

**EDUCATING BIOLOGY STUDENTS ON HEALTH CONCOMITANTS
OF SEX FOR VALUE RE-ORIENTATION IN
MORAL CHARACTER**

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Abstract

The study investigated educating biology students on health concomitants of sex for value re-orientation in moral character. However, to guide the researchers in the study three research questions were formulated and relevant literature was reviewed. Descriptive survey research was used with the population of five thousand biology students in all the secondary schools in Anambra State under the management of Anambra State School Services Commission (PPSSC). The researchers used structured questionnaire as an instrument for data collection. Purposive sampling was used. The questionnaire adopted five points likert scale. The researchers used arithmetic mean with decision point of 3.00 to answer research questions. From the result of the data analyzed, it was found that majority of the items are accepted as health concomitants of sex on which biology students in boys schools can be effectively counseled for moral character. On the other hand, many others were rejected. Results were discussed and recommendations offered, conclusion is that, there are many concomitants of sex in which biology students can be effectively counseled for moral character.

Introduction

Biology, a study of living things (Udoeze, 2008) is an all important subject of study in school. It prepares students for responsible citizenship. Accordingly it provides them with requisite skills and ideology that make for individual and collective development. National growth/emancipation is anchored in biology as a curriculum. In any case, achieving societal growth and national development through biology dwells largely on the attitudes of the students or products of the curriculum. The moral character of these students and products of biology come into play.

Invariably with desired moral character of positive attitudes to life and concomitant of life. The onerous important of biology will be invoked to

achieve national growth. The said importance of biology is various and varied. It is infact too vast to put down in a single paper. For instance, the knowledge of biology acquaints one *abinisio* with life processes he undergoes as a living entity. This primary knowledge of oneself is very significant as knowledge of the environment.

Hence, the movement one makes is a life process that puts together different pictures of the body like muscle working like a machine. In this man sees and understands how he is able to change position and location of one stance or the other. Reproduction as a process of producing young ones or offspring of the like of the parents (Chikeobi, 2015) brings into focus, various issues of sexuality mating an embryology. Various involvement of sex and concomitants of sex are brought into limelight with the study of biology. The essence of feeding and moralities of feeding is yet an

important aspect of biology. Hence why does one feed, what will he feed on and how does he feed. How does the feeding go and what are the processes involved. Response to stimuli is uncompromisingly important and onerous to existence and wellbeing of man. In this what things sensitize man? How do they sensitize him and how does he react to them?

For man's growth what does it imply and how does it come about? In this he comes to learn the cells of the body and protoplasm of his making. Man today hardly wonders or imagines what he will go through if he takes in material substances and nothing goes out of him. He does not purse and wonder at this because excretion as a process lives with him. All this is biology. In this he perceives how waste leaves him which includes gases, liquids and solids. Similarly man lives in voluntarily with exchange of gases between him and his environment. Thus, he avoids suffocation. This can directly and indirectly affect man's perception of the phenomenon of respiration. Even the issues of death and emaciation (Chikeobi, 2007) are too known to man to be talked about further. All these are of the knowledge of biology and character of man as a function of its perception and interpretation of his person in relation to life in the total environment of his.

In consideration of the biology student as an important personality of promise for national development, there is cause for his health to be jealously protected and guided. One fundamental aspect of health that would devastate biology students and incapacitated him from contributing amiably to societal growth

is sexuality and sex (Chikeobi and Ezumezu, 2002). This is in respect of the health concomitants of sex. Their protection in this note lies to large extent in counseling them for moral character.

Health concomitants of sex are replete,(Oguaju, 2009). They include sexually transmitted infections, much as some of these infections are known to the students, they known to be the students perhaps some are known to be notorious e.g. HIV/Aids, gonorrhoea, very many may not be well known to them e.g. syphilis, herpes among many others. Even the ebola virus is also sexually transmitted. Obviously not many people are away that hepatitis B virus which does man more harms than HIV and ebola is also sexually transmitted. It transmits faster than HIV and transmits as widely as ebola. Hence mating as well as kissing and every body contact endanger one to hepatitis B virus infection. For today medical science has no cure for Hepatitis B but only manages it to prolong life. This of course is to a very exorbitant cost. Costs that are unaffordable to very many persons, to this invariably is a dead sentence. Away from infection, unwanted pregnancy can erupt from sex and pregnancies normally goes with lots of health challenging risks for examples hemorrhage at delivery/abortion can cause death. Bridge status of fetus can cause death, errors of mishap by medical practitioners can maim and cause death. Then obstructed labour and placenta preview can also cause death. Away from health matters, socially students are stigmatized, drop out of school and endanger their future and fortune.

The role of the guidance counselor in

engineering on the mindset of the biology students for sustainable moral character visa-vis the health concomitants of sex cannot be over emphasized (Ezumezu, 2006 & Chikeobi, 2015). The counselor needs to apply various technique of counseling to get the students acknowledge the enormity of risks they face should they get involved with sex particularly the extra marital sex which is an avoidable evil. The counselor places this before them in-terms of health concomitants of sex. Inability to complete the programme of study with mates and peers is at first instance a possible deterrent from sex outcomes of which can bring about such inability. And who is the counselor? It is he, the professional who under takes by training to guide and direct one undesirable path out of woofs of problems and unavoidable evils of danger/risks (Ifeulli 2015, Nwadinaobi and Akujieze, 2015). It is in light of significance of the counselor in character development that this study was conceived of to investigate the areas in which and by which counseling of the biology students on health concomitants of sex for sustainable moral character can be effected.

