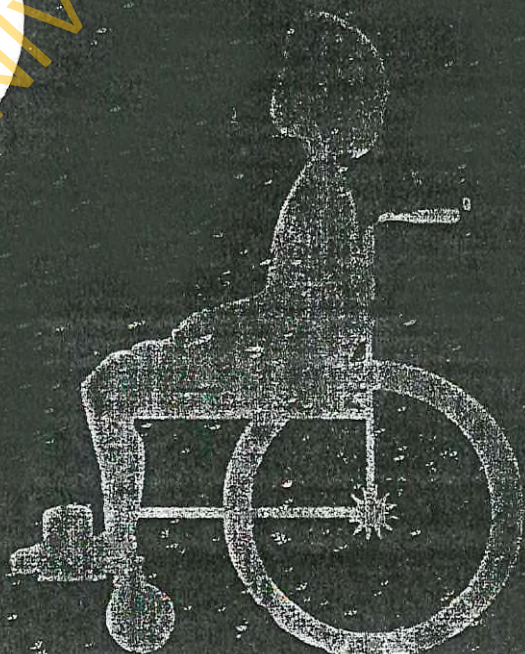


Journal of Special Education

Vol. 12, No. 1, July, 2014



Journal of the Department of
Special Education,
University of Ibadan

Journal of Special Education

Vol. 12, No. 1, July, 2014

Journal of the Department of Special Education, University of Ibadan

UNIVERSITY OF IBADAN LIBRARY

Journal of Special Education

Vol. 12, No. 1, July, 2014

Journal of the Department of Special Education, University of Ibadan

Editorial Board

Editor-in-Chief

Prof. Ikechukwu A. Nwazuoke
Department of Special Education
University of Ibadan

Editor-in-Chief

Dr. Julie Onwuchekwa
Department of Special Education
University of Ibadan

Business Editor

Dr. Ayo Osisanya
Department of Special Education
University of Ibadan

Associate Editors

Dr. G.A. Adelodun
Department of Special Education
University of Ibadan

Dr. O.O. Isaiah

Department of Special Education
University of Ibadan

Esther Oyefeso

Department of Special Education
University of Ibadan

Consulting Editors

Prof. Yemi Idowu

Department of Guidance and Counselling
Faculty of Education
University of Ibadan

Prof. I.J. Ihenacho

Department of Special Education
and Rehabilitation Sciences
University of Jos

Prof. K.O. Usman

Provost
Federal College of Education
(Special) Oyo

Prof. Moji Oyebola

Department of Special Education
University of Ibadan

Prof. Therese M.S. Tchomebe

Department of Education Psychology
University of Buea
Buea, Cameroon

Journal of Special Education

Vol. 12, No. 1, July, 2014

Journal of the Department of Special Education, University of Ibadan

Editorial

THE SALAMANCA DECLARATION AND THE PRACTICE OF INCLUSIVE EDUCATION IN NIGERIA

Placement options open to children with special needs varied overtime to conform to prevailing notions and regulations in the education sector in any given era. In June 1994, United Nations Educational, Scientific and Cultural Organisation (UNESCO) held a world conference on Special Needs Education in Salamanca, Spain. In its article 18 of the Resolutions known today as SALAMANCA DECLARATION, UNESCO took the strong position that INCLUSIVE EDUCATION should be floated for all children with disabilities. Nigeria was one of the signatories.

In its purest form, inclusion was meant to alter existing structures in the regular school system particularly structures linked to placement option, curriculum modification, pedagogy, materials, space and the total environment. Now, 22 years after the Salamanca Declaration, Nigeria's story about Inclusive Education is a tale of paradoxes. In our seemingly many departments of Special Education in Nigeria, inclusive education is increasingly the subject of putative intellectual discourse. Most of the writing and projects focus more on inclusive education but less on inclusive practice. Perhaps, the reason for all this is not far to fetch. There is no department of Special Education in Nigeria known to this journal that teaches Inclusive Education as a course. Yet, the various Special Education Departments have had cause in the last couple of years to review their curricula and none so far deemed it fit to run a programme on Inclusive Education. In some parts of the world, Inclusive Education is run as a Department. Kennesaw State University in Down town Atlanta, Georgia State, USA, has a well established Department of Inclusive Education. Did I hear somebody say that is an opportunity to create jobs for professionals.

