TEACHERS PERCEPTION OF THE INCLUSION OF SEXUALITY EDUCATION IN NIGERIA SECONDARY SCHOOLS CURRICULUM FOR ECONOMIC DEVELOPMENT

By

DR. DORGU THERESA EBIERE
Department of Teacher Education,
Niger Delta University,
Wilberforce Island,
Bayelsa State.

AMOS ADEKUNLE ADEDIRAN
Department of Social Studies,
Federal College of Education,
Osiele, Abeokuta,
Ogun State.

And

CATHERINE EBIDEWARI OLU OBAFEMI
Department of Business Education,
Adeniran Ogunsanya College of Education,
Otto-Ijanikan,
Lagos State.

Abstract
This study investigates teacher’s perception of the inclusion of sexuality education in the secondary schools curriculum. Sexuality education is the process of acquiring information and forming attitudes and beliefs about sex, sexuality education identity and sexuality behaviours. It is a programme designed to replace ignorance, fear, secrecy and guilt with knowledge, understanding, openness and rationality. In essence, sexuality education is about developing young people’s skills in such a way that they make informed choices about their behaviour, especially sexual behaviour and feel confident
Sexuality education cut across the relationship between a male and female. It encompasses the knowledge of anatomy and physiological aspects of human body or the reproductive system of the body. For this study therefore, a total of one-hundred (100) respondents were randomly selected from ten (10) secondary schools in Southern Ijaw Local Government area of Bayelsa state, Nigeria. Descriptive analysis of frequencies and percentage were used to describe the demographic information of the respondents while t-test and chi-square (x²) analysis were used for the variables. The result of the analysis is indicated that there is significant difference between the perception of male and female teachers of the inclusion of sexuality education in secondary school curriculum. Based on the findings, the study recommended among other things that, the school timetable should be adjusted to provide adequate accommodation for the teaching of sexuality education.

**Keywords:** Sexuality education, perception, economic development.

**Background of the Study**

Sexuality as a concept refers to sexual acts and sexual behaviours, individual attitudes and sexual behaviour on sexual matters. This includes individuals with sexual acts such as masturbation, kissing or sexual intercourse and sexual behaviours such as dressing in certain way, sexual identity and sexual orientation (Andrew, 2004). Within this context, sexuality connotes masculinity and femininity which in clear terms distinguishes individual’s gender affiliation. To some extent, many people still find it difficult to draw a distinction between sex and sexuality. The argument was put forward by Mada Muri (2003) that sexuality impulse of individual is responsible for his or her sexuality. In a similar manner, Oyeyinka (2006) quoted by Balogun (2008) opined that separating sexuality from sex is a heavy task. This position may provide explanation for various sexual crimes otherwise regarded as sexual abuse (such as rape, sexual harassment, gender marginalisation e.t.c). The masculinity in males sometimes predisposes them to some sexually related offences which may be reduced if they are well informed about sexuality especially through education and sexuality education in particular.

Sexuality education is the process of acquiring information and forming attitude and beliefs about sex, sexual identity and sexual behaviours. It is a programme designed to replace ignorance, fear, secrecy and guilt with knowledge, openness and rationality (Dunn and Alani, 1997). In essence, sexuality education is about developing young people’s skill in such a way that they make informed choices about their behaviour (especially sexual behaviour), and feel confident and competent about acting on these choices. In the view of Oyeyinka (2006), sexuality education cut across the relationship between male and female. It encompasses the knowledge of anatomy and physiological aspect of human body or the reproductive system of the body. Although,
much Attention might have not been given to sexuality education as a way of reducing sexual crimes in the society, just as emphasis has been laid to sex education, that the place of sexuality education cannot be compromised. According to Workgroup (2004), the key aims of sexuality education include provision of accurate and relevant information about physical and emotional changes that children and young people experience throughout the formative years into adulthood. It involve establishing an awareness of the importance of stable life and relationship, which include the responsibilities of parenthood and marriage. Similarly, Campo (2004) stated that sexuality education provides opportunity for children and young people to develop personal and interpersonal skills that enable them to make and maintain appropriate relationship within the family, with friends and within the wider community.

