

Sexuality Knowledge and Behavior Implications on the Academic Performance of Female Secondary School Students in Port Harcourt Metropolis in Rivers State, Nigeria

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ABSTRACT: Sexuality education is a life time process of learning, adjustment and formation of sexual attitudes, ideas and values regarding sexuality knowledge, family life and everything that takes place throughout one's life. The sexual behaviour of previous generations compared to present in the computer age or era in Nigeria have undergone radical review due to modernization, urbanization, social change, information technology and family types among the Nigeria youths have justified the need for its inclusion in the school system as a course to be taught to students on its own or through inclusive or integrated education that is holistic in nature. The effects of not adding sexuality knowledge in the socialisation processes of youth's social and psychological development at home, church, family, school and at the community levels will generate negative impact on the youths irrespective of gender differences. This made this study to be very relevant at this moment for the examination of sexuality knowledge and behaviour among secondary school female students in the study area. Three research questions and hypotheses were used for the study with a sample size of 500 respondents. The statistical tools used for the analysis of the research questions was mean and with a criterion mean set of 2.50. Regression analysis and t-test at 0.05 level of significance were used for the hypotheses. The findings among others were that the knowledge of sexual education reduces the incidents of early sexual exposure, infections, aid reduction of sexual partners, early pregnancy that might result to abortion and lack of it led to truancy in the school and creates absent mindedness in the class. The study recommended among others that sexual education should be in-cooperated in the early socialization process of the female students and encourages the establishment of guidance and counselling units in schools.

KEYWORD: Sexuality Knowledge, Behaviour Implication, Academic Performance, Female, Port Harcourt.

Background to the Study

Sexuality education is a lifetime process of learning and forming attitudes, ideas, and values regarding sexuality and family life that takes place throughout one's life in the community, family and school settings. This is also known as sex education or family life education which is designed to meet some of these objectives such as to improve health-seeking behaviours, delaying debut, decreasing the possible numbers of sexual partners, increasing condom usage, promote abstinence, reduce risky behaviours and greater awareness of sex among the students. The scope of it covers from relationships, sexual violence prevention, body image, gender identity and sexual orientation, sexual development to reproductive health, interpersonal relationships to love and intimacy to body image and gender roles. (Strasburger & Brown, 2014). The sexual behaviour of young people in Nigeria is drastically dissimilar than it was in previous generations due to the impacts of modernity brought about by industry, education, exposure and immigration of many diverse cultures that were previously unknown in Nigeria and invigorated by the emergence of new technologies. The consequences of this are that young people are more susceptible to problems relating to sexual and reproductive health.

According to recent studies, Nigerian youths are more susceptible to antisocial behaviours, such as unsafe sexual practises, than their peers in other parts of the world (Odimegwu & Somefun, 2017). It is the appraisal of a student's aptitude in a number of academic areas and disciplines that is referred to as academic performance. In order to assess the progress of pupils in their classes, teachers and education authorities often look at factors such as classroom performance, graduation rates, and outcomes of standardised tests (Arshad et al., 2015). No consensus has been reached on how academic achievement should be evaluated or on which components are the most important: procedural knowledge such as skills or declarative knowledge such as facts. Beyond the absence of solid data on whether individual attributes are efficient predictors of academic performance, other elements such as examination anxiety, one's environment, motivation, and emotions must be taken into account when building models of school success. Schools are reimbursed based on the academic results of their pupils, which is determined by a formula. It is more likely that a school with greater academic accomplishments will be awarded more funding than a school with lesser academic achievements.

Education in the field of sexuality is essential. Nigeria is now in the midst of establishing a new national policy on sexual and reproductive health education, which is still in its early stages of development as part of efforts to improve the reproductive health of young people across the globe, especially in poor countries. The provision of comprehensive sexuality education is successful in promoting essential youth reproductive health (YRH) behaviours in a range of settings in both developed and developing nations. Providing comprehensive school-based sexuality education has had a positive impact on essential behaviours such as postponing sexual beginning and lowering the number of sexual partners among teenagers who are sexually active in a variety of contexts. The ability to achieve long-term success will be vital if we are to successfully address the concerns of parents, teachers, and other members of the greater community in the introduction of Sexuality Education. But, despite these challenges, even conservative countries have made significant progress towards the integration of high-quality sexuality education into their educational systems.

Resistance to sexuality education may be minimised, even if it is not an easy or quick process, with the active engagement of religious leaders, parents, teachers, and organisations, among other ways. Advocates for sexuality education in Nigeria must be prepared to make a long-term commitment and not expect rapid results if they are to be successful in their efforts. Young people must be included as fully and as effectively as possible throughout the advocacy process. Improving parents' abilities to

teach their children about sexuality and reproductive health is critical. The effectiveness of programmes is dependent on their ability to implement the policy appropriately with a strong curriculum, as well as appropriate training and support as an essential strategic tool for the teachers and students.

In Nigeria's educational system, it is very difficult to educate and retrain teachers, and it is much more difficult to get enough funding at the state level to support sexual and reproductive health programmes for adolescents. Nigeria has not yet implemented key measures that would ensure effective execution of the programme. This involves monitoring state-level efforts based on work plans that include specific targets, continuing advocacy with state governments and incorporating sexuality education into pre-service teacher training.

Research in the field of sexuality education have shown that teenage young ladies are more likely than older women to become pregnant at an early age, which has negative consequences for their reproductive health, academic performance, and professional development. This is due to the affectability of pre-marriage sexuality, a lack of sex instruction and direction, and a lack of pre-adult neighbourly conceptive health administrations for juvenile young ladies (NDHS, 2016). There is a link between inadequate sexuality education and students' lack of knowledge and information about the consequences of their actions on both their sexual health and their academic performance. This link has been shown as especially problematic. As a result, it is essential to give sexuality education to this susceptible population due to the fact that young people's abilities are enhanced and equipped to make well-informed decisions about their behaviour in the future, and to feel secure and capable of carrying those sexual related decisions with the knowledge acquired from exposure to sexuality education.

