



RESEARCH ARTICLE

Consequences of Pre-Marital Sexual Behaviours as Perceived by In-School Adolescents in Ogbomosho Metropolis, Nigeria

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ABSTRACT

Adolescence is a period of heightened heterosexual awareness accompanied by high degree of sexual drives. The navigation of this period into adulthood may be successful for some while others experience major stress and found themselves engaging in behaviours that place their destinies now and in the future at risk. The study investigated consequences of pre-marital sexual behaviours as perceived by in-school adolescents in Ogbomosho metropolis. Multistage sampling technique was adopted. At stage one, the purposive sampling technique was used for selecting one boy only, one girl only and thirteen co-education secondary schools in Ogbomosho metropolis based on location, population and year of establishment. At stage two, the researchers stratified the respondents into different strata of gender, age, school type, parent's highest educational and class level. At stage three, the researchers employed simple random sampling technique to select 400 in-school adolescents consisting of 230 males and 170 females. Thus, a total number of 400 respondents participated in the study. The "Consequences of Pre-marital Sexual Behaviour Questionnaire" (CPSBQ) was administered to the respondents to collect relevant data. The t-test and Analysis of Variance (ANOVA) statistics were used to test five generated null hypotheses and where the result of ANOVA showed a significant difference, Duncan Multiple Range Test (DMRT) statistics was used to determine the group(s) that contributed to the significant difference. Item 17 ("Broken fellowship with the people of God") ranked 1st with a mean score of 3.76 while item 14 ("Loss of self-esteem") ranked 20th with a mean score of 3.24. The findings equally showed that there were no significant differences in the responses of the respondents in their perception of the consequences of pre-marital sexual behaviours based on gender, school type and class level but significant differences were found on age and parents' highest educational level. Based on the findings, recommendations were made for implementation. All the stakeholders (Professional Counsellors, all the tiers of the Government, policy makers, parents and the religious leaders) should invest time to counsell and guide adolescents in order to overcome the pressures of sexual lust in their lives so as to fulfill their destinies now and in the future.

Key words: Consequences, Pre-Marital Sexual Behaviours, In-School Adolescents

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BACKGROUND TO THE STUDY

Adolescence is especially a time of transition from childhood to adulthood. Many young people experience critical life-defining challenges such as their first sexual experience, marriage, pregnancy and parenthood. This adolescence period is a most delicate one occupying a unique stage in every person's life (Adegoke, 2003). Physiologically and anatomically, a lot of changes take place in the adolescents resulting in reproductive maturity. Psychologically, adolescence is a period of intense drive, sexual experimentation and exploration and promiscuity (Owuamanam, 1995, Kirby, 1999; Adegoke, 2003; Esere, 2008). The entry into adolescence is a gradual maturity process for young girls and boys. This is also known as puberty. For girls, the onset of menstruation, called menarche, occurs around age 13 but may come somewhat earlier or later. Menarche is usually

preceded by a growth spurt that includes the budding of breasts and the growth of pubic and underarm hair (Hyde & Delamater, 1999; Allgeier & Allgeier, 2000).

Young males follow a similar pattern of maturation including a growth spurt followed by a gradual sexual maturity. The process takes place about two years later than in the young females. Genital enlargement, underarm, and pubic hair growth, and a lowering of the voice commonly occur. The male's first ejaculation is generally experienced by the age of 14, most commonly through nocturnal emission or masturbation. Fully mature sperm do not develop until about age 15 for many young boys (Wayne & Dale, 2002).

Abogunrin (2003) stated that adolescence is a period of heightened heterosexual awareness often accompanied by high degree of sexual drives which tend to get adolescents involved in different kinds of sexual behaviours most especially during dating. Courtship may continue to take place between dates such as meeting and chatting online, sending text messages or picture messages, conversing on phone, writing each other letter and sending each other flowers, songs, gifts as well as engaging in some sexual practices as hugging, holding hands and petting. All these constitute patterns of pre marital sexual behaviours among adolescence. Dating is thus a game, buttressing the view of Unuigbe and Ogbeide that it is an activity in which young ones engage for sexual pleasures and to avoid loneliness. Dating is therefore seen as a means of romantic entertainment and few activities that bring about intimate social contact between two partners.