The importance of sexuality education cannot be overemphasised, because the old beliefs, attitudes and values which may be detrimental to individual relationship with others within moral, ethical and multicultural framework. It is within the context of sexuality education that adequate information is provided on how and where to gain accurate knowledge about something which may assist the young ones to decide for themselves what the positive qualities of relationship are. This objective and concern of sexuality education would better be appreciated if considered as a possible measure, which may serve as deterrent to sexuality related crimes that occur among adolescent folks. These sexual crimes are commonly referred to as sexual abuse in the society and they are committed to different degrees. The occurrence of sexual abuse as social evil perpetrated by many unsuspected people seems to be scourge of global affair when it is considered on the way that cut across the nooks and crannies of the world. Koyejo (2005) opined that no part of the world seems to be free from one sexual abuse or the other (although the crime may appear in different degrees, which some may be termed minor). Other countries, (apart from Nigeria) where sexual abuse exists in large scale include united states, south Africa, iraq, korea, philipene, Cameroon, china, Burma, to mention but just a few (Hayakawa 1982). The cases of sexual abuse cheros the globe takes different forms, methods and acts just as it may be. Lisak and Luster (1994), Lisak, Happer and Song (1996) grouped the patterns of sexual abuse into two; physical contact and non-physical forms of abuse. These two patterns could manifest in verbal, emotional or physical forms from the perpetrator and on the within. According to Brandenburg (1992), most acts regarded as trivial assault on the opposite sex are equally sexual abuse. Therefore, sexual abuse could come in form of using sexually derogating names for others, unwanted touching, unwanted kissing/romance, rape or attempted rape, painful/degrading acts such as urinating on the victim, prostitution, to mention just a few. These practices may be employed by the perpetrator to defend their sexual deficiencies while it has adverse emotional, physical and social effects on the victims. Some sexual abuses are way by which socially disapproved sexual activities manifest. They include voyeurism, sodomy (anal sex), sadism, paedophilia, necrophilia,
masochism, lesbianism, bestiality, masturbation, incest fetishism, and others (Andrew 2004). It has been pinpointed that though people of various professions and age commit sexual abuse but yet young people (adolescents) of small age forms the largest group of perpetrator and victims (Adekoya 2003, 2006). This assertion may suggest that young people of school age are more prone to sexual abuse than older groups.

In another related, females fall victims of sexual abuse than males, be it young or old. It has been reported by different studies (Andrew 2005, Oyeyinka 2006) that the vulnerability of females as victims of sexual crimes could be traced to the orientation in the society. Men do assume supremacy over females because they (the former) handle the opposite sex as “instrument” used to solve sexual tension irrespective of the condition of the “instrument”. The submission above does not actually suggest that females do not involve in sexual abuse since deviant actions such as lesbianism, masochism, fetishism, rape and the likes are as well practiced by them. Although it may be established that both male and female involve in sexual abuse but the menace is more rampant among people of certain age group (Adolescent group). The secondary school age group has been identified as the most susceptible group that constantly practice sexual abuse (Andrew, 2003, 2004). The period of adolescent incidentally coincides with secondary school age which suggests that the characteristics of the stage speak clearly about the condition of school going boys and girls. According to Adegoke (2004), adolescence is characterised by sports of physical, mental, social and emotional development and changes. This critical period of transition in the life of an individual brings along it attendant problem because of the intensity of the changes taking place. In the same vain, Baldwin (1990) stated that the transition from childhood to adulthood is essentially characterised by unprecedented biological development from the onset of puberty to full social and reproduction maturity. Despite the benefits and the importance of sexuality education in the society, it is unfortunate that the programme has not achieved it main objectives and aims. It is on this note that this study investigated the perception of teacher on the inclusion of sexuality education in the secondary curriculum.

**Objectives of the Study**
The specific objectives of the study are to find out
1. The perception of male and female teachers of the inclusion of sexuality education in the secondary school curriculum.
2. The perception of science based and non-science based teachers of the inclusion of sexuality education in secondary school curriculum.
3. The relationship between the period allocated and effective teaching and learning of sexuality education in secondary schools.
4. The relationship between the availability of instructional materials and the effective teaching and learning sexuality education in secondary schools.
Research Questions

The following research questions are answered in the research study.

1. Is there any significant difference between the perception of male and female teachers of the inclusion of sexuality education in the secondary school curriculum?
2. Is there any significant difference between the perception of science-based and non-science based teachers of the inclusion of sexuality education in secondary school curriculum?
3. Is there any significant relationship between the allocated period and effective teaching and learning of sexuality education in secondary schools?
4. Is there any significant relationship between availability of instructional materials and the effective teaching and learning of sexuality education in secondary schools?

Research Hypothesis

1. There is no significant difference between the perception of male and female teachers of the inclusion of sexuality education in the secondary school curriculum.
2. There is no significant difference between the perception of science based and non-science based teachers of the inclusion of sexuality education in secondary schools curriculum.
3. There is no significant relationship between the period allocated and effective teaching and learning of sexuality education to the secondary schools curriculum.
4. There is no significant relationship between the availability of instructional materials and the effective teaching and learning of sexuality education in secondary schools curriculum.

