

CHAPTER 5 **DATA AND RESULTS**

5.1 Introduction

As mentioned previously in chapter 3 the data was collected by means of questionnaires provided both before and after the intervention programme. The questionnaires were chosen because they are considered to be highly reliable and valid measures of the constructs. In addition they are independent of the PPASA programme and it was thought useful to see if these general measures of sexuality would detect the differences expected from the intervention. The downside is that the measures are in English which for many students is a second or third language. To address this problem the course facilitator was on hand to explain any unknown words during the time pre-test questionnaires were being filled in. Because it was assumed that students would then be familiar with the assessment, the facilitator did not see it as necessary to be in hand during the post-testing. This might have been a misjudgement as the expected positive changes did not materialise. There are other possible reasons for this as well, and these will be presented in chapter 6.

5.2 Descriptive Statistics

Table 5.1 lists the demographics of the control group, while Table 5.2 list the same information for the experimental group.



Gender	Male		Female			
	20	(50)	20	(50)		
Age	12-14		15-17			
	19	(47.5)	21	(52.5)		
Religious conviction	Very		Moderately		Barely	Not at all
	8	(20)	24	(60)	8 (20)	0 (0)
Live with	Parents		Grandparents		Uncle/Aunt	Other
	32	(80)	6	(15)	2 (5)	0 (0)
Family Size	7-8		5-6		3-4	1-2
	6	(15)	22	(55)	12 (30)	0 (0)
Most sexual Knowledge learned From	Parents		Siblings		Friends	Teachers
	14	(35)	4	(10)	1 (2.5)	12 (30)
When talking to my Parents about sex I Am	Very uncomfortable		Slightly uncomfortable		Comfortable	Very Comfortable
	13	(32.5)	12	(30)	8 (20)	7 (17.5)
My parents respond to my questions about sex:	Positively		Neutrally		Negatively	
	17	(42.5)	18	(45)	5 (12.5)	0 (0)
My own sexual Experience has been:	Many partners and experiences		1 partner many experiences		Few partners Few experiences	1 partner few experiences
	1 (2.5)	5 (12.5)	3 (7.5)	10 (25)	21 (52.5)	No experiences
Contraceptive use	Always		Usually		Sometimes	Seldom
	5	(12.5)	0	(0)	6 (15)	4 (10)
Parents are	Married		Live together but unmarried		Separated or divorced	Widowed
	26	(65)	0	(0)	5 (12.5)	4 (10)
Fathers education	< than grade 10		Grade 11-12		Technikon	University
	21	(52.5)	11	(27.5)	4 (10)	4 (10)
Mothers education	< than grade 10		Grade 11-12		Technikon	University
	27	(65.5)	9	(22.5)	3 (7.5)	1 (2.5)
Family wealth	Very wealthy		Above average		Average	Below average
	01	(0)	3	(7.5)	31 (77.5)	6 (15)
My family talks About their Problems	Always		Usually		Sometimes	Never
	7	(17.5)	14	(35)	19 (47.5)	

Numbers in brackets are percentages

Gender	Male	Female			
	17 (42.5)	23 (57.5)			
Age	12-14	15-17			
	14 (35)	26 (65)			
Religious conviction	Very	Moderately	Barely	Not at all	
	8 (20)	18 (45)	12 (30)	1 (2.5)	
Live with	Parents	Grandparents	Uncle/Aunt	Other	Guardian
	26 (65)	8 (20)	2 (5)	3 (7.5)	1 (2.5)
Family Size	7-8	5-6	3-4	1-2	
	6 (15)	14 (35)	15 (37.5)	4 (10)	
Most sexual knowledge Learned from	Parents	Siblings	Friends	Teachers	Media
	18 (45)	2 (5)	5 (12.5)	8 (20)	7 (17.5)
When talking to my parents about sex I am	Very uncomfortable	Slightly uncomfortable	Comfortable	Very Comfortable	
	18 (45)	17 (42.5)	3 (7.5)	2 (5)	
My parents respond to my questions about sex:	Positively	Neutrally	Negatively		
	26 (65)	10 (25)	3 (7.5)	1 (2.5)	
My own sexual experience has been:	Many partners and experiences	1 partner many experiences	Few partners Few experiences	1 partner few experiences	No experiences
	2 (5)	8 (20)	5 (12.5)	4 (10)	21 (52.5)
Contraceptive use	Always	Usually	Sometimes	Seldom	Not sexually active
	2 (5)	4 (10)	7 (17.5)	5 (12.5)	22 (55)
Parents are	Married	Live together but unmarried	Separated or divorced	Widowed	Other
	15 (37.5)	4 (10)	12 (30)	5 (12.5)	4 (10)
Fathers education	< than grade 10	Grade 11-12	Technikon	University	
	15 (37.5)	14 (35)	3 (7.5)	7 (17.5)	
Mothers education	< than grade 10	Grade 11-12	Technikon	University	
	21 (52.5)	14 (35)	2 (5)	2 (5)	
Family wealth	Very wealthy	Above average	Average	Below average	Poor
	1 (2.5)	6 (15)	28 (70)	5 (12.5)	0 (0)
My family talks about their problems	Always	Usually	Sometimes	Never	
	11 (27.5)	8 (20)	21 (52.5)		