According to Olatunji (2000), sexual behaviour generally does not connote coital experience or sexual intercourse alone, but it is inclusive of all activities that could lead to intercourse eventually. He spelt out sexual behaviours to include light and deep kissing, petting, breast fondling, genital stimulating, oral genital sex, coitus, masturbation, holding of hands and sexual intercourse. Adejumo (2011) opined that sexual behaviour refers to specific sexual practice including the relationship within which sexual contact as well as the range and number of sexual partners within a specific period relate. Furthermore, Spanier (1975) described four stages of heterosexual involvement. These include kissing, light petting, heavy petting and intercourse. He observed from a national sample of college students that most people began with kissing and progressed from one level to the next. Therefore, from the foregoing, any activity before manage, that produces sexual pleasure and/or pending to sexual intercourse constitute to pre-marital sexual behaviour.

CONSEQUENCES

Premarital sexual behaviours become risky when adolescents are sexually permissive and irresponsible, involving irregular or incorrect use of condom, unprotected sexual intercourse, having multiple sexual partners, indiscriminate sex leading to grave medical consequences such as HIV/AIDS and other STDs, epidemics, loss of virginity, gonorrhoea, vesico-vaginal fistula (VVF), infertility and death. It can also lead to social consequences such as unplanned pregnancy, abortion, illegitimate children, and broken relationships, dropping out of school and child abandonment. In addition, it can lead to grave psychological consequences of guilt, emotional trauma, loss of respect, loss of self-esteem, sexual addiction and depression (Collins, 1988). It can also lead to spiritual consequences of the order of destruction of relationship with God, violation of God's law, broken fellowship with the people of God, defilement of body, soul and spirit, separation from the mercy of God and indifference to the Holy writ (Bible Quran and other holy books).

Various studies from different parts of Nigeria and even the Western world have demonstrated increased level of risky sexual behaviours among students in universities (Olley & Rotimi, 2011; Fadora, Oboro, Akinwusi, Adeoti, Bello & Egbewale, 2002) and their sexual attitude have been reported to have significant contribution. Olley & Rotimi (2011) reported that liberal sexual attitude have been found to relate strongly with sexual behaviours such as first sexual intercourse of both male and female. The mortalities that may accompany unprotected sexual intercourse are sometimes grave and include unwanted pregnancies, abortions and increased risk of infections with HIV infection and

other sexually transmitted diseases (STDs), as well as reproductive problems later in life. (Araoye 1995).

Relating sexual attitude to sexual risk behaviour, Odimegwu (2005) reported the behavioural consequences of sexual attitudes of Nigerian students in tertiary institutions whose mean age at first intercourse was 17.0years for males and 19.1years for females. He found that male students were more likely to have had sex and to engage in unsafe sex. Also, there were no obvious differences between the genders activities reported by Odimegwu indicated that 53.8% had experienced intercourse and 24.4% reported more than one regular sex partner. It was found that male students displayed more liberal sexual attitudes than female students. All these behavioural consequences of students' sexual attitudes suggest high sexual risk behaviour in the population. A research finding among youths in the United States of America has confirmed this (Kore, 2004). By implication, this means that stake holders should invest time to guide and counsel adolescents in order to overcome the pressures of sexual lust in their lives.

All these studies imply that in-school adolescents universally are involved in pre-marital sexual behaviours. This can be risky if care is not taken. Various patterns of these behaviours are highlighted. However, the involvement of the in-school adolescents in various pre-marital sexual behaviours is not without consequences. Pre-marital sex have resulted into unwanted pregnancies, illegal abortion, dumping of unwanted babies in motherless homes and increase in the rate of contracting HIV/AIDS and sexually transmitted diseases (STDs) (Owuamanan, 1995 & Adegoke, 2003).

Researches have constantly shown that pre-marital sex is wrong and dangerous to health resulting in abortions, teenage motherhood and sexually transmitted infections (Aaron, 2006 & Finer, 2007). Children learn the important topic of reproductive health education in negative manners, rather than having sex socialization at home or in-schools. The school authorities blame parents for children's deviant behaviours, because as the home is the first point of social contact, it is expected to have shaped the adolescents behaviour (Isangedighi, 2007). Current situation shows a sharp contrast to the traditional Nigerian Societal context in which boys and girls avoided pre-marital experiences for fear of social punishments usually meted out to girls who lost their virginity before marriage. There is therefore the need for in-school adolescents to be sufficiently informed about the consequences of these pre-marital sexual behaviours on their later life.

