

**TEACHERS' PERCEPTION OF THE INTRODUCTION OF SEX EDUCATION
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Email: speaktoa3@yahoo.com/speaktoa3@gmail.com**Abstract**

This study investigated the teachers' perception of the introduction of sex education in secondary school curriculum in Ogun state, Nigeria. The population for the study was all secondary school teachers in Abeokuta metropolis, Ogun State. The sample for the study consisted of three hundred secondary schools teachers randomly selected from Abeokuta metropolis. The instrument used for data collection was 'Attitude towards Sex Education Questionnaire' (ASEQ) which was developed by the researchers. The data collected were analyzed using t-test and ANOVA statistical tools. The result indicated that teachers were favourably disposed to the introduction of sex education and showed no significant difference in the attitude of teachers towards the introduction of the sex education in secondary schools on the basis of gender, family type, age, religion and the type of subjects they teach. However, there was a significant difference in the attitude of teachers towards the introduction of sex education based on their teaching status. Based on these findings, it was recommended that, government should include sex education as a separate subject in the secondary schools curriculum.

Keywords: Sex education, Secondary school's curriculum, Teachers' perception

Introduction

Sex education has not been introduced into Nigeria Secondary School Curriculum but it is being taught in different subjects like Biology, Health Science, Home economics and Religious instructions (Maine, 2011). Although, sex education started by the British government in 1944, it was not until 1956 that the British government attended to the need of the youths for adequate sex education. Abogunwa (2013) reported that some voluntary organizations like Young Men Christian Association (YMCA) and Young Women Christian Association (YWCA) tried to educate youths about sex. YMCA

and YWCA worked mainly through group discussions with the members and through publications on education.

In 1994, the institute for family research and education at Syracuse University implemented the initial phase of a community sex education programme for parents in Syracuse, New York. This activity was based on the philosophy that the groups and individuals will be most receptive to communicate which was perceived as attempting to meet the needs. In this case, is like helping parents to assume their roles of main sex educators of their children. The primary aims of the project were to conduct five to ten weeks training programmes for school religious leaders and mental health organization leaders. Invariably, these leaders were trained for sex education programme. Sex education in the United Kingdom was left initially in the hands of individual head teachers. As a result of this autonomous organization of individual schools, there was wide diversity in sex education activities in any spheres in different parts of the country (Adekola, 2003). In 1956 however, the ministry of education started sex education as health education for better understanding of the reproductive processes that concern nature of sex and sex behaviour that eventually helped lives and family relationships. Arifelo (2003) also pointed out that since 1956, a number of important government reports have made references to young people's need for adequate sex education. These include the Crowder report 1959, Nelson report 1963, the Plowder report 1967 and a host of others.

The need to give quantitative and qualitative sex education to adolescents cannot be over-emphasized. Sex education is designed to give correct and adequate factual information and understanding of problem of sex, such as its development, function and expression. Youths can no longer be kept in perpetual ignorance of sex (Olayinka & Osho, 2007). In addition, sex education is desirable so that youths will have cogent reasons to avoid sex abuse and cultivate wholesome attitude to sexual experiences when they are mature enough to do so. Sex education will also prevent youths from acquiring wrong and misleading information about sex. Sex problems are multi-dimensional and youths need to be equipped with what to do under a given circumstances. Jones (2005) suggested that sex education should be taught and learned so as to familiarize youths with future roles as husbands and wives. They need to be informed about their future roles as parents and the contributions they would have to make to the development of their children to become responsible citizens.

United Nations Population Fund (UNPFA) in collaboration with some states in Nigeria and some key stakeholders in sex education has identified the need to include Comprehensive Sexuality Education (CSE) into non-formal vocational training. There are still controversies as regards its introduction into the school curriculum. Orji and Esimai (2003) reported that some parents and teachers supported its introduction into the school curriculum and believed that it would prevent unwanted pregnancies, enhance healthy relationships between opposite sex, prevent transmission of HIV infections and STDs, provide the knowledge of sexual interactions, consequences and responsibilities and to educate the students on the basic processes of human reproduction. However, the

researchers reported that some of the respondents opposed the introduction of sex education because they believed that it would corrupt the students with the fear that it can create unnecessary anxiety and arouse students and this might make them to want to experiment what they have been taught. Some researchers agreed that adolescent sex education should be incorporated into Nigerian schools. It is probably the most cost-effective intervention that could be made to ensure the future reproductive health of the Nigerian community.