numbers in brackets are percentages

The demographic information has several interesting features. Notice for example the overwhelming number of learners (87.5%) in the experimental group who are uncomfortable talking to their parents about sex, despite the fact that most parents respond positively to such conversations. The learners also seem to be on the verge of expanding their sexual horizons with about half the students having had sexual experiences. It is also noteworthy that over half the learners parents' no longer stay together, while more than half of the families seem to avoid discussing their problems.

Table 5.3 depicts the learners sexual experiences before and after the intervention, for both the experimental and control groups. Statistics on the sexual behaviour appear in tables 5.8 and 5.9

Table 5.3 – Sexual experience - Control Group and Experimental Group					
<u>Control:</u>	Before	after	<u>Experimental:</u>	before	after
total ever had sex	17	14	total ever had sex	17	17
total sex in last month	7	3	total sex in last month	9	6
total times in last month (as group)	6	11	total times in last month (as group)	28	15
used no birth control	3	3	used no birth control	2	2
used unreliable birth control	3	4	used unreliable birth control	18	4
used reliable birth control	3	18	used reliable birth control	9	26
No. of times discussion with parents	37	56	No. of times discussion with parents	42	48
No. of times discuss sex with friends	77	45	No. of times discuss sex with friends	58	77
No. of times discuss sex with partners	18	17	No. of times discuss sex with partners	29	35
No. of times discuss bc with parents	27	18	No. of times discuss bc with parents	29	35
No. of times discuss bc with friends	64	35	No. of times discuss bc with friends	30	51
No. of times discuss bc with partners	30	20	No. of times discuss bc with partners	6	26

bc = birth control

Note that one anomaly in Table 5.3 is that the control group's total for "ever had sex" goes down in the after column, an obvious impossibility. This kind of error gives some credence to the notion that the learners may not have been totally accurate when they completed their questionnaires.

5.3 Inferential Statistics

Note that for all Anova's and T-test's, Levene's test for equality of variances were performed. Where this test was significant (> 0.05) then the result which does not assume equal variances (Scheffe) is used, as this is a conservative means test. To avoid excessive tabular clutter, the Levene's test have not been represented here, and in some cases neither have the categories of variables been reproduced where they have not been significant.

Important also is that many of the T-tests and Anova's are done by looking at the difference between the pre-test mean and the post-test mean. The assessment instruments are so designed that a higher score is more desirable reflecting for example a better attitude. When the post-test mean is subtracted from the pre-test mean and the intervention has been fruitful, the resulting difference will often be a negative value, suggesting that the post-test value was higher and therefore improved on the pre-test value.

5.3.1 Global Measures: Knowledge, Attitudes And Behaviour

The key measures of the study were the changes in knowledge, attitudes and behaviour that took place subsequent to the PPASA programme. The assessment instruments used are attached in Appendix C. Table 5.4 indicates the experimental group scores on all these measures.

		Experimental Group			
		Mean	N	Std. Deviation	Std. Error Mean
Knowledge	Pre Test	8.47	38	2.92	.47
	Post Test	9.74	38	4.43	.72
Attitudes	Pre Test	336.10	38	28.47	4.62
	Post Test	335.29	38	47.31	7.67
Behaviour	Pre Test	334.45	38	53.37	8.66
	Post Test	304.89	38	55.99	9.08

As is evident from Table 5.4, the results are fairly striking. The knowledge score was derived from the Mathtech Knowledge Questionnaire and is based on 34 multiple choice questions. Higher score indicate more knowledge. The mean group score on the pre-test for the experimental group (8.47) gives some indication of the limited knowledge these learners have. Other possible explanations for the low scores are discussed later in chapter 6. Disappointingly the extensive PPASA intervention, only managed to budge the mean score by 1.27, an insignificant rise. Of the three measures sexual knowledge should be the least resistant to change, since all it requires is the integration of factual material. That this happened on such a small scale raises a host of questions which will be discussed later.

