

GHANA JOURNAL OF DEPARTMENT OF
HEALTH, PHYSICAL EDUCATION AND
RECREATION, SPORTS AND DANCE
(GJOHPERSD)

Volume 11, Year 2018

A JOURNAL OF THE DEPARTMENT OF HEALTH,
PHYSICAL EDUCATION AND RECREATION
(HPER)
UNIVERSITY OF CAPE COAST
GHANA, WEST AFRICA

PERCEIVED ROLES OF SEX EDUCATION ON REPRODUCTIVE AND SEXUAL HEALTH HABIT OF IN- SCHOOL ADOLESCENTS IN ILORIN METROPOLIS

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Abstract

The study investigated perceived roles of sex education on reproductive and sexual health habit of in-school adolescents in Ilorin Metropolis. Adolescents' sexual and reproductive health habit is very important as this would determine to a large extent the reproductive health outcome of the adolescents. The study investigated: (i) examine if prevention of unwanted pregnancy will be a perceived role of sex education among in-school adolescents; (ii) investigate whether prevention of STIs will be a perceived role of sex education; (iii) find out if avoidance of risky sexual behaviour will be a perceived role of sex education among in-school adolescents. A descriptive research design was employed for this study. Population for this study comprised all adolescents in all secondary schools in Ilorin metropolis, Kwara State. Multistage sampling technique was used to select 480 respondents. A researcher developed questionnaire validated by three experts from the Department of Health Promotion and Environmental Health Education. A correlation co-efficient of .87r was obtained through test re-test method using Pearson Product Moment Correlation. Data collection was collected by the researcher with four trained research assistants.

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The seven postulated hypotheses were tested using inferential statistics of chi-square at 0.05 alpha level. The findings of this study showed that prevention of unwanted pregnancy was significantly perceived as a role of sex education among in-school adolescents in Ilorin metropolis because calculated χ^2 value of 345.53 is $>$ table χ^2 value of 12.59; STI's prevention was significantly perceived as a role of sex education among in-school adolescents in Ilorin metropolis because calculated χ^2 value of 156.70 is $>$ table χ^2 value of 12.59 and avoidance of risky sexual behaviour was significantly perceived as a role of education among in-school adolescents in Ilorin metropolis because calculated χ^2 value of 337.35 is $>$ table χ^2 value of 32.67. It was concluded that prevention of unwanted pregnancy, STI's prevention and avoidance of risky sexual behaviour will be a perceived role of sex education among in-school adolescents in Ilorin metropolis. It was recommended that sex education should be given adequate priority among other subjects being taught in schools to prevent in-school adolescents from getting involved in sexual risky behaviour that could lead to unwanted pregnancy or contracting sexually transmitted infections which could impaired their educational pursuit and even affect their reproductive system, Sex education should emphasis abstinence to help in-school adolescents delay sexual activities in order to focus on their studies and avoid being dropped out of school as a result of unwanted pregnancy and parents and religious leaders should support the teaching of sex education at home and in school, as well as to provide proper information on sex education to their adolescent children in order to develop positive attitude and belief towards sexual relationship.

Keywords: Perception, Roles, Sex education, Reproductive, Sexual, Health, Habit, Adolescent and Metropolis

Introduction

The onset of adolescence for young people around the world brings not only changes to their bodies but also new vulnerabilities to human rights abuses, particularly in the arenas of sex, marriage and childbearing. Millions of girls are coerced into unwanted sex or marriage, putting them at risk of unwanted pregnancies, unsafe abortions, sexually transmitted infections (STIs) including HIV, and dangerous childbirth. Adolescent boys are at risk of contracting STIs as well. Young people both boys and girls are disproportionately affected by HIV/AIDS (United Nation Population Fund, 2011).

Adolescents' sexual and reproductive health habit is very important as this would determine to a large extent the reproductive health outcome of the adolescents. This means providing access to comprehensive sex education; services to prevent, diagnose and treat STIs; and counselling on family planning. It also means empowering young people to know and exercise their rights including the right to delay marriage and the right to refuse unwanted sexual advances (United Nation Population Fund, 2011).

Kirby, Laris and Rolleri (2007) stated the importance of school sex education, the content of school sex education (anatomy and physiology of genital organs, characteristics of puberty, importance of contraception, education about abstinence, sexually transmitted infections ,effect of sexual abuse, education about personal safety (prevention of sexual abuse) will give the students all information about their body in order to avoid having sex with the opposite sex, in order to prevent unwanted pregnancy at their earlier age. Worldwide, about an estimated figure of 16 million adolescent girls give birth every year, mostly in low and middle income countries (Allen & Philliber, 2001).