There are claims by private providers of education in Nigeria that they have successfully mounted inclusive schools. If this Journal may ask: what qualified those schools as inclusive? Was inclusiveness determined by the presence of children with special needs or the appropriateness of instructional procedures in place or the modification of existing curriculum, etc? Have professionals in the field monitored any of the facilities? In other words, are there monitoring mechanisms in place to ensure best practices?

There are more questions than answers. This Journal hereby challenges our many erudite professionals in Nigeria as well as our Heads of the various Departments to design a curriculum for Inclusive Education in our Colleges and Universities. The time to do so is NOW!

Ikechukwu Ambrose Nwazuoke, *Ph.D*
Professor of Gifted Education
Editor-in-Chief

Journal of Special Education

Vol. 12, No. 1, July, 2014

Journal of the Department of Special Education, University of Ibadan

Contents

Psychotherapeutic Effects of Music Strategy on Communication Skill of Autistic Pupils in Oyo and Lagos States, Nigeria <i>Osiki, Jonathan O. and Oyundoyin, Bolanle Misitura</i>	1
Effect of Rehabilitation Exercise Programme on Posture Related Disorders in Children with Hearing Impairment <i>Osunrinade, I.N. and Oladipo, I.O.</i>	19
Supportive Rehabilitation for Persons with Intellectual Disability <i>Oladimeji Oyeyemi</i>	29
Accommodation Services for Higher Education Students with Learning Disabilities <i>Abiodun Adewunmi</i>	39
Mnemonic Instruction as an Effective Strategy for Students with Reading Disabilities <i>Lazarus, Kelechi Uchemadu</i>	51
Student and Parent Factors as Determinants of Sexual Risk-Taking Behaviour Among Gifted Adolescents in Ibadan, Oyo State, Nigeria <i>Adelodun, G.A. and Salako, A.A.</i>	65
Motivating Academically Underachieving Gifted Students: Possibilities for Teaching and Learning <i>Fakolade, Olufemi Aremu</i>	73
Examining the Success of Millennium Development Goals (MDGs) in the Improvement of Quality of Life of Persons with Special Needs in Nigeria <i>Isaiah O. O. and Popoola Oluwasesan</i>	79
Importance of Early Identification and Intervention on Hearing Loss Among Nigerian Children <i>Muhammad Hamma</i>	87
Efficacy of Assistive Technology on Secondary School Students with Hearing Impairment Achievement in Social Studies <i>Aderibigbe, Samson Akinwumi, Inyango, Muartina Ongbonya and James, Daniel Daniel</i>	93
Societal Attitude Towards Education and Employment of Persons with Visual Impairment in Ibadan, Nigeria <i>Okoli, Bibiana Ifeoma and Nwazuoke. Ikechukwu Ambrose</i>	99
Personnel, Fund and Market Viability as Factors Affecting the Publication of Learning Materials for Inclusive Education in Nigeria <i>Igudia, Osarobu Emmanuel and Akungbe, Clement</i>	109
Strategies for Developing Creative Thinking in the Classroom <i>Salaudeen, G. O.</i>	123

Student and Parent Factors as Determinants of Sexual Risk-Taking Behaviour Among Gifted Adolescents in Ibadan, Oyo State, Nigeria

Adelodun, G.A.

dradelodun2@gmail.com

and

Salako, A.A.

adebayoadeyinka4real@gmail.com

Department of Special Education
Faculty of Education, University of Ibadan

Abstract

The study investigated how student and parent factors could determine sexual risk-taking behaviour among gifted adolescents in Ibadan. The emerging sexuality that accompanies adolescence poses fundamental challenges for young people. The study adopted a descriptive survey research design. Purposive sampling technique was used to select a total number of one hundred and twenty gifted adolescents out of those identified to be gifted in ten Senior Secondary Schools that were randomly picked in Ibadan. Data were analysed using t-test. The result of the first hypothesis revealed that the calculated value t_{cal} of 2.765 is greater than the table value t_{tab} of 1.966 at 0.05 level of significances with degree of freedom of 198. This implies that there is a significant difference in the sexual risk-taking behaviour of male and female gifted adolescents. The findings of the second hypothesis revealed that the mean score of 2.2570 was recorded for gifted adolescents whose parents have low educational attainment while 1.8900 was recorded for those whose parents are highly educated. The implication of this is that there is a significant difference in the sexual risk-taking behavior of gifted adolescents based on their parents' educational attainment. Based on these findings, it was recommended that public enlightenment must be given on sex education because majority of our people still believe that it is a taboo to expose young children to sex education.

Keyword: *Student factor, Parent factor, Sexual risk-taking behaviour, Gifted adolescent.*

Introduction

Undoubtedly, Adolescence is one of the significant stages of development as it marks the beginning of transition from childhood to adulthood. It is a period when one sees young people take on new roles, responsibilities, and identities. It is a period of life

that is full of basic changes when young people attempt to obtain autonomy from their parents or guardians. According to Falaye and Prabo (2013), there is no standard age range for defining adolescence. They submitted that individuals can begin adolescence earlier than age 10, just as some aspects of adolescent development often continue past the age of 18. Akinboye (1997) is of the opinion that adolescents may be said to fall within the years of 12-21. He stressed that the Nigerian constitution puts adolescent at age 12-18 years. The age of 18 in the Nigerian context is, when the adolescent can exercise voting right. Asia (2004) is of the opinion that adolescence is a period of opportunities, as well as challenges, which may result in diverse experiences. These experiences can be very traumatic and often lead to participation in high-risk sexual behaviour. It is a period characterised by physical, psychological and social changes and maturation. It is also called a period of stress and storm (Hall, 1904), a period when society sends mixed signals to its youngsters, resulting in confusion, frustration, despair and risk-taking behaviour. Rodgers (1999) pointed out that the consequences of high sexual risk-taking behaviours can be negative and lifelong. As noted by Falaye (2004), Adolescent premarital sexual activities are certainly becoming an issue of social health concern.

Akinade and Sulaimon (2005) opined that sexual and social behaviour, individual attitudes and behaviour on sexual issues include individual preference for sexual act such as masturbation, kissing or sexual intercourse. Meeker and Ahmed (1999) posited that the rapid expansion in education has led to increasing association in the public mind between the premarital sexual activity, child bearing and school dropout. They went further to say that teenage pregnancy is a sort of an unwanted pregnancy which is mostly rampant among teenagers of 13 to 19 years of age who are not yet prepared for motherhood. Sexuality behaviour can be traced to many factors in the society among which is the home. Onyejiaku (2001) stressed that a child grows and matures while s/he spends most of his or her early years with the parents and this period is invariably influenced by whatever happens in the family as s/he naturally regards the family as her/his reference group and the siblings in the family as the significant figure.

Cooksey (2002) asserted that sexual networking are various attempts made by the adolescents to initiate their age groups to sexual activities; such sexual initiation includes adolescents friendship, teenage dating, relationship and experimentation. Makinde (2007) pointed out that gifted adolescents are exposed to lots of questionable sexuality risk through electronic and print media.

Researches have shown that so many scholars have worked on factors that determine sexual risk-taking behaviour among gifted adolescents. However, none known to the researcher has ever considered the influence which the home from where these gifted adolescents are being raised and their colleagues in schools could have on their sexual life. In actual fact, this is the major reason which prompted the researchers to look into student and parent factors as determinants of sexual risk-taking behaviour among gifted adolescents in Ibadan.

A question that readily comes to mind is "given the various complicating factors that the highly gifted face, how can parents help their adolescents have a healthy, positive attitude about sex and teach them to make responsible, appropriate choices for themselves?" Parents should not wait till the adolescent stage before they teach their gifted adolescents what they want them to know. At adolescence, it is practically their developmental job to reject

whatever the parents have to say. As with all other topics, highly gifted children begin to learn about sexuality from birth on. Parents are to teach the gifted adolescents their personal values when they are young – not just what they believe but why they believe it. What do the parents want to teach them about relationships, intimacy, gender roles, sexual orientation, masturbation, and privacy? Infants and toddlers will learn about love and closeness from the parents when the parents hold them, respond to them, and care for them. They will learn about trust and communication from the parents. This may seem simple, but it lays an important foundation for future adult relationships. In addition to the above, Kuponiyi and Arogundade (2010) advised parents to guide their highly gifted adolescent toward sexual health in the following ways:

