

Preference for and Access to Media Resources as Predictors of In-School Adolescents Knowledge of Sexual and Reproductive Health issues in Lagos State, Nigeria

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Abstract

The study investigated the extent to which preference for and access to media resources predicts knowledge of in-school adolescents to sexual and reproductive health issues in Lagos Mainland Local Government Area of Lagos State, Nigeria. A population of 526 in-school adolescents participates in the study while questionnaire was used as the main instrument of data collection. Findings from the study revealed that in-school adolescents in the study area prefer print-based information resources above other forms of media resources such as electronic resources. However, a low level of preference was established among the students despite their preference for print based media resources. The school library was established as the major place of accessing sexual and reproductive health information by the students while a low degree of accessibility to media resources on sexual and reproductive health among in-school adolescents in was also established. Also, the study revealed that in-school adolescents in the study area possess the right knowledge about sexual and reproductive health issues. Preference for and access to media resources were found to predict knowledge of in-school adolescents about sexual and reproductive health issues to the level of 9.9% and 38.8% degrees respectively. Recommendations were made based on the findings from the study.

*Keywords:* media resources, sexual health information, reproductive health information, adolescents, Lagos, students

Introduction

The knowledge level of adolescents about sexual and reproductive health issues in secondary schools in recent years has been a source of great concern to parents, teachers and even government due to the growing trend of unpleasant and immoral influence such attitude is having on the society. This unpleasant and immoral behaviour has been traced to several factors ranging from peer influence, exposure to media resources on sexual and reproductive issues, poverty and other related factors. Though, there are diverse opinions on the influence of media resources on the sexual and reproductive health issues of adolescents in secondary schools otherwise referred to as in-school adolescents, observations have shown that the influx of and exposure to diverse types of media resources in various formats especially

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electronic such as Internet based information resources might have contributed greatly to the growing trend of sexual immorality exhibited by in-school adolescents.

The period of adolescence is a phase in which young people are particularly vulnerable to health risks, especially those related to sexual and reproductive health matters. Young people are growing up in an environment of dynamic change which provides opportunity and choice for some and struggle for survival for others. The importance of the adolescents to national development is without doubt because the various programmes directed at them by government at various times gives credence to this (Seme & Wirtu, 2005). Adolescents generally need proper harnessing so that they can maintain reliable status quo in their locality. Therefore, there is need for adequate information which can be done through various media resources. However, the preponderance of media resources has continue to aid students' exchange of pornographic movies, download of romantic songs and pictures, and involvement in sexual activities. Adolescent is a time in life where emotional, biological and physical changes may bring about different types of behavior in the lives of individuals as well as as a time when parents are viewed as less important, which creates the need to search for other important people and ideas to influence and shape their lives (Moronkola, 2008). Araoye & Fakeye (1998) also sees the period as a transmission from child into a biologically mature adult capable of sexual reproduction and the potential consequences of sexual activity. At school, some adolescents might overlook the punishment and regulations given by teachers and some other educationist since they believe that every detail of information needed can be achieved through media resources.

Although every adolescent will develop at his/her own unique pace, there are recognisable patterns of change in behavior and sexuality that occur from one stage of development to the next. In early adolescents (ages 10-13 for girls and 11-15 for boys) experimenting with sexual behavior is common, although sexual intercourse, vaginal, anal or oral sex is limited. During this stage, young adolescents begin the process of separating from family and become increasingly influenced by their peers. Majority of adolescents are motivated by scenes in movies, love songs and some other media resources like pictures, magazines, story books, etc. It is also observed that adolescents are involved in concrete thinking and it is difficult for them to imagine future consequences. However, the fact that parents and teachers do not pay adequate attention to adolescents' curiosity through giving adequate support and detailed information on sexual and reproductive health issues has led many adolescents to seek for information on their own from friends and especially, prefer to use media resources.

One of the major development challenges confronting Africa today is the need to develop capacities, strategies and mechanisms necessary to take full advantage of the opportunities offered by the media resources. Alabi (2013) noted that media resources, especially the radio and television, internet, newspaper and magazines seem to have contributed significantly to the high prevalence of high risk behavior among adolescents in

Nigeria. Many of the radio and television programmes relay sex messages and pictures that appear to teach immorality. In some television stations, video clips of musicians with half nude dancing girls are continuously shown on television screens and cinema houses while many magazines display pornographic pictures to attract sales just as access to Internet is open to all, irrespective of age.