Research Questions

1. What are the concomitants of sex on which biology student in boy schools can be effectively counseled for sustainable moral character?
2. What are the concomitants of sex on which biology students in girls schools can be effectively counseled for sustainable moral character.
3. What are the concomitants of sex on which biology students in co-educational schools can be effectively counseled for sustainable moral character.

Method

The study was a descriptive survey carried out in Awka educational zone of Anambra State of Nigeria. It has a population of about 5,000 biology students in all the secondary schools of Anambra State under the management of Anambra State school services commission (PPSSC) The Schools are sixty in number. Instrument for data collection was questionnaire or bio data in sections A and concomitants of sex in sections B, sections A had two items & section B had 21 items. The instrument was titled questionnaire on sex and counseling for characters (QSCC) and development by the researchers from literature and experience. Sections B was constructed on five point likert scale of likert point as followed: Strongly Agreed 5 points, Agreed 4 points, Undecided 3 points, Strongly Disagreed 2 points, and Disagreed 1 point. The QSCC was validated by three veteran researchers in education. It was pilot state for reliability in Aguata Education Zone using respondents of equivalency to the sample. A value of 0.88 was obtained from the Cronbach Alfa for which researcher took the QSCC assessable for the investigation the researchers administered the QSCC by hand. A total of 155 copies were distributed, duly completed and returned. The research questions were answered using arithmetic mean with decision point of 3.00.

Hence items with means of 3.00 were accepted items of mean with less than 3.00 were rejected. A purposive samples of 155 students from one boys school, one girls school and one co-educational school was used for the study.

Results

Research Questions 1: What are the concomitants of sex on which biology

student in boy schools can be effectively counseled for sustainable moral character?

Table 1: Health concomitants for effective counseling of biology students on boys schools

S/NO	ITEMS	\bar{X}	SA	AE
1	Danger of HIV/AIDS	3.00	0.98	A
2	Dangers of Syphilis	3.00	1.22	A
3	Dangers of Gonorrhoea	3.00	2.28	A
4	Dangers of Herpes	2.50	0.97	R
5	Dangers of Chlamydia	3.00	0.96	A
6	Dangers of genital warts	3.50	2.23	A
7	Dangers of trichomoniasis	3.00	2.00	A
8	Dangers of candidates	2.00	3.00	R
9	Dangers of unwanted pregnancy	2.50	1.98	R
10	Dangers of school drop out	2.50	2.28	R
11	Dangers of social stigmatization	2.50	1.96	R
12	Dangers of voluntary abortion	3.00	1.76	A
13	Dangers of Spontaneous abortion	3.00	2.20	A
14	Dangers of bridge of fetus	3.00	2.28	A
15	Dangers of obstructed labour and hemorrhage	3.00	1.96	A
16	Dangers of placenta preview	3.00	2.20	A
17	Dangers of unskilled maid-wife	2.50	3.00	R
18	Dangers of mishap of medical practitioner	3.00	1.97	A
19	Dangers of miscarriage	2.50	1.98	R
20	Dangers of ectopic pregnancy	2.50	2.30	R
21	Dangers of cizerian operation	3.00	3.00	A

Table 1: Shows that items of S/N 1,2,3,5,6,7,12,13,14,21 have \bar{x} 3.00 and above there are therefore, accepted as health concomitant of sex on which biology students in boy schools can be effectively counseled for moral characters

on the other hand items no 4,8,9,10,12,17,19 and 20 have \bar{x} less than 3.00 and they are therefore rejected as not being health concomitant of sex on which biology students can be effectively counseled for moral character.

Table 2: Health concomitant for effective counseling of biology students in girls schools.

S/NO	ITEMS	\bar{X}	SA	AE
1	Danger of HIV/AIDS	3.00	2.98	A
2	Dangers of Syphilis	3.00	1.97	A
3	Dangers of Gonorrhoea	3.00	2.20	A
4	Dangers of Herpes	2.50	1.96	R
5	Dangers of Chlamydia	2.00	3.00	R
6	Dangers of genital warts	2.50	2.28	R
7	Dangers of trichomoniasis	2.00	1.97	R
8	Dangers of candidates	3.00	2.30	A
9	Dangers of unwanted pregnancy	3.00	1.96	A
10	Dangers of school drop out	3.00	2.22	A
11	Dangers of social stigmatization	2.50	2.20	R
12	Dangers of voluntary abortion	2.50	2.23	R
13	Dangers of Spontaneous abortion	3.00	2.30	A
14	Dangers of bridge of fetus	3.00	3.00	R
15	Dangers of obstructed labour and hemorrhage	2.00	2.20	A
16	Dangers of placenta preview	3.00	2.22	A
17	Dangers of unskilled maid-wife	3.00	2.30	R
18	Dangers of mishap of medical practitioner	2.50	1.97	R
19	Dangers of miscarriage	2.00	1.98	A
20	Dangers of ectopic pregnancy	3.00	3.00	
21	Dangers of cizerian operation	3.00		

Table 2 shows that items of 1,2,3,5,6,8,10,13,16,17 and 20 have \bar{x} 3.00 and above. They are therefore accepted as health concomitants of sex on which biology students in girls schools can be effectively counseled for moral character. On the other hand items no 4,9,11,12,16,18 and 20 have \bar{x} less than 3.00 and they are therefore rejected as not being health concomitants of sex on which biology students in girls schools can be effectively counseled for moral character.