Methodology

This study employed the survey design. The sample consists of one hundred respondents for this study. The sample involves 50 males and 50 female secondary school teachers in southern Ijaw local government of Bayelsa state. The sampling procedure employed simple random sampling method that involved students of varied socio-economic status, age, classes and religious background. The instruments for data collection in this study were questionnaire, developed by the authors. The questionnaire comprises of two sections. Section A is designed to access the demographic data of the respondent while section B comprises of the modified likert model. Scale of four point’s refined scale to enable the respondent indicates the extent of their level of agreement or disagreement. Much care was also taken to ensure that the questionnaire reflects the content of the research questions question and according to variable being studied. Internal consistency and validity of the questionnaire were established using cronbach alpha and value got was 0.81.
The instrument was revalidated by the researchers and it reliability co-efficient was found to be 0.85. All the responses were coded and analyzed. Descriptive statistics of frequency and percentage are used to describe the demographic information and responses of the respondent. While inferential statistical of t-test was used to analyzed HO1 and HO2 and chi-square was used for HO3 and H04.

**Data Analysis and Presentation**

The sex distribution table of the respondents show that 48% of the respondents were male teachers and 52% were female teachers while their age distribution table shows that 23% of the respondents were between 20-30yrs, 52% were between 31 – 40 yrs, and 25% were 41yrs and above.

The martial status of the respondents from the table shows that 38% of the respondents were singles while 62% were married.

The analysis further show the educational qualification of the respondents, it indicates that 15% teach with NCE qualification, 29% were HND holders, 42% had B.Sc/B.Sc (ed) degree and, 14% had postgraduate and other qualifications.

The respondents years of teaching experience shows that 22% of the respondents has 1-5 years of teaching experience, 31% has worked for 6-10years, 38% of the teacher has worked for 11 – 15 years while 9% of the respondents has 15years and above of teaching experience. Also 44% of the teachers teach science based subjects while 56% of the teachers teach non-science based subjects.

**Hypothesis 1**: t-test analysis of the gender difference in teacher’s perception of the inclusion of sexuality education in secondary school curriculum.

<table>
<thead>
<tr>
<th>Sex</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Df</th>
<th>t-cal</th>
<th>t-tab</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>48</td>
<td>12.36</td>
<td>2.69</td>
<td>99</td>
<td>2.78</td>
<td>1.96</td>
<td>0.05</td>
</tr>
<tr>
<td>Female</td>
<td>52</td>
<td>22.48</td>
<td>2.11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table above, the t-test analysis showed that there is significant difference between the perception of male and female teachers of inclusion of sexuality education in secondary school curriculum.

Since the t-cal (2.781) is greater than that t-tab (1.96), the hypothesis, which stated that there is no significant difference between the perception of male and female teachers of the inclusion of sexuality education in the secondary school curriculum is hereby rejected, consequently therefore, an alternate hypothesis, which would say that “there is significant differences between the perception of male and female teachers of
the inclusion of sexuality education in the secondary school curriculum” is hereby adopted.

**Hypothesis II:** There is no significant difference between the perception of science-base and non-science-based teachers of the inclusion of sexuality education in the secondary school curriculum.

**Table 2: T-Test Analysis of Subject Difference in Teacher’s Perception of the Inclusion of Sexuality Education in Secondary School Curriculum**

<table>
<thead>
<tr>
<th>Sex</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Df</th>
<th>t-cal</th>
<th>tab</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>44</td>
<td>10.67</td>
<td>2.012</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>56</td>
<td>24.98</td>
<td>3.14</td>
<td>99</td>
<td>3.42</td>
<td>1.96</td>
<td>0.005</td>
</tr>
</tbody>
</table>

From the table above, the t-test analysis showed that there is significant difference between the perception of science-based and non-science based teachers of the inclusion of sexuality education in the secondary school curriculum.

Furthermore, since the t-cal (3.42) is greater than the t-tab (1.96), there the hypothesis, which stated that there is no significant difference between the perception of science-based and non-science based teachers of the inclusion of sexuality education in the secondary school curriculum, is hereby rejected. Consequently therefore, an alternate hypothesis, which would say that “there is significant difference between the perception of science-based and non-science-based teachers of the inclusion of sexuality education in the secondary school curriculum” is hereby adopted.