The Internet and television are the major source of sexuality information mostly available to adolescent. There are also some vulgar songs that arouse the sexual desire of listeners, nowadays. Text and love messages on phones, social media and other devices are also contributing to the menace. Likewise, online dating and pornographic websites affects the emotional feelings and attitude of adolescents. The technological devices like smart phones, i-pad, laptop and some other technological tools enabled adolescents to view sexual actions on their own. Fasuba and Olugbenga (2005) viewed that adolescents' sexuality behavior in Nigeria and sub-Saharan African is seriously going through transformation from what is used to be in the past. This can be attributed to the effect of modernization caused by industrialization, education, exposure and enculturation through importation of various foreign cultures, which were alien to the Nigeria's culture in particular and Africa as a whole. Media resources influences may sometimes convey a distorted view of sexual activity. It influences adolescents to overestimate the extent they can engage in sexual activities (Brown 2002). Though, it has also been stated by Egunjobi (2012) that the use of technology has solved some educational problems. Moronkola (2008) opined that adolescents are sexually active and informed beyond what parents, teachers, guidance and religious leaders perceives it to be with the advent of media resources.

Earlier study by Adeduntan (2010) had focused on youth access to media resources, generally. It is worrisome that despite the fact that other researchers have also reiterated the contributions of media resources to certain issues, however, no studies have focused in-depth on the influence of attitude, preference and access to media resources towards the sexual and reproductive health issues of public secondary schools in Lagos state, Nigeria. Hence this study which is geographically limited to all the nine-public senior secondary schools under Lagos Mainland Local Government Area of Lagos State, Nigeria. The study also examined the students' preference for and access to electronic media resources including print, non-print, internet, television, radio, phones et cetera as well as the disposition of in-school adolescents in form of attitude towards sexual and reproductive health issues based on media resources preferred and accessed by them.

### **Objectives of the study**

The broad objective of the study is to examine the extent to which preference for and access to media resources predict in-school adolescents' attitude to sexual and reproductive health issues in Lagos Mainland Local Government Area of Lagos State, Nigeria.

The specific objectives of the study are to:

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1. find out the media resources on sexual and reproductive health preferred by in-school adolescents in Lagos Mainland Local Government Area, Lagos-state, Nigeria;
2. establish the level of preference for media resources on sexual and reproductive health by in-school adolescents in Lagos Mainland Local Government Area, Lagos state, Nigeria;
3. find out the location of media resources on sexual and reproductive health accessible by in-school adolescents in Lagos Mainland Local Government Area, Lagos state, Nigeria;
4. find out the degree of accessibility to media resources on sexual and reproductive health accessibility by in-school adolescents in Lagos Mainland Local Government Area, Lagos state, Nigeria;
5. find out if in-school adolescents in Lagos Mainland Local Government Area, Lagos State, Nigeria possess the right knowledge about sexual and reproductive health issues;
6. examine the relationship among preference for, access to media resources and attitude towards sexual and reproductive health issues among in-school adolescents in Lagos Mainland Local Government Area, Lagos state, Nigeria;

### Research questions

The following research questions were answered by the study:

1. Which of the media resources on sexual and reproductive health is preferred by in-school adolescents in Lagos Mainland Local Government Area, Lagos state, Nigeria?
2. What is the level of preference for media resources on sexual and reproductive health information by in school adolescents in Lagos Mainland Local Government Area, Lagos State, Nigeria?
3. What is the location of access to media resources on sexual and reproductive health information by in-school adolescents in Lagos Mainland Local Government Area, Lagos state, Nigeria?
4. What is the degree of accessibility to media resources on sexual and reproductive health information by in-school adolescents in Lagos Mainland Local Government Area, Lagos state, Nigeria?
5. Do in-school adolescents in Lagos Mainland Local Government Area, Lagos state, Nigeria possess the right knowledge about sexual and reproductive health issues?
6. What types of relationship exist among preference for, access to media resources and knowledge level of in-school adolescents Lagos Mainland Local Government Area, Lagos state, Nigeria?

### Hypotheses

The following hypotheses were tested in the study at 0.05 level of significance:

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1. There is no significant joint contribution of preference for and access to media resources to knowledge level of in-school adolescents in Lagos Mainland Local Government Area, Lagos state, Nigeria
2. There is no significant relative contributions of preference for and access to media resources to knowledge level of in-school adolescents in Lagos Mainland Local Government Area, Lagos state, Nigeria

### Literature Review

Sexual and reproductive health is a lifetime concern for both women and men, from infancy to old age. Evidence shows that reproductive health in any of these life stages has a profound effect on one's health later in life. According to UNFPA (2002) sexual and reproductive health is described as a state of complete physical, mental and social well-being in all matters relating to the reproductive system which implies that people are able to have a satisfying and safe sex life, the capability to reproduce and the freedom to decide if, when, and how often to do so. To maintain one's sexual and reproductive health, there is need to access accurate information and effective contraception. People must be informed and empowered to protect themselves from sexually transmitted infections, and to know when to have children. Every individual has the right to make their own choices about their sexual and reproductive health. There is a clear connection between reproductive health, human rights and sustainable development. When sexual and reproductive health needs are not met, individuals are deprived of the right to make crucial choices about their own bodies and futures. This will surely have impact on the families' welfare, interests of choice and also the future generations of the society. This is seen most acutely in developing countries, where reproductive health problems are a leading cause of ill health and death for women and girls of childbearing age.

Egbule & Erusegbe (2005) revealed that the reproductive health system, in function, dysfunction and disease, plays a central role in female's health. This is different from the case with men. A major burden of the disease in females is related to their reproductive function and reproductive system, and the way society treats or mistreats them because of their gender. While more men die because of what one may call their "vices", women often suffer because of their nature-assigned physiological duty for the survival of the species, and the tasks related to it. Sexual and reproductive health issues (SRH) is an essential component of the universal right to the highest attainable standard of physical and mental health, enshrined in the universal declaration of Human Rights and reproductive health needs which must be met for both men and women.

The use of media resources is no longer an option but a necessity in the 21<sup>st</sup> century. Adolescents and other group of people in the society have access to both print and electronic media resources as sources of information. Recently, Kaplan (2010) revealed that students

like using internet more than the traditional print resources and also put more effort when using the internet. There is growing evidence that adolescents use the Internet to experiment with their identities. Kim (2010) found that over half of 9 to 18-year-olds who use the Internet had pretended to be someone else while communicating by e-mail, instant messaging (IM), or chat line. Adolescents also spend a great deal of time posting photographs, videos, and personal information on popular websites such as Facebook and YouTube to reveal their preferred identity. Because they experiment with ways of expressing themselves online, some researchers have argued that the Internet is changing the way adolescents prefer to communicate with each other about their identities while also defining their preference for electronic media resources for accessing sexual and reproductive information (Kaplan, 2010). Today's youth are confronted with a media environment that is rapidly changing. It is generally believed that the technology-based media give them more control over their identities than spontaneous face-to-face encounters because they have time to think about what they want to say and how they want to represent themselves. The anonymity afforded by technology-based media resources allows adolescents to construct "alternative" identities, positioning themselves differently in online space than in offline space (Ajuwon & Olaleye, 2006).

Media resources, in whatever form, have been found to play a crucial role in the lives of adolescents in any country. The use of media resources has greatly increased in the past ten years as stated by Kaiser Family Foundation Studies (2015). The most recent report regarding 2015 behavior of 13 – 19-year-old showed that the average child spent 7.5 hours each day using electronic media resources (American College of Pediatricians, 2015). Approximately 4.5 hours were spent on television viewing and 1.5 hours playing videogames. Adolescence is a time of self-identification and personal growth. During this time, adolescents experience decreases in family influences and increases in peer influences, yet socialising factors typical of adulthood such as college, employment, and marriage are still in the distant future (Arnett, 2005). However, other socialising factors such as the media resources have been shown to be powerful socialising agents (Tavrow, 2010). Therefore, examining how adolescents allocate their time among media resources is the first step toward understanding how media resources preferences and choices may influence their development, self-identification, and subsequent consumption practices. Adolescent socialisation stems from the ability of teens to observe and learn from media resources, as well as allowing them to call on the media to satisfy various individual needs. Often, adolescents are described as using media resources for the purposes of entertainment, identity formation, sensation-seeking, coping, and youth-culture identification. Research has supported the idea that adolescents use media resources to help define the world around them (Otoide, 2003). Music videos have been found in recent time to influence adolescent preference. Music Television (MTV) provides an important reference for the adolescent market because it is a part of the generation's culture that is presented in a language

adolescents are familiar with, and the music choice also helps them to define important social and sub-cultural boundaries (Strasburger & Hendren, 2005).