STATEMENT OF THE PROBLEM

Considering the rate of consequences of pre-marital sexual behaviours among the adolescents as already discussed, the gaps created by previous researchers in the area of study showed that such studies have not been conducted in Ogbomosho metropolis.

For instance, (Olaseha & Alao, 1993) carried their study on Knowledge Attitude and at risk Behaviour of Adolescent Students Towards AIDS Prevention and Control in Ibadan city of Oyo State, Nigeria. Others are:

1. Social-physiological constructs of premarital sex Behaviour among Adolescent Girls in India (Goyal, 2005).
2. HIV/AIDS awareness of in-school adolescents in Nigeria: Implication for adolescent sexuality (Esere, 2006).
3. Effects of sex- education programme on at risk sexual behaviour of school going adolescents in Ilorin, Nigeria (Esere, 2008).
4. Gender, Religiosity and self-esteem as predictors of sexual attitudes of students in a Nigerian Tertiary Institution (Lawal, 2010).
5. Impact of family type on involvement of adolescents in pre-marital sex (Adejumo, 2011).

Therefore, the current researchers took up the challenge and consequently conducted a study on the consequences of pre-marital sexual behaviour as perceived by in-school adolescents in Ogbomosho metropolis. In addition, the in-school adolescents have been used for the study by the researchers because they are the people that are mostly

involved in pre-marital sex and consequently, they are in the best position to understand the importance of the study and respond more accurately to the items in the questionnaire. Furthermore, the in-school adolescents have been used for the study because as leaders of tomorrow, they would be in the best position to react to the items of the questionnaire more accurately. It is expected that the outcome of the study might improve educational programmes targeted at stakeholders. It might also accommodate the differences in perceptions of the understanding of adolescent sexuality. In addition, it might improve the quality of the stakeholders' communication with the in-school adolescents. There might also be a better, more acceptable effective communication and finally adopt safe sexual practices and promote the sexual health of adolescents and their total well being now and in the future. In the study, comparisons were made on the basis of gender, age, school type, parent's highest educational level and class level. To be specific, the following research questions were raised as pivots upon which the study revolved.

RESEARCH QUESTION

1. What are the consequences of pre-marital sexual behaviours as perceived by in-school adolescents in Ogbomosho metropolis?

Research Hypotheses

1. There is no significant difference between male and female in-school adolescents in Ogbomosho metropolis in their perception of the consequences of pre-marital sexual behaviours.
2. There is no significant difference among in-school adolescents in Ogbomosho metropolis in their perception of the consequences of pre-marital sexual behaviours on the basis of age.
3. There is no significant difference among in-school adolescents in Ogbomosho metropolis in their perception of the consequences of pre-marital sexual behaviours on the basis of school type.
4. There is no significant difference among in-school adolescents in Ogbomosho metropolis in their perception of the consequences of pre-marital sexual behaviours on the basis of parent's highest educational level.
5. There is no significant difference among in-school adolescents in Ogbomosho metropolis in their perception of the consequences of pre-marital sexual behaviours on the basis of class.

RESEARCH DESIGN

The research design that was adopted for this study was descriptive survey method. Descriptive survey method generally involves collection of data from a defined population to describe the present condition of the population according to the variables of the study (Ofo, 2001 & Dada, 2007). Based on this, the researchers considered the method as being appropriate to use for the present study. In addition, the survey method would facilitate making inferences from the data collected.

SAMPLE AND SAMPLING PROCEDURE

The target population for this study constitute the JSS2 & SSS 2 in-school adolescents in Ogbomosho metropolis. Four hundred (400) respondents were randomly selected from various secondary schools including boys only, girls only and co-educational schools in Ogbomosho metropolis. The multi-stage sampling technique was used for selecting the sample. At stage one, the purposive sampling technique was used for selecting one boys only, one girls only and thirteen co-educational secondary schools in Ogbomosho metropolis based on location, population and year of establishment. At stage two, the researchers stratified the respondents into different strata of gender, age, school type, parent's highest educational qualification and class level.

At stage three, the researchers employed simple random sampling technique to select 400 in-school adolescents consisting of 230 males and 170 females.