People have different attitudes towards sex education ranging from positive to negative. Motsuuru (2005) reported that teachers passed little knowledge to the children about the physiology of reproduction and a greater part of it is reserved till when the child is sexually matured. Atolagbe (2012) also stated that Nigerian adults favour the postponements of full sexual experience by adolescent for as long as possible. Mburawo (2000) stated that teachers may do an adequate job with very small children who ask relatively simple questions but once sexual activity or the possibility of sexual activity comes to the fore ground of discussion (whether that activity is a 4 year old genital play or a 14 year old intercourse experience) teachers anxieties, fear and embarrassment get in the way of honest and open discussion.

Ladipo and Otolorin (2013) found that teachers generally want sexual values to be emphasized in school sex education programmes, they approved of discussion of non behavioural topics, while teenagers wanted open discussion of sexual behaviour. Jimoh (2000) in a published study of attitudes of parents and teachers towards sex education for children in elementary schools found that out of 15,866 parents, the male parents believed that sex education was the mother's duty. 94% out of the population of teachers wanted sex education to be done by specialists like nurses and doctors. About 7% of the total respondents were against sex education for their children. They even threatened to withdraw their children from school if it is ever introduced. In a similar report by Hottios (2002) in respect of the attitudes of some educated parents in Maiduguri to the introduction of sex education, he found out that, most teachers thought, the subject was not significant. Hake (2012) also reported that teachers had negative attitudes to the introduction of sex education with the assumption that if introduced, adolescents will be curious and will have the urge to practice what they are being taught. Hence, this study attempted to find out the attitude of teachers towards the introduction of sex education in secondary schools in Odeda Local Government Area of Ogun State, Nigeria.

The objectives of this study were to find out if there is difference between the senior and junior secondary teachers' perception of the introduction of sex education in secondary school curriculum. Also, the study found out the difference between the perception of male and female teachers towards the introduction of sex education in secondary school and as well examined the difference in perceptions of teachers based on religious status their family type, ages and subject they teach towards the introduction of sex education in secondary school.

Hypotheses

1. There is no significant difference in the perception of senior teachers and junior teachers towards the introduction of sex education in secondary schools.
2. There is no significant difference in the perception of male and female teachers towards the introduction of sex education in secondary school.
3. There is no significant difference in the perception of teachers based on their religion towards the introduction of sex education in secondary schools.
4. There is no significant difference in the perception of teachers based on their family types towards the introduction of sex education in secondary schools.
5. There is no significant difference in the perception of teachers based on their age towards the introduction of sex education in secondary schools.
6. There is no significant difference in the perception of teachers based on the subjects they teach towards the introduction of sex education in secondary schools.

Methodology

This study adopted a descriptive survey design. The population for this study consisted of all secondary school teachers in Odeda Local Government Areas of Ogun State, Nigeria. 300 respondents were sampled in the study. Thirty secondary schools were selected and ten teachers were sampled from each of the schools chosen for this study. Simple random sampling procedure was employed. The research instrument employed for this study was entitled “Attitude towards Sex Education Questionnaire (ASEQ) and was designed by the researchers. The questionnaire comprised of two sections, section A and section B. Section A was designed to collect the demographic data of the respondents while section B comprised of the modified likert scale of four points refined scale to enable the respondents indicate the extent of their level of agreement or disagreement. The content validity of the instrument was determined by giving it to experts in health education and educational guidance and counselling department of Federal College of Education, Abeokuta, Ogun State. The reliability of the instrument was determined through test-re-test method using 30 senior secondary school teachers from the non-participating local government. Pearson Product Moment Correlational (PPMC) was used to determine the reliability index of the instrument which yielded 0.76. Data collected were analyzed using t-test and ANOVA statistical tools.

