

# African Research Review

---

An International Multidisciplinary Journal, Ethiopia

Vol. 7 (1), Serial No. 28, January, 2013:322-339

ISSN 1994-9057 (Print)

ISSN 2070--0083 (Online)

DOI: <http://dx.doi.org/10.4314/afrev.v7i1.22>

---

## **Sexual Education: An Intervention and Social Adjustment Programme for Youths in Secondary Education in Nigeria**

**Obiekea, P. O.** - Department of Educational Psychology, School of Education, Federal College of Education (Technical), P.M.B. 1044, Asaba, Delta State, Nigeria  
Tel: +234806449444

**Ovri, F. B.** - Department of Educational Psychology, School of Education, Federal College of Education (Technical), P.M.B. 1044, Asaba, Delta State, Nigeria  
Tel: +2348034963926

&

**Chukwuma, E. T. C.** - Department of Educational Foundations, School of Education, Federal College of Education (Technical), P.M.B. 1044, Asaba, Delta State, Nigeria  
E-mail: [ezugoh@yahoo.com](mailto:ezugoh@yahoo.com)  
Tel: +2348067529008

### **Abstract**

*This study examined the importance of sexuality education as an intervention and social adjustment programme for youth in secondary education in Nigeria. For this purpose, the study sought to find out using three research questions; the importance of sexuality education in secondary education; the*

---

*extent to which sexuality education served as an intervention and social adjustment programme for youths in secondary education; and the extent to which sexuality education was taught in the curriculum of secondary education. The study being a survey research adopted the descriptive survey research design in order to collect data. A multiple statistical sampling procedure was used in selection of 10% of 5, 926 teachers and 261 public secondary schools within the six education zone in Anambra State. However, the sample of the study constituted 593 teachers from 26 public secondary schools. A questionnaire titled: Sexuality Education Questionnaire for Teachers (SEQT), containing 44 items and drawn on a modified Likert type of 4-point scale was used by the researchers to conduct the study. Validity of the research instrument was carried out by three experts and reliability established using the split half method which yielded a coefficient value of 0.75 using the Pearson Product Moment Correlation Coefficient after the results were collated. Data was analyzed using frequency distribution and the mean at 2.50 rating. Through the findings of the study, recommendations were proffered and among such included: proper enhancement of sexuality education in secondary education curriculum through the provision of effective policy directives; including constant and continuous teachers training, organizing seminars and workshops for teachers in the light of sexuality education.*

## **Introduction**

Sexuality education is one of the global emerging social issues which is fast becoming a major discourse for various stakeholders in the school system and public health throughout nations of the world. In Nigeria, this issue needs to be addressed not only among youths in tertiary education but likewise among youth/peers in secondary education whom as a result of western civilization/culture and technological advancement, interact socially or engage into early social relationships with their opposite sex within their immediate environment (school and home). Coupled with many cases of unsafe abortions, unwanted/unintended pregnancies, Sexually Transmitted Diseases (STDs), Sexually Transmitted Infections (STIs), early childbearing, drop-outs from school at early age, psychological defeats, deviant behaviours among peers as a result of peer influence, premarital sex, expulsion from school, etc, deemed it necessary for the study of sexuality education to be taught early among youths in secondary education. The youth are adolescents

who are between the ages 11-17 years or below 18yrs and are exposed to peer pressures/influences, curiosity, adventurism and explorative in nature.

A study conducted by Mensch; Clark; Lloyd and Erulkar (1999) revealed that premarital sex, childbearing and decline in adolescent fertility have increased especially for girls. More than 95 percent of males and females aged 15-19 are out of school as a result of the problems associated with social relationships and premarital sex. Girls subsequently become pregnant which leads to drop-out from school. According to Adepoju (2005) the young who constitutes ages 10-24 and 36.7 percent of the Nigerian population are found highly vulnerable to antisocial behaviours such as violent crimes, unsafe sexual activities and drug abuse, among others. The Nigerian Association for the Promotion of Adolescent Health and Development (NAPAHD) in 2003 as cited in Adepoju (2005) alerted that a hospital-based research has shown that 80 percent of patients with abortion complications are adolescents. This assertion was based on the fact that over 16 percent of teenage females reported first sexual intercourse by age 15 while 8.3 percent of boys age 15 have also had their first intercourse. This adolescent's health dilemma has been attributed to their great lack of information and knowledge about their sexual health and on sexuality education (Adepoju, 2005). Ola and Oludare (n.d) pointed out that as a result of the visible health and social outcome of the issues of high rates of unwanted pregnancies, maternal mortality, STDs which increases the risk of HIV infection and increasing number of school drop-out, it is now commonly accepted by government and international organizations that interventions are needed to help adolescents manage their health and reproductive lives. They also identified that most commonly supported policy and research by international organizations in Africa have focused on the identification of access barriers to family planning services for adolescents and most importantly, access to knowledge on sexual and reproductive health through sex education or family life education (Ola and Oludare, n.d). The introduction of sexuality education became one of the immediate efforts made to address and create awareness about the sexually based problems. The rationale 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 and sexual decision-making and promote their knowledge and understanding about how all these interact with socio-cultural and religious factors to affect personal well-being (Adepoju, 2005).