- (a) Preschool Children are very curious. They advised Parents to make themselves approachable. When children ask questions that are sexual in nature, they should reward them by answering in a respectful and honest way. Parents should assure their children that their homes are places where questions and concerns can be shared. If they learn this lesson very early in life, they will be more likely to share critical issues with the parents in their adolescence.
- (b) Highly gifted adolescent school age students want more complex information about things like reproduction, birth, and death. They have probably heard about HIV and other diseases. When they ask questions, parents should listen carefully to determine what they really want to know. They may be seeking concrete examples or their parents' point of view about more abstract concepts. Adolescents should be spoken to about pregnancy, disease, condoms, and birth control. Research has shown that giving young people honest information about sex does not promote early sexual activity.
- (c) When parents notice puberty commencement, they should endeavour to keep the lines of communication open between them and their children. This will likely become more and more difficult, but it is important that s/he feels that it is still safe to bring questions and concerns to the parents.
- (d) Talking with adolescents about sex may be challenging for both the parent and the teen, but as long as the parent knows that they will listen to him or her, he should use the time to continue to share his or her values and give them clear messages about his beliefs and expectations.

Asia (2004), while discussing how student factor determines sexual risk-taking behaviour among gifted adolescents, shared the experiences of some gifted adolescents while in the school. He started with the story of a Mathematics Ph.D candidate. The Ph.D candidate shared that he was the classic “nerd” throughout middle school and high school. According to him, old during that time, the girls he was attracted to ignored him. He felt very cut off from the dating scene of his classmates. His parents tried to encourage him to date, but he felt humiliated by their gestures. The parents' concern about his lack of dates made him even more self-conscious. He spent his weekends pursuing his hobbies of remote control airplanes and computer game programming. From the outside, it would appear that he had no interest in dating or sex. The reality, he says, was that sex was all he could think about in those years. He just had no outlet to explore or express it. For him it was more about geography than any real delay in his development. When he went to college and met girls who were interested in him, he felt that he was finally catching up, finally on track with his sense of himself.

Asia (2004) stressed further that highly gifted high school students who felt socially isolated in elementary and middle school have talked about discovering sex as a new, intense way to finally connect with other people. According to Asia (2004), a 20 year old highly gifted young man said that when he went away to an early entrance college programme at 15, he finally knew what it was really like to have true peers adding that sex was one of the ways that the students all related to each other.

Asia (2004) also narrated the story of a quiet and studious gifted young woman who explained to him that through her open sexuality in high school, she attracted classmates who had previously ignored her. She described the experience as validating and empowering.

Statement of the Problem

Undoubtedly, Adolescence is one of the most critical stages of human development as it marks the onset of transition from childhood to adulthood. It is a period characterised by physical, psychological and social change and maturation. No wonder, during this period, sexual risk-taking behaviour is usually prevalent most especially among gifted adolescents. Gifted adolescents, premarital sexual activities has been noted to be on the increase and are certainly becoming an issue of social health concern in the society. Gifted adolescents have been found to have preference for sexual acts such as masturbation, kissing as well as sexual intercourse (Akinade and Sulaimon, 2005).

While it is difficult to ascertain the numbers of consequences it has caused among the Nigeria adolescents, very little has been done by the researchers to ameliorate the problem. This is the major reason that has prompted these researchers to examine how student and parent factor could determine sexual risk-taking behaviour among gifted adolescents in Ibadan, Oyo State. It is believed that the findings from the present study would give a clue to how the problem of sexual behaviour that is rampant among the Nigerian gifted adolescents could become a thing of the past.

Purpose of the Study

This study is to examine how student and parent factors could determine sexual risk-taking behaviour among gifted adolescents in Ibadan, Oyo State, Nigeria.

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

- (i) There is no significant difference in the sexual risk-taking behaviour of male and female gifted adolescents.
- (ii) There is no significant difference in sexual risk-taking behaviour of students whose parents are of low educational attainment and those whose parents are highly educated.

Methodology

Research Design

The study adopted a descriptive survey research design of correlational type. This is because the researchers are not interested in manipulating any variable of interest.