The causes of teenage pregnancy/unwanted pregnancy are diverse. In developing countries girls are often under pressure to marry very early and bear children. Some adolescent girls do not know how to avoid becoming pregnant, and are unable to obtain

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contraceptives, or are coerced into sexual activity (Allen & Philliber, 2001). Adolescent pregnancy, especially in developing countries, carries increased health risks, and contributes to maintaining the cycle of poverty. The availability and type of sex education for teenagers varies in different parts of the world (Ali & Dwyer, 2011).

Mueller (2008) stated that sex education is needful and necessary for young ones. Being mindful of the exposure given to the young ones in school, in the media and among their peers; sex education teaches the young ones about sexual intimacy, but also enlighten them on their reproductive systems, birth control and sexually transmitted infections.

According to Baldo (2003), evaluations of comprehensive sex education and HIV/AIDS, STI prevention programmes show that they do not increase rates of sexual initiation, they do not lower the age at which youth initiate sex, and do not increase the frequency of sex or the number of sex partners among sexually active youth(s). Between 1991 and 2001, the U.S. teen birth rate fell from 62 to 41 per 1,000 female teens (Martins, 2003). Some experts attribute 75 percent of the decline to increased contraceptive use and 25 percent to delayed initiation of sex (Hamilton, 2005). Others credit it to increased contraceptive use and delayed initiation of sex about equally regardless, contraceptive use has been critical to reducing teenage pregnancy (National Campaign to Prevent Teen Pregnancy, 2004).

According to Baldo (2003), evaluations of comprehensive sex education and HIV/ STI prevention programmes show that they do not increase rates of sexual initiation, do not lower the age at which youth initiate sex, and do not increase the frequency of sex or the number of sex partners among sexually active youth. Amy (2006) affirmed that sex education is not only important as a developmental process in the life of a child, it arms the child with the tools to understand him or herself better in relation to the immediate environment and the threats that could emerge from such interaction. This is to say that young people would gain incremental knowledge of the ability to protect themselves,

avoidance of risky behaviours and alert people of the threats of sexual exploitation if they are sexually educated.

Research has identified highly effective sex education and HIV prevention programmes that affect multiple behaviours and/or achieve positive health impacts. Behavioural outcomes have included delaying the initiation of sex as well as reducing the frequency of sex, the number of new partners, the incidence of unprotected sex, prevention of unwanted pregnancies and/or increasing the use of condoms and contraception among sexually active participants (Hamilton, 2005).

Jordan, Price and Fitzgerald (2000) in their view observed that Parents influence teen sexual behaviour in a variety of ways, including modeling and maintaining a warm and close relationship that facilitates open communication, monitoring teen activities and encouraging religious beliefs and practices that influence morality and sexual behaviour. Teens want and need more sex education from their parents and parents believe they should be the primary source of sex education followed by outside institution such as schools.

For a very long time, the issue of sex education for young people, particularly in the African region but not exclusively so has remained a taboo. Although, sex is a natural developmental process, many parents, cultures and societies frown at discussing sex with their adolescent children because it is perceived as a generational taboo. The main socio-cultural challenges to sex education for adolescents are affected by taboos surrounding sex such as: denial of premarital sex, social concern about negative impacts of sex education, perceived stigma and embarrassment, reluctance to discuss sexual issues in public, sexual discussion as a socio-cultural taboo, lack of advocacy and legal support, intergenerational gap and religious uncertainties. According to Akande and Akande (2007), many times parents and schools do not teach adolescents about sex education, and if parents and schools do not teach it, adolescents' option is only through their friends, who in turn may not know all the right information. This has led to a lot of problems for adolescents going into relationships at a young age.

Therefore, the researcher conducted this study to investigate the sexual health habit of in-school adolescents in Ilorin metropolis and to examine the role sex education is playing in providing information on prevention of problems that could lead to sexual and reproductive ill- health among in-school adolescents.

Research Questions

The following research questions were raised to guide the study;

1. Will prevention of unwanted pregnancy be a perceived role of sex education among in-school adolescents in Ilorin metropolis?
2. Will prevention of STI's be a perceived role of sex education among in-school adolescents in Ilorin metropolis?
3. Will avoidance of risky sexual behaviour be a perceived role of among in-school adolescents in Ilorin metropolis?