The global attitude scores did not change significantly, however some of the demographic variables showed significant attitude changes. These will be discussed in 5.3

For the sexual behavioural assessment scores higher scores suggest more responsible behaviours. The maximum possible score would be 5. As revealed in Table 5.4, the score decreased suggesting that sexual behaviours worsened during the PPASA programme in just the opposite way that was intended.

**Table 5.5 Paired Samples T-Test – Knowledge, Attitudes and Behavior
Experimental Group**

	Paired Differences						T	Df	Sig (2-tailed)
	Mean (diff)	Standard Deviation	Std. Error Mean	95%					
				Lower	Upper				
Knowledge post-pre	-1.26	3.99	.65	-2.57	0.048	-1.951	37	.059	
Attitudes post-pre	.81	44.71	7.25	-13.88	15.51	112	37	.911	
Behaviour post-pre	29.55	65.62	10.65	7.98	51.12	2.776	37	.009*	

* $p < 0.05$

In Table 5.5 above the sexual behaviour of the group as indicated by the questionnaire changed significantly though unfortunately in the wrong direction. If the data reflects the real position, then this is clearly a worrying finding, as it suggest that the intervention was not only counterproductive, but also positively hazardous. There are many possibilities why the regressive behaviour change occurred, including that it is false positive and that the learners did not take the assessment seriously. A more in depth discussion will be done in chapter 6.

**Table 5.6 Knowledge, Attitudes and Behaviour scores
Control Group**

		Mean	N	Std. Deviation	Std. Error Mean
Knowledge	Pre Test	9.30	40	2.64	.42
	Post Test	8.98	40	3.25	.51
Attitudes	Pre Test	336.71	40	27.23	4.31
	Post Test	335.05	40	28.49	4.50
Behaviour	Pre Test	310.33	40	43.79	6.92
	Post Test	292.43	40	39.41	6.23

**Table 5.7 Paired Samples T-Test – Knowledge, Attitudes and Behavior
Control Group**

	Paired Differences						T	df	Sig (2-tailed)
	Mean (diff)	Standard Deviation	Std. Error Mean	95%					
				Lower	Upper				
Knowledge post-pre	.33	3.41	.54	-.77	1.42	.602	39	.551	
Attitudes post-pre	1.67	33.66	5.32	-9.10	12.43	.313	39	.756	
Behaviour post-pre	17.90	44.35	7.01	3.72	32.08	2.553	39	.015*	

* $p < 0.05$

Just as the sexual behaviour of the learners in the experimental group worsened, so did this occur in the control group, where the drop was also statistically significant. This might reflect some of the problems cited in 5.1, or it might mean that the student sexual behaviour did deteriorate for other reasons. One possible explanation could be that even though the control group were not exposed to the intervention, they remained in contact with their fellow learners who were. Informal discussions between the learners might account for the regressed sexual behaviour.

5.3.2 Sexual Behaviour

Two types of sexual behaviour were examined, the first was the frequencies of sexual behaviours (e.g. number of times had sex in the last month) while the other type was categories of sexual behaviours. Tables 5.8 and 5.9 explore the changes in frequencies of sexual behaviours that might have changed. The tables reflect the difference between posttest scores and pretest scores.

	t	df	Sig.
Had sex last month	-1.433	39	.160
Used no birth control	.000	39	1.000
Used unreliable birth control	-.330	39	.743
Used reliable birth control	-1.891	39	.066
No. of times discussion with parents	-1.320	39	.194
No. of times discuss sex with friends	.766	38	.448
No. of times discuss sex with partners	.117	39	.907
No. of times discuss bc with parents	.672	39	.506
No. of times discuss bc with friends	1.804	39	.079
No. of times discuss bc with partners	1.152	39	.256

bc = birth control

	t	df	Sig.
Had sex last month	-.758	37	.453
Used no birth control	.000	37	1.000
Used unreliable birth control	1.217	37	.231
Used reliable birth control	-1.304	37	.200
No. of times discussion with parents	-.829	36	.413
No. of times discuss sex with friends	-.882	37	.383
No. of times discuss sex with partners	-1.012	37	.318
No. of times discuss bc with parents	-.927	37	.360
No. of times discuss bc with friends	-1.577	37	.123
No. of times discuss bc with partners	-2.517	37	.016*

bc = birth control * p < 0.05

The above table indicates that the only behaviour that changed significantly as a result of the intervention was that there was a positive change for learners in discussing birth control with their partners. The intervention seemed to be useful in sensitising the learners as to the value of talking opening about such matters. Unfortunately none of the other indicators moved significantly, include important behaviours like using unreliable birth control. Fortunately the use of unreliable birth control did decrease, whilst the use of reliable birth control did increase, but the se changes were not statistically significant, perhaps because the number of learners was very small.