Population

The population for this study comprised all the gifted adolescents in the senior secondary school two (SS II) used for the study in Ibadan, Oyo State.

Sampling Technique and Sample Size

The sample for the study comprised one hundred and twenty gifted adolescents (120). Purposive sampling technique was used to select the samples. Simple random sampling technique was used to select the ten senior secondary school two (SS II) used for the study in Ibadan, Oyo State. Twelve gifted adolescents were randomly selected from each school. The selection of the samples was based on teacher and peer nominations as well as the use of Slossan Intelligent Test.

Instrumentation

The researchers of this study made use of three instruments. The first instrument was Slossan Intelligence Test which was used to screen the gifted adolescents that were qualified to be used for this research. The remaining two instruments were prepared and developed by the researchers. One of the two is Sex Education Questionnaire (SEQ) while the second one was Sexual Risk-taking Behaviour Scale. In order to ensure the validity and reliability of the instruments, they were given to experts in the field after which twenty of them each were used for pilot testing in five senior secondary schools in Ibadan that were not part of the schools used for the real study. The pilot testing was done by administering four of each of the instruments in five senior secondary school two (SS II) that were not part of the schools used for the real study. A reliability coefficient of 0.72 was obtained using test-retest method.

Method of Data Analysis

The t-test was used to determine the differences among the group which were male and female gifted in-school adolescents. The t-test was also used to determine the differences of sexual risk-taking behaviour among parents with low educational attainment and those parents who are highly educated.

Result

H_{01} : There is no significant difference in the sexual risk-taking behaviour of male and female gifted adolescents.

Table 1: The test of differences in sexual risk-taking behaviour of male and female gifted adolescents

Variables	N	Mean	SD	IF	T-Cal	T-tab	P
Male	60	3.465	0.63241	198	2.765	1.966	0.05
Female	60	3.755	0.64632				

The table above testing the significant differences between male and female gifted adolescents on sexual risk-taking behaviour shows that the calculated value t-cal of 2.765 is greater than the table value t-tab of 1.966 at 0.05 level of significance with degree of freedom of 198. The hypothesis raised was not accepted. This implies that there is a significant difference in the sexual risk-taking behaviour of male and female gifted adolescents.

H_{02} : There is no significant difference in the sexual risk-taking behaviour of students whose parents are of low educational attainment and those whose parents are highly educated.

Table 2: Test of differences of Sexual risk-taking behaviour based on parental educational level.

Variables	N	Mean	SD	DF	T-Cal	T-tab	P
Parents with low educational attainment	60	2.2570	1.06021	198	2.014	1.894	0.05
Highly educated Parents	60	1.8900	1.02652				

The analysis of result presented in table 2 shows that the calculated value t-cal 2.014 is greater than the table value t-table of 1.894 at 0.05 level of significance with 198 degree of freedom. Since t-cal is greater than t-tab, the null hypothesis raised which states that there is no significant difference in sexual risk-taking behaviour of gifted adolescents based on their parents' educational level was not accepted. Therefore, it can be concluded that there is significant difference in sexual risk-taking behaviour of gifted adolescents based on their parents' educational level.

Discussion of Findings

Hypothesis one states that there is no significant difference in the sexual risk-taking behaviour of male and female gifted adolescents. The result of this hypothesis revealed that the calculated value t-cal of 2.765 is greater than the table value t-tab of 1.966 at 0.05 level of significance with degree of freedom of 198. The implication of this is that there is a significant difference in the sexual risk-taking behaviour of male and female gifted adolescents. In other words, one can conclude that females are more exposed to sexual risk-

taking behaviour than males. This is in line with the findings of Somani (2009) that unwanted pregnancy is very rampant among gifted female adolescents who are not capable of being effective mothers.

Hypothesis two states that there is no significant difference in the sexual risk-taking behaviour of students whose parents are of low educational attainment and those whose parents are highly educated. The mean score of 2.2570 was recorded for gifted adolescents whose parents have low educational attainment while 1.8900 was recorded for those whose parents are highly educated. The implication of this finding is that there is significant difference in sexual risk-taking behaviour of gifted adolescents based on their parents' educational attainment. This finding corroborates that of Freeman (2012) who discovered that parents whose educational attainment were very low could not give proper sex education to their children and the children later grew up to become highly promiscuous than those children whose parents were highly educated.

The finding is also consistent with that of Makinde (2007) who found out that adolescents whose parents are highly educated are more exposed to lots of questionable sexual education through electronic and print medias. On the internet, they browse pornographic websites, they watch pornographic or blue films on the television screen and read sensational novels and magazines which induce them to practicalise what they read about or see without considering the repercussion.

Conclusion

Many parents find it difficult to acknowledge their adolescent's emerging sexuality. Yet they are the very people who can be most influential in guiding their teen towards a positive adult sexuality. In any family, this emergence can be quite a challenge. For families with highly gifted adolescents, however it can be especially confusing. Some characteristics innate to the highly gifted can complicate an adolescent's developing sexuality. The findings of this study will engender adolescents to take appropriate and responsible decisions when faced with the pressures of coping or managing social challenges; academic and career choices, sex and peer related pressures, bearing in mind that the choices they make today will have a very great impact on their future.

Recommendations

The study makes the following recommendations:

- (i) It is recommended that school psychologists and school Guidance Counsellors should always organise group sex education and counselling for female students especially the senior secondary school ones.
- (ii) Parents whose educational attainment are very low should always employ the services of their family members, friends, well wishers and school authorities who are highly educated to give their gifted adolescents necessary counselling and sex education that they need.
- (iii) There is need for public enlightenment on sex education on the radio, television, churches and mosques and other places where adolescents could be found so that at least those who are not adamant sinners among them would desist from promiscuity.

References

- Akinade, E.A. and Sulaimon, A.B. (2005). *Sexuality Education and Couple Guidance* Lagos Babs Olatunji Publishers.
- Akinboye, J.O. (1997). *Adolescents Personal Data Inventory (APDI)*. Ibadan: Maritime Printers and Mail. P.A. 13.
- Asia, I. (2004). *The adolescent and sexual health*. Unpublished Master's thesis. University of Stellenbosch, Stellenbosch, South Africa.
- Cooksey, E.A. (2002). "Friendships and Early Relationship, Perspective Sex Reproductive Health". *International Journal of Education Research*, 3 (1), 130.
- Falaye, A.O. (2004). Predictive Factors influencing the sexual behavior of some Nigerian adolescents. *IFE Psychology*, 12 (2), 17-26.
- Falaye, A.O. and Prabo, S.C. (2013). Effect of Logotherapy on Sexual Risk-taking Behaviours School Adolescents in Rivers State, Nigeria. *Ibadan Journal of Educational Studies (IJES)* vol.10, (1), 53-61.
- Freeman, M. (2012). HIV/AIDS in developing countries: Heading towards a mental health and consequent social disaster? *South African Journal of Psychology*, 34(1), 139-159.
- Gbadere, B.A. (1999). *Psychology of Development*, Ibadan: Olu Akin Press.
- Hall, G.S. (1904). *Adolescence*, Englewood Cliffs, and N.J: Prentice Hall.
- Hornby, A.B. (2001). *Oxford Advance Learner's Dictionary of Current English*, English, Oxford University Press.
- Kuponiyi, Y.A. and Arogundade, (2010). Premarital Sexuality and Teenage Pregnancy among Teenagers. *Official Publication of Counselling Association of Nigeria (CASSON) Lagos Vol. 3 (1) pp. 120-130*.
- Makinde, B.A. (2007). "Social Environment, Sexual Networking and Adolescents Heterosexual Relationship in Lagos Metropolis" *International Research of Education Research* 3 (1) 127-134.
- Meeker, D.A. and Ahmed, G.S. (1999). "Pregnancy Related School Drop-out in Botswana" *Population Studies* 53 (2), 195-210.
- Onyejiaku, F.A. (2001). *Career Guidance and Counselling Services in School*. Lagos: Vita Nasco and Co-Publishers.
- Rodgers, K.B. (1999). Parenting Processes related to sexual risk-taking behaviours of adolescent males and females. *Journal of Marriage and the Family*, 61, 99-109.
- Somani, S. (2009). In search of meaning. *PM Network*, 23(II), 25.