**Hypothesis III:** There is no significant relationship between period allocated and effective teaching and learning of sexuality education in secondary school.

**Table 3: Table Showing Periods Allocated in School Timetable**

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observed</td>
<td>28</td>
<td>48</td>
<td>13</td>
<td>11</td>
<td>100</td>
</tr>
<tr>
<td>%</td>
<td>28.00</td>
<td>48.00</td>
<td>13.00</td>
<td>11.00</td>
<td>100</td>
</tr>
<tr>
<td>Expected</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>%</td>
<td>25.00</td>
<td>25.00</td>
<td>25.00</td>
<td>25.00</td>
<td>100</td>
</tr>
</tbody>
</table>

Table value = 3.94 Chi-square = 16.4048
df = 30.05 level of significance.
From the above table, it shows that 76% of the respondents agreed that there is significant relationship between period allocated and effective teaching and learning of sexuality education in secondary school, while 24% disagreed with the statement.

When the responses were subjected to chi-square analysis, it showed that a table value of 3.94 and chi-square value of 16.4048 with a difference of 3 at 0.05 level of significance.

The chi-square value of 16.4048 is greater than the table value of 3.94, therefore, the hypothesis which stated that there is no significant relationship between period allocated and effective teaching and learning of sexuality education in secondary schools is rejected and an alternate hypothesis which says “there is significant relationship between period allocated and effective teaching and learning of sexuality education in secondary schools” is adopted instead.

Table 9 showed that 62% respondents agreed that there is significant relationship between availability of instructional resources and effective teaching and learning of sexuality education in secondary schools, however, only 38% disagreed with the statement.

The responses were further subjected to inferential statistics of chi-square, which indicated that the chi-square value of 11.136 is greater than the table value of 3.94 with a difference of 3 at 0.05 level of significance.

From this analysis therefore, the hypothesis which stated that there is no significant relationship between availability of instructional resources and effective teaching and learning of sexuality education in secondary schools is rejected and an alternate hypothesis that instructional resources and effective teaching and learning of sexuality education in secondary school is rejected and an alternate hypothesis that would say “There is significant relationship between availability of instructional resources and effective teaching and learning in secondary school” is adopted.

**Discussion of Findings**

The result of the study showed that teachers in secondary school in the southern Ijaw local government area of Bayelsa state had positive perception of the needs to include sexuality education in the secondary school curriculum. According to the analysis, most of the respondents were of the opinion that sexuality education should be introduced in secondary school curriculum. For instance, from the table 3 above, seventy percent of the respondent agreed that the sexuality education is better for secondary school student in order to avoid sex abuse. Yet another table precisely table four which had 62% of the respondent in agreement that sexuality education will be effectively thought and learned if instructional materials is readily available for teaching, it will enhance the teaching and learning of sexuality education so that both
the parent and the teacher will be better informed about the excess of sexuality education (Balogun 2008) corroborating with this statement, the finding of Aderemi (2004) and Oyeyinka (2006) were in support of the statement above, that the sexual crime will be drastically reduced, if it is incorporated in secondary school curriculum. In the same vain, another study that was carried out by Campo (2004) stated that, sexuality education provide that opportunity for children and young people to develop personal and interpersonal skills that will enable them to make and maintain appropriate relationship within the family, with friends and within the wider community.

Conclusion

From the analysis presented in the report, it is essential therefore to conclude as follows:

The inclusion of sexuality education in secondary schools curriculum, will develop in the student better understanding about sex related matter.

Also, the inclusion of sexuality education in secondary school curriculum will reduce the chances of sex crime among secondary school student if effective taught and learnt.

There is significant difference between the perception of science – based and non science based teachers of the inclusion of sexuality education in secondary school curriculum.

There is significant relationship between the period allocated and effective teaching and learning of sexuality education in secondary school.

That there is significant relationship between availability of instructional materials and effective teaching and learning of sexuality education in secondary schools.

Recommendation

Based on the findings, the following recommendations are made:

1. Teachers that have adequate knowledge of sexuality education should be allowed to teach the subjects if possible guardians and counselling expects.
2. Parent should be informed about sexuality education through awareness campaign programme.
3. Content subject materials that will serve the need of the effective teaching and learning of the programme should be provided by the various governments in the country.
4. All the stakeholders in education industry according to Balogun (2002) should endeavour to promote sexuality education as a preventive measure against sexual abuse.
5. The various school counsellors should equally have personal contract with different groups/levels of students and discuss about sexuality education with them.
6. The House of Assembly members should legislate in support of teaching and learning of sexuality education in secondary school across the country.

References