INSTRUMENTATION

The major instrument that was used in collecting data for this research was developed by the researchers and it was tagged "Consequences of Pre-marital Sexual Behaviours Questionnaire" (CPSBQ). Items in the questionnaire were derived from information obtained from the review of related literature. The instrument has two sections, that is, sections 'A' and 'B'. Section A contains personal information of the respondents, while section B consisted of items on consequences of pre-marital sexual behaviours. The 4-point Likert type response format was adopted for use in section B, thus:

A - Always (4 points)

AA - Almost Always (3 points)

S - Sometimes (2 points)

N - Never (1 point)

PSYCHOMETRIC PROPERTIES

Validity:

Validity is concerned with the extent to which an instrument measures what it was designed to measure (Aune, Welsh & Williams, 2000). The content validity measure was adopted in this study, and to establish this, the questionnaire was given to five experts in the Department of Counsellor Education, University of Ilorin. These five experts, following detailed scrutiny affirmed that the instrument covered the intended content and was therefore valid for use.

Reliability:

The reliability of a measuring instrument according to Stangor (2004), is the extent to which the instrument is free from random error, thus measuring consistently, overtime the variable of interest. The reliability of the instrument used for this research study was established using the test – retest method within an interval of four weeks. After which Pearson product moment correlation co-efficient was used in computing the correlation co-efficient of the instrument. A reliability co-efficient of 0.73 was obtained for section B (Consequences of pre-marital sexual Behaviours). Hence, the instrument was statistically adjudged to be reliable and considered suitable for research use.

PROCEDURE FOR SCORING THE INSTRUMENT

The instrument for this study, that is, Consequences of Pre-marital Sexual Behaviours Questionnaire (CPSBQ) was scored by the respondents, using the four-point likert type scale format because the researchers wanted to know the respondents' degree of agreement or disagreement to the items in the questionnaire. The items were scored as follows:

A - Always (4 points)

AA - Almost Always (3 points)

S - Sometimes (2 points)

N - Never (1 point)

Section B of the instrument contained 20 items each; the highest possible score any respondent can obtain is 80 (i.e. 4 x 20) while the lowest possible score is 20 (i.e. 1 x 20). Therefore, the range is 60 (i.e. 80 – 20). The mid-point of range is 30 (i.e. 60 ÷ 2). The cut-off point is therefore 80–30 (i.e. maximum score minus the mid-point of the range) or 20 + 30 (i.e. the minimum score plus (+) the mid of the range), in which either case is 50. Thus, respondents who obtained scores from 50–80 in section B were considered as reporting higher degree of consequences of pre-marital sexual behaviours, while those who scored below 50 were considered as reporting less degree of consequences of pre-marital sexual behaviours. For section B, respondents who obtained scores from 50–80

were considered as having higher perception on the degree of consequences of pre-marital sexual behaviours while those who scored below 50 were considered as having low perception on the degree of consequences of pre-marital sexual behaviours.

PROCEDURE FOR ADMINISTRATION AND DATA COLLECTION

The researchers sought the permission of the school Principals in each of the secondary schools before administering the questionnaire with the help of a trained research assistant.

METHOD OF DATA ANALYSIS

The researchers employed both descriptive and inferential statistics for the data analysis, i.e. percentage, frequency counts e.t.c. for the personal data section of the questionnaire while t-test and Analysis of variance (ANOVA) statistical tools were employed to test the research null hypotheses. All hypotheses were tested at 0.05 alpha level of significance where significant differences were noted in the results of the ANOVA, the researchers proceeded to use Duncan Multiple Range Test (DMRT) to determine which of the group mean(s) that led to the significant differences in the ANOVA results. According to (Adana 1996 & Hassan, 1998), the t-test statistical tool as a parametric test is often used to compare the means of two groups. This statistical tool was used to test hypotheses 1,2, & 5. Hassan (1998) in Dada (2007) stated that ANOVA statistics is appropriate for use when the researcher is dealing with more than two independent groups. Therefore, the choice of ANOVA statistics was considered appropriate for testing null hypotheses 3 & 4 in this study.

RESULTS

Descriptive Data:

The distribution of respondents based on descriptive data is shown in the tables below:

Table 1: Distribution of Respondents based on gender

Gender	Frequency	Percentage
Male	230	57.5
Female	170	42.5
Total	400	100.0

Table 1 indicates that 400 respondents participated in the study out of which 230 (57.5%) were males while 170 (42.5%) were females.