Adolescents make active choices about the media resources they use according to their personalities, socialisation needs, and personal identification needs (Arnett, 2005). The media resources selected by adolescents reflects who they are as well as their view on the world (Steele and Brown, 2005). According to Davis and Davis (2005), teens choose media resources to inform them of life and available opportunities. Information on sexual and reproductive health can be found on various media ranging from books, journals, magazines, video discs, Internet et cetera. However, Nadilo (2008) reported his findings that young people preferred and lay more importance and emphasis on information gathered from electronic and computer based resources such as television, radio and Internet than from print based resources such as books and magazines. Pivec (2008) investigated teenagers about their surfing habits for information on sexual and reproductive health issues and reported that that the main rivals for attracting interest of teenagers are television and Internet.

Ensuring access to information and services on sexually health to adolescents would not only reduce their risk of exposure to serious sexual harms, but could also positively affect their educational, occupational and social opportunities. Lack of access to comprehensive sexual health and reproductive information and services will deprive adolescents' especially adolescent girls the ability to develop their full human potential and their health will likely suffer. Ogunlayi (2005) reported about a study conducted in Lagos, that Nigerian adolescents' educational level is crucial to the knowledge of preventive factors that can predispose them to sexual and reproductive ill-health.

In Nigeria, young people spend 6 to 7 hours each day on average with some form of media to get information (Bankole 2001). The national survey (2009) on use of media resources by people found that one third of young children (12 to 17 years old) and two thirds of older children and adolescents (18 to 28 years old) have a television in their own bedroom. Many of those televisions also are hooked up to cable and a Videocassette Recorder (VCR) (Roberts, 2000). Also, sexual talk and displays are increasingly frequent and explicit in this mediated world. A study revealed that sexual content that ranged from flirting to sexual intercourse had increased from slightly more than half of content of television programmes in 2007-2008 to more than two-thirds of the programmes in the 2009-2010 season; half of Internet resources content on SRH, as well as one third of books on SRH (Kunkel, Cope-Farrar, Biely, Farinola, & Donnerstein, 2010).

According to Facente (2001), patterns of media use differ dramatically by age, gender, race/ethnicity, and socioeconomic level. Girls and women typically choose softer music, and more relationship-oriented television programmes, movies, and magazines, books, etc. while boys and men prefer more action and activity-oriented media and sports programming,

heavier rock and rap music, action and adventure movies, music, and sports magazines. Africans typically view more television than Whites, prefer television programming and movies that feature Black characters, and listen to different genres of music (Akerele & Egbuchukwu, 2010; Grube & Grube, 2000). Thus, it is important to consider the influence of media resources use on sexuality within subgroups.

A few studies have assessed the associations between the degree and nature of adolescents' exposure to sexual content and their sexual attitudes and behaviors. A recent study of African girls aged 14 to 18 years found that teens with either multiple sexual partners or a history of sexually transmitted infections reported a higher rate of using books and other information resources that depicted women as sexual objects or prizes (Egbule and Eruesegbefe, 2005).

It has been discovered that parents don't like discussing sexual and reproductive health issues with their young children. Adolescents need such information else they go in search in books and electronics. Some even ask friends as some ladies experience their first menstruation in school. The arrival and proliferation of electronic resources and digital libraries have already influenced and changed the way in-school adolescents and scholars use print resources and traditional libraries (Ziming, 2005). Various users have different perceptions and preferences in their choice of print and electronic resources. Dilevko and Gottlieb (2002) opined that students typically begin assignments and essays using electronic resources and traditional print resources (e.g. books and printed journals) to enhance their studies. Strouse (2004) also shows that users especially adolescents have developed a clear preference for receiving information in electronic formats. Sathé, Grady & Guise (2002) also report that students and other users prefer electronic journals because of ease of access, ease of printing and ease of searching.

Lenares (1999) also reported that conveniences, timeliness and the ability to search text are the most important factors influencing the preferences for electronic resources over print materials. On the other hand, the ability to browse, portability, physical comfort and convenience are the most important characteristics leading to the preference for electronic resources. Few studies have assessed the associations between the degree and nature of adolescents' exposure to sexual content and their sexual attitudes and behaviors. A recent study of African girls aged 14 to 18 years found that teens with either multiple sexual partners or a history of sexually transmitted infections reported a higher rate of using books and other information resources that depicted women as sexual objects or prizes (Egbule and Eruesegbe 2005).