Results

Hypothesis One

There is no significant difference in the perception of junior and senior teachers towards the introduction of sex education in secondary schools:

Table 1: Results of t-test comparing the perception of junior and senior teachers towards the introduction of sex education in secondary schools

School Level	N	X	SD	DF	Cal. T-value	Crit. T-value
Senior teacher	192	60.54	5.74	298	3.19*	1.96
Junior teacher	108	58.22	6.58			

*P<0.05, df = 298

The results on table 1 show the calculated t-value to be 3.19 while critical t-value is 1.96. The critical t-value is less than the calculated t-value. It can then be concluded that there is a statistically significant difference in the attitude of senior and junior teachers towards the introduction of sex education in secondary schools. Hypothesis one was therefore rejected.

Hypothesis Two

There is no significant difference in the perception of male and female teachers towards the introduction of sex education in secondary schools.

Table 2: Results of t-test comparing male and female respondents’ perception towards the introduction of sex education in secondary schools

Gender	No Cases	Mean	SD	Df	Cal. T-value	Crit. T-value
Male	155	59.04	5.79	298	1.94	1.96
Female	145	60.42	6.45			

The above table shows the means and standard deviation of male and female teachers towards the introduction of sex education in secondary schools. The calculated t-value of 1.94 is less than the critical t-value of 1.96. Based on this result, it was concluded that there is no statistically significant difference in the perception of male and female teachers towards the introduction of sex education in secondary schools. Hypothesis two was therefore accepted.

Hypothesis Three

There is no significant difference in the perception of teachers towards the introduction of sex education in secondary schools based on their religions status.

Table 3: Results of ANOVA comparing respondents in respects of their religions

SOURCE	DF	SS	MS	Cal. F-value	Critical value
Model	2	121.859	6.92	1.62	3.00
Error	297	11197.910	37.66		
Total	299	11309.769			

Table 3 show the result of the analysis of variance performed to determine the differences in the perception of teacher among three religious groups involved in this study. From table 3, the calculated F- value of 3.00 is greater than the calculated F value of 1.62 and based on this result, it can be concluded that there is no statistically significant difference in the perception of teachers based on their religious status towards the introduction of sex education in secondary schools. Hypothesis three was therefore accepted.

Hypothesis Four

There is no significant difference in the perception of teachers based on their family type towards the introduction of sex education in secondary schools.

Table 4: Results of t-test comparing respondents in respects of their family type

Family type	N	X	SD	DF	Cal. t value	Crit. t- value
Monogamous	221	59.57	6.159	298	0.53	1.96
Polygamous	79	60.01	6.224			

Table 4 shows that, the calculated t-value of 0.53 is less than the critical t-value of 1.96. Based on this result, it can then be concluded that there is no significant differences in the perception of teachers towards the introduction of sex education based on their family type. Hypothesis four was therefore accepted.

Hypothesis Five

There is no significant difference in the perception of teachers towards the introduction of sex education in secondary schools based on their age

Table 5: Results of ANOVA comparing teachers' perception of the introduction of sex education in secondary schools based on their age

SOURCE	DF	SS	MS	Cal. F-value	Critical value
Model	2	56.721	28.36	0.75	3.00
Error	297	11258.048	36.88		
Total	299	11309769			

On this result, it can then be concluded that, there is no statistically significant difference in the perception of teachers towards the introduction of sex education in secondary schools. Hypothesis five was therefore accepted.

Hypothesis Six

There is no significant difference in the perception of teachers based on the subject they teach towards the introduction of sex education in secondary schools.

Table 6: Results of ANOVA comparing respondents’ attitude towards the introduction of sex education in secondary schools based on the type of subject they teach.

SOURCE	DF	SS	MS	Cal. F-value	Critical value
Model	2	119.02	59.51	1.58	3.00
Error	297	11190.74	37.67		
Total	299	11309.26			

In table 6, the calculated F-value is less than the critical F- value. In other words, the calculated F- value of 1.58 is less than the table F-value of 3.00. Based on this result, it can then be concluded that there is no significant differences in the perception of teachers towards the introduction of sex education in secondary schools based on the subjects they teach. Hypothesis six was therefore accepted.

Discussion of Findings

The result revealed a significant difference in the attitude of senior and junior teachers towards the introduction of sex education in secondary schools. This has been interpreted that both junior and senior teachers think differently about the introduction of sex education in the secondary schools curriculum. This is quite natural due to the exposure and level of experience of senior teachers concerning sex issues. This was in consonance with the study of Olayinka and Osho (2007) who were of the opinion that senior teachers were in support of introducing sex education into secondary schools curriculum and negates the findings of the previous study of Hake (2012) that most senior teachers had negative perception towards the introduction of sex education in secondary schools.