It is important to note that young people are educated about sex and sexuality orientation via a variety of avenues, including their friends, parents, teachers, the media, publications, books, and the internet, among other resources. The transmission of misconceptions and misunderstandings about sex and sexuality from unsuitable sources to young people is a risk that may last a lifetime and be handed down to their children and grandchildren. It has been shown in studies of well-educated young people that the prevalence of sexually transmitted diseases (STDs) and the usage of pregnancy prevention techniques among those who are already sexually active increases when young people have a high level of education (Smith et al., 2017). As a result, the number of adolescent pregnancies and cases of sexually transmitted illnesses are on the decrease.

The romantic connections that teenagers form with one another may have an impact on their educational and labour market outcomes in the future. It is possible that these sorts of encounters will be just as important as their relationships with friends and family for teens and young adults. During this period of transition between childhood and adulthood, there are many physical, cognitive, social, and emotional changes that take place. Adolescence is also characterised by a rise in desire in romantic and sexual interactions, which is a normal component of the maturation process and is associated with the development of sexual maturity.

In the same vainCaltabiano (2008) in his study, found that the average age at first sexual experience has decreased dramatically, especially for women, since the post-war generations, although the fraction of persons who had their first sexual contact before the age of 16 has increased over time. De Rose and DallaZuanna(2013) observed that by the age of 16, males were twice as likely as girls to be sexually active based on the survey conducted in 2010 by their team and this is in contrast to lower rates documented in prior birth allies of the same age.

Despite the fact that juvenile sexual behaviour is considered to be a normal part of development in the western world, the same will not be tolerated in traditional African culture, the challenges and dangers associated with early sexual behaviour, often known as "risky deviance," are frequently emphasised in the literature. According to Zimmer-Gembeck and Helfand (2008), When it comes to adolescents, who are less equipped than adults to cope with the complex emotional processes that accompany sexual encounters, this sensitivity may result in worse academic performance and achievement as a consequence of their heightened sensitivity to these processes. For a number of reasons, including, but not limited to, the following, early sexual participation may be related with lower levels of academic achievement. A large amount of time is spent thinking about or in the presence of persons of the opposite sex (Richards et al. 1998), and the ordinary teenager is subject to emotional upheaval, which may interfere with academic endeavours and cause time to be wasted due to the unforeseen health effects of being sexually active at a young age, such as a greater chance of unwanted pregnancies, abortion, and sexually transmitted illnesses. Becoming sexually active at a young age has the potential to negatively impact adolescents' academic performance (Richards and colleagues 1998, Rector et al. 2003 & Rector and Johnson 2005).

In addition to drug misuse and greater affiliation with deviant peers, other risk behaviours associated with early sexual encounter include the development of minor deviant behaviour and the acquisition of minor deviant behaviour traits (Bingham and Crockett 1996; Rees et al. 2001). The findings of studies on adolescent sexual activity indicate that kids who are involved in romantic partnerships have a higher risk of suffering from depression than youths who do not get romantically involved in relationships. According to other study, however, females had a higher increase in melancholy and a greater decrease in pleasure than boys in response to romantic involvement during adolescence, but boys did not experience these effects (Joyner and Udry (2000)). A study conducted by Hallfors and colleagues (2005) discovered that teenage females who had sex with several partners were more likely to be depressed than their counterparts who had stayed sexually abstinent throughout the course of adolescence. A statistically significant rise in depression was not seen in boys who engaged in sexual activity with several partners, on the other hand.

Individuals who initiate early sexual contact may not be adequately prepared for negative health consequences such as unintended pregnancies or sexually transmitted diseases, according to Larson et al. (1999), nor do they have the emotional skills and maturity to deal with the end of a romantic relationship (O'Donnell et al. 2001; Meier 2003). The findings imply that adolescents who engage in sexual activity at an early age and have multiple partners may experience negative social and health consequences, which may lead to a lack of motivation to pursue academic aspirations.

Similarly to other parts of Africa and the developing world, schools in Nigeria provide important information about health, sexuality knowledge, sexual behaviour and human relations. Schools also play an important role in educating students about how these factors affect their academic performance, particularly among girls and young women. In spite of the fact that a disproportionate number of Nigerian kids still lack access to secondary or even basic education, the educational environment acts as a crucial venue for the transfer of knowledge and skills that may assist prevent adolescents from participating in dangerous behaviours. Young people's reproductive health, understanding of their sexuality as a whole, and understanding of how their sexuality affects their academic performance can all be improved through school-based sexuality knowledge and education, which are two of the most important and widely used methods of assisting them in this endeavour. In this current climate, the essential issue is whether Nigeria is doing enough to influence sexuality knowledge, how it affects sexual behaviour, and the academic achievement of its young people in the country. To investigate the Nigerian experience with school-based sexuality education and sexual

behaviour, as well as the implications of this experience on female secondary school students in the study area, the purpose of this study is to collect data from a sample of female secondary school students in the study area.

Statement of Problem

Compared to past generations, sexual behaviour among young people in Nigeria, and indeed across Sub-Saharan Africa, is radically different than it was. As a consequence, it is vital that young people have access to sufficient knowledge about their sexuality in order to make informed choices. The fact that Nigerian culture is not conducive to open talk about sexuality means that many young people are unaware about the subject, while others are misinformed by their peers, which leads to their engaging in dangerous sexual behaviour that is damaging to their health and overall well-being. That means they are more vulnerable to sexual assault, unplanned pregnancy, and clandestine abortions, which may have a negative impact on their academic performance and even cause them to drop out of school. Sexuality education is aimed at achieving an extensive range of positive outcomes; most of which applies to sexually active youths and youths who are not yet sexually active. Many young people in Nigeria enter puberty and adulthood while being bombarded with contradictory, negative, and confused messages about sexuality. These messages are worsened by shame and silence from adults, such as parents and teachers, who are frequently seen as role models.

Many countries limit public discussion of sexuality and sexual behavior, and societal standards may help to sustain harmful situations like gender discrepancy in sexual relationships, family planning, and the use of modern contraception, among other things. Adolescent sexuality education, according to a large body of data, helps young people develop accurate age-appropriate knowledge and attitudes, as well as skills that promote good values like respect for human rights and gender equality. It also encourages young people to consider social norms, cultural values, and traditional beliefs in order to better understand and manage their interactions with peers, family members, and teachers. It is becoming more evident that providing young people with the knowledge and skills they need to make responsible decisions in their life, especially in a situation where they are being exposed to more sexually explicit content through the Internet and other media. The 2030 Agenda and its global Sustainable Development Goals¹ (SDGs) call for action to ensure that no one is left behind, as well as the realization of universal human rights and gender equality. With the mobilisation of political commitment to achieve goals in education, gender equality, health, and well-being, there is also an important opportunity to scale up existing or new multispectral programmes that provide Sexuality Education to children and young people all over the world, including in developing countries.