Research Hypotheses

The following research hypotheses were formulated to guide this study:

1. Prevention of unwanted pregnancy will not significantly be a perceived role of sex education among in-school adolescents in Ilorin metropolis.
2. Prevention of STI's will not significantly be a perceived role of sex education among in-school adolescents in Ilorin metropolis.
3. Avoidance of risky sexual behaviour will not significantly be a perceived role of among in-school adolescents in Ilorin metropolis.

Purpose of the Study

The purpose of the study is to:

1. examine if prevention of unwanted pregnancy will be a perceived role of sex education among in-school adolescents;
2. investigate whether prevention of STIs will be a perceived role of sex education among in-school adolescents;
3. determine whether avoidance of risky sexual behaviour will be a perceived role of sex education among in-school adolescents;

Methodology

Descriptive research design of the survey type was used to carry out this research. The design is considered to be appropriate because the researcher is interested in finding out the role of sex education on the reproductive and sexual health habit of in-school adolescents in Ilorin metropolis. It is also dealing with existing phenomena that include a large population of study. Oladunni (2005) submitted that descriptive survey design not only explains and interprets current issues and existing conditions but also identifies problems and prevailing practices and makes comparison and evaluation for factual collection of information which tends to be economical for independent research.

The population for this study comprised all adolescents in all secondary schools in Ilorin metropolis, Kwara State. The population of the school is approximately thirty eight thousand, two hundred and forty five (38,245), (Educational Management Information System Kwara State Ministry of Education, 2016).

Multi-stage sampling technique consisting of stratified and simple random sampling techniques was used for the study. Stratified random sampling techniques was used to group schools and students based on location and gender (male and female students) from public owned Senior Secondary School Students in (SSS) one (1) to SSS three (3). Simple random sampling techniques of fish bowl method was used to select eight secondary

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schools from Ilorin metropolis, Kwara State and fish bowl method of sampling technique was used to select 60 (sixty) respondents from each secondary schools. Thirty male and thirty female respondents were drawn from each school that was used for the study. This is made up of 10 male and 10 female from each classes. SSS 1 to SSS 3. A total of 480 adolescents were used for the study.

Table 1: Showing the sample used for the study

S/N	School	SSS 1 Male	SSS 1 Female	SSS 2 Male	SSS 2 Female	SSS 3 Male	SSS 3 Female	Total
1.	C & S, sabo-oke	10	10	10	10	10	10	60
2.	GDSS, oja gboro	10	10	10	10	10	10	60
3.	Taoheed, Basin road	10	10	10	10	10	10	60
4.	GDSS, Tanke	10	10	10	10	10	10	60
5.	United community	10	10	10	10	10	10	60
6.	GDSS, Oke Aluko	10	10	10	10	10	10	60
7.	Community secondary school	10	10	10	10	10	10	60
8.	GDSS, Odo	10	10	10	10	10	10	60

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Total	80	80	80	80	80	80	480

Source: Researchers field survey (2016).

The research instrument used in this research is a researcher's designed questionnaire tagged Perceived Role of Sex Education on Adolescent Reproductive and Sexual Health Habit among In-School Adolescents (PRSEARASHHIA). The instrument consisted two sections, A and B. Section A required demographic information of the respondents while section B collected information on dependent and independent variables under study. The questionnaire is close ended of four-point Likert rating scale format type of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Ogunniyi (2009) believed that the Likert scale technique enable the respondents to indicate the degree of their beliefs in a given statement. The instrument consisted of 30 items.

Validity is the degree to which a test instrument measures what it is designed to measure. Joppe (2000) opined that validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. The instrument was validated by 3 lecturers in the department of health promotion and environmental health education. The validated instrument was later used for the research work.

In order to determine the reliability of the instrument; the researcher adopted a test re-test method, by which the questionnaire was administered to twenty (20) respondents from another school outside the area of the study (Government Day Secondary School, Karuma,) at an interval of two weeks. The result of the first administration was compared with the result of the second administration using Cronbach's alpha statistical analysis. A correlation coefficient of 0.87 was obtained. This result is high enough to show that the instrument is reliable for the study.

In order to gain recognition and to have access to the participants, the researcher obtained a letter of introduction from

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the Head of the Department of Health Promotion and Environmental Health Education, University of Ilorin. The questionnaire was administered by the researcher and three other trained research assistants.

The respondents were assisted by the researcher and research assistants to fill and return the questionnaire immediately. The completed copies of the questionnaire were collected; coded and analyzed using inferential statistics of Chi-square to analyze the postulated hypotheses set for the study at 0.05alpha level of significance, to either reject or upheld the hypotheses.