Table 2: Distribution of Respondents based on age

Age	Frequency	Percentage
10 - 18 years	360	90.0
19 years and above	40	10.0
Total	400	100.0

Table 2 indicates that 400 respondents participated in the study out of which 360 (90%) belongs to age group 10-18 years while 40 (10%) belongs to age group of 19 years and above.

Table 3: Distribution of Respondents based on school type

School type	Frequency	Percentage
Boys only	7	1.8
Girls only	39	9.8
Co-education	354	88.4
Total	400	100.0

Table 3 indicates that 400 respondents participated in the study out of which 7 (1.8%) attended boys only secondary schools, 39 (9.8%) attended girls only secondary schools and 354 (88.4%) attended co-education secondary schools.

Table 4: Distribution of Respondents based on parents' highest educational level

Parents' highest educational level	Frequency	Percentage
No formal education	23	5.8
Primary school cert.	31	7.8
Secondary school cert.	103	25.8
OND/NCE	96	49.0
First Degree	26	6.5
Masters' Degree	16	4.0
Ph.D	5	1.3
Total	400	100.0

Table 4 indicates that 400 respondents participated in the study out of which 23 (5.8%) had parents who do not have any formal education, 31 (7.8%) had parents who had primary school certificate, 103 (25.8%) had parents who had secondary school certificate, 196 (49.0%) had parents who had OND/NCE, 26 (6.5%) had parents who had first degree, 16 (4.0%) had parents who had masters degree while 5 (1.3%) had parents who has obtained their Ph.D degree.

Table 5: Distribution of Respondents based on class level

Class level	Frequency	Percentage
JSS	158	39.5
SSS	242	60.5
Total	400	100.0

Table 5 indicates that 400 respondents participated in the study out of which 158 (39.5%) were in the JSS class while 242 (60.5%) were in the SSS class.

Table 6: Mean Scores and Rank order of the perception of Consequences of pre-marital sexual behaviour among in-school adolescents in Ogbomosho metropolis

Item No	Item Statement	Mean	Rank order
17	Broken fellowship with the people of God	3.76	1 st
8	Gonorrhoea	3.75	2 nd
20	Disobedience to the word of God	3.74	3 rd
7	HIV/AIDS	3.73	4 th
18	One's life is defiled	3.71	5 th
10	Death	3.70	6 th
2	Abortion	3.68	7 th
9	Infertility	3.68	7 th
3	Broken relationships	3.66	9 th
19	God's mercy will be absent	3.66	9 th
11	Guilty feelings	3.62	11 th
6	Loss of virginity	3.56	12 th
4	Dropping out of school	3.51	13 th
5	Child abandonment	3.45	14 th
12	Emotional trauma	3.44	15 th
1	Unplanned pregnancy	3.42	16 th
16	Destruction of relationship with God	3.36	17 th
13	Loss of respect	3.34	18 th
15	Depression	3.25	19 th
14	Loss of self-esteem	3.24	20 th

Table 6 shows the mean scores and rank order of the perception of consequences of pre-marital sexual behaviours among in-school adolescents in Ogbomoso metropolis. Item 17 ("Broken fellowship with the people of God") ranked 1st with a mean score of 3.76 while item 14 ("Loss of respect") ranked 20th with a mean score of 3.24.

Table 7: Summary of consequences of pre-marital sexual behaviours

S/N	Consequences	Mean	Rank
1	Physiological/physical/medical	18.42	1 st
2	Spiritual	18.23	2 nd
3	Social	17.72	3 rd
4	Psychological	16.89	4 th

Table 7 shows that summary of mean scores and rank order of the perception of consequences of pre-marital sexual behaviours among in-school adolescents in Ogbomoso metropolis. Physiological/ physical/ medical with a mean score of 18.42 ranked 1st, spiritual with a mean score of 18.23 ranked 2nd, social with a mean score of 17.72 ranked 3rd, while psychological with a mean score of 16.89 ranked 4th.

HYPOTHESES TESTING

This part of the study contains the results of the tested null hypotheses; all null hypotheses were tested at 0.05 alpha level of significance.

1. Hypothesis One:

There is no significant difference between male and female in-school adolescents in Ogbomoso metropolis in their perception of the consequences of pre-marital sexual behaviours.

Table 8: Means, Standard Deviations and t-value of male and female in-school adolescents in Ogbomoso metropolis in their perception of the consequences of pre-marital sexual behaviours.

Gender	No	\bar{X}	SD	Df	Cal. t-value	Critical t-value
Male	230	79.1304	1.48660			
Female	170	60.6294	14.09680	398	1.94	1.96

Table 8 shows that the calculated t-value is 1.94 while the critical t-value is 1.96. Since the calculated t-value is less than the critical t-value at 0.05 alpha level of significance, it means that there is no significant difference between male and female in-school adolescents in Ogbomoso metropolis in their perception of the consequences of pre-marital sexual behaviours. Based on this result, hypothesis one was accepted.

2. Hypothesis Two:

There is no significant difference among in-school adolescents in Ogbomoso metropolis in their perception of the consequences of pre-marital sexual behaviours based on age.

Table 9: Means, Standard Deviations and t-value of in-school adolescents in Ogbomoso metropolis in their perception of the consequences of pre-marital sexual behaviours based on age

Age group	No	\bar{X}	SD	Df	Cal. t-value	Critical t-value
10-18 years	360	74.7944	7.21125			
19 years and above	40	39.5250	10.25067	398	2.80	1.96

Table 9 shows that the calculated t-value is 2.80 while the critical t-value is 1.96. Since the calculated t-value is greater than the critical t-value at 0.05 alpha level of significance, it means that there is a significant difference among in-school adolescents in Ogbomoso metropolis in their perception of the consequences of pre-marital sexual behaviours based on age, based on this result, hypothesis two was rejected.

3. Hypothesis Three:

There is no significant difference among in-school adolescents in their perception of the consequences of pre-marital sexual behaviours based on school type.

Table 10: Analysis of variance (ANOVA) results on in-school adolescents in Ogbomoso metropolis in their perception of the consequences of pre-marital sexual behaviours based on school type

Source of variance	Sum of squares (SS)	Degree of freedom (Df)	Mean square (Ms)	Cal. F-ratio	Critical F-ratio
Between groups	3963.618	2	1981.809		
Within groups	63584.760	397	160.163	1.24	3.00
Total	67548.377	399			

Table 10 shows that the calculated F-ratio is 1.24 while the critical F-ratio is 3.00. Since the calculated F-ratio is less than the critical F-ratio at 0.05 alpha level of significance, it means that there is no significant difference among in-school adolescents in their perception of the consequences of pre-marital sexual behaviours based on school type and thus, hypothesis three was accepted.

4. Hypothesis Four:

There is no significant difference among in-school adolescents in their perception of the consequences of pre-marital sexual behaviours based on parents' highest educational level.

Table 11: Analysis of variance (ANOVA) results on in-school adolescents in Ogbomoso metropolis in their perception of the consequences of pre-marital sexual behaviours based on parents' highest educational level

Source of variance	Sum of squares (SS)	Degree of freedom (Df)	Mean square (Ms)	Cal. F-ratio	Critical F-ratio
Between groups	57972.841	6	9662.140		
Within groups	9575.536	393	24.365	3.96*	2.10
Total	67548.378	399			

NB: * = $P > 0.05$

Table 11 shows that the calculated F-ratio is 3.96 while the critical F-ratio is 2.10. Since the calculated F-ratio is greater than the critical F-ratio at 0.05 alpha level of significance, it means that there is a significant difference among in-school adolescents in their perception of the consequences of pre-marital sexual behaviours based on parents' highest educational level, and consequently, hypothesis four was rejected. Since there is a significant difference among the in-school adolescents using Analysis of variance (ANOVA), the researchers proceeded to use Duncan Multiple Range Test (DMRT) as a post-hoc test to determine the parent's highest educational level group(s) that led to the significant difference noted in the ANOVA results in table 11.

