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Editorial Comments

Volume 11, 2014 of the Ibadan Journal of Educational Studies publishes articles in various areas in the field of education. This current edition has seventeen (17) articles, most of which are research-based.

Among the articles in this volume are: Towards an effective and creative teaching of social studies in secondary schools; School environment factors as correlates of students' academic performance in Ejigbo Local government Area of Osun State, Nigeria; Demographic factors as predictors of functional National Population Policy for sustainable national development in Nigeria; Unique curriculum for gifted and talented persons: For what?; Demographic factors, attitudes and students' academic performance in Okitipupa Local Government Area of Ondo State, Nigeria; An investigation of dyslexia among public primary school pupils in Ibadan, Nigeria; Instructional and assessment accommodations for students with reading disabilities in inclusive classrooms; Mentoring, self-efficacy and family involvement as predictors of career aspiration among in-school adolescents in Ibadan, Nigeria; Effects of school environment, culture, parental involvement and student-teacher relationships on achievement motivation among senior secondary school students in Ibadan, Oyo State, Nigeria; Effects of enhanced explicit teaching (Explicit teaching + peer-tutoring) strategy and gender on students' achievement in basic science in southwestern Nigeria; Building and developing theoretical and conceptual frameworks; Dispositional and contextual factors influencing academic achievement of senior secondary school students in south-west Nigeria; Strategic positioning for quality Thesis/Dissertation supervision. Other articles in this volume are: Pupil characteristics and parents' involvement as determinants of academic performance in primary schools in Ondo State, Nigeria; Neighbourhood, demographic and psychosocial factors associated with tobacco and alcohol use: Implications for non-communicable diseases; and Preference of STIS prevention method among undergraduates in the university of Ibadan.

Prof S.O. Salami

Editor-In-Chief

Ibadan Journal of Educational Studies

GUIDELINES FOR SUBMISSION OF ARTICLES FOR IBADAN JOURNAL OF EDUCATION STUDIES (IJES)

The editorial board of Ibadan Journal of Educational Studies (IJES) is seeking articles for the next edition of the journal. The guidelines for submission of research and position based article in all areas of education would be as follows:

1. The manuscript should be precise and not more than 12-15 typewritten pages in double space A4 white paper and should include quoted materials and references.
2. The article must be preceded by an abstract of not more than 150 words typed single-line spaced.
3. Separate cover paper should indicate author's/authors' name, status and contact address.
4. Table and figures should be closed and logically presented and be included within the 12-15 pages A4 paper.
5. The reference should be in APA (American Psychological Association) format e.g.
 - Ogundele, B.O. and Folarotimi, A.A. (2008). Effectiveness of Health Education Intervention on Knowledge of Strategies for Reducing HIV/AIDS related Stigma and Discrimination among Student Nurses in Lagos State. *Ibadan Journal of Educational Studies*. 5(1), 1-17.
 - Hameed, T.A. and Adebukola, K.T. (2008). Psychosocial Risk Factors as Predictors of Youth Violence among In-Secondary School Students in Minna, Niger State. *Ibadan Journal of Educational Studies*. 5(2), 1-27.
6. Titles of Journals should not be abbreviated.
7. Materials submitted for publication in IJEES should not be submitted for another journal.
8. Articles which do not conform to the above specification will be returned to the author(s).
9. Submitted articles must be accompanied with a sum of **Five Thousand Naira (#5000.00)** as assessment fee.

All correspondence should be addressed to:

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10. Articles are accepted throughout the year but published twice a year- January and June.

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Comparative Study of Teachers' and Students' Attitude to the Introduction of Sex Education into Secondary Schools in Ibadan