The result also showed that there was no significant difference in the perception of male and female teachers towards the introduction of sex education in secondary schools curriculum. This simply signifies that teachers generally had similar perception towards the introduction of sex education. This implies that both male and female teachers have positive perception of introducing sex education in secondary schools. The positive perception of male and female teachers has called for the need of sex education for adolescents. This is in consonance with the study of Atolagbe (2012) who stated that Nigerian adults favour the postponements of full sexual experience by adolescents for as long as possible. Table 3 shows that there was no statistically significant difference in the perception of teachers towards the introduction of sex education based on their religion status; this has the connotation that the three main religions in Nigeria support the introduction of sex education in secondary schools.

Gone are the days when sex related matters are viewed as something to be kept away from the youths. Religious sects have come to realize that “we are now in computer age” That is if sex related matters are hidden away from the youths in the church or mosque, the youths will learn it from other sources such as through films, peers or internet, no wonder, different religious groups are now organizing different programmes on sex related matters for their youths and adolescents. Such programmes include: Seminars on HIV/AIDS for the youth, pre-marital sex, marriage seminar etc. for instance, The Redeemed AIDS programme under the auspices of the Redeemed Christian Church of God printed out some pamphlets to educate their children. This is in support of the study of Abogunwa (2013) reported that, some voluntary organizations like young men Christian Association (Y.M.C.A) and young women Christian Association (YMCA) tried to educate youth about sex.

From the study it was also revealed that there was no significant difference in the perception of monogamous towards the introduction of sex education in secondary schools. This shows that teachers from both monogamous and polygamous home held similar perception towards the introduction of sex education. This is in support of Jones (2005) who suggested that sex education should be taught and learned so as to familiarize youths with future roles as husband and wives. Also, the study showed that there is no statistically significant difference in the perception of teachers towards the introduction of sex education in secondary schools based on different age categories. Teachers of different age categories held similar perception towards the introduction of sex education in secondary schools. It indicates that age did not influence the perception of teachers either old or young towards introduction of sex education in secondary schools curriculum. Although, it was expected that older people are to be more conservative and to adhere more rigidly to culture. These expectations however have been proved statistically wrong and it has been made clear that teachers of different age have similar perception towards the introduction of sex education in secondary schools. The explanation for the similarity in their perception might be that both the old and the young teachers are aware of the problems associated with pre-marital sex in order to prevent such problems like unwanted pregnancy. This is in consonance with the study of Motsuru

(2005) reported that teachers passed little knowledge to the children about the psychology of reproduction and a greater part of its reserved till when the child is sexually matured.

Finally, the research also revealed that there was no significant difference in the perception of teachers based on the subject they teach towards the introduction of sex education in secondary schools. Subjects that teachers teach may account for the interest in the introduction of sex education in secondary schools. Those teachers who teach religious study may want the introduction of sex education which may call for the teaching of moral instruction which may serve as warning to the students to avoid being sexually engrossed. This explanation is in support of Ladipo and Otolorin (2013) that teachers generally want their sexual values emphasized in school sex education programme. This may enable teachers to enlighten their students in their various subjects they take.

Conclusion

From the foregoing findings of this study, it was discovered that most teachers showed positive attitude towards the introduction of sex education in secondary schools though few teachers still show negative attitude towards the introduction of sex education. It therefore implies that there is need for adequate seminars to educate the teachers about the usefulness of sex education and what it entails. Most teachers teaching religious education were of the opinion that sex education is very important in the religious study curriculum, so as to teach students moral instruction that may restrict them from going into sexual abuse.

Recommendations

Arising from the findings of this study, the following recommendations are made:

1. Sex education class should be start priors to the teen years. Such programmes should take into account the developmental needs and abilities of students in different classes and should use developmentally appropriate curricula.
2. School counselors should be employed to advise the students on sexually related issues.
3. Special seminar should be organized to educate the teachers and students the importance of sex education.
4. Parents should be educated on sex education, so as to teach their children about sex related matters.
5. Students should be educated on the types of social networking site to visit.
6. Religious unit in secondary schools should organize periodic seminar on sex related matters.

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