In table 12, Duncan's Multiple Range Test (DMRT) results was used to determine which of the parents' highest education group mean that led to the significant difference noted in the ANOVA results of table 11. The DMRT results indicated that group 2 with a mean

score of 80.0000 is similar to group 1 with a mean score of 80.0000 differed slightly from group 3 with a mean score of 79.9320 but differed significantly from groups 4, 5, 6 and 7 with mean scores of 71.4490, 49.3462, 35.3125 and 20.4000 respectively. Group 1 with a mean score of 80.0000 is similar to group 2 with a mean score of 80.0000, differed slightly from group 3 with a mean score of 79.9320 but differed significantly from groups 4, 5, 6, and 7 with mean scores of 71.4490, 49.3462, 35.3125 and 20.4000 respectively. Group 3 with a mean score of 79.9320 differed slightly from groups 2 and 1 with mean scores of 80.0000 and 80.0000, but differed significantly from groups 4, 5, 6 and 7 with mean scores of 71.4490, 49.3462, 35.3125 and 20.4000 respectively. Group 4 with a mean score of 71.4490 differed significantly from groups 5, 6 and 7 with mean scores of 49.3462, 35.3125 and 20.40000 respectively. Group 5 with a mean score of 49.3462 differed significantly from groups 2, 1, 3, 4, 6 and 7 with mean scores of 80.0000, 80.0000, 79.9320, 71.4490, 35.3125 and 20.4000 respectively. Group 6 with a mean score of 35.3125 differed significantly from groups 2, 1, 3, 4, 5 and 7 with mean scores of 80.0000, 80.0000, 79.9320, 71.4490, 49.3462 and 20.4000 respectively. Group 7 with a mean score of 20.4000 differed significantly from groups 2, 1, 3, 4, 5 and 6 with mean scores of 80.0000, 80.0000, 79.9320, 71.4490, 49.3462 and 35.3125 respectively. Hence, the significant difference noted in the ANOVA results of table 23 was because groups 2 and 1 differed significantly from groups 4, 5, 6 and 7, and consequently, hypothesis ten was rejected.

Table 12: Duncan Multiple Range Test (DMRT) showing differences among in-school adolescents in their perception of the consequences of pre-marital sexual behaviours based on parents' highest education level

Duncan's grouping	Mean	No	Group	Parents' highest education level
A	80.0000	31	2	Primary school certificate
A	80.0000	23	1	No formal education
B	79.9320	103	3	Secondary school certificate
C	71.4490	196	4	OND/NCE
D	49.3462	26	5	First Degree
E	35.3125	16	6	Master Degree
F	20.4000	5	7	Ph.D

5. Hypothesis Five:

There is no significant difference between junior and senior in-school adolescents in Ogbomosho metropolis in their perception of the consequences of pre-marital sexual behaviours.

Table 13: Means, Standard Deviations and t-value of junior and senior in-school adolescents in Ogbomosho metropolis in their perception of the consequences of pre-marital sexual behaviours

Class level	No	\bar{X}	SD	Df	Cal. t-value	Critical t-value
Junior Secondary school	158	79.9494	8.21994			
Senior Secondary school	242	65.5992	14.09160	398	1.28	1.96

Table 13 shows that the calculated t-value is 1.28 while the critical t-value is 1.96. Since the calculated t-value is less than the critical t-value at 0.05 alpha level of significance, it means that there is no significant difference between junior and senior in-school adolescents in Ogbomosho metropolis in their perception of the consequences of pre-marital sexual behaviours.

DISCUSSION OF FINDINGS

The mean scores and rank order of consequences of pre-marital sexual behaviours among in-school adolescents in Ogbomosho metropolis showed that Item 17 (“Broken fellowship with the people of God”) ranked 1st with a mean score of 3.76 while item 14 (“Loss of self-esteem”) ranked 20th with a mean score of 3.24. This finding is inline with the finding of Odimegwu (2005) which showed that the consequences of pre-marital sexual behaviour includes breaking of fellowship with God and people of God as well as loss of self-esteem.

The first null hypothesis showed that there is no significant difference between male and female in-school adolescents in Ogbomosho metropolis in their perception of the consequences of pre-marital sexual behaviours. This finding supports the finding of Olatunji (2000) which showed that all the respondents had the same view as regards the consequences of pre-marital sexual behaviours. The outcome of this finding might be because the respondents had the same experience despite the fact that they are from different secondary schools, and thus, they had the same response. However, this finding contradicts the finding of Isiugo – Finer (2007) which indicates that a significant difference existed among the respondents’ responses on the consequences of pre-marital sexual behaviours.