5.3.2.1 Behaviour And Talking About Problems

In regard to behaviour categories and demographic variables, Table 5.10 and 5.11 below indicate that the only significant variables was the extent to which family's talked about their problems. Interestingly this variable also made an impact on attitude (see 5.3.4) and seems therefore to be an important determinant of sexual behaviour. Please note that for the tables below only the effected behavioural categories have been reproduced. The omitted categories were not significant.

			Mean Diff.	Std. Error	Sig.
Assertiveness Skills	Always	Usually	-8.50	6.58	.444
		Sometimes	-10.75	6.43	.262
	Usually	Always	8.50	6.58	.444
		Sometimes	-2.25	5.32	.915
	Sometimes	Always	10.75	6.43	.262
		Usually	2.25	5.32	.915
Birth control Assertiveness Skills	Always	Usually	-1.21	6.30	.982
		Sometimes	-1.67	6.12	.964
	Usually	Always	1.21	6.30	.982
		Sometimes	-.45	5.08	.996
	Sometimes	Always	1.67	6.12	.964
		Usually	.45	5.08	.996

			Mean Diff.	Std. Error	Sig.
Assertiveness Skills	Always	Usually	-3.12	6.03	.875
		Sometimes	-12.58	4.85	.047*
	Usually	Always	3.12	6.03	.875
		Sometimes	-9.46	5.29	.218
	Sometimes	Always	12.58	4.85	.047*
		Usually	9.46	5.29	.218
Birth control Assertiveness Skills	Always	Usually	5.71	5.79	.621
		Sometimes	-10.36	5.02	.140
	Usually	Always	-5.71	5.79	.621
		Sometimes	-16.07	5.02	.014*
	Sometimes	Always	10.36	5.02	.140
		Usually	16.07	5.02	.014*

- $p < 0.05$

The key positive and significant growth here was in the important area of assertiveness and birth control. The intervention appears to have empowered learners to be assertive around making informed choices. From Table 5.11 it emerges that the extent to which families talk about problems allows the children to be more assertive in this regard. Those learners whose families always spoke about problems were significantly more assertive than those learners whose families only sometimes spoke about problems. Similarly when it comes to assertiveness specifically about birth control. Those students who usually spoke about problems at home were significantly more likely to be assertive about birth control compared to those learners who only sometimes discussed problems at home.

5.4 Attitudes

As described above, there were no significant changes in attitude for either the experimental group or the control group. It was deemed important however to see if any of the demographic variables were significant to sexual attitudes. In this regard several key criteria did emerge as important and only those that were statistically significant are reproduced below.

5.4.1 The Impact Of Gender

The gender of the learner emerged as an important discriminatory variable in regard to several different sexual attitudes. Tables 5.12 – 5.14 lists the mean scores of sexual attitudes as grouped by gender. Please note that the presented mean is calculated as the difference between the post-test mean and the pre-test mean.

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Clarity of long-term goals	Male	20	-20.50	97.75	21.86
	Female	20	-2.25	70.12	15.68
Clarity of personal sexual values	Male	20	-37.00	74.58	16.68
	Female	20	-16.25	69.81	15.61
Understanding of emotional needs	Male	20	-34.25	95.85	21.43
	Female	20	12.00	93.93	21.00
Understanding of personal social behaviour	Male	20	-28.25	88.16	19.71
	Female	20	16.00	83.25	18.62
Understanding of personal sexual responses	Male	20	-19.50	110.11	24.62
	Female	20	-3.75	72.31	16.17
Attitude towards various gender role behaviours	Male	20	-2.15	66.32	14.83
	Female	20	17.50	99.94	22.35
Attitude towards sexuality in life	Male	20	44.00	81.14	18.14
	Female	20	32.75	120.86	27.02
Attitude towards the importance of birth control	Male	20	-1.25	87.75	19.62
	Female	20	-6.25	92.44	20.67
Attitude towards premarital sex	Male	20	-13.00	103.47	23.14
	Female	20	.50	116.55	26.06
Attitude towards the use of pressure + force in sexual activity	Male	20	-4.00	116.83	26.12
	Female	20	21.50	105.83	23.66
Recognition of the importance of family	Male	20	11.50	98.26	21.97
	Female	20	-23.25	80.30	17.96
Self-esteem	Male	20	-22.00	91.74	20.51
	Female	20	5.00	65.57	14.66
Satisfaction with personal sexuality	Male	20	1.00	80.12	17.92
	Female	20	1.25	85.68	19.16
Satisfaction with social relationships	Male	20	-10.50	84.94	18.99
	Female	20	34.50	76.38	17.08