Table 3: Health concomitant for effective counseling of biology students co educational schools.

S/NO	ITEMS	\bar{X}	SA	AE
1	Danger of HIV/AIDS	3.00	2.20	A
2	Dangers of Syphilis	3.00	2.28	A
3	Dangers of Gonorrhoea	3.00	1.97	A
4	Dangers of Herpes	2.50	1.98	R
5	Dangers of Chlamydia	3.00	2.20	A
6	Dangers of genital warts	3.00	2.30	A
7	Dangers of trichomoniasis	2.50	2.24	R
8	Dangers of candidates	2.00	3.00	R
9	Dangers of unwanted pregnancy	3.00	1.97	A
10	Dangers of school drop out	3.00	1.96	A
11	Dangers of social stigmatization	2.00	1.97	R
12	Dangers of voluntary abortion	2.00	1.96	R
13	Dangers of Spontaneous abortion	3.00	2.22	A
14	Dangers of bridge of fetus	2.00	2.20	R
15	Dangers of obstructed labour and hemorrhage	2.00	2.30	R
16	Dangers of placenta preview	3.00	3.00	A
17	Dangers of unskilled maid-wife	3.00	2.28	A
18	Dangers of mishap of medical practitioner	2.50	2.30	R
19	Dangers of miscarriage	2.50	2.22	R
20	Dangers of ectopic pregnancy	3.00	3.00	A
21	Dangers of cizerian operation	2.22	1.98	R

Table 3 shows that items number 1,2,3,5,6,9,10,13,16,17, and 20 have \bar{x} 3.00 and above. They are therefore accepted as health concomitants of sex on which biology students in co-educational schools can be effectively counseled for moral character. On the other hand items number 4,7,8,11,12,14,15,18, 19 and 21 have \bar{x} less than 3.00 and they are therefore rejected as not being health concomitants of sex on which biology students in co-educational schools can be effective counseled for moral character.

Discussion

The study have shown the health concomitants of sex on which biology can be effectively counseled for moral

character in respect of the three groups of respondents namely the biology students in boy's schools, biology students in girl's schools and co-educational schools. There is also investigation showing the concomitants on which the students will not be effectively counseled for moral character as concerned for the three groups of students. Reason for the findings are not obvious, however it could be reasonable adduced that the items which they related for acceptance are those which they consider uncompromisingly terrible to be toiled with. In any case it could still be health concomitants of sex which are a gleam to them and which they want to be well

informed. The items which are rejected by their ratings could be the health concomitant of sex in which the origin have abundant information on very relatable skill, health concomitant of sex which they imagine that they manage or can manage. All in all, all the items investigated are in one way or the other on different extent undesirable being anemically and devastating to health. They are all detraitorous and non of them needs to be compromised. Serious health scourges often erupt. The students should have this at the back of their minds to develop on mindset the positive qualities of moral character.

The guidance counselor should work on this, to counsel the students on health concomitants of sex for moral character. The president, commander in chief of armed forces and minister of petroleum of Federal Republic of Nigeria does not err when he implies moral character in fight of corruption for advancement of national development. Fear of God is beginning of wisdom therefore extra marital sex relationships should be avoided if not for the fear of God for the fear of adverse health concomitants.

Summary

The study looked at different health concomitants of sex with regard to effectiveness of counseling to instill moral character in biology students. Three groups of biology students were investigated. These were students in boy's schools, girl's schools and co-educational schools. Analysis of data in answering of the question gave that there are many items of health concomitants

which yield themselves to effective counseling for themselves of moral character of biology students. Accordingly the conclusion of the study is that biology students of all groups can be effectively counseled on various health concomitants of sex. Such moral character is requisite for individual and societal development through exhibition of positive attitudes to individual and societal issue of developmental concern.

Conclusion

The conclusion of the study is that biology students of all groups can be effectively counseled on various health concomitants of sex. Such moral character is requisite for individual and societal development through exhibition of positive attitudes to individual and societal issues of developmental concern.

Recommendation

1. All biology students irrespective of gender or school type should without reservation embed moral character to desist from unbecoming sex relationships which can devastate their health and more their future.
2. They students should all see themselves as promising assets of national development through exhibition of moral character by which they will endeavour to optimize the benefits of biology for individual and collective emancipation.
3. Guidance counselors should leave no stone informed in counseling all groups of biology student on the health concomitants of sex.
4. Government should key into the ideology of biology students through providing the essential enablement in both training.

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