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Abstract

This study examined the attitude of teachers and students to the introduction of sexuality education in secondary schools in Ibadan metropolis. The sample was made up of 40 teachers and 160 students randomly selected from 4 (2 private and 2 government owned) secondary schools in Ibadan. An 8-itemed self-designed questionnaire 'Teachers and Students Attitude to Sexuality Education Questionnaire' (TSASEQ) with 0.71 reliability was used in collecting data for the study. Data collected were analyzed using simple percentages and frequency counts. Results showed that the attitude of majority of teachers and students towards introduction of sexuality education in secondary schools is negative. Responses to typical items on the questionnaire showed that 65% of teachers and 68.75% of students believe that sexuality education can lead to increased immorality among children as 67.5% of teachers and 70% of students feel sexuality education will prematurely expose students to information about sex. Also, 55% of teachers and 64.37% of students indicated that they will feel embarrassed to teach or learn about sexuality in class. It was recommended that in-service training be provided for the teachers to develop adequate skills needed to teach sex and relationship education in a family life oriented manner. Also, awareness programmes should be organized in schools for teachers and students on the importance of sexuality education in curbing irresponsible sexual behavior which is capable of truncating immediate and future academic or career plans of the students.

Introduction

Adedipe, (2000) describes sexuality as the central aspect of being human which is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. The main function of sexuality education according to the Action Health Incorporated (AHI, 2003), is the promotion of sexual health by providing learners with opportunities to develop a positive and factual view of sexuality and indeed sexual health. Asuzu and Asuzu (2007) defined sexuality as the totality of all that is characteristic of all human sexes (male and female) especially those that distinguish them most from each other. Human sexuality span the totality of our being; it is factual, physical and behavioural and could be grouped into genital and non-genital sexuality (Asuzu & Asuzu, 2007). In 1999, the Federal Government of Nigeria was prompted through the National Council on Education to incorporate sexuality education into the national school curriculum. The rationale behind this was to acquaint the youth with factual and accurate sexual information about the dimensions of sexual knowledge that will enable them understand and clarify their personal values, improve their sexual

knowledge about how these interact with socio-cultural and religious factors to affect their personnel well-being (Nnachi, 2003).

Introduction of sexuality education in the secondary school curriculum has generated a lot of controversy Eruesegbefe (2005) has observed that most parents and guardians in most parts of the world naturally react negatively and sometimes violently to the idea of having sexuality education taught to their children or wards in secondary schools. But Okonkwo (2000) argues that the post primary school age (12 -17 years) is not only the most impressionable but it is also the most inquisitive period. In this era of sweeping social change, children do not need parents and schools to educate them about sexuality. Every day they are bombarded with substantial information on sex by the mass media and peer group (Low, Ng, Fadzil, & Ang, 2007). This thus implies that whether sexuality education is taught or not, adolescents will provide themselves with information which often are inaccurate and could explain the incidence of increased premarital sex, sexual promiscuity and teenage pregnancies among adolescents. Most studies have assessed the attitude of parents towards the teaching of sexuality education to their children; the aim of this study however is to assessed the attitude of the teachers and students towards the teaching of sexuality education in secondary schools.

Methodology

Research design

A descriptive survey research design was utilized in this study.

Population:

The population for this study consisted of all senior secondary school students and teachers in Ibadan.

Sample and sampling technique:

Purposive and random sampling techniques were used in selecting 200 willing participants for the study consisting of 10 teachers and 40 senior secondary school students from each of the 4 secondary schools used in this study. The senior secondary students were used in this study because of the belief that they will be more physiologically, intellectually and emotionally matured enough to understand the concept of sexuality education and as such will know how to respond to the items intelligently

Research instrument

A self-designed questionnaire 'Teachers and Students Attitude to Sexuality Education Questionnaire' (TSASEQ) having a split-half reliability of 0.71 was used in collecting data for the study. The instrument had two sections. The first section elicited information on the participants demographic characteristics while the second section made up of 7 items that elicited information about the

respondents attitude to sexuality education and where they think sexuality education should be taught. The questionnaire had a 4-point response format ranging from strongly agree to strongly disagree.

Procedure for data collection and data analysis

Permission to administer the questionnaires was obtained from the Principals in each of the schools. Students and teachers were given the questionnaires to fill during the break period. Teachers filled their questionnaires in their staff room while the students were asked to sit in a classroom to fill the questionnaires. The researchers collected the questionnaires on completion by the students and the teachers. A total of 200 questionnaires were collected in all and they were all found adequate for analysis. The collected data were coded using the SPSS and analyzed using cross tabulation showing frequency counts and percentages.

Results

Research question 1: What is the attitude of teachers and students towards the introduction of sexuality education into secondary schools?