Results

Ho1: Prevention of unwanted pregnancy will not significantly be a perceived role of sex education among in-school adolescents in Ilorin metropolis.

S/N	ITEMS	SA	A	D	SD	ROW TOTAL	DF	CAL. VALUE	TABLE VALUE	REMARK
1	Sex education contribute to the prevention of unwanted pregnancy	99 (20.6%)	189 (39.4%)	106 (22.1%)	86 (17.9%)	480				
2	Loss of blood and abortion can be controlled if sex education is been introduced earlier	116 (24.2%)	188 (39.2%)	132 (27.5%)	44 (9.2%)	480				
3	Early introduction of sex education as a subject in school curriculum enlighten the students on the risk of unwanted pregnancy	131 (27.3%)	206 (42.9%)	93 (19.4%)	50 (10.4%)	480	6	345.53	12.592	Ho Rejected
Column Total		346	583	331	180	1440				

Table 2: Chi-square analysis showing the role of sex education on the prevention of unwanted pregnancy among in-school adolescents in Ilorin metropolis

P < 0.05 alpha level

In the table two, item (1) 99 (20.6%), (2) 116 (24.2%), and (3) 131 (27.3%) the responds were strongly agreed in favour of prevention of unwanted pregnancy significantly perceived as role of sex education among in-school adolescents in Ilorin metropolis.

The findings from the analysis in the table 2 indicated that calculated Chi-square value of 345.53 and the table X^2 value of 12.592 with the degree of freedom of 6 at 0.05 level of significance. Since the calculated X^2 value is greater than the table X^2 value, the null hypothesis was rejected. This implies that sex education significantly plays a role of preventing unwanted pregnancy among in-school adolescents in Ilorin metropolis.

Ho2: Prevention of STI's will not significantly be a perceived role of sex education among in-school adolescents in Ilorin metropolis.

S/N	ITEMS	SA	A	D	SD	ROW TOTAL	Df	CAL. VALUE	TABLE VALUE	REMARK
4.	Sex education inclusion in the curriculum provides information of STIs	117 (24.4%)	179 (37.3%)	120 (25.0%)	64 (13.3%)	480				
5.	Early introduction of Sex education to students contributes to the prevention of STIs such as syphilis	153 (31.9%)	171 (35.6%)	98 (20.4%)	58 (12.1%)	480				
6.	Seminar and debates on Sex education in n schools informed and educate students on how to prevent STIs	138 (28.8%)	127 (26.5%)	162 (33.8%)	53 (11.0%)	480	6	156.70	12.592	Ho Rejected
Column Total		408	477	380	175	1440				

Table 3: Chi-square analysis showing the role of sex education in the prevention of STI's among in-school adolescents in Ilorin metropolis.

$P < 0.05$ alpha level

In the table three, item (1) 117 (24.4%), (2) 153 (31.9%), and (3) 138 (28.8%) the responds were strongly agreed that STI's prevention significantly be a perceived role of sex education among in-school adolescents in Ilorin metropolis. The findings from the analysis in the table 3 indicated that calculated Chi-square value of 156.70 and the table X^2 value of 12.592 with the degree freedom of 6 at 0.05 level of significance. Since the calculated X^2 value is greater than the table X^2 value, the null hypothesis was rejected. This implies that prevention of STI's will significantly be

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a perceived role of sex education among in-school adolescents in Ilorin metropolis.

Ho 3: Avoidance of risky sexual behaviour will not significantly be a perceived role of education among in-school adolescents in Ilorin metropolis.

Table 4: Chi-square analysis showing avoidance of risky sexual behaviour as perceived role of sex education among in-school adolescents in Ilorin metropolis

S/N	ITEMS	SA	A	D	SD	ROW TOTAL	Df	CAL. VALUE	TABLE VALUE	REMARK
7.	Sex education provides information on how to avoid risky sexual behaviour	131 (27.3%)	138 (28.8%)	146 (30.4%)	65 (13.5%)	480				
8.	Sex education provides information on danger of oral sex	136 (28.3%)	149 (31.0%)	144 (30.0%)	51 (10.6%)	480				
9.	Sex education provides information on danger of unprotected sexual intercourse	120 (25.0%)	142 (29.6%)	161 (33.5%)	57 (11.9%)	480				
10.	Sex education provides information on danger of multiple sexual partners	114 (23.8%)	171 (35.6%)	136 (28.3%)	59 (12.3%)	480				
11.	Sex education provides information on the danger attached to pornography	89 (18.5%)	169 (35.2%)	145 (30.2%)	77 (16.0%)	480	21	337.35	32.671	Ho Rejected
12.	Sex education provides information on the danger of anal sex	137 (28.5%)	151 (31.5%)	112 (23.3%)	80 (16.7%)	480				
13.	Sex education provides information on the danger of masturbation	149 (31.0%)	143 (29.8%)	147 (30.6%)	41 (8.5%)	480				
14.	Sex education provides information on the danger attached to having sexual with intercourse sex workers	138 (28.8%)	127 (26.5%)	162 (33.8%)	53 (11.0%)	480				
	Column Total	1014	1190	1153	483	3840				