Teachers who are well-trained and supported in the delivery of sexuality education programmes in school settings are essential because they provide an important opportunity to reach large numbers of young people with sexuality education before they become sexually active, while also providing a structured environment of learning in which to do so. Out-of-school young people and children in Nigeria should also have access to sexuality education, since they are often the most exposed to misinformation, coercion, and exploitation in the country. Young people who have only received abstinence-only education are less likely to utilise any kind of protection after their first sexual encounter, according to UNESCO (2018), which supports this point of view from the following, cultural and social barriers exist in secondary schools students acquiring sexuality knowledge and extremism behaviour implications especially in the academic performance of female students. Guided by UNESCO position on sexuality education, this forms the nucleus of this study.

Aims and Objectives of Study

The aim of the study will be to investigate the sexuality knowledge and sexuality behaviour: Implication on the academic performance of female secondary school students in Port Harcourt Metropolis. The objectives are:

1. To determine what female secondary school students in the study area think about sexuality education.
2. To ascertain how the knowledge of sexuality education affects the academic performance of female secondary school students in the study area.
3. To examine how the sexual behaviour/indulgence affects the academic performance of secondary school students in the study area.

Research Questions

- A. To what extent does the knowledge of sexuality education affect the behaviour of female secondary school students in the study area?
- B. To what extent does the knowledge of sexuality education affect the academic performance of female secondary school students in the study area?
- C. To what extent does sexual behaviour/indulgence affect the academic performance of secondary school in the study area?

Research Hypotheses

1. There is no correlation between knowledge of sexuality and behaviour of students.
2. There is no correlation between knowledge of sexuality and academic performance.
3. There is no correlation between indulgence in sexual activities and academic performance.

The Significance of this Study

The Significance of this Study is to provide more insight on the manner in which teenagers, especially those enrolled in secondary schools, are educated about sexuality. The students will also be provided with information on the implications of their sexual behaviour on their academic achievement, which will further aid them in making better and more productive choices about their sexual behaviour in order to promote knowledge about the repercussions of students' sexual behaviour and how it relates to their academic performance

Scope of the study

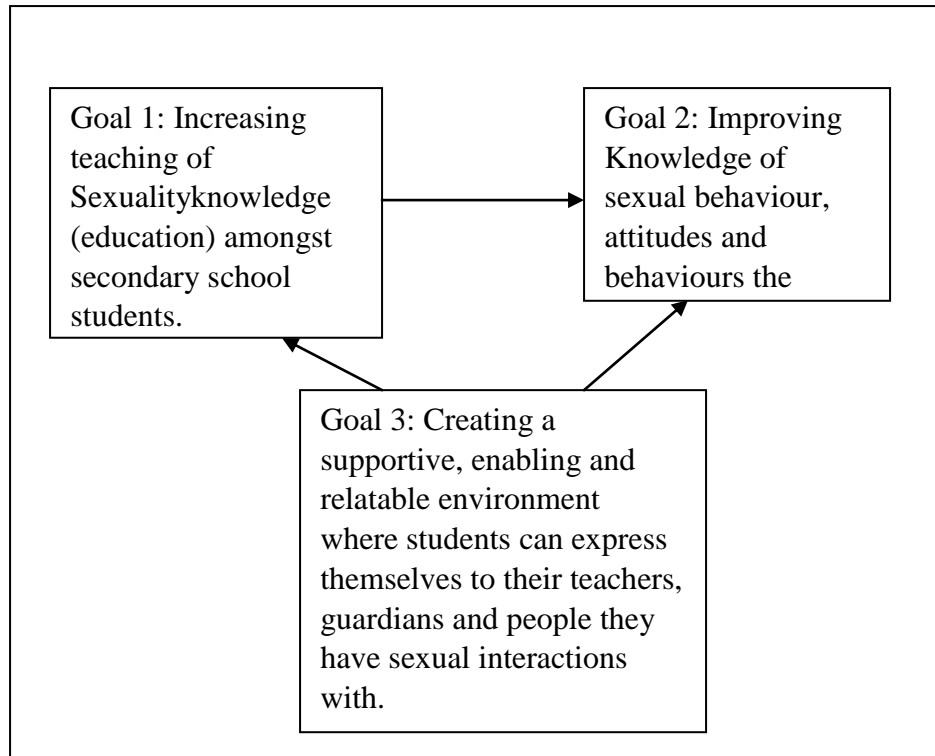
The study will focus on examining sexuality knowledge and sexual behaviour: implications on the academic performance of female secondary school in the study area. In terms of geographic scope, the study will center on sexuality knowledge in Port Harcourt, Rivers state Nigeria while the content scope entails sexual knowledge and behavior, the problems associated with sexuality knowledge and sexual behavior, the effects of modernization by Industrialization, effects of education, and the importation of various cultures alien to Nigeria.

Conceptual Review

The Literature review shall be considered under the following Sub-headings; Conceptual reviews, Theoretical framework and summary of Literature Reviewed

Sexuality Knowledge and Sexual Behaviour in Nigeria

By providing students with information and skills, sexuality education compliments other efforts to provide quality reproductive health in young people, knowledge of sexual behaviour and consequently creates an enabling context that allows young people to practice positive behaviours and consequently improve their academic performance (see Figure 1 below).



Source: SIECUS 2003

According to SIECUS (2003), sexuality education is a lifelong process of learning about one's own sexuality as well as developing attitudes, beliefs, and values about one's own sexuality, partnerships, and intimate interactions with other people. This course covers a wide range of issues, including sexual development and reproduction health, interpersonal relationships and feelings of love and intimacy as well as body image and gender roles. It is vital to emphasise that sexuality education takes into account the biological, social, psychological, and spiritual aspects of sexuality. While growing up and entering adulthood in Nigeria, many young people are exposed to conflicting, negative, and confusing messages about sexuality that may be confusing and debilitating. Adults, such as parents and teachers, who are typically seen as role models, contribute to the spread of these messages by feeling guilt and remaining silent. In many countries, the public discussion of sexuality and sexual behaviour is forbidden, and cultural norms may assist to sustain harmful conditions such as gender inequality in sexual relationships, family planning, and the use of contemporary contraception, to name a few examples. It is generally established that adolescent sexuality education helps young people acquire correct, age-appropriate information and attitudes as well as skills that encourage good values such as respect for human rights and gender equality. Young people may benefit from this programme because it helps them reflect on social norms, cultural values, and traditional beliefs, allowing them to better understand and manage their interactions with classmates, family members, and instructors. Increasingly, the necessity of providing young people with the information and skills they need to make responsible choices in their lives is being recognised,

especially in a situation where they are being exposed to more sexually explicit content via the Internet and other forms of media.