Table 1: Cross tabulation of attitude of teachers and students to introduction of sexuality education in secondary schools in Ibadan.

S/N	Items in the questionnaire	Groups	Responses			
			SA	A	D	SD
1.	Sexuality education can lead to increased immorality among children	Student	58 (43%)	42 (26%)	15 (9%)	35 (22%)
		Teacher	17 (42%)	9(23%)	6 (15%)	8 (20%)
2.	As a teacher, I would be embarrassed to teach sexuality education	Student	-	-	-	-
		Teacher	12(30%)	10 (25%)	8(20%)	10 (25%)
3.	As a student, I would be embarrassed to be in a class where sexuality education is being taught	Student	61 (38%)	42 (26%)	22 (14%)	35 (22%)
		Teacher	-	-	-	-
4.	Sexuality education will prematurely expose students to information about sex.	Student	70 (44%)	40 (25%)	17 (11%)	33 (20%)
		Teacher	12(30%)	15 (38%)	5 (12%)	8(20%)
5.	Sexuality education is necessary if students are to make informed decision about engaging in sexual intercourse	Student	23 (15%)	22 (14%)	56 (35%)	59 (36%)
		Teacher	11 (27.5%)	11 (27.5%)	4 (10%)	14 (35%)

Table 1 shows that 69% of students and 65% of teachers opine that sexuality education can lead to increased immorality among children. About 55% of teachers would be embarrassed to teach sexuality education while 64% of students would be embarrassed to be in a class where sexuality education is being taught. 69% of the students believe sexuality education will prematurely expose students to information about sex while 68% of teachers have a similar view. Only 29% and 55% of students and teachers respectively believe sexuality education is necessary if students are to make informed decision about engaging in sexual intercourse.

Research question 2: What are the opinions of teachers and students about where sexuality education should be taught?

Table 2: Cross tabulation of the responses of teachers and students on where to teach sexuality education.

S/ N	Items in the questionnaire	Groups	Responses			
			SA	A	D	SD
1.	Sexuality education should be taught at home not at school	Student	68 (43%)	42 (26%)	15 (9%)	35 (22%)
		Teachers	17 (42%)	9(23%)	6 (15%)	8 (20%)
2.	Sexuality education should be obtained from the print and electronic media	Student	26 (16%)	22 (14%)	60 (37.5%)	52 (32.5%)
		Teachers	6(15%)	10(25%)	11(27.5%)	13(32.5%)
3.	Sexuality education should be incorporated into moral education	Student	17 (10.6%)	24 (15%)	56 (35%)	63 (39.4%)
		Teachers	9(23%)	12 (30%)	3(7%)	16 (40%)

Table 2 indicates that 69% and 65% of students and teachers respectively opine that sexuality education should be taught at home not at school. Only 30% and 40% of students and teachers respectively believe that sexuality education should be obtained from the print and electronic media. Also, only 25.6% and 53% of students and teachers respectively opine that sexuality education should be incorporated into moral education.

Research question 3: What are the possible barriers to effective sexuality education?

Table 3: Cross tabulation of the responses of teachers and students on the possible barriers to effective sexuality education.

S/N	Items in the questionnaire	Groups	Responses			
			SA	A	D	SD
1.	There are no competent teachers to teach sexuality education.	Student	22 (14%)	41 (26%)	51 (32%)	46 (28%)
		Teachers	7 (17.5%)	12(30%)	8 (20%)	13 (32.5%)
2.	The introduction of sexuality education is against the tenets of my culture and religion	Student	75 (47%)	26 (16%)	17 (11%)	42 (26%)
		Teachers	12(30%)	12(30%)	12(30%)	4(10%)

Table 3 shows that 40% and 47.5% of students and teachers respectively believe that there are no competent teachers to teach sexuality education. With respect to religion and culture, 63% and 60% of students and teachers respectively opine that the introduction of sexuality education is against the tenets of their culture and religion.