In the table four, item 131 (27.3%), 136 (28.3%), 120 (25.0%); 114 (23.8%), 89 (18.5%), 137 (28.5%), 149 (31.0%), and 138 (28.8%) the responds were strongly agreed that Avoidance of risky sexual behaviour significantly be a perceived role of education among in-school adolescents in Ilorin metropolis. The findings from the analysis in table four indicated the calculated Chi-square value of 337.35 and the table X^2 value of 32.67 with the degree of freedom of 21 at 0.05 level of significance. Since the calculated X^2 value is greater than the table X^2 value, the null hypothesis was rejected. This implies that Avoidance of risky sexual behaviour will significantly be a perceived role of education among in-school adolescents in Ilorin metropolis.

Discussion of Findings

The tested hypothesis one revealed that Prevention of unwanted pregnancy will significantly be a perceived role of sex education among in-school adolescents in Ilorin metropolis. This implies that sex education have significant effect on Prevention of unwanted pregnancy among in-school adolescents in Ilorin metropolis. The result of this study is in support with Kirby Laris and Rolleri (2007) who stated that the importance of school sex education, the content of school sex education (anatomy and physiology of genital organs, characteristics of puberty, importance of contraception ,education about abstinence, sexually transmitted infections ,effect of sexual abuse, education about personal safety (prevention of sexual abuse) will give the students all information that will give them information about the body in order to avoid having sex with the other sex in order to prevent unwanted pregnancy at their earlier age.

The tested hypothesis two revealed that Prevention of STI's will significantly be a perceived role of sex education among in-school adolescents in Ilorin metropolis. This implies that sex education have significant effect on Prevention of STI's among in-school adolescents in Ilorin metropolis. The result of this study is aligned with Mueller (2008) who stated that sex education is needful and necessary for young ones. Being mindful of the

exposure given to the young ones in school, in the media and among their peers; sex education teaches the young ones about sexual intimacy, but also enlighten them on their reproductive systems, birth control and sexually transmitted infections.

The tested hypothesis three revealed that avoidance of risky sexual behaviour will significantly be a perceived role of sex education among in-school adolescents in Ilorin metropolis. This implies that Avoidance of risky sexual behaviour will significantly be a perceived role of sex education among in-school adolescents in Ilorin metropolis. The result of this study is aligned with Jordan, Price and Fitzgerald (2000) in their view observed that Parents influence teen sexual behaviour in a variety of ways, including modeling and maintaining a warm and close relationship that facilitates open communication, monitoring teen activities and encouraging religious beliefs and practices that influence morality and sexual behaviour. Teens want and need more sex education from their parents and parents believe they should be the primary source of sex education followed by outside institution such as schools.

Conclusion

Based on the finding of this study, the following conclusions were drawn:

1. Prevention of unwanted pregnancy will significantly be a perceived role of sex education among in-school adolescents in Ilorin metropolis.
2. Prevention of STI's will significantly be a perceived role of sex education among in-school adolescents in Ilorin metropolis.
3. Avoidance of risky sexual behaviour will significantly be a perceived role of among in-school adolescents in Ilorin metropolis.

Recommendations

Based on the findings of this study, the following were recommended:

1. Sex education should be given adequate priority among other subjects being taught in schools to prevent in-school adolescents from getting involved in sexual risky behaviour that could lead to unwanted pregnancy or contracting sexually transmitted infection which could impaired their educational pursuit and even affect their reproductive system
2. Sex education should emphasis abstinence to help in-school adolescents delay sexual activities in order to focus on their studies and avoid being dropped out of school as a result of unwanted pregnancy
3. Parents and religious leaders should support the teaching of sex education at home and in school, as well as to provide proper information on sex education to their adolescent children in order to develop positive attitude and belief towards sexual relationships.

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