### **Research methodology**

The research design adopted is a survey research design of the ex-post facto type. The population of the study cover all the 2,626 Senior Secondary Schools 2 students spread across the ten schools in Lagos Mainland Local Government in Lagos state, Nigeria (Lagos



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State annual school census report, 2015). The simple random sampling technique was used to select 20% of the total population of students to constitute the sample size for the study. This is in line with Popoola, (2011) submission on sample selection that if a population is in few hundreds, 20% sample size should be used. This implies that a total of 526 students were included as participants for the study. The instrument that was used for data collection was questionnaire. The questionnaire was shared during the school hour with the help of the students' class Teacher and a research assistant employed for the purpose. The data collected were subjected to Cronbach Alpha reliability test which yielded results as follows: Preference for media resources ( $\alpha=0.72$ ), Access to media resources ( $\alpha=0.82$ ) and Attitude towards sexual and reproductive health issues ( $\alpha=0.75$ ). Data were analyzed using descriptive and inferential techniques. Descriptive techniques such as frequency distribution, tables, charts and percentage was used to analyse research questions 1 to 5 while research questions 6 was analysed using Pearson's product moment correlation.

### Findings and discussion

A total number of 526 copies of questionnaires were distributed to the respondents out of which only 510 representing 96.6% were returned with useful and useable information.

#### Answer to research questions

**Research Question 1:** Which of the media resources is preferred by in-school adolescents in Lagos Mainland Local Government in Lagos State, Nigeria for accessing sexual and reproductive health information?

Table 1 presents information on the types of media resources preferred by the respondents

**Table 1: Media resources preferred by in-school adolescents**

**Key:** HP=Highly Preferred, P=Preferred, MP=Moderately Preferred, NP=Not Preferred

Items	HP (%)	P (%)	MP (%)	NP (%)	$\bar{X}$	Std. Dev.
Newspaper	81(15.9)	168(32.9)	210(41.2)	51(10.0)	2.45	.876
Journals	128(25.1)	142(27.8)	130(25.5)	11(21.6)	2.44	1.087
Magazines	97(19.0)	244(47.8)	115(22.5)	54(10.6)	2.25	.883
CD ROM	117(22.9)	234(45.9)	112(22.0)	47(9.2)	2.17	.888
Books	179(35.1)	253(49.6)	49(9.6)	29(5.7)	1.86	.810
Radio	372(72.9)	74(14.5)	31(6.1)	33(6.5)	1.46	.872
Television	390(76.5)	70(13.7)	16(3.1)	34(6.7)	1.40	.839
Cell phone	420(82.4)	56(11.0)	12(2.4)	22(4.3)	1.29	.715
Internet	448(87.0)	35(6.9)	3(0.6)	24(4.7)	1.22	.684
Computer	477(93.5)	29(5.7)	3(0.6)	1(0.2)	1.07	.304

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Social media e.g. Facebook, whatsapp	502(98.4)	4(0.8)	3(0.6)	1(0.2)	1.03	.220
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Results on the type of media resources preferred by respondents revealed newspapers ( $\chi=2.45$ ), journals ( $\chi=2.43$ ), magazines ( $\chi=2.25$ ) and CD-ROM ( $\chi=2.17$ ) while cell phones ( $\chi=1.29$ ), Internet ( $\chi=1.22$ ), computer ( $\chi=1.07$ ) and social media ( $\chi=1.03$ ) ranked least among the media resources preferred by the respondents for accessing sexual and reproductive health information. The implication to be drawn from this is that in-school adolescents preferred newspapers, journals, magazines and CD-ROM as media resources for accessing information on sexual and reproductive health information. It can further be deduced that in-school adolescents in the school surveyed preferred print based media resources above electronic and computer based media resources for accessing electronic media resources. This may be due to the dearth of electronic and computer based resources in the schools surveyed and/or the fact that the in-school adolescents in the schools surveyed do not have the requisite skills to use electronic and computer based media resources to access sexual and reproductive health information.

**Research Question 2:** What is the level of preference for media resources on sexual and reproductive health information by in school adolescents in Lagos Mainland Local Government in Lagos State, Nigeria?

Table 2 presents results of the level of preference for media resources by in-school adolescents in Lagos State for accessing sexual and reproductive health information

**Table 2: Level of preference for media resources by in school adolescents**

Items	Strongly Agree	Agree	Disagree	Strongly Disagree	$\bar{X}$	Std. Dev.
Information through electronic resources is reliable and easy to operate.	194(38.0)	219(42.0)	88(17.3)	9(1.8)	1.83	.771
I prefer to watch movie than to read a novel.	251(49.2)	137(26.9)	113(22.2)	9(1.8)	1.76	.855
Radio and television provides current and detailed answers to some of the adolescent questions	198(38.8)	252(49.4)	51(10.0)	9(1.8)	1.75	.704