KEY: SA – Strongly Agree, A – Agree, D – Disagree and SD – Strongly Disagree

Discussion

On the attitude of students and teachers to the introduction of sexuality education into secondary schools, 69% of students and 65% of teachers opine that sexuality education can lead to increased immorality among children. Also 69% of students believe sexuality education will prematurely expose students to information about sex and 68% of teachers have a similar view. The argument is often that what you don't know you don't know but when adolescents become aware of sex and their sexuality through sexuality education, they become curious and may take action to satisfy their curiosity. This is especially so because the adolescent stage is an exploratory stage when they need to find the answers to certain questions by trying their hands on certain activities themselves, it is a period when risk taking behavior is high and if coupled with negative peer influence could actually encourage the adolescent to seek to experience sexual intercourse. But sexuality education is not just about teaching adolescents about sex but also endeavors to develop in them the right values of delayed sexual gratification and waiting till after marriage to have sex. It will

help adolescents appreciate their sexuality better and realize that sexual behaviours have both health and psycho-social consequences.

About 55% of teachers would be embarrassed to teach sexuality education while 64% of students would be embarrassed to be in a class where sexuality education is being taught. This is not surprising as the issue of sex and sexuality is not commonly discussed among people in the society. Moreover, delivering sex and relationship education in the classroom is a highly skilled job and professionals need to be supported and trained to teach it. It is not surprising then that teachers with no background in the subject naturally struggle with issues like embarrassment, which with the right training and support are easily overcome. Hence, sex education should be a part of pre-service education so teachers are prepared before they go out to schools. Those who have already missed the opportunity for such pre-service sex education for adolescents could benefit from teacher training courses on adolescents sex education which could be organized either by the government or the schools. Attending such courses would enable teachers grasp the skills to develop coherent and developmental sex education for young children and even their parents. Porter (1995) points out that if parents gain the basic information of sex education, it will make the process of sex education more simple. Also the courses can enhance the teachers' personal self-awareness, confidence, and competence for the implementation of sex education (Plant, 1995). Furthermore, such teacher training courses should provide opportunities for teachers to exchange ideas for the implementation of school sex education, and thus to break through one's psychological barrier with respect to sex.

Among the students, 71% believe that sexuality education is not necessary in helping students make informed decision about engaging in sexual intercourse while 55% of the teachers agreed that sexuality education would help students make informed decision about engaging in sexual intercourse. This is the only point where the difference in responses between the teachers and students vary widely. Ola and Oludare (2007) in their study on adolescent sexuality and sexuality education in South-Western Nigeria opined that much of adolescents' sexual activities are encouraged by ignorance and the desire to experiment is often stimulated by the mystery in which the subject is often wrapped. Ignorance about sex and other basic facts of life especially among the female children have made them victims of sexual abuse/harassment, deceit and unwanted pregnancy. There is the uninformed belief often used to lure virgin girls into sex by telling them they can not become pregnant with the first sexual intercourse only for the girls to realize too late the false nature of this statement. Mervat, Nasar and Ahmed (1998) in their study of the knowledge and attitude of 1186 students aged 13-20 towards sex education, reported that misinformation and lack of information tended to increase sexual confusion and vulnerability.

Lack of sexuality education either at the home or school front or both has probably accounted for the increase in teenage pregnancies in Nigerian secondary schools in recent years. Egunjobi, (1999) reported that at least two out of every five teenage girls in secondary schools in Nigeria have had at least one pregnancy. Ojukwu, Chukwuendu and Oluabunwa (2001) had reported that unwanted pregnancies among teenage girls are on the increase in Nigeria. Sexuality education that is morally focused and given by parents and knowledgeable teachers is thus important if adolescents are to make informed decision about their future and in prevention of the negative consequences of misguided sexual behavior.

On where sexuality education should be taught, which is the focus of research question two, 69% and 65% of students and teachers respectively opine that sexuality education should be taught at home and not at school. Research and anecdotal records have often shown that in Nigeria like most other African countries, the issue of sex is often handled as sacred and not a topic to be broached just anyhow. Moreover in most homes the reality is that parents are not fully equipped to answer questions on sexual matters usefully (Nnachi, 2003). Parents often seek to approach personal, social and health issues with their children tangentially, if at all. Even those who try to approach the subject pass on faulty information to their children. The whole subject thus becomes surrounded by secrecy (Eruesegbefe, 2005). Hence if the issue of sexuality education of the child is to be put in the hands of parents alone, few children will benefit from it. Hence even if sex education is taught at home Geolo and Roberts (2007) and SIECUS Report (2001) recommendation that school-based sex education should complement that which the children receive from other sources so that none of the children will be disadvantaged if peradventure they are not getting adequate and accurate sex education from other sources like the home, religious bodies, community groups and health care professionals. However, the reason for the teachers and students opinion that sex education be taught at home and not at school may not be far from the lack of confidence in the teachers' ability to carry out the sex education assignment (Ogunjimi, 2006).