In a study conducted by Umoh (1986) on principals and students on school dropout in some selected secondary schools in Kwara, Cross River and Rivers State, it was revealed that the high rate of drop-out among school was attributed to health problems, premarital sex and pregnancies, Juvenile Delinquency, expulsion and peer group influences. The study also recommended that secondary school education students requires the counselor to provide group or individual counseling to students on these issues. However, the aims of secondary education in Nigeria as highlighted by Umoh (1986) are stated below as: secondary education among others should enable Nigerian youths to: think effectively, communicate thoughts clearly, make relevant judgements, play their parts as useful members of their homes and families, understand the basic facts about health and sanitation, understand and appreciate their cultural heritage and roles as citizens of sovereign country, develop their ethical character, appreciate the value of leisure and understand the world outside, live and act as well-integrated individuals. The 2004 National Policy on Education also stated that the broad goal of secondary education shall be to prepare the individual for useful living within the society; and for higher education. With this secondary education among others shall: i) offer diversified curriculum to cater for the differences in talents, opportunities and future roles. ii) inspire students with a desire for self-improvement and achievement of excellence. iii) raise generation of people who can think for themselves, respect the views and feelings of others. iv) respect the dignity of labour. v) appreciate those value specified under our broad national goals and live as good citizens (National Policy on Education, 2004). Having highlighted the aims and goals of secondary education, one cannot live in the society of ours without been exposed to social activities. As human beings living together in the same environment, although bounded by different identity, interactions and communications still go on. This has deemed it important for youths in secondary education whom out of ignorance fall prey to most of these social vices. Sexuality education could serve as an intervention and socio-psychological programme for youths in secondary education in order to reduce the rate of dropouts, unintended pregnancies, deviant behaviour, early marriage that can cause VVF among females, reproductive health issues, contamination of diseases like HIV/AIDs, STIs, STDs, etc.

Sexuality education as an intervention and social adjustment programme serve as an instrument and knowledge-based education for creating awareness, enlightenment programmes and exposing students to variety of

issues in the environment, as they affect/influences their learning. It helps equip students with knowledge on how to manage their environment, health and relationships as well as prevent them from indulging into social activities that is harmful to their health and career e.g unwanted pregnancies, STD/STI, HIV/AIDs, Juvenile Delinquency, etc. Therefore, sexuality education simply means the presentation of every aspects of the sexuality of an individual exactly as it is and equipping the individual with all options there are to enhance a better understanding of individual sexuality in its holistic manner. It is also a planned process of education that fosters the acquisition of factual information, the formation of positive attitudes, beliefs and values and the development of skills to cope with the biological, socio-cultural and spiritual aspects of human society (Dienye, 2011). It is a lifelong process of acquiring information and forming attitudes, beliefs and values about identity, relationships and intimacy (Dienye, 2011). According to Rosen, Murray and Moreland (2004) the objectives includes: reduced sexual activity (including postponing age at first intercourse and promoting abstinence); reduced number of sexual partners; increased contraceptive use, especially use of condoms among youth who are sexually active for both pregnancy prevention and prevention of HIV/AIDS and other sexually transmitted infections (STIs); lower rates of child marriage; lower rates of early, unwanted pregnancy resulting to abortions; and improved nutritional status.