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I like to get information through the internet than to ask friends	319(62.5)	151(29.6)	39(7.6)	1(0.2)	1.45	.643
I prefer to use internet daily to get information than to ask my parents	335(65.7)	168(32.9)	6(1.2)	1(0.2)	1.36	.516
Information are easily retrieved from the electronic resources than print.	423(82.9)	81(15.9)	5(1.0)	1(0.2)	1.18	.427
I prefer to use electronic resources than print.	495(97.1)	11(2.2)	3(0.6)	1(0.2)	1.04	.248
Weighted Mean = 1.48						

Table 2 presents result of the level of preference for media resources by the respondents. The results revealed a weighted mean of 1.48 which was less than the criterion mean of 2.50 set for high level of media resources preference by the respondents, hence a low level of media resources preference among the respondents was established. It can, thus, be deduced that there is a low level of media resources preference among in-school adolescents in Lagos State.

**Research Question 3:** Where is the location of access to media resources on sexual and reproductive health information by in-school adolescents in Lagos State?

**Table 3: The Location of Access to media Resources**

Location	Frequency	Percentage
My personal phone	19	3.7
ICT Centre	125	24.5%
School Library	153	30.0%
Friends	21	4.1%
Newspaper stand	268	52.5%

Results on the location of access to media resources on sexual and reproductive health by the respondents revealed newspaper stand as topping the list of location where the respondents do access media resources on sexual and reproductive health information with response rate of 268 or 52.5%. Other sources of location of access affirmed by the respondents are school library and ICT Centre with response rates of 153 or 30.0% and 125 or 24.5% respectively. The implication to be drawn from this is that the major point of accessing information on

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sexual and reproductive health issues among in-school adolescents in Lagos State is the newspaper stand. This may be due to the fact that the ready availability and ease of access to newspapers stand by the in-school adolescents.

**Research Question 4:** What is the level of accessibility to media resources on sexual and reproductive health information by in-school adolescents in Lagos Mainland Local Government Area, Lagos State, Nigeria?

Respondents were asked to indicate the degree of accessibility to media resources on sexual and reproductive health information and the results is presented in Table 4

**Table 4: Level of accessibility to media resources on sexual and reproductive health information by in-school adolescents** Key= VEA= Very Easily Accessible, EA=Easily Accessible, OA=Occasionally Accessible, NA= Not Accessible.

Items	VEA (%)	EA (%)	OA (%)	NA (%)	$\bar{X}$	Std. Dev.
Newspaper	54(10.6)	82(16.1)	252(49.4)	122(23.9)	2.87	.899
Journals	49(9.6)	100(19.6)	259(50.8)	102(20.0)	2.81	.864
Magazines	84(16.5)	86(16.9)	212(41.6)	128(25.1)	2.75	1.010
CD ROM	36(7.1)	160(31.4)	250(49.0)	64(12.5)	2.67	.784
Books	140(27.5)	99(19.4)	144(28.2)	127(24.0)	2.51	1.140
Radio	121(23.7)	125(24.5)	183(35.0)	81(15.9)	2.44	1.020
Television	102(20.0)	190(37.3)	153(30.0)	65(12.7)	2.35	.941
Cell phone	156(30.6)	141(27.6)	121(23.7)	92(18.0)	2.29	1.087
Internet	110(21.6)	200(39.2)	151(29.6)	49(9.6)	2.27	.907
Computer	145(28.4)	146(28.6)	153(30.0)	66(12.9)	2.27	1.014
Social media e.g. Facebook, whatsapp	107(21.0)	196(38.4)	181(35.5)	26(5.1)	2.25	.842
Weighted Mean					2.49	

Table 4 presented information on the degree of accessibility to media resources on sexual and reproductive health information by the respondents. The results revealed a low degree of accessibility of respondents to media resources on sexual and reproductive health information. This conclusion was arrived at by considering the criterion mean of 2.50 set for high degree of accessibility to media resources by the respondents which is greater than the

criterion mean of 2.49 revealed by the result. Since the weighted mean is lesser in value than the criterion mean, a low degree of accessibility was established. Therefore, it can be inferred from the foregoing that there is a low degree of accessibility to media resources on sexual and reproductive health among in-school adolescents in Lagos State

**Research Question 5:** Do in-school adolescents in Lagos Mainland Local Government Area, Lagos State, Nigeria possess the right knowledge about sexual and reproductive health issues?

Table 5 presents information on the knowledge of respondents about sexual and reproductive health issues

**Table 5: Knowledge of respondents about sexual and reproductive health issues**

	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Sexual content of media resources influence how teenagers behave sexually.	338 (66.3%)	86 (16.9%)	68 (13.3%)	18 (3.5%)
2	I believe it is all right for unmarried boys and girls to have dates.	30(5.9%)	157 (30.8%)	252 (49.4%)	71 13.9%
3	I believe it is all right for boys and girls to kiss, hug and touch each other.	-	45 (8.8%)	381 (74.7%)	84 (16.5%)
4	I believe there is nothing wrong with unmarried boys and girls having sexual intercourse if they love each other.	14 (2.7%)	73 (14.3%)	321 (62.9%)	102 (20.0%)
5	I think that sometimes a boy has to force a girl to have sex if he loves her.	39 (7.6%)	86 16.9%	227 (44.5%)	158 (31.0%)
6	A boy will not respect a girl who agrees to have sex with him.	259 (50.8%)	166 (32.5%)	59 (11.6%)	26 (5.1%)
7	Most teenagers who have sex before marriage regret it later in life.	345 (67.6%)	87 (17.1%)	57 (11.2%)	21 (4.1%)
8	I believe that girls should remain virgin until they marry.	353 (69.2%)	89 (17.5%)	49 (9.6%)	19 (3.7%)
9	It is all right for boys and girls to have sex with each other provided that they use methods to stop pregnancy	90 (17.6%)	122 (23.9%)	167 (32.7%)	131 (25.7%)
10	I think that sex before marriage is wrong.	357 (70.0%)	96 (18.8%)	45 (8.8%)	12 (2.4%)

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Table 5 presents information on the knowledge of in-school adolescents about sexual and reproductive health issues and the results revealed that the respondents possess the right knowledge about sexual and reproductive health issues. This findings is affirmed by the fact that majority respondents disagreed with statements that support wrong sexual and reproductive health practices such as I believe it is all right for boys and girls to kiss, hug and touch each other (323, 62.3%), I believe there is nothing wrong with unmarried boys and girls having sexual intercourse if they love each other (423, 82.9%), I think that sometimes a boy has to force a girl to have sex if he loves her (285, 75.0%), and It is all right for boys and girls to have sex with each other provided that they use methods to stop pregnancy (298, 58.3%). On the other hand majority of the respondents agreed with statements that support right sexual and reproductive health practices such as 'a boy will not respect a girl who agrees to have sex with him' (425, 83.3%), 'Most teenagers who have sex before marriage regret it later in life' (432, 83.7%), 'I believe that girls should remain virgin until they marry' (442, 86.7%) , and that 'sex before marriage is wrong' (453, 88.8%). The implication to be drawn from this is that in-school adolescents in the school surveyed in Lagos State, Nigeria possess the right knowledge about sexual and reproductive health issues and practices.

**Research Question 6:** What types of relationship exist between preference for and access to media resources and knowledge of sexual and reproductive health issues among adolescents in Lagos Mainland Local Government Area, Lagos state, Nigeria?

**Table 6: Correlation matrix showing relationship between preference for and access to media resources and knowledge of in-school adolescents in Lagos Mainland Local Government Area, Lagos State, Nigeria about sexual and reproductive health issues.**

Variables	Mean	S.D	N	r	Sig.	Remark
Knowledge about sexual and reproductive health issues	22.12	4.22	510	-	-	-
Preference for media resources	29.01	4.80		.316**	0.000	P<0.05 (Significant)
Access to media resources	45.58	9.90	510	.623**	.000	P<0.05 (Significant)

\* Correlation Significant at 0.05 level.

Results from Table 6 revealed that there was a positive significant relationship between preference for media resources and knowledge of in-school adolescents about sexual and reproductive health issues ( $r = .316, p < .05$ ) and access media resources and knowledge of in-school adolescents about sexual and reproductive health issues ( $r = .623, p < .05$ ). The

inference that can be drawn from this is that a high preference for relevant media resources and high level/degree of accessibility to relevant media resources by in-school adolescents in Lagos Mainland Local Government Area of Lagos state, Nigeria would lead to improved and better possession of right knowledge about sexual and reproductive health issues by the students. It can further be deduced that for every level of increase in preference for media resources, a 9.9% increase in possession of right knowledge about sexual and reproductive health issues among in-school adolescents would be achieved. Also, for every level increase in degree of accessibility to relevant media resources by in-school adolescents, a 38.8% improvement in possession of right knowledge would be achieved among the students. Thus, level of preference for and accessibility to media resources are vital factors that determine the level and type of knowledge about sexual and reproductive health possessed by in-school adolescents in Nigeria.

### Discussion of findings

The background information on gender of the respondents revealed that there were more male than females. This implies that there are more male students in schools surveyed as at the time of study. This finding supports Oladepo (2002) who reported that more males are registered in schools than females in Nigeria. The results also revealed that there are more in-school adolescents within the age range of 15-19 years than other age categories. This implies that the students were still in the appropriate class since the National Policy on education stated that late adolescents' age falls within 14-19 years. This is the most crucial age where decisions about life could be made or marred. Therefore, there is need to provide adequate and relevant information to in-school adolescents at this stage of life. The findings also revealed that there are more Christians than Muslims and Traditional among in-school adolescents in the secondary schools in Lagos Mainland Local Government Area, Lagos State, Nigeria. This could be due to the fact that the majority of the people residing in the area are Christians. However, research by Anya (2014) revealed that there are more Muslims in Nigeria than Christians. It is obvious that religion is still affecting the development of education in Nigeria.

Findings on preference for media resources by in-school adolescents revealed newspaper, journals and magazines on sexual and reproductive health issues as the major media resources preferred by the students. This finding is revealing and interesting as it negates the general belief that the students of nowadays would usually preferred computer-based resources than print based resources. This finding is also at variance with results of Kathy (2006) study that reported students having high preference for electronic media resources than print.

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On the location of access to media resources on sexual and reproductive health, findings from the study revealed newspaper stand and school library as the major location where in-school adolescents access media resources on sexual and reproductive health. This further buttresses the fact that the students prefer newspaper, journals and magazines on sexual and reproductive health than other media resources. This finding is at variance with Beckham (2006) results which reported ICT Centres as the major source of accessing information by secondary school students. On the other hand, the study revealed a low level or degree of accessibility to media resources among students which may be due to the fact that students find it difficult accessing most of the media resources on sexual and reproductive health.

Moreover, findings on the knowledge about sexual and reproductive health issues possessed by in-school adolescents revealed that the in-school adolescents are knowledgeable and possessed the right information about sexual and reproductive health issues. This is in support of Adeduntan, (2012) results who reported that secondary school students in Nigeria have the requisite knowledge about on sexual and reproductive health issues.

A positive relationship was established between preferences for media resources and knowledge of in-school adolescents about sexual and reproductive health issues as well as between access to media resources and knowledge about sexual and reproductive health issues among in-school adolescents in Lagos State Nigeria.

### Conclusion

The study established the importance of preference for and access to media resources towards ensuring that in-school adolescents have the right information about sexual and reproductive health issues in order to shield the students from misinformation and misrepresentation of information which may be harmful to them and jeopardize their present and future endeavour. Participants revealed both positive and potentially negative influences of the media on adolescent SRH. Although more positive influences were mentioned, the potential for reaching large numbers of in-school adolescents through the media resources necessitates that efforts should be put in place to maximize the numerous beneficial effects of media resources with regard to improving the sexual and reproductive health of adolescents while initiating measures to improve other means. Teachers in schools often limit sexual and reproductive health to issues around sexual intercourse. Thus, they rarely consider other aspects of SRH such as prevention of sexually transmitted diseases. This thus highlights the need to educate sexual and reproductive health programmers and service providers about other aspects of sexual and reproductive health and the importance of discussing these in schools. The study also brought to limelight the fact that the access to media resources as against preference to media resources contributes more to in-school adolescents' knowledge of sexual and reproductive health issues.



### Recommendations

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

1. Parents, adult especially Teachers in schools and others who work with adolescents need to assist them to develop media awareness and equip them with skills to critically evaluate the media; especially with regard to the ways in which sexual and reproductive health issues are portrayed.
2. Teachers as the primary care-givers of in-school adolescents have roles to play in monitoring the media resources use by adolescents. They must guide their access with regard to making right choices about what to read, watch and how much time they should spend on various media resources. They also need to supervise adolescents' access to various available media during school hours.
3. Government policies should also be able to control the amount of sexually-explicit content portrayed on the print and electronic media. There should be a policy Interventions that will guide the use of the media resources to disseminate positive sexual reproductive health messages to in-school adolescents.
4. Teachers and school librarians should be train and re-train on the effectiveness of the media resources towards the development of education especially matters that are related to health and sexual needs of students. Nowadays, in-school adolescents are conversant with media resources therefore; there is need for update and related topics to be discussed in classrooms.
5. School library should also ensure that it is not just printed materials that are provided. Internet facilities and a qualified and professional school media specialists are employed to guide the activities of students.

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