Research question three is concerned with the barriers to sexuality education in secondary schools. In this regard, 40% and 47.5% of students and teachers respectively believe that there are no competent teachers to teach sexuality education. Studies show that some teachers feel uncomfortable when teaching sexuality education as some topics such as 'safe sexual behaviour', can conflict with their beliefs or the beliefs of the community. Hence, these teachers experience a constant dilemma between providing 'safe sex' education and adhering to their own personal or community values (Ahmed 2006). Moreover, there is still some confusion as to parents' role in promoting sexual health with their children. Some educators consider values, morals and sexual education to

lie within the parent's realm of responsibilities rather than the schools' (Ahmed 2006). Some parents have opposing views. However, studies suggest that educators who receive on-going training have significantly deeper knowledge of the subject and also show a more tolerable attitude towards sexuality education (Doherty-Poirier 1994).

With respect to religion and culture, 63% and 60% of students and teachers respectively opine that the introduction of sexuality education is against the tenets of their culture and religion. Society and culture control both the biological and psychological components of sexuality in the sense that people acquire and assemble meanings, skills and values from other persons around them (Foucault, 1999). In Nigeria, traditional forms of sexuality education existed in kinship systems and coming-of-age ceremonies where the youths were tutored on what it means to be a man or a woman (Ikpe, 2004). He further added that the essence of tutoring the youth was purely biological and culture specific. There were various methods of contraceptives which included virginity, herbs, breast feeding and abstinence; most of which were strictly meant for the married and kept as a secret. Issues on sexually transmitted diseases were also of great concern but were barely discussed while being infected by them, was shameful and stigmatizing (Ikpe, 2004). Sexuality education debunks ideologies and social constructs that regard certain words as dirty and obscene, that certain parts of the body are unmentionable and that sometimes we should hide our feelings and other myths and taboos that influence the human sexuality negatively. Ndu, 2006 have observed that the two most common religions in Nigeria (Islam and Christianity) do not see any need for sexuality education. The reason for this may not be far from the fear that exposing adolescents to sex-related topics may encourage them to experiment. It is still a common belief that sex education encourages sexual activity instead of promoting safe sex behaviour (Jewkes 2009). Sexuality education that is God-centred should be encouraged among the youths.

In Nigeria, religious and cultural heterogeneity, multiculturalism, ethics, social status and other traditions perpetuate rules and norms that affect the perceptions of parents, teachers and others, and therefore serves as a catalyst against successful implementation of sexuality education in Nigeria (Okonkwo, 2000). Greenberg (2000) opined that religious and spiritual beliefs influence feelings about morality, sexual behavior, and contraception. It is popularly believed that religious knowledge, helps children cultivate religious attitudes towards life and orientates them toward self-purification, self-actualization and socialization.

Conclusion

Sexuality education for secondary school adolescents is important if they are to develop effective decision-making skills, the ability to develop healthy relationships and positive attitudes towards sex. Some of the teachers and students were of the opinion that sexuality education could result in increased morality in the society. There is need to use psychological intervention to correct the negative attitudes of teachers and students towards sexuality education. Teachers with whom adolescents spend quality time in school should be provided with the necessary training, guidance, support and resources needed to effectively teach sexuality education to the students. Parents who lack the knowledge and confidence to give sexuality education to their children could also be helped to acquire the necessary skills during parents and teachers association meetings. It was recommended that in-service training be provided for the teachers to develop adequate skills needed to teach sex and relationship education in a family life oriented manner. Effective sexuality education has the potential of being one of the most effective strategies for reducing exposure to HIV /AIDS/ STI infections.

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