and promote that right. The government as a matter of urgency should:

1. set up a panel to review the current curriculum and include sex education in it,
2. train more personnel to teach the subject in our schools
3. encourage writers to publish books on sex education and recommend those books for schools.

The role of parents in child upbringing cannot be over-emphasized. Parents should realize that they are role models to their children. It is therefore pertinent that they should develop healthy and responsible behaviour; give their children correct facts and information about birth, sex organs, changes at puberty, etc; show affection and love to their children and be their children's best friends, give their children required information before the onset
and during puberty; tell their children what their responsibilities are as they grow up; let their children know the consequences of premarital sex, and joy of happy marriage.

Finally, the school is said to be the second home of a child where most students start to make friends, interact with one another and learn the realities of life. It is therefore paramount to give students the best education they require to equip them in facing the facts of life. In view of this, school should:

(a) solicit government's support and approval for including sex education in the school curriculum;
(b) sex education should be included as a core topic in human biology and not taught as mere part of it or incidentally (e.g. when one of the students get raped or pregnant and drop out of school);
(c) teachers should serve as role models to students and encourage them to develop healthy and wholesome sexual attitudes. No teacher should lure or seduce any student into sexual immorality;
(d) the school should have a department where periodic and on-going counseling can be given to students on sexuality issues, and
(e) seminars and workshops should be organized for students where experts such as sociologists, nurses, doctors and family planners in the filed of sex education will be invited to give talks.

REFERENCES


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