Sexuality education is of great importance for all young people, especially young people, especially those at highest risk of unhealthy behaviours. The origin of sexuality education came into being in different countries at various times. The sexual revolution of 1800's contributed immensely to the debate of sexual pleasure as an ethical substance which continued to be governed by relations of force, struggle and establishment of dominion. During this period, women started agitating for more debates concerning their sexuality. With all the controversies on the issue of sexuality that lingered for about six to seven decades, in 1897, a female Swedish doctor, Karolina Widerstorm saw the need to educate the young especially girls about sexual hygiene as a way of informing and protecting them from STDs such as gonorrhoea and syphilis which found very common as at that time. To her, the idea was that "if girls got to know in good time how pregnancy came about and how STDs were spread, they would be better able to protect themselves. In this way, girls were considered to be able to take responsibility for the sexual health of boys as well as themselves (Adepoju, 2005). That has given sexuality education recognition and by 1900s, several events had occurred which

changed the way people perceive sexuality, hence sexuality education was introduced in Swedish schools. In Nigeria, efforts have been made to introduce sexuality education. Adepoju (2005) identified that the initial efforts to introduce sexuality education in Nigerian educational system was done through the introduction of population education which considered as potential way of tackling the problems of rapid population growth and its consequence for socio-economic development in the country. This has led to the introduction of school-based population and family life programmes especially at the tertiary institutions because this burgeoning adolescent group that constitute more than 12 percent of the Nigerian population are prone to health risk because they are uninformed or poorly informed about the implications of the reproductive behaviour and sexuality education especially from under-age sexual practices and other anti-social practices. However, the evolution of sexuality education and its introduction in Nigerian schools came about when it became apparent that there was, as there is an urgent need to address adolescents reproductive health, reproductive rights and sexuality issues. For instance, the International Planned Parenthood Federation (IPPF) highlighted that “it is an education process designed to assist young people in their physical, social, emotional and moral development as they prepare for adulthood, marriage, parenthood and ageing as well as their social relationship in the socio-cultural context of family and society (Adepoju, 2005).

### **Importance of sexuality education**

Dienye (2011) highlighted the importance of sexuality education as: i) it ensures better understanding of the influence of society on everyday interactions. ii) it prevents diseases and promotes abstinence which are programmes designed with the purpose of teaching the social, psychological and health gains to be realized by abstaining from sexual activity. Abstinence education is a proposed standard for every young Nigerian school age child. It is the only way to avoid out of wedlock pregnancies, STDs/STIs and other health associated problems. Sexuality education preaches abstinence which indicates that sexual activities outside the context of marriage have harmful psychological, social and physical effect that damages one personality. Therefore, sexuality education as pointed out by writers constitutes the following programmes: human growth and development, relationships, life skills, sexual attitude and behaviour, sexual health, society and culture, alcohol and drug use/abuse vulnerability to sexual advances, premarital sex

problems, personal hygiene, puberty, sports, reproductive system education, aging, sex education, menopause, abstinence education, and issues of STDs/STIs, HIV/AIDS and other diseases, among others. However, there are many challenges towards effective implementation of sexuality education in the secondary education curriculum. Ideally, sexuality education should start at home but there are impeding factors such as: socio-cultural beliefs of parents, customs, culture and backgrounds, religion and lack of professional teachers/ guidance and counselors that will handle or teach such subject. Most schools see it as not necessary to teach students on such issues because of their curiosity and explorative nature, might want to practice such. In a study conducted by Oshi; Nakalema and Oshi (2005) in South Eastern Nigeria on sex education and HIV/AIDSs, the findings revealed that teachers are not passing on this knowledge because of cultural and social inhibitions. In addition, teachers have not been receiving adequate training and motivation on information, education and communication for HIV/AIDSs sex education. This situation calls for serious policy intervention. The findings of the study also show a high level of knowledge of HIV/AIDSs preventive measures among teachers (Oshi; Nakalema and Oshi, 2005).

Thus, the task of all education stakeholders, administrators and teachers is to ensure the sexuality education is fully taught in secondary schools. This will go a long way in moulding the youth's behavioural pattern thereby promoting a healthy environment with good hygiene. A careful study of some existing materials shows that a wide range of gap exist in secondary education and sexuality education, where students are ignorant about this programme. It is based on this premise that the researchers would want to know if sexuality education has any positive effect on youth in secondary education and if taught in the secondary schools when included in the curriculum. This study therefore seeks to determine the importance of sexuality education as an intervention and social adjustment programme for youth in secondary education in Nigeria. However, sexuality education remains the crux of the matter.

### **Statement of the problem**

Sexuality education among youths in secondary education is much overlooked issue in Nigeria whose negligence has cohorted other social vices. Inadequate information and knowledge about sexuality education appears to be prevalent among youths/peers in secondary schools in Nigeria, including Anambra State as manifested in increasing cases of premarital sex

among; high rate of drop-outs from school among females as a result of unwanted pregnancies; early child bearing and early marriages; unsafe abortions; deviant behaviours exhibited among secondary education peers as a result of relationships (popularly known as boyfriend and girlfriend); expulsion from school; sexually transmitted diseases and infections (STDs/STIs) and the issue of HIV/AIDS (Human Immuno Deