

# Assessment of parental attitude towards the introduction of sex Education in Junior Secondary School curriculum in Oyo State

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## Abstract

*Sexual and reproductive health issues are fraught with many challenges. Some challenges include but are not limited to; unwanted pregnancies, sexually transmitted diseases, abortion and promiscuity. These are likely traceable to poor school performance, mental health issues, school drop-outs and psychological issues for the adolescents. Therefore, this study investigated "Assessment of Parents' Attitude towards the introduction of Sex Education in the Junior Secondary Schools Curriculum in Oyo State, Nigeria". Descriptive Survey Research design was used for the study, with sample size of 200 male and female parents, purposively selected for the study. A self-developed questionnaire with ( $r = 0.76$ ) was used to elicit response from the participants. The result ( $x = 2.92$ ) showed that 65% of parents approved the introduction of sex education into the school curriculum. Also, 75% ( $x = 3.49$ ) indicated their willingness for sex education to be taught as a subject in the school. In addition, male and female opinions do not differ (minimal) on the inclusion of sex education into the curriculum ( $t(198) = 2.349, P \leq 0.407$ ), male ( $x = 75.30$ ), female ( $x = 73.40$ ). Based on the findings, parents should be intimated concerning any information related to sex education in schools and teacher's teaching should possess adequate knowledge of the subject. It is therefore, recommended that sexuality education curriculum should contain in it learning preferences; images and materials should be appropriately used.*

**Keywords:** Assessment, Parental Attitude, Sex education, School curriculum.

## Introduction

Sexuality is naturally being human and fundamental to human existence which cut across all ages. It forms a central aspect of human living which is expressed in thoughts, feelings, desires, beliefs, values, behaviors and activities. Establishing relationships could be influenced by the individual, family, culture, religion, laws, professions, institutions, science and politics. Sexuality involves sensuality, intimacy, sexual identity, sexual health and reproduction, as well as *sexualization*. Knowledge and attitude about sex is so germane to human existence to the extent that people seek information about it from any available source, whether good or bad. And, when accurate information is not readily available, they ignorantly accept wrong information for truth. Considering the trend in technological advancement and globalisation, the rate at which today's youngsters (adolescents) have access to sexual information through internet, media and other sources underscores the fact that they need proper information about sex. So,

the introduction of sex education to our young folks should not be considered too early.

AHI (2003) described sexuality education as a planned process of education that brings about acquisition of factual information. This informs the positive attitudes, beliefs and values as well as development of skills to cope with every aspect of human sexuality. Oyetade (1999) opined that sexuality education is encompassing; that is, biological, socio-psychological and spirituality of sexuality from the three domains of humanity namely, cognitive, affective and behavioral (psychomotor) domains, and the skills to communicate effectively to make responsible decisions. Sexuality education is viewed as a lifelong process, spanning every stage of development from childhood to adulthood. Therefore, the adolescents, who are mostly found in the secondary schools and undergraduate level in higher institutions, have the right to be informed and be educated about safe, effective, affordable, and acceptable ways

of making right choices as regards fertility regulations.

Sexuality education focuses mainly on the promotion of sexual health by providing learners with opportunities to develop a positive

view of sexuality in order to prevent social problems. Evidence in research showed that

making a case for abstinence alone, as regards information about sex education is like burying one's head - only sex education is like burying one's head in the sand which denies the realities of human life in general. For the average teenager, who is in the stage of romantic desires, sexual curiosity, and rapid maturing bodies, abstinence education overlooks the basic truths about human sexual development and teenage realities. As such, it is hardly the best approach for our youth, especially those who are sexually active (Kelly, 2018).

Comprehensive sex education does not encourage our young ones to have early sex. Comprehensive programs give students realistic and factual information about the safety of various sexual practices, prevention of unwanted pregnancies and sexually transmitted diseases (STDs). In actual fact, it is the parents' job to teach their young ones their standards for moral behavior and moral ethics of the society. Therefore, giving adolescents accurate picture of the risks of different types of sexual behavior can help in making good decisions about sex. The more they know, the more they are likely to be affirmative in taking decisions about sexual activities (Boskey, 2019).

Contrary to popular opinion, comprehensive sexuality education encompasses much more than human anatomy and discussion about sexual practices. It also offers interpersonal skills and self-awareness on important ways of handling relationships. Programs for pre-adolescent children should teach accurate words for body parts and help them to recognise basic features or characteristics of healthy relationships, such as respect and kindness.

Also, it addresses the physical boundaries, giving student's adequate knowledge and

trusted adults in case of any error or intimidation. Programs for teens or adolescents should not address body changes alone, but also help them to critique our culture's hypersexualisation of bodies. Comprehensive sexuality education seeks to efficiently prevent unplanned pregnancies, sexually transmitted infections, abortion and other complications.

Eleanor Harding remarked in Daily Mail, February 2017 that lack of sex education is like a healthy time bomb and warned that too many teenagers are being infected with STIs because of poor information in schools. According to daily mail U.K. report, the Local Government Association (LGA) reported that too many of these youngsters are still being diagnosed with sexually transmitted infections (STIs) due to poor information in schools. Official figures show there were 78,066 STI diagnoses among 15 to 19-years-olds in England in 2015, and 141,060 among 20 to 24 years-olds. Therefore, sex education was made compulsory in all secondary schools in order to combat high number of cases of STDs/STIs. Justine Greening is making the subject mandatory to tackle online grooming, sexting and youngsters viewing internet porn. Similarly, the United States continues to have the highest teen pregnancy rates among developed countries. It was discovered that among the 750,000 teen pregnancies reported each year, approximately 400,000 result in live births, and over 80% are discovered to be unintended (American College of Obstetricians and Gynecologists, 2008).

In Zambia, a new Framework on Comprehensive Sexuality Education (CSE) in 2014 were put in place, targeting school children and adolescents in grades 5 – 12 (Birungi, Undie, Machenzio, Kata-hoire, Obare, PM, 2015; Population Council, Zambia Human Rights Commission, WLSA UN, 2017; UNESCO, 2016; MoE, 2014). The aim is to address inadequate knowledge on sexual and reproductive health (SRH) and their related problems (Zambia Demographic and Health

Survey 2013-2014; Zulu, Goicolea, Kinsman, Sandoy, Blystad, Mulubwa, 2018; Zulu, Ali,

equipping them to recognise unwanted touch, predatory behaviors and how to seek help from

Hallez, Kass, Michelo, Hyder, 2018). In a study by a group of researchers, it was discovered that

25% of married girls aged 15-19 have insufficient knowledge on family planning, 30%

within the same age bracket have started child bearing, and 31% which falls within age 20-24 are reported to have married before age 18. There was an act since in prohibiting termination of pregnancy or abortion. As a result, the adolescents were face with abortion related complications as at the time of the study. Unfortunately, the teachers that were meant to teach CSE under the new scheme indicated they couldn't teach them everything in the curriculum because of certain concerns about their beliefs and society at large (Zulu, Blystad, Haaland, Moland, Michello, Haukens, 2018). All these research evidence revealed lots of global issues on adolescents' sexual and reproductive health.

Adepoju (2005) stated that the youngsters who are found in the ages 10-24 and 36.7 percent of the Nigerian population, are highly vulnerable to antisocial behaviors like violent crimes, unsafe sexual practices and drug abuse, to mention but a few. Due to religious and cultural sensitivities, Nigerians live in denial of just how rampant teenage sex is. The Demographic Health Survey (DHS) in 2013 revealed that, only three in ten women are reported to have had, first sexual intercourse at the age of 20 or later, while 54% said they had done so before turning 18 and 24% indicated that they had not even been 15 at the time of first intercourse. The DHS (2013) also showed that two percent (2%) of sexually active girls between 15 and 19 years use contraceptives while others said they did not have access to it. Unfortunately, 23% of the girls in this age group (15-19) have children; some girls get pregnant because of voluntary early sex and pressure while others are sexually abused or forced into early marriage. Generally, most lack proper sex education and information on contraceptives (condoms at least). Inexperienced teenagers hardly demand that their male partner wear a condom, all too often, they are shy and taken advantage of.

Teenage pregnancy is fraught with many complications or consequences. Research findings show that some drop out of schools, and do not acquire any skills that would help them

bolster their financial status, thus, ending up in unpalatable marriages, having ailments like

vaginal Fistula due to lack of antenatal and postnatal care. To worsen the case, they become incontinent and ostracised by the society (Oyetade, 1999). There are many reports of teenage girls experimenting with various dangerous concoctions in order to prevent or abort pregnancy because they cannot afford hospital bills. Besides, abortion is illegal in Nigeria. Unsafe abortion complications are also too many. The National Population Commission (NPC) in 2013 warned that the number of teenage mothers in Nigeria may increase to 60 million by 2015 if care is not taken; demanding aggressive steps to stop the trend. Hence, comprehensive sexuality education could make a difference since most of these teenage mothers are in their adolescence period.

Adolescence has been described as a stage whereby a lot of physiological and biological changes take place resulting in reproductive maturity in the adolescents. Kulkarni (2008) explained adolescence as a period of physiological development beginning from the pre-teen years with pubertal onset, extending till the individual assumes an adult role in the society. Adolescents experience mood swings, become emotionally unstable, alternate between extreme cooperation and extreme resistance to adult guidance. As pubertal period emerges, sexually, early adolescents may engage in masturbation and other pleasurable self-stimulation. They are very close with same or opposite sex peers and may experiment sexually with them, usually to satisfy their curiosity and establish their sexual identity role as a presumed adult. These, at times, make them rebellious to adults' instructions or guidance. Naturally, by the time they are 18, most adolescents are sexually active, Nigerian adolescents are not an exception, and that is why sex education is highly imperative.

Okonkwo and Eze (2000) observed that today's situation contradicts old traditional Nigerian society in which girls avoided pre-marital sex for fear of social punishment meted out on girls and their families for losing their virginity before marriage. Many people fault the parents

on this issue because parents are supposed to educate their young folks on sex and sexual related matters. Unfortunately, the traditional society is quite conservative on 'sex matters'.

Durojaiye (2005) observed that in most African homes, parents are not fully equipped to answer questions on sexual matters. Those who make an attempt, pass on faulty information to their children. Sprecher (2008) opined that since sex education is rarely received from parents, adolescents look to other sources for knowledge. Adolescents learn more about sex from peers, specifically dating partners, same- sex friends and other sources. Kim and Ward (2007) reported that, parents are at vantage position to give sex education to their children because they are the earliest socialisation agents in children's lives. However, the negligence of parents about this particular issue in providing appropriate information to their children has been a great concern to many people. Whereas, research findings from different parts of the world about young peoples' sexual behavior revealed that they would have loved or preferred their parents' to educate them first about sexuality matters. The lackadaisical parental attitude could be attributed to parents' low educational background, level of exposure or the prevalent traditional beliefs and culture. (Oyetade, 1999).

However, schools have been mostly suggested by parents as the best institution adequate for teaching sex education (Elemide, 1978; Akinrolabu, 1985). Although, the Federal Government of Nigeria in 1999 through the National Council on Education incorporated sex education into the National Curriculum in Junior Secondary School but met with resistance by some forces (parents, religious leaders, cultural variation, etc.). Welshimer and Harris (1994) stressed the need for educators to study the attitudes and values of the community (parents) in order to overcome the fear of controversy and gain support for sexuality education by them.

Parental attitude toward the effectiveness of sexuality education program cannot be over emphasized. An attitude is a person's perspective towards a specified target and way of saying and doing things, an expression of disposition towards a person, place, thing, or event (attitudinal object). Individuals can

express their opinions about something which might at different times show both positive and negative attitude towards that particular thing. To some, most especially, the parents, the concern is that, initiating youngsters/ adolescents, early into sex education, could be dangerous and most likely lead to sexual promiscuity. To behavioural scientists, the introduction of sex education at this stage is proper, it prevents errors and helps to attain sexual fulfilment. Unfortunately, in spite of the increasing sexual problems, parents and schools are still not providing adolescents with proper knowledge about sex.

At present, in Nigeria, sex education program integrated into the Junior Secondary School is gradually going into extinction. The reason being that the Physical and Health Education (PHE) subject that incorporated sex education is no longer features prominently in the schools. Compounding the problem is the parental attitude towards inclusion of sex education in the school curriculum.

Therefore, problems resulting from lack of sex education in the community include; unwanted pregnancies, increase abortion rates, high incidence of sexually transmitted diseases and high rates of sexual promiscuity. All these could be traceable to high rates of school dropouts, increase in illiteracy, lack of concentration, poor school performance, deterioration of mental health of students and psychological problems. The primary cause of these lamentable circumstances is simply because the youngsters are often filled with shame and guilt about sex and how to talk about it with their parents. In addition, a growing proportion of these youths are not only sexually active from an early age, but they also engage in multiple sexual partners for lack of information and education. Against this backdrop therefore, this work assessed parental attitude towards the introduction of sex education in junior secondary school curriculum in Oyo State.

### **Research Questions and Hypotheses**

This study provided answers to the following research questions:

1. Do the parents have positive attitude

towards introduction of a set of lessons on sexuality education in junior secondary schools?

2. To what extent, will parental attitudes toward sexuality education, influence their willingness to allow the introduction of sex education as a subject in the junior secondary school curriculum?

### **Hypotheses**

H<sub>0</sub><sub>1</sub>: There is no significant difference between the Age grade and Parental Attitude towards Inclusion of Sexuality Education in the Junior Secondary School Curriculum.

H<sub>0</sub><sub>2</sub>: There is no significant difference between Gender of the Parents and their Attitude towards Sexuality Education.

H<sub>0</sub><sub>3</sub>: There is no significant difference between Education level of the Parents and their Attitude towards Introduction of Sexuality Education in the School Curriculum.

H<sub>0</sub><sub>4</sub>: There is no significant difference between Occupations of the Parents and their Attitude towards Sexuality Education.

H<sub>0</sub><sub>5</sub>: There is no significant difference between Geographical Location (Rural – Urban) of the Parents and their Attitude towards Introduction of Sexuality Education in the Junior Secondary School Curriculum.

### **Methodology**

The study adopted Ex post facto research design. No manipulation of variable(s). The participants for the study were drawn from Oluyole Local Government Area in Oyo state. Purposive sampling technique was used to sample parents, including male and female from urban and rural area of the study.

A self-constructed questionnaire titled 'Parental attitude towards the introduction of sex education in junior secondary school' was used to collect data on the study. The questionnaire consisted of three sections. Section A comprised of demographic data, Section B consisted 24 items used to elicit information on Parent's knowledge on sex education. Section C consisted of a set of topics to be taught in schools with a four (4) point modified Likert scale. The reliability coefficient estimated using Cronbach Alpha method was  $r = .76$ . The responses were collated and analyzed using descriptive statistics, T-test and ANOVA.

### **Results and Discussion**

Research Question 1: Do the Parents approve introduction of a set of lessons on sexuality education in Junior Secondary School?

**Table 1: Parent's approval on Introduction of a set Lessons on Sexuality Education in Junior Secondary School**

S/N	Statement	SA	A	D	SD	?	S.D
1.	Teaching of male and female reproductive parts and their function	104(52)	88(44)	3(1.5)	5(2.5)	3.46	0.656
2.	Sexually transmitted diseases	91(45.5)	85(42.5)	5(2.5)	19(9.5)	3.24	0.898
3.	Values of sexual abstinence until marriage	58(29.0)	117(58.5)	24(12.0)	1(0.5)	3.16	0.638
4.	Physical and social developmental changes associated with puberty and adolescence	110(55.0)	77(38.5)	12(6.0)	1(0.5)	3.48	0.634
5.	Positive communication with family	53(26.5)	130(65.0)	14(7.0)	3(1.5)	3.17	0.608
6.	Positive friendship	58(29.0)	120(60.0)	19(9.5)	3(1.5)	3.17	0.648
7.	Healthy intimate relationship	65(32.5)	116(58.0)	13(6.5)	6(3.0)	3.20	0.687
8.	The use of contraceptives	40(20.0)	58(29.0)	38(19.0)	64(32.0)	2.37	1.131
9.	Teenage pregnancy	48(24.0)	108(54.0)	38(19.0)	6(3.0)	2.99	0.743
10.	Reproduction and childbirth	73(36.5)	109(54.5)	14(7.0)	4(2.0)	3.26	0.672
11.	Pre-marital sex	41(20.5)	118(59.0)	29(14.5)	12(6.0)	2.94	0.768
12.	Family/individual value and moral beliefs on sexuality	60(30.0)	109(54.5)	27(13.5)	4(2.0)	3.13	0.708
13.	Rape	25(12.5)	48(24.0)	100(50.)	27(13.5)	2.36	0.868

14.	Alternative abortion	41(20.5)	29(14.5)	46(23.0)	84(42.0)	2.14	1.172
15.	Sexual abuse of children	67(33.5)	65(32.5)	18(9.0)	50(25.0)	2.75	1.169
16.	Prostitution	25(12.5)	45(22.5)	62(31.0)	68(34.0)	2.14	1.026
17.	Sexual decision making	49(24.5)	47(23.5)	45(22.5)	59(29.5)	2.43	1.154
18.	Parenting responsibilities	67(33.5)	105(52.5)	16(8.0)	12(6.0)	3.14	0.800
19.	Religious view on sexuality	85(42.5)	94(47.0)	16(8.0)	5(2.5)	3.30	0.722
20.	Divorce	24(14.0)	88(44.0)	60(30.0)	24(12.0)	2.60	0.874

**Weighted Average mean=2.92**

**Source: Field Survey 2015**

### Findings

The table above revealed that, the summary result of the total of parents approve of introduction of set of lessons on sexuality education in Junior Secondary School was 2.92 indicating a percentage of 65. Furthermore, the 'decision rule' says that the meaning of the scale used is 2.92. Hence, any score above 2.92 shows that parents "Strongly agree" to the approval of introduction of a set of lessons on sexuality education in junior Secondary School.

However, any score below 2.92 indicates to a low extent, parents' approval of a set of lessons on sexuality education in Junior Secondary School Curriculum. Therefore, the score above showed that to greater percentage, parents approve the introduction set of lessons on sexuality education in Junior Secondary School Curriculum.

Research Question 2: To what extent will Parental Attitudes toward Sexuality Education influence their Willingness to allow the Introduction of Sex Education as a Subject in the Junior Secondary School Curriculum?

**Table 2: Parent's attitude on their willingness to allow the introduction of sex education as a subject in the Junior Secondary School Curriculum.**

S/N	Statement	SA	A	D	SD	?	S.D
1.	Sexuality education should be given enough emphasis in schools curriculum	98(49.0)	95(47.5)	5(2.5)	2(1.0)	3.45	0.599
2.	Sexuality education is an important aspect of youngsters' life	65(32.5)	125(62.5)	9(4.5)	1(0.5)	3.27	0.565
3.	Sexuality education teaching is a waste of time in school	20(10.0)	76(38.0)	53(26.5)	51(25.5)	2.33	0.966
4.	Information about sex and its associate can make the youngster to be more promiscuous	45(22.5)	114(57.0)	32(16.0)	9(4.5)	2.98	0.753

5.	Parents should be involved in sexuality education for their children	83(41.5)	106(53.0)	5(2.5)	6(3.0)	3.33	0.673
6.	Sexuality education informed youngsters to make decisions about sexual behavior	64(32.0)	123(61.5)	11(5.5)	2(1.0)	3.25	0.597
7.	HIV/AIDS is a serious issue in our society	123(61.5)	73(36.5)	4(2.0)	-	3.60	0.531
8.	Sexuality education should be discussed with youngsters so that they will not have problems relating to sex in future	95(47.5)	95(47.5)	7(3.5)	3(1.5)	3.41	0.636
9.	Sexuality information can reduce the rate of premature deaths among the youngsters	86(43.0)	113(56.5)	13(6.5)	6(3.0)	3.31	0.724
10.	The school should be an educational environment for youngsters to learn more about sexuality education	73(36.5)	113(56.5)	9(4.5)	5(2.5)	3.27	0.663
11.	Sexuality education should be taught in school	88(44.0)	104(52.0)	6(3.0)	2(1.0)	3.40	0.577
12.	Students should be taught on how to deal with sexual abuse	85(42.5)	110(55.0)	4(2.0)	1(0.5)	3.40	0.557
13.	Sex education will create curiosity among school children	33(16.5)	110(55.0)	30(15.0)	27(13.5)	2.75	0.891
14.	Students may want to practise what they learnt about intimate relationship	29(14.5)	113(56.5)	30(15.0)	28(14.0)	2.72	0.882
15.	It is too early to teach JSS students on sex education	21(10.5)	27(13.5)	84(42.0)	68(34.0)	2.01	0.948
16.	Topic on pregnancy should be taught in schools	58(29.0)	120(60.0)	15(7.5)	7(3.5)	3.14	0.696
17.	Parents should teach their children/ward sex education	75(37.5)	118(59.0)	7(3.5)	-	3.34	0.544

18.	Teachers are in the best position to teach the students sex education	77(38.5)	91(45.5)	28(14.0)	4(2.0)	3.21	0.752
19.	Students should be taught religious view about sex education	110(55.0)	73(36.5)	13(6.5)	4(2.0)	3.45	0.707
20.	Total abstinence should be taught in school	85(42.5)	83(41.5)	29(14.5)	3(1.5)	3.25	0.755
21.	The use of contraceptive should be taught during sex education	22(11.0)	85(42.5)	77(38.5)	16(8.0)	2.57	0.793
22.	Our cultural values should be given preference when teaching sex education	65(32.5)	104(52.0)	26(13.0)	5(2.5)	3.15	0.733
23.	The images and materials used in teaching sex education may corrupt the students	32(16.0)	109(54.5)	37(18.5)	22(11.0)	2.76	0.854
24.	The government should make the teaching of sex education mandatory in all schools(primary,	77(38.5)	95(47.5)	13(6.5)	15(7.5)	3.17	0.851

**Source Field survey 2015**

**Weighted mean= 3.49**

### **Findings**

The table above revealed the attitude of parents towards sexuality education, their influences and their willingness to allow the introduction of sex education as a subject in Junior Secondary School Curriculum. From the table, it is observed that 75% of the parents show their willingness to sex education with weighted mean of 3.49. 25% showed that they do not agree with the introduction of sex education in

the Junior Secondary School Curriculum. Since the larger percentages of the parents showed their willingness to sex education, then it can be concluded that to a greater extent parental attitude to sexuality education influence their willingness to introduction of sex education into Junior Secondary School Curriculum.

### **Research Hypothesis**

HO: There is no significance difference between the age grade and Parental Attitude towards Inclusion of Sexuality Education in the Junior Secondary School Curriculum.

**Table 3: Attitude through Age Grade**

AGE	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
20-30yrs	60	74.72	6.418	.829	73.06	76.37	55	86
31-40yrs	85	74.29	5.584	.606	73.09	75.50	55	87
41yrs	55	73.76	5.453	.735	72.29	75.24	60	85
above	200	74.28	5.795	.410	73.47	73.08	55	87
Total								

**Source: Field Survey 2015**

### Findings

The age difference in terms of parental attitude toward inclusion of sexuality education in the JSS curriculum was not significant,  $F(2,197) = 0.387, p=0.680, p<0.05$ . Age 20-30yrs ( $x=74.72, SD= 6.418$ ), Age 31-40yrs. ( $x=73.76, SD=5.453$ ). Age 20-30, 31-40 and 41 years above of parents age did not differ on their attitude towards inclusion of sexuality education in the

Junior Secondary School Curriculum. Since the critical value of the F-ratio is not significant, it follows that there is no difference in terms of parental attitude towards sexuality education in the Junior Secondary School Curriculum by their age.

$H_{02}$ : There is no significant difference between Gender of the Parents and their Attitude towards Sexuality Education.

**Table 4: The table shows the t-value of Pearson's r and significant (p) value of each group of the variable respectively.**

Gender	N	Mean	Std. Deviation	Df	T	Sig	R
Male	92	75.30	5.664	198	2.349	.407	0.3867
Female	108	73.40	5.786				

Source: Field Survey 2015

### Findings

The table above shows that no significant difference was found between male and female in terms of their attitude towards sexuality education,  $t(198) = 2.349, p=0.407$  with male ( $x = 73.40, S.D=5.786$ ) and effect size of ( $r = 0.3867$ ) is very small. Hence, there is no

significant difference between male and female parents' attitude towards sexuality education in Junior Secondary School Curriculum.

$H_{03}$ : There is no significant difference between Education level and their Attitude towards Introduction of Sexuality Education in School Curriculum.

**Table 5: Attitude to Sex Education Teaching**

Educational Qualification	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
No Formal	15	73.60	5.475	1.414	70.57	76.63	61	86
Primary	29	73.76	4.642	.862	71.99	75.52	65	85
Secondary	70	73.16	6.643	.794	71.57	75.74	55	86
Higher education	86	75.48	5.300	.571	74.34	74.34	63	87
Total	200	74.28	5.795	.410	73.47	75.08	55	87

Source: Field Survey 2015

### Attitude to Sex Education

Groups	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	146.024	3	48.675	1.460	.227
Within Groups	6535.851	196	33.346		
Total	6681.875	199			

Source: Field Survey 2015

### Findings

The results from the table above indicates that no difference was found between parents attitude towards sexuality education in terms of their occupation,  $F(3, 196) = 1.460, p=0.227. p<0.05$ . Hence, it can be concluded that parents in different occupation did not differ in their

attitude towards sexuality education.