All people everywhere are encouraged to take action in accordance with the 2030 Agenda and its global Sustainable Development Goals¹ (SDGs), which include ensuring that no one is left behind and achieving human rights and gender equality. There is an important opportunity to scale up existing or new multi-sectoral programmes that provide Sexuality Education to children and young people all over the world, including in developing countries, as a result of the mobilisation of political commitment to achieve goals in education, gender equality, health, and well-being. School-based sexuality education programmes are critical because they provide an important opportunity to reach large numbers of young people with sexuality education before they become sexually active, while also providing a structured environment of learning in which to do so. Teachers who are well-trained and supported in the delivery of sexuality education programmes in school settings are essential because they provide an important opportunity to reach large numbers of young people with sexuality education before they become sexually active. Because they are often the ones who are subjected to misinformation, coercion, and exploitation in Nigeria, out-of-school young people and children should also have access to sexuality education. According to the United Nations Educational, Scientific, and Cultural Organization (2018), young people who have only received abstinence-only education are less likely to use any kind of protection following their first sexual experience. It is necessary to have the following characteristics in order to have success with sexuality education, according to the United Nations Educational, Scientific, and Cultural Organization (2018):

- Integrate courses in the curriculum that focus on self-empowerment.
- Provide teachers with appropriate and on-going training in the use of interactive and participatory approaches, as well as in the discussion of topics such as gender equality, sexuality, and human rights.
- Establish linkages between the programmes and environmental protective factors (such as school-based safety programmes, latrines in schools, cash transfers linked to school retention for young women, girls' financial literacy and savings programmes, campaigns against violence, including male-on-male assaults, and other initiatives).
- Make recommendations to health and other services for those who are participating.

In a study conducted in Nigeria by the United Nations, women in secondary school who had reported being sexually active reported that they had not used a condom during their last sexual encounter, and 77 percent indicated that they had not used birth control pills. Furthermore, the study found that among teen couples who do not use any method of contraception, 85-90 percent will become pregnant within one year of starting their relationship. Again, the birth rate among 15- to 17-year-old women in 2007 was 22 births per 1,000 population. Approximately 145,000 young women between the ages of 15 and 17 gave birth, the vast majority of whom had not yet completed high school, according to the data collected. Giving birth when a young woman is still in high school has a negative impact on her ability to graduate from high school, pursue a college degree, and find a rewarding employment once she has finished her education. In 2007, a total of 74 births per 1,000 women between the ages of 18 and 19 were recorded. 8 While a large number of these 300,000 young women have completed high school, having a child significantly reduces their prospects of earning a college degree and a rewarding career. Teen pregnancy has a particularly negative impact on school connection and academic performance because it is a major change in a teenager's life that makes it difficult for her to remain engaged in school and connected in the school community,

resulting in lower grades and higher dropout rates. Every year, nearly half of the 20 million STD cases reported in the United States are reported by female secondary school students. These cases cause worry and emotional distress, as well as sometimes painful symptoms and visits to a doctor or clinic for treatment, all of which can have a negative impact on school attendance and performance in the long run. Intertwined with academic attainment, health disparities are damaging to students' overall well-being. In general, children from lower socioeconomic families do worse academically than their more advantaged counterparts, according to research. Even though health inequalities are varied and deeply rooted in our culture, schools will not be able to enhance academic success until they begin to address these disparities and provide adolescents with the tools they need to thrive in school. A sexual education programme may aid female secondary school students in reducing the majority of academic errors they make and assist them in achieving academic success. Studies have shown that giving young people sexual education while they are in school is helpful to their academic achievement.

Importation of Various Cultures Alien to Nigeria

Considering that the two viewpoints are critical to providing effective sex teaching, an effective sex instruction programme comprises the two key components of information and value. A perfect scenario would have all of the facts and characteristics that make up the basis of sex education in agreement with one another, and they would furthermore complement and complete one another rather than expressing contradictory points of view. For this reason, it is important that both logical facts and social practises that are taught in sex education be presented in sync with one another in order to prevent the student having a fragmented or confusing sex training experience. It should be noted that this is not always the case, as shown by the fact that the emphasis of this article is on the issues that develop when there is disagreement or friction between information and qualities in sex training. Discussed here is the contrast between reality and characteristics, especially when it comes to sex education in Nigeria. A few distinct approaches for coping with these difficulties are then analysed in order to identify their advantages and disadvantages.

In Nigeria and other areas of the world, sex education in schools serves as a realistic reflection of the possible polarisation or, on the other hand, the struggle for knowledge and traits in education at a worldwide level. Taking a close look at the debate on sex education in Nigeria (and, indeed, in many other areas of the world), both at the academic level and in the socio-political circle, it becomes clear that sex instruction is organised within this argument in and of itself. This war continues to encircle and have an impact on the country in which it takes place. An impression is created in the mind of a youngster that his or her sexual education is being guided at the same time by two distinct guardians who are communicating two different wants to him or her. Alternatives include a slew of discourses on sex education, whose substance and technique are constantly caught in the crossfire of disagreements and conflicts that exist between reality and society ideas and practises, or in the centre of both. As a consequence, sex schooling is often utilised as a means of revenge against those who disagree with the establishment.

A great deal of debate concerning sex education, such as how to educate sexuality and how to teach it to children (and particularly what to teach), has been recast in the context of the battle or friction between knowledge and culture, according to some. The teaching of female genital mutilation, which is presently being practised in Nigeria and other African nations, is a great illustration of the divide that exists between knowledge and culture in today's world.

The practise of female genital mutilation, which is commonly referred to in Nigeria as circumcision, has been identified as a dangerous work involving the evacuation or alteration of sections of the

female genital for non-helpful reasons due to the high incidence of infections transmitted by unsterilized cutting materials. The unfavourable conditions under which this training is carried out, as well as the non-experts who regularly oversee these activities, all raise the probability that those who participate in this training may get infected with the pathogen. This, on the other hand, continues to be a solid social practise that is backed by reasons that are not rational in nature. Female genital mutilation is one such theory, which holds that, by lowering the pleasure experienced by women during sex, female genital mutilation would lessen the desire to engage in sexual promiscuity among women in general. Studies have shown something else as well, namely that "the diminished sexual pleasure associated with female genital mutilation may lead women to have several sex partners in the notion that sexual fulfilment would be achieved with one of them..

Since sexuality conversation in Nigeria is especially disruptive, the issue of sexuality is seldom brought up in the framework of public debate or examination, as a consequence of which the subject is often confined to the perimeter of officially sanctioned discussions. They are often described as private when it comes to sexuality and its offices, despite the fact that they are highly acclaimed and admired. The cracking of gourds before a wedding night by females to ascertain whether or not they will have children, for example, is an open expression of sexuality in Yoruba societies. As is the history of their religious practises, the pre-pilgrim history of African and Nigerian social institutions is largely unknown, as is the history of their political systems. What history does exist is only available via Western texts that reflect the interests and predispositions of Westerners, and this is a significant limitation. Nevertheless, the recollections of pre-pilgrim networks suggest that sexuality was removed from regular talks and was only mentioned in arcane words that gave no opportunity for sexual desire or expression, to the point where the language of sex was totally absent from everyday letters. According to the extant documentation, when exercises and conversations on sexuality were done in pre-pioneer Nigeria, the debates and exercises were nearly exclusively heteronormative in character, and only addressed in reference to marriage. For example, the exercises taught in the swelling chambers of Ibibio country, where young ladies were coached in the art of seduction and emotion, as well as advised on how to enhance their genuine profiles in order to speak with their spouses, are examples of this kind of instruction. When it comes to understanding sexuality at that time, the lens of sex is the most frequent lens through which it is seen, with the most prominent genders being male and female, and the relationship between them perceived as determined by power relations. Sexuality and gender were closely interwoven and politicised by the male-dominated party, which was expected to keep control of the monetary means and not be scared by homosexuality, according to the popular narrative.

According to EnoIke's investigation of human sexuality, women in Nigeria were not seen as sexual beings, but rather as reproductive apparatus, rather than as sexual creatures, as opposed to males (which was just permitted in the obligation of marriage as early sex was a no-no). Instead of directing women's focus to the preservation of their virginity until they were married, networks drew women's attention to the skipping of males beyond the confines of marriage in order to draw the attention of visually impaired persons (severe punishments were undermined and regularly applied on the individuals who conceded this standard). The pilgrim period was characterised, for the most part, by a similar legal situation involving sexuality to that of the Christian era. Some of the strategies used to confuse and eventually suppress sexuality and its presentation included the employment of foreign religion and its quirks, among others. In the aftermath of the disruption of neighbourhood networks produced by western influences and authorities, the normally sensitive, diverse levels of venues for sexual exercises that existed in rural Nigeria were destroyed, resulting in relapses in the articulation of sexuality in the community. As a result, males were promoted to positions of leadership, while women were relegated to lower positions that represented the hierarchy of sexual orientation. This

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historical period is particularly notable for the crystallisation of heterosexual partnerships, which served as the lone legitimate articulation of sexual ties throughout this time period.

Theoretical Framework

Ecological Approach hypothesis created by Bronfenbrenner will be used and this is concerned with environmental sectors that have an influence on an adolescent's life such as micro-system, meso-system, exo-system, nano-system and macro-system. Using the Ecological Approach, it deals with the many layers of the environment that are important to a person (O'Connor & Lubin, 1984), as well as the relationships between them. There are a range of environmental systems that have an influence on an individual's quality of life. According to Bronfenbrenner, the microsystem was the first system to be recognised since it comprises tasks that an adolescent is directly engaged with. This includes individuals who are in the immediate proximity, such as parents, teachers, and members of the religious community. The second system, also known as the meso-system is concerned with the connections that exist between the various components that comprise the first system. Some aspects of this evaluation procedure may include things like how teens interact with their families and with their schools as well as how they form friendships. Those items that an adolescent may not come into direct contact with, but which yet have an effect on them regardless of their closeness, are dealt with by the exo-system, which is the subsequent system. These include, for example, the choice of the parents' location of work and the school bus in which their children will go. The macro-system is the fourth and last system in the hierarchy of systems, after the microsystem and the nano-system. Specifically, the macrosystem (as defined by Hook, Watts, and Cockcroft, 2002) refers to the greater framework in which an adolescent matures, which includes laws, cultural beliefs and norms (O'Connor and Lubin, 1984;).

Methodology

The study used survey design and the act of conducting a survey is a field-based activity that involves gathering information from a captive audience in order to represent a larger total (Biereenu, 2006). In order to conduct the research, it is important to collect quantitative data, which can only be accomplished via the use of a survey approach. A representative and knowledgeable sample of the issue was chosen from among the members of the study group to participate in the survey. The purpose of employing this design is to collect data on students' feelings, experiences, and viewpoints about Sexuality Knowledge and Sexual behaviour, as well as their attitudes toward these issues, in line with to the study's objectives.

Population of the Study

A total of two thousand (2000) students were initially selected from five different secondary schools in Port Harcourt Metropolis in Rivers State and a sample of 500 students using multi stage sampling technique were selected for the study based on Taro Yemen. The questionnaire instrument is titled Sexuality Knowledge and Sexual Behaviour: Implications on the Academic Performance of Female Secondary School Students in Port Harcourt Metropolis (SKSBIAPFSSSPHM), and it consists of ten (10) items designed to elicit information on the sexuality knowledge and sexual behaviour and its implications on the academic performance of female secondary school students within Port Harcourt metropolis.

Method of data Analysis

Simple percentages were used in the analysis of the information from the questionnaire and regression analysis was used in analysing correlation between sexual lifestyle and academic performance among the secondary school students. Regression analysis was used to address the first

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research question while the null hypotheses were tested using a T-test at the 0.05 level of significance, whereas the second and third research questions were answered using mean and standard deviation. The decision rule is as follows: agree with an item if its mean is 3.50 or higher, and disagree with an item if its mean is less than 3.50. Accept the null hypothesis if the computed t is less than the critical t, but reject it if the calculated t is more than the crucial t.