Table 513 Sexual Attitudes by Gender – Control Group
Independent samples T-test

	T	df	sig	mean diff.	std. error
Clarity of long-term goals	-.678	38	.502	-18.25	26.90
Clarity of personal sexual values	-.908	38	.369	-20.75	22.84
Understanding of emotional needs	-1.541	38	.132	-46.25	30.01
Understanding of personal social behaviour	-1.632	38	.111	-44.25	27.11
Understanding of personal sexual responses	-.535	38	.596	-15.75	29.46
Attitude towards various gender role behaviours	-.733	38	.468	-19.65	26.82
Attitude towards sexuality in life	.346	38	.732	11.25	32.55
Attitude towards the importance of birth control	.175	38	.862	5.00	28.50
Attitude towards premarital sex	-.387	38	.701	-13.50	34.85
Attitude towards the use of pressure + force in sexual activity	-.723	38	.474	-25.50	35.25
Recognition of the importance of family	1.225	38	.228	34.75	28.38
Self-esteem	-1.071	38	.291	-27.00	25.22
Satisfaction with personal sexuality	-.010	38	.992	-.25	26.23
Satisfaction with social relationships	-1.762	38	.086	-45.00	25.54

*p < 0.05



**Table 5.14 Sexual Attitudes by Gender – Experimental Group
Group Statistics**

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Clarity of long-term goals	Male	17	11.76	80.64	19.56
	Female	21	-54.76	118.52	25.86
Clarity of personal sexual values	Male	17	51.76	59.95	14.54
	Female	21	-16.67	79.93	17.44
Understanding of emotional needs	Male	17	17.65	90.24	21.89
	Female	21	-31.19	105.76	23.08
Understanding of personal social behaviour	Male	17	-14.12	71.33	17.30
	Female	21	-51.43	89.63	19.56
Understanding of personal sexual responses	Male	17	45.88	99.94	24.24
	Female	21	-4.90	91.45	19.95
Attitude towards various gender role behaviours	Male	17	8.53	95.49	23.16
	Female	21	-24.76	99.39	21.69
Attitude towards sexuality in life	Male	17	-48.24	112.93	27.39
	Female	21	85.71	86.25	18.82
Attitude towards the importance of birth control	Male	17	4.12	109.68	26.60
	Female	21	-17.86	125.69	27.43
Attitude towards premarital sex	Male	17	79.12	121.40	29.44
	Female	21	-50.71	101.06	22.05
Attitude towards the use of pressure + force in sexual activity	Male	17	30.29	84.57	20.51
	Female	21	-69.76	100.59	21.95
Recognition of the importance of family	Male	17	9.00	89.37	21.68
	Female	21	-55.14	88.75	19.37
Self-esteem	Male	17	19.12	99.78	24.20
	Female	21	20.71	98.50	21.50
Satisfaction with personal sexuality	Male	17	47.06	130.76	31.71
	Female	21	7.05	73.26	15.99
Satisfaction with social relationships	Male	17	14.71	97.48	23.64
	Female	21	19.14	72.06	15.73

Table 5.15 Sexual Attitudes by Gender – Experimental Group
Independent samples T-test

	t	df	Sig	mean diff.	std. error
Clarity of long-term goals	1.972	36	.056	66.53	33.74
Clarity of personal sexual values	2.924	36	.006*	68.43	23.40
Understanding of emotional needs	1.510	36	.140	48.84	32.35
Understanding of personal social behaviour	1.395	36	.172	37.31	26.75
Understanding of personal sexual responses	1.633	36	.111	50.79	31.10
Attitude towards various gender role behaviours	1.045	36	.303	33.29	31.87
Attitude towards sexuality in life	-4.147	36	.000**	-133.95	32.30
Attitude towards the importance of birth control	.567	36	.574	21.97	38.77
Attitude towards premarital sex	3.599	36	.001*	129.83	36.07
Attitude towards the use of pressure + force in sexual activity	3.269	36	.002*	100.06	30.61
Recognition of the importance of family	2.208	36	.034*	64.14	29.05
Self-esteem	-.049	36	.961	-1.60	32.32
Satisfaction with personal sexuality	1.192	36	.241	40.01	33.56
Satisfaction with social relationships	-.161	36	.873	-4.44	27.51

* $p < 0.05$ ** $p < 0.01$

From the experimental group statistics above, particularly table 5.15, it is evident that sexual attitude changes seem to impact more readily on the females than the males. Five attitudes in particular were impacted, four of these in which the girls had favourable attitude changes and one which the boys did. The attitudes changes which were significant for the girls were i) Attitude towards premarital sex ii) Attitude towards the use of pressure and force in sexual activity iii) Recognition of the importance of family and iv) Clarity of personal sexual values. For the boys the only significant attitude change was the rather general Attitude towards sexuality in life which covers such territory as the complexity and complications which arise out of sexual relationships (See appendix C).