$H_{04}$ : There is no significant difference in geographical location (Rural-Urban) and their Attitude towards Introduction of Sexuality Education in the Junior Secondary School Curriculum

**Table 6: The table shows the t-value, the value of Pearson's r and significant (p) value of each group of the variable respectively.**

Location	N	Mean	Std. Deviation	Df	T	Sig	R
Urban	110	75.12	5.734	198	2.299	.759	
Rural	90	73.24	5.732				

**Source: Field Survey 2015**

### Findings

The table above revealed that no difference was found with parents' attitude towards introduction of sexuality education in Junior Secondary School curriculum and their geographical location, Urban (M= 75.12, SD=5.734) and Rural (M= 73.24, Sd=5.732),  $t(198)=-2.299, p=0.759$ . The implication is that there was no significant mean difference in the parent's attitude towards introduction of sexuality education scores between the parents in urban location and parents in rural locations.

### Discussion

This study revealed that 95% of parents supported teaching of sexuality education in schools. Similarly, 96.5% of parents indicated that sex education should be emphasised and included in the schools' curriculum. More importantly, 86.5% of them supported that government should make the of sex education mandatory in all schools (pry, secondary & tertiary) curriculum This finding corroborates Eleanor Harding's stand in 2017 that sex education must be included the school curriculum in U.K. She stressed that many of these teenagers are living with STIs due to poor or lack of sex education in schools. Also, more than average (52%) respondents were of the view that sex education is not a waste of time.

In addition, 94.5% agreed that parents should be involved in sexuality education for their children. Little wonder, Welshimer and Harris (1994) emphasized that educators should

research more on the attitudes and values of parents on the issues of sex education in order to overcome controversies surrounding the implementation. In actual fact, from this finding, 84.5% of the parents advocated for cultural values to be given preference when teaching sex education in schools. Surprisingly, 53.5% of the parents agreed that contraceptives should be taught during sex education, 76% also agreed that it is not too early to teach junior/middle school students on sex education. This finding is in line with Kelly 2018, who stressed that abstinence education should not be relied on because it denies reality about human sexuality development. Besides, adolescence is characterised with hormonal stage filled with erotic feelings, desires, and sexual curiosity. One can deduce from the findings of this study that few parents are apprehensive that sex education teaching in schools can lead to undue curiosity and that these youngsters might want to experiment with it.

### Summary, Conclusion and Recommendation

Based on the findings of this study, the following inferences were made:

Parents approved introduction of a set of lessons on sexuality education in Junior Secondary School.

Parents showed their willingness to allow the introduction of sex education as a subject in Junior Secondary Schools.

In conclusion, previous research shows that major lack of knowledge is still prevalent in

terms of sexual health terminologies, sexual behaviors, and safe sex among youngsters, and they are also concerned with the avoidance of pregnancy, rather than reducing the risk of STDs. Therefore, sexuality education should be incorporated as a separate subject besides biology( or any other subject), and implemented in the Junior Secondary Schools. Contrary to popular belief, research asserts that sex and HIV education neither fosters early sexual practice nor increases sexual activity, but rather reduces the number of sexual partners and the frequency of sex, while promoting safe sex and responsible sexual behavior. The current exploratory study makes important contributions by accumulating useful information pertaining to an unexplored area of knowledge in Oluyole Local Government. This study provides empirical findings which can be used to generate quite a good number of questions for future research in the field of sexuality education of the youngsters.

### Recommendations

It is therefore recommended that:

1. Parents should be fully informed and be involved in any information related to sex in the school system;
2. Teachers involved in sexuality education in Junior Secondary Schools are encouraged to be adequately informed before teaching;
3. Sexual and reproductive health should be taught early in schools to avoid sexual related problems in future, therefore, it should be included in the school curriculum;
4. The cultural values, norms and beliefs should be incorporated into the teaching;
5. Total abstinence alone should not only be taught in school but comprehensive sexuality education included in the curriculum;
6. Images and materials should be used appropriately by the teacher taking such topics as illustrating human bodies and reproductive physiology in a way that does not comprise crude or personalized images or induced pre-marital sex;
7. Materials like radios, photographs, film

stipes, slides, audio-tapes, and so on should be introduced in the learning of sexuality education to the youngsters so as to help students' learning interesting and make learning more permanent. Thus, stimulating self-activity in the students;

8. Workshops, lectures, conferences and seminars should be given to teacher in order to be able to impact the topics to the youngsters in an effective way.

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