

# Effects of an Abstinence Education Program in Tucson, AZ on Adolescent Hispanic Males

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# Outline

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# Hypothesis

When Hispanic/Mexican American males participate in the B-unique program it makes a greater impact on their knowledge of the physical, emotional, and social risks associated with sexual behavior than when the same program is administered to Caucasian males.



# Program Background

- B-Unique Abstinence Education Program
  - 12-19 year olds in Pima County in 8<sup>th</sup>-12<sup>th</sup> grade
  - Traditional public school classroom settings
    - Health, Science, PE, Social Studies classes
  - 10 Weeks
  - Choosing The Best® and WAIT® Curricula

# Methodology



- Pre and Post 2005-2006 school year Survey Comparison
  - Demographics
  - Abstinence related: knowledge, attitude, skills, behaviors
- Focus group follow up
  - Hispanic/Mexican American males (8<sup>th</sup>-12<sup>th</sup> grade)
  - Facilitated by trained staff
- Significance testing of quantitative data

# Analysis



- Pre/Post survey matched utilizing common identifier information
  - School, initials, and date of birth
- Univariate
- Bivariate (Chi square  $p < .05$ )
- Creation of index variables
  - Reliability analysis of index variables (Cronbach's Alpha)

# Analysis: Index Variables



- Attitudes Toward Sexual Abstinence
- Possible Reasons to Choose Abstinence
- Decisions with Regard to Abstinence
- Sexual Abstinence Knowledge/Skills

# Analysis: Reliability of the Indices

- Cronbach's Alpha indicates all four index variables are viable measures of student attitude.
  - Attitude ( $\alpha=0.72$ )
  - Reasons ( $\alpha=0.80$ )
    - Health Consequences ( $\alpha=0.77$ )
    - External Pressures ( $\alpha=0.62$ )
    - Personal Choices ( $\alpha=0.81$ )
  - Decisions ( $\alpha=0.84$ )
  - Knowledge/Skills ( $\alpha=0.66$ )

# Findings:



- Demographics
- Sexual Risk Taking
- Pre/Post Index Variable Change
  - Hispanic/Mexican American Males
  - Caucasian Males
- Commitment to Sexual Abstinence
- Focus Group Data

# Findings: Demographics

- Hispanic/Mexican American Males 39.5%
  - Mean Age 15.09
  - Mean grade 9.65
  - Mean letter grade 2.39
    - 38.0% achieve Cs in School
  - 61.1% have previously taken an abstinence education class.
  - N=245



# Findings: Demographics

- Caucasian Males  
36.6%
- Mean age 15.62
- Mean grade 10.09
- Mean letter grade 2.27
  - 34.8% achieve Bs in school.
- 52.0% have previously taken an abstinence education class.
- N=227



# Findings: Sexual Risk Taking

- Pre Survey Analysis

- Differences in sexual risk taking:

Survey Item	Hispanic	Caucasian	P
a. Likely or very likely to have sex before they are in a relationship or in love	44.9%	29.0%	<b>0.000</b>
b. Have engaged in kissing on the mouth	85.2%	76.0%	<b>0.001</b>
c. Have open-mouthed kissed	74.9%	65.7%	<b>0.023</b>
d. Have had sex	32.4%	27.9%	0.449
e. Self-reported STD treated by doctor	12.9%	11.5%	0.978
f. Not sure of method of birth control used during most recent sex	7.1%	5.6%	0.762

# Findings: Index Variables

## Hispanic/Mexican American Males

Variables	Pre	Post	<i>p</i>
Attitude	10.4	10.3	0.497
Reasons	24.7	26.3	<b>0.000</b>
Decisions	7.6	7.6	0.916
Knowledge/Skills	15.2	16.2	<b>0.000</b>

# Findings: Index Variables

## Caucasian Males

Variables	Pre	Post	<i>p</i>
Attitude	10.7	10.1	<b>0.000</b>
Reasons	24.3	25.4	<b>0.012</b>
Decisions	6.8	6.8	0.908
Knowledge/Skills	15.3	16.1	<b>0.000</b>

## Findings: Commitment

- 40.0% of Hispanic males prepared to say they are committed to sexual abstinence until marriage at post survey

VS.

- 37.2% of Caucasian males prepared to say they are committed to sexual abstinence until marriage at post survey

# Findings: Sexually Active vs. Non-Sexually Active

## Sexually Active Hispanic/Mexican American Males

Variables	Pre	Post	<i>p</i>
Attitude	12.2	11.7	0.124
Reasons	20.6	21.8	<b>0.022</b>
Decisions	10.1	10.3	0.576
Knowledge/Skills	15.1	15.4	<b>0.355</b>

# Findings: Sexually Active vs. Non-Sexually Active

## Non-Sexually Active Hispanic/Mexican American Males

Variables	Pre	Post	<i>p</i>
Attitude	9.6	9.7	0.695
Reasons	26.4	28.1	<b>0.000</b>
Decisions	6.5	6.2	0.858
Knowledge/Skills	15.1	16.3	<b>0.000</b>

# Findings: Focus group data

## Perception of abstinence as explained by Hispanic/Mexican American males

- Reasons for not having sex:

- STDs

- HIV/AIDS

- Parent's experiences

- Cultural differences regarding Sex



# Discussion of Findings:

- Hispanic/Mexican American Male students demonstrate:
  - Significantly higher sexual risk taking behavior at pre test
  - Significant improvement in the Reasons and Knowledge/Skills indices
  - More likely to commit to sexual abstinence until marriage at post test than Caucasian counterparts

# Discussion cont.

- B-Unique addresses attitudes, reasons not to have sex, and knowledge/skills regardless of whether a student has had sex or not; proving effective for both groups.
  - Sexually active Hispanic males students showed significant improvement in the reasons index and improvement in knowledge and refusal skills
  - Non-sexually active Hispanic male students showed highly significant improvement in atknowledge/skills index

# Discussion cont.

- The B-Unique program is positively influencing Hispanic male students to take pro abstinence positions in:
  - Attitudes
  - Reasons
  - Knowledge/Skills
- The significant impact the B-Unique program makes upon Hispanic/Mexican American males cannot be explained by chance alone.

# Limitations

- Research/Evaluation

- Survey mandated by funder
- Non-experimental design
- Survey not provided in Spanish
- Cultural competency issues

- Program

- Ultimate program goal(s) is not directly evaluated by evaluation tools
- Previous exposure to abstinence education not measured

# Implications

## ● Research/Evaluation

- Research/Evaluation Tool
  - Work with funder on development/revision
  - Translated tools
- Include comparison groups
- Translated program materials
- Further research
  - Cultural impacts

## ● Program

- Peer to peer learning
  - In classroom and through peer mentoring
- Amount of training for educator
  - Not just the number of trainings, but the quality, variety and frequency
- “Clean Slate” attitude
  - In curriculum AND educators
- Staffing considerations
  - Culturally Competent
  - Hiring process

# Questions



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Thank You

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