From the above it would therefore seem that females are more receptive to attitude change than males and as expected such a programme allows them to be more assertive about their sexual choices. In this project the girls became more conservative than the boys in regard to pre-marital sex, gave increased recognition to the role of their families, and become significantly more empowered in being able to say “no”. Finally they also had less confusion compared to the boys in what they stood more in terms of sexual behaviours. For the boys the very strong finding ($p < 0.01$) was that compared to the girls, boys consider sex to be extremely important even though their attitude is generally considerably more cavalier.

5.4.2 The Impact Of Parental Response

Parental response refers to the way in which the learners perceived their parents as reacting to their questions about sex. Table 5.16 below indicates that although there was no significant differences for the control group, parental response did impact on the experimental group in a limited way.

			Mean Diff.	Std. Error	Sig.
Attitude towards the importance of birth control	Positively	Neutrally	12.39	29.49	.916
		Negatively	-71.06	44.36	.289
	Neutrally	positively	-12.39	29.49	.916
		negatively	-83.44	44.08	.181
	Negatively	neutrally	71.06	44.36	.289
		positively	83.44	44.08	.181

			Mean Diff.	Std. Error	Sig.
Attitude towards the importance of birth control	Positively	neutrally	-110.54	40.59	.035*
		negatively	69.79	66.05	.577
	Neutrally	positively	110.54	40.59	.035*
		negatively	180.33	71.00	.052
	Negatively	neutrally	-69.79	66.05	.577
		positively	-180.33	71.00	.052

* $p < 0.05$

The key finding for the experimental group (Table 5.17) was that as parental response became more encouraging, so did the learners' attitude towards birth control become more responsible. The more uncomfortable the parents were in discussing sexual issues the less likely that their children would have a responsible attitude towards using birth control. Although the finding was statistically significant when comparing the "neutral" parents to the "positive", there was a very strong trend comparing the parents who were "negative" to those who were "neutral" or "positive". The implications here are relatively clear – parents need to be educated on how to respond to their children's sexual questions. It would appear from this project that being on the PPASA programme brought sexual issues into the foreground of the learners' consciousness. If they took questions home and their parents responded negatively this created doubt and confusion for the learners, if on the other hand their parents were positive and receptive, this helped the learners make firmer and more sexually responsible decisions.

5.4.3 The Impact Of Own Sexual Experience

An obvious question in this project concerns whether the amount of sexual experience impacts at all on sexual attitudes. The biographical form covers five types of sexual experience, viz.: Many partners many experiences; One partner many experiences; Few partners few experiences; One partner few experiences; No experiences.

In both the control and experimental groups approximately half the learners reported that they had never been sexually active. The numbers of sexually active learners is therefore relatively small, and the resulting N in each of the other categories is small. As Tables 5.18 and 5.19 below indicates, sexual experience seemed to impact on a limited number of attitudes. To avoid excessive cluttering, the tables below will only present those attitudes effected.



**Table 5.18 Sexual Attitudes by own sexual experience - Control Group
ANOVA**

			Mean Diff.	Std. Error	Sig.	
Understanding of personal sexual responses	many partners many experiences	1 partner many experiences	-29.67	69.91	.980	
		few partners few experiences	-39.50	52.43	.903	
		1 partner few experiences	-46.81	47.63	.809	
		No experiences	29.67	69.91	.980	
	1 partner many experiences	Many partners many experiences	-9.83	63.01	.999	
		few partners few experiences	-17.14	59.08	.994	
		1 partner few experiences	39.50	52.43	.903	
		No experiences	9.83	63.01	.999	
	few partners few experiences	Many partners many experiences	-7.31	36.78	.998	
		1 partner many experiences	46.81	47.63	.809	
		1 partner few experiences	17.14	59.08	.994	
		No experiences	7.31	36.78	.998	
	1 partner few experiences	no experiences	Many partners many experiences	-29.67	69.91	.980
			1 partner many experiences	-39.50	52.43	.903
			few partners few experiences	-46.81	47.63	.809
			No experiences	29.67	69.91	.980
		many partners many experiences	Many partners many experiences	-9.83	63.01	.999
			1 partner many experiences	-17.14	59.08	.994
			few partners few experiences	39.50	52.43	.903
			1 partner few experiences	9.83	63.01	.999
Attitude towards sexuality in life	many partners many experiences	1 partner many experiences	-36.67	75.36	.971	
		few partners few experiences	60.00	56.52	.771	
		1 partner few experiences	19.76	51.35	.985	
		No experiences	36.67	75.36	.971	
	1 partner many experiences	Many partners many experiences	96.67	67.93	.573	
		few partners few experiences	56.43	63.69	.853	
		1 partner few experiences	-60.00	56.52	.771	
		No experiences	-96.67	67.93	.573	
	few partners few experiences	Many partners many experiences	-40.24	39.65	.794	
		1 partner many experiences	-19.76	51.35	.985	
		1 partner few experiences	-56.43	63.69	.853	
		No experiences	40.24	39.65	.794	
	1 partner few experiences	no experiences	Many partners many experiences	-36.67	75.36	.971
			1 partner many experiences	60.00	56.52	.771
			few partners few experiences	19.76	51.35	.985
			No experiences	36.67	75.36	.971
	no experiences	Many partners many experiences	96.67	67.93	.573	
		1 partner many experiences	56.43	63.69	.853	
		few partners few experiences	-60.00	56.52	.771	
		1 partner few experiences	-96.67	67.93	.573	