The second null hypothesis showed that there is a significant difference among in-school adolescents in their perception of the consequences of pre-marital sexual behaviours based on age. This finding corroborates the finding of Araoye (1995) which showed that a significant difference was noticed in the responses of the respondents in their consequences of pre-marital sexual behaviours among the adolescents including the secondary school students. The plausible reason for the outcome of this finding might be due to the fact that since the respondents are of different ages, they might view the consequences of pre-marital sexual behaviours differently. However, this finding negates the finding of Akinyele and Onifade (1996) which showed no significant difference based on age.

The third null hypothesis showed that there is no significant difference among in-school adolescents in their perception of the consequences of pre-marital sexual behaviours based on school type. This finding is inline with the finding of Mosher, Chandra and Jones (2005) which showed that a significant difference does not exist in the responses of the respondents in their consequences of pre-marital sexual behaviours among the secondary school students though the students are from different schools. The reason for the outcome of this finding might be because all the respondents had similar experience despite the fact that they are from different secondary schools and consequently, they had similar responses. Nevertheless, this finding contradicts the finding of Nnachi (2003) which showed that a significant difference existed among the secondary school students in their consequences of pre-marital sexual behaviours among the adolescents including the secondary school students based on school type.

The fourth null hypothesis showed that there is a significant difference among in-school adolescents in their perception of the consequences of pre-marital sexual behaviours based on parents’ highest educational level. This finding supports the finding of Isiugo-Banine (1993) which showed that based on parents’ of respondents’ educational level, significant difference existed among the respondents’ responses on the consequences of pre-marital sexual behaviours of in-school adolescents. The rationale behind the outcome of this finding might be as a result of the fact that since the parents are of different educational level, the children might have different experience, and this might be the reason why they responded differently to the items in the questionnaire.

Hypothesis five showed that there is no significant difference between junior and senior in-school adolescents in Ogbomosho metropolis in their perception of the consequences of pre-marital sexual behaviours. This finding supports the finding of Olatunji (2000) which showed no significant difference in the responses of the respondents including in-school adolescents in their view on the prevalence of pre-marital sexual behaviours. The outcome of this finding might be because the respondent belongs to the same

environment; they are likely to have similar experience and responded to the items in the same way.

CONCLUSION

Based on the findings of the study and the discussion that followed, the following conclusions were drawn:

1. As regards the mean scores and rank order of the consequences of pre-marital sexual behaviours among in-school adolescents in Ogbomoso metropolis, item 17 "Broken fellowship with the people of God" ranked 1st while item 14 "Loss of self-esteem" ranked 20th.
2. There was no significant difference between male and female in-school adolescents in Ogbomoso metropolis in their perception of the consequences of pre-marital sexual behaviours.
3. There was a significant difference among in-school adolescents in Ogbomoso metropolis in their perception of the consequences of pre-marital sexual behaviours based on age.
4. There was no significant difference among in-school adolescents in Ogbomoso metropolis in their perception of the consequences of pre-marital sexual behaviours based on school type.
5. There was a significant difference among in-school adolescents in Ogbomoso metropolis in their perception of the consequences of pre-marital sexual behaviours based on parents' highest educational level.
6. There was no significant difference between JSS and SS in-school adolescents in Ogbomoso metropolis in their perception of the consequences of pre-marital sexual behaviours.

IMPLICATIONS FOR COUNSELLING/RECOMMENDATIONS

1. Professional counsellors should intensify efforts to give adequate information to the public especially the adolescents including the in-school adolescents through awareness by organizing seminars on the consequences of pre-marital sexual behaviours among in-school adolescents in Ogbomoso metropolis, Nigeria.
2. The professional counsellors should let the adolescents know that through pre-marital sexual behaviour, they can contract HIV/AIDS and other deadly diseases.
3. The governmental levels, Federal, State and Local should intensify efforts to create awareness to the public especially the adolescents on the various consequences of pre-marital sexual behaviours like abortion which can lead to death, breaking of good relationship with God and so on.
4. The parents too have a significant role to play in educating their children and discourage them against the act of pre-marital sexual behaviours.
5. The policy makers can also play their own role by formulating policies against pre-marital sexual behaviours that will be inimical to the life and destiny of the youths.
6. Religious leaders in churches and mosques should join hands with professional counsellors and teachers in preaching and teaching act of pre-marital sexual behaviours.

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