RESULT AND DISCUSSION

The results of data analysis based on the three research questions that guided this study are presented in tables according to the individual research questions.

Research Question 1: To what extent does the Knowledge of Sexuality Education affect the Behavior of Female Secondary School Students in the Study Area?

Table 1: Mean Ratings of how the Knowledge of Sexuality Education affects the Behavior of Female Secondary School Students in the Study Area.

Item	How knowledge of sexuality education affects the behavior of female secondary school students	V H E	H E	L E	VL E	Mean	ST D	Remark
1	It aids the reduction of the number of sexual partners	40	2 0	3 0	10	2.90	1.0 5	Positive
2	Lower rates of early, unwanted pregnancy and resulting abortions	30	3 0	3 0	10	2.80	0.9 8	Positive
3	Increased use of contraceptives, especially the use of condoms among youth who are sexually active for both pregnancy prevention and prevention of HIV/AIDS and other sexually transmitted infections (STIs)	10	2 0	4 0	30	2.10	0.9 5	Negative
4	Reduction of sexual activity (postponing the age of first intercourse and promoting abstinence inclusive)	20	2 0	3 5	25	2.35	1.0 7	Negative
5	Lower rates of infection of HIV/AIDS and other STIs	40	3 0	1 0	20	2.90	1.1 4	Positive
	Grand Mean					2.61	1.0 4	Positive

Table 1 shows that item 1 has a positive response with mean and standard deviation of 2.90 and 1.05 respectively. This implies that the knowledge of sexuality education aids the reduction of the number of sexual partners of female secondary school students. Item 2 also have positive response with mean and standard deviation of 2.80 and 0.98; this proved that sexuality education lowers the rates of early, unwanted pregnancy and consequently resulting in abortions. Also item 3 and 4 had a negative responses that increased use of contraceptives, especially the use of condoms among youth who are sexually active for both pregnancy prevention and prevention of HIV/AIDS and other sexually transmitted infections (STIs) and Reduction of sexual activity (postponing the age of first intercourse

and promoting abstinence inclusive) aren't as a result of sexuality knowledge and education with mean and standard deviation of 2.10 and 0.95, 2.35 and 1.07 respectively while item 5 have a positive responses that through sexuality knowledge, the rates of infection of HIV/AIDS and other STIs are minimal with mean and standard deviation of 2.90 and 1.14. Finally, the cluster mean and standard deviation has a positive response with weighted value of 2.61 which is greater than the criterion mean of 2.50. This implies that knowledge of sexuality education affect the behaviour of female secondary school students in Port Harcourt Metropolis

Research Question 2: To what extent does the Knowledge of Sexuality Education affect the Academic Performance of Female Secondary School Students in the Study Area?

Table 2: Mean Ratings of how the Knowledge of Sexuality Education affects the Academic Performance of Female Secondary School Students in the Study Area

Item	How sexuality education and sexuality knowledge affects academic performance	VHE	HE	LE	VLE	Mean	STD	Remark
1	Having sexual partners can affect students attendance to school	40	40	10	10	3.10	0.95	Agreed
2	Increasing students level of truancy in the course of searching for their sexual partners	50	30	5	15	3.15	1.07	Agreed
3	High level of absent mindedness from lessons and school activities due to involvement in sexual activities	20	20	30	30	2.30	1.11	Disagreed
4	Peeping or glimpsing nude pictures disrupts students attentiveness in the class	20	40	20	20	2.60	1.02	Agreed
5	Watching pornographic films distracts students from participating in school activities	40	45	10	5	3.20	0.82	Agreed
6	Frequent absenteeism from social activities in the school	40	30	15	15	2.95	1.08	Agreed
	Grand Mean					2.88	1.01	Agreed

Table 2 shows that items 1 has a positive response with mean and standard deviation of 3.10 and 0.95 that female secondary students having sexual partners can affect their attendance to school, item 2 also has positive response with mean and standard deviation of 3.15 and 1.07 that students' knowledge of sexuality increases their level of truancy in the course of searching for their sexual partners. While item 3 had a negative response that high level of absent mindedness from lessons and school activities does not arise due to involvement in sexual activities with mean and standard deviation of 2.30 and 1.11. While item 4 have positive response with mean and standard deviation of 2.60 and 1.02 that students peeping or glimpsing at nude pictures disrupts students' attentiveness in

the class. Item 5 have a positive response watching of pornographic films distracts students from participating in school activities with mean and standard deviation of 3.20 and 0.82. Also, item 6 has a positive response with mean and standard deviation of 2.95 and 1.08 that students with knowledge of sexuality frequently absent themselves from social activities in the school . Finally, the cluster mean and standard deviation has a positive response with weighted value of 2.88 and 1.01 which is greater than the criterion mean of 2.50. This implies that knowledge of sexuality education affects the academic performance of female secondary school students in Port Harcourt Metropolis.

Research Question 3: To what extent does Sexual Behavior/Indulgence affect the Academic Performance of Female Secondary School Students in the Study Area?

Table 3: Mean Ratings of how Sexual Behavior/Indulgence affects the Academic Performance of Secondary School Students in the Study Area

Item	Personal/psychological factors	VHE	HE	LE	VLE	Mean	STD	Remark
1	Time spent in sexual activities can lower students' intellectual reasoning.	30	40	10	20	2.80	1.08	Agreed
2	Engaging in sexual activities reduces the time students spend to obtain good grades in the school	40	40	10	10	3.10	0.95	Agreed
3	Engaging in sexual activities can affect students' performance in SSCE	20	10	40	30	2.20	1.08	Disagreed
4	Engaging in sexual activities affects students participation in continuous assessment	20	30	20	30	2.36	1.07	Disagreed
5	Engaging in sexual activities makes students brain to be occupied or filled with filths that slows down their cognitive level	30	35	15	20	2.75	1.10	Agreed
	Grand Mean					2.64	1.06	Agreed

Table 3 shows that item 1 has a positive response with mean and standard deviation of 2.80 and 1.08 that the time students spend whilst carrying out sexual activities lowers the students intellectual reasoning, item 2 also has positive response with mean and standard deviation of 3.10 and 0.95 that students engaging in sexual activities reduces the time they spend in respect of attaining good grades in the school. while item 3 and 4 had negative responses that students engaging in sexual activities cannot affect students' performance in SSCE and engaging in sexual activities does not also affect students participation in continuous assessment with a mean and standard deviation of 2.20 and 1.08, 2.36 and 1.07 respectively while item 5 have a positive response that students engaging in sexual activities makes students brain to be occupied or filled with filths that slows down their cognitive

level with mean and standard deviation of 2.75 and 1.10. Finally, the cluster mean and standard deviation has a positive response with weighted value of 2.64 which is greater than the criterion mean of 2.50. This implies that sexual behavior/indulgence affects the academic performance of secondary school students Port Harcourt Metropolis

Result of Test Hypotheses

Hypothesis 1: There is no Correlation between Knowledge of Sexuality and Behavior of Students.