Table 5.19 Sexual Attitudes by own sexual experience - Experimental Group ANOVA

			Mean Diff.	Std. Error	Sig.	
Understanding of personal sexual responses	many partners many experiences	1 partner many experiences	-70.00	69.84	.907	
		few partners few experiences	-74.00	71.56	.897	
		1 partner few experiences	-140.00	74.07	.479	
		No experiences	13.95	63.30	1.000	
	1 partner many experiences	Many partners many experiences	70.00	69.84	.907	
		few partners few experiences	-4.00	51.79	1.000	
		1 partner few experiences	-70.00	55.21	.806	
		No experiences	83.95	39.59	.362	
	few partners few experiences	Many partners many experiences	74.00	71.56	.897	
		1 partner many experiences	4.00	51.79	1.000	
		1 partner few experiences	-66.00	57.38	.855	
		No experiences	87.95	42.56	.388	
	1 partner few experiences	Many partners many experiences	140.00	74.07	.479	
		1 partner many experiences	70.00	55.21	.806	
		few partners few experiences	66.00	57.38	.855	
		No experiences	153.95	46.66	.046*	
		no experiences	Many partners many experiences	-13.95	63.30	1.000
			1 partner many experiences	-83.95	39.59	.362
			few partners few experiences	-87.95	42.56	.388
			1 partner few experiences	-153.95	46.66	.046*
Attitude towards sexuality in life	many partners many experiences	1 partner many experiences	96.67	82.08	.844	
		few partners few experiences	16.00	84.11	1.000	
		1 partner few experiences	35.00	87.06	.997	
		No experiences	-84.76	74.40	.859	
	1 partner many experiences	Many partners many experiences	-96.67	82.08	.844	
		few partners few experiences	-80.67	60.88	.779	
		1 partner few experiences	-61.67	64.89	.922	
		No experiences	-181.43	46.54	.012*	
	few partners few experiences	Many partners many experiences	-16.00	84.11	1.000	
		1 partner many experiences	80.67	60.88	.779	
		1 partner few experiences	19.00	67.44	.999	
		No experiences	-100.76	50.03	.414	
	1 partner few experiences	Many partners many experiences	-35.00	87.06	.997	
		1 partner many experiences	61.67	64.89	.922	
		few partners few experiences	-19.00	67.44	.999	
		No experiences	-119.76	54.85	.333	
	no experiences	Many partners many experiences	84.76	74.40	.859	
		1 partner many experiences	181.43	46.54	.012*	
		few partners few experiences	100.76	50.03	.414	
		1 partner few experiences	119.76	54.85	.333	

• $p < 0.05$

According to the table above (table 5.19) two attitudes are impacted on by the extent of sexual experiences. The first of these is the understanding of sexual responses. Those learners who had enjoyed a few sexual experiences with 1 partner (perhaps in a committed relationship) were significantly more in touch with their knowledge about their sexual responses than those who had no sexual experiences. This is on one level an obvious finding. Those with no sexual experiences would have no knowledge of how they react sexually. The implication however is that those learners who have had limited sexual experience seem to respond more positively in this regard than those who have had no experiences.

The other impact was for those learners who have had many experiences with 1 partner. Compared to the group with no sexual experiences, they benefited the least in regard to their general attitude towards sexuality in life. In other words those who had had many sexual experiences with one partner seemed to see sexual relationships in a far more negative light than those who had no yet had any sexual experiences. The PPASA intervention seemed to polarise these groups, with those who had had no sexual experiences seeing sex in a positive way, while those who had had sexual experiences with 1 partner became more negative about sexual experiences. Note that both of the above findings in the experimental group do not appear in the control group.

5.4.4 The Impact Of Family Discussions

One of the demographic variables captured in the questionnaire was the extent to which families spoke about their problems. Four possibilities were given, namely: Always; Usually; Sometimes or Never. None of the students marked 'never'. An ANOVA was done to see if this variable played any part in the learners change in sexual attitudes. Once again only those attitudes, which proved to be significant, have been included in the Tables 5.20 and 5.21 below.

**Table 5.20 Sexual Attitudes by family discussion - Control Group
ANOVA**

			Mean Diff.	Std. Error	Sig.
Attitude towards sexuality in life	Always	Usually	37.50	46.79	.727
		Sometimes	69.02	44.69	.315
	Usually	Always	-37.50	46.79	.727
		Sometimes	31.52	35.60	.678
	Sometimes	Always	-69.02	44.69	.315
		Usually	-31.52	35.60	.678
Attitude towards premarital intercourse	Always	Usually	-24.29	49.21	.886
		Sometimes	49.10	47.00	.584
	Usually	Always	24.29	49.21	.886
		Sometimes	73.38	37.44	.161
	Sometimes	Always	-49.10	47.00	.584
		Usually	-73.38	37.44	.161

			Mean Diff.	Std. Error	Sig.
Attitude towards sexuality in life	Always	Usually	-66.50	52.77	.460
		Sometimes	55.50	43.09	.445
	Usually	Always	66.50	52.77	.460
		Sometimes	122.00	46.54	.043*
	Sometimes	Always	-55.50	43.09	.445
		Usually	-122.00	46.54	.043*
Attitude towards premarital intercourse	Always	Usually	-125.13	55.00	.090
		Sometimes	-134.00	44.91	.019*
	Usually	Always	125.13	55.00	.090
		Sometimes	-8.88	48.51	.983
	Sometimes	Always	134.00	44.91	.019*
		Usually	8.88	48.51	.983

*p < 0.05

From the above table it is evident that the PPASA programme impacted in positive attitudinal change for those learners who usually talk about problems with their families, in contrast to those learners who only sometimes engage with their families about problems. Interestingly, Table 5.21 also indicates that those learners in the experimental group who marked that they 'Always' spoke about problems had less conservative attitudes about premarital sex than those learners who only 'Sometimes' had discussions about problems. The reason for this might be that frequent discussions about problems create a greater openness to experience, and that those learners whose families are comfortable with frank discussions instil a more discerning attitude in their children. Clearly the way in which family discussions are held and the manner in which problems are discussed also impacts on this attitude as well, though the limited information in the biographical does not explore this avenue. Once again this highlights the issue that sexual education should involve parents as well as children.

5.5 Summary Of Key Findings

Through the research that was conducted it was evident that the PPASA programme never had a positive effect on the general sexual behaviour of learners. The sexual behaviour of both the experimental and control groups worsened. Talking to parents about sexuality problems determines the sexual behaviour of children. Adolescents who always talk to their parents can make informed choices and are assertive about birth control unlike those who sometimes discussed problems at home.

There were no significant changes in the sexual attitudes of both the experimental and control group. However, in the research gender seemed to determine sexual attitudes. Females are receptive to attitude change than males.

Positive parental response to sexuality issues encourages a positive attitude towards sexuality. Parents who respond negatively to sexuality problems of their children confuse them and do not help to develop a positive attitude towards sexuality, thus these children will fail to make responsible sexual decisions.

About 50% of participants in the experimental and control group are sexually active. Sexual experience determine attitude towards sexuality and understanding of ones' sexual response. For example, subjects who had few sexual experiences with one partner understand their sexual responses unlike those who have never been involved in sexual activities. Those who had many sexual experiences with one partner have a negative attitude towards sexuality in life.

Communicating sexuality problems to family members all the time leads to the development of a positive attitude towards sexuality. Such learners are less conservative about premarital sex. Adolescents who do not talk to family members about their problems have a negative attitude towards sexuality.

5.6 Conclusion

A sexuality education programme like the PPASA programme is important because it teaches learners facts of life and to open up. Therefore it is imperative that it be designed in a manner that will contribute positively to adolescents so that they can become assertive and be in a position to make informed decisions.

Parental involvement in sexuality education is important as positive responses that parents give can build positive sexual attitudes in adolescents. Parental communication also impacts on the sexual attitude of adolescents. The manner in which discussions are held as well as the way problems are handled and discussed affect the adolescents negatively or positively. Parents who display positive attitudes towards sexuality education and problems contribute in helping adolescents to become assertive and to view sexuality positively. Thus parents should be encouraged to take part in the sexuality education of their children and be taught to communicate effectively with adolescents.