Table 4: Summary of Analysis of Variance (ANOVA) on the extent which the Knowledge of Sexuality Education affects the Behavior of Female Secondary School Students in the Study Area

Source of variation	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	995.017	30	31.481	8.054	.000	S
Within Groups	504.983	170	3.412			
Total	1500	200				

Decision rule: S= significant, $p < .05$ and NS= Not Significant, $p > .05$,

Table 4 shows that there is a correlation between knowledge of sexuality and the behavior of students ($F_{12, 170} = 8.054$, $p < .05$). This indicated that the knowledge of sexuality education affects the behavior of female secondary school students in the study area to a large extent

Hypothesis 2: There is no Correlation between Knowledge of Sexuality and Academic Performance.

Table 5: Summary of Analysis of Variance (ANOVA) on the extent to which the Knowledge of Sexuality Education affects the Academic Performance of Female Secondary School Students in the Study Area

Source of variation	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	227.507	12	18.959	4.942	.000	S
Within Groups	567.772	148	3.836			
Total	795.280	160				

Decision rule: S= significant, $p < .05$ and NS= Not Significant, $p > .05$,

Table 5 shows that there is a correlation between knowledge of sexuality and academic performance. ($F_{12, 148} = 4.942$, $p < .05$). This indicated that the knowledge of sexuality education affects the academic performance of female secondary school students in the study area to a very high extent.

Hypothesis 3: There is no Correlation between Indulgence in Sexual Activities and Academic Performance.

Table 6: Summary of Analysis of Variance (ANOVA) The extent which Sexual Behavior/Indulgence affects the Academic Performance of Secondary School Students in the Study Area

Source of variation	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	162.759	12	13.563	4.206	.000	S
Within Groups	477.229	148	3.225			
Total	639.988	160				

Decision rule: *S*= significant, $p < .05$ and *NS*= Not Significant, $p > .05$,

Table 6 shows that there is a correlation between indulgence in sexual activities and academic performance ($F_{12, 148} = 4.206$, $p < .05$). This indicated that sexual behaviour/indulgence affects the academic performance of secondary school students in Port Harcourt Metropolis.

Discussion of Findings

Table 1 shows that understanding of sexuality education aids in lowering the number of sexual partners among female secondary school students, as well as the rates of early, unwanted pregnancy, which leads in the need for abortions. As a result of sexuality education and awareness campaigns, it was discovered that increased use of contraceptives, particularly condom use among young people who are sexually active for both pregnancy prevention and the prevention of HIV/AIDS and other STIs, as well as a reduction in sexual activity (including delaying the age of first sexual contact and encouraging abstinence) are not a result of increased sexuality knowledge and education. At long last, it was determined that greater sexuality awareness and education may help to lower the prevalence of idiopathic HIV/AIDS and other sexually transmitted illnesses.

In the results, it was discovered that the amount of sexuality awareness and education among female secondary school students in the study area had a substantial influence on their behavior and decision-making. The contact of female secondary school students' bosoms or bottoms, the suspension of female secondary school students who are occupied with sexual wrongdoing, the ordinary creation of shameless or revolting comments about different sexualities, and the teasing of female secondary school students are all results of this. According to Maharjan, Devkota, and Budathoki (2018), early sexual practices among female secondary school students influence their participation in harmful character disciplinary or sexual wrongdoings such as contracting sexually transmitted diseases, making unethical or indecent comments, becoming pregnant, and dropping out of school. All of these activities have an impact on their tutoring or scholastic performance.

Students' awareness of sexuality increases their degree of truancy while they are seeking sexual partners during the course of their search, according to the data in Table 4. Female secondary students' having sexual partners has an influence on their attendance at school. According to the findings of the research, students who are aware of their sexual orientation are more likely to be absent from lectures and school events than other students. Students who peek or look at nude images are also less likely to be attentive in class, according to the findings of the research.

According to the findings of the research, kids who view pornographic films are less likely to pay attention in class. The survey also indicated that students who are aware of their sexuality are more likely to be absent from classes and school events than those who are not.

Students' school attendance and academic accomplishment were shown to be positively associated in the research, with almost 95% of the participants expressing a favorable link between sexual behavior

and school attendance and academic achievement. Given that sexual behavior has an influence on a student's academic performance, the inference is that sexual behavior has the potential to lessen and adversely affect the academic performance of female secondary school students in the study area. The association between kids' sexual behavior and their school attendance and academic success, according to a comparable research, is statistically significant at the 0.05 level of significance as well. A lack of academic accomplishment among senior secondary school students in the study area will continue to be a problem because teenagers engage in sexual behavior that has a consistent or continuous influence on their school attendance.

This study found that sexual behavior/indulgence had a negative impact on the academic success of secondary school students in the study area, as seen by the very high grand mean score of 3.30 obtained in Table.3. Final results revealed that female secondary school students' interest in other school-related activities has been negatively impacted as a consequence of their sexual activity and/or indulgence. It follows that their scholastic execution and academic success as female secondary school pupils in the study area would be affected. Mlyakado and Neema (2014) reveal that understudies' presentation of sexual behavior that has an impact on their support in school activities has the potential to have a major impact on their academic performance.

Summary

Specifically, the research attempted to establish the association between sexuality knowledge and sexuality conduct, as well as the influence of these aspects on the academic performance of female secondary school students in the study area. It was projected to test the inquiry by querying about other inquiries and their comparison predictions in order to attain this.

Completed writing audits were split into the following categories: calculated structure; hypothetical system; survey of experimental examinations; and rundown of survey of linked writing. A self-organized 16-item instrument named "Sexuality Knowledge and Sexual Behavior: Implications on the Academic Performance of Female Secondary School Students in the Port Harcourt Metropolis" was developed to examine the relationship between sexuality knowledge and sexual behavior (SKSBIAPFSSSPHM) (SKSBIAPFSSSPHM) In order to build the SKSBIAPFSSSPHM instrument, a four-point rating scale was employed, with "Very High Extent" (VHE) getting four points, "High Extent" (HE) receiving three points, "Low Extent" (LE) receiving two points, and "Low Degree" earning one point (VLE, 1 Point). The SKSBIAPFSSSPHM instrument was created by the analyst to be arranged for the 500 respondents, and it was executed among (female secondary school students in Port Harcourt metropolis) (female secondary school students in Port Harcourt metropolis). Data gathered from the three experts who approved the SKSBIAPFSSSPHM instrument were dissected in line with the mean and standard deviation to answer the exploratory questions (with a measure mean threshold of 2.5).

The Cronbach Alpha technique was utilized to generate dependability coefficients of 0.748 for the SKSBIAPFSSSPHM instrument, which mandated the use of the instrument for the inquiry. The technique was utilized to get the dependability coefficients of 0.748 for the SKSBIAPFSSSPHM instrument, which mandated the use of the instrument for the inquiry.

The findings indicate that knowledge of sexuality education aids in the reduction of the number of sexual partners among female secondary school students instills in them a sense of responsibility for their actions and prepares them for the consequences. It was also discovered that sexuality education lowers the rates of early, unwanted pregnancy and reduce the number of abortions among female students. Sexuality education knowledge helps in the behavioral modification of female students in

the increase in the use of contraceptives pills and condoms among sexually active students of both sexes.

This study found that female secondary students having sexual partners may have an impact on their attendance at school, and that students' understanding of sexuality increases their degree of truancy while they are seeking for their sexual partners; that students' absenteeism from classes and school activities is caused by their participation in sexual activities, and that students' peeping or glimpsing at nude photos causes them to lose their concentration in class. Also students are distracted from engaging in school activities while they are watching pornographic videos. Additionally, adolescents who are aware of their sexual orientation are missing from social events at their school on a regular basis. As a result, female secondary school students who watch explicit movies are distracted from participating in school activities, and their level of inattentiveness from exercises and school activities is elevated as a result of their participation in sexual exercises. Furthermore, having sexual accomplices can influence female secondary school student's participation in class activities, but participating in sexual exercises cannot influence female secondary school students. Taking part in sexual activities reduces the amount of time understudies spend in school to obtain passing grades, and peeping or witnessing bare pictures disturbs students' mindfulness in the classroom.

That sexual behavior/indulgence has a negative impact on the academic achievement of secondary school pupils in the study area. In the end, it was discovered that female secondary school students' interest in other school activities is reduced as a result of their sexual behavior/indulgence. This, in turn, has an impact on their scholastic execution and academic performance as female secondary school students.

Finally, we discovered that sexuality knowledge and education do not result in a reduction in sexual activity (including postponing the age of first encounter and promoting abstinence), and that through sexuality knowledge, the rates of HIV/AIDS and other STIs infection among female secondary school students in the Port Harcourt Metropolis are kept to a bare minimum. In the same line, we observed that understanding of sexuality education affects or influences the scholarly exposition, sexual behavior on the part of students in the Port Harcourt Metropolis

Conclusion

In the present study, it was observed that there is a statistically significant relationship between sexuality knowledge and sexual behavior, as well as academic achievement, among female secondary school students in the study area. It is important to note that one of the factors that contribute to the well-being of teens is their degree of educational accomplishment, which is discussed more below.

According to the findings of the study, students' sexual behavior (such as viewing pornographic films, peeping or glimpsing nude photographs) has an impact on their school attendance, absent mindedness, truancy, and absenteeism, all of which have a negative impact on their ability to pay attention in class and learn.

Moreover, students' capacity to recall what they had learned, to interact in class, to reason intellectually, and to participate in school activities were all negatively impacted by their sexual behavior, which resulted in increased uncertainty, uneasiness, and shyness. According to study results, female secondary school students' academic performance has been found to be highly impacted by their sexual knowledge as well as their sexual behavior. There is a statistically significant relationship between students' knowledge of sexuality and their behavior, and there is a relationship between students' understanding of sexuality and their academic achievement as well. Last but not least, according to the conclusions of this study, there is a relationship between sexual indulgence and academic achievement. Results obtained by testing the three null hypotheses, each of

which was placed at the 0.05 threshold of significance, supported these conclusions even further, confirming them.

Recommendation

Based on the findings of the study the following recommendations were made:

1. Teachers, parents, and the larger community must all work together to properly raise children who will grow up to be responsible members of society. In this context, sexual and reproductive health education is required, and it should be delivered via a variety of human interactional possibilities, such as the family, school, playgrounds, churches, and other venues of worship.
2. Educational institutions' counseling and guidance systems should be strengthened to the point that they can carry out activities that will assist students in getting the most out of their school experiences. Students might find themselves into serious trouble when they don't have access to a support system or an assistance network. They do not have access to resources where they may seek assistance when they are anxious, sad, or unsure of what to do in a certain situation.
3. Nigeria has to reconsider its education system as a whole, and the country should make significant investments in human capital. The implementation of a sexuality education curriculum in schools should be prioritized as a matter of urgency. Depending on the levels of the learners, the levels of instruction should be divided into smaller groups, with each group including information that informs the learners about the fundamentals of sex and sexuality topics.
4. School-based peer education should be introduced, and where it currently exists, it should be enhanced, in order to encourage students to share their experiences and educate themselves on a variety of topics, including sex and sexuality. It is important for peer groups created in schools to have defined targets and objectives to attain at various stages of their operation.
5. Schools have a vested interest in keeping students healthy: by doing so, they may assist students in achieving better grades and achieving their academic objectives.
6. Students who are pregnant or who have had sexually transmitted infections (STIs) or HIV confront significant impediments to academic performance; yet, institutions have the chance to assist students in avoiding these difficulties. Schools should implement a comprehensive sex education program me, which will benefit students in protecting their sexual health while also promoting their academic accomplishment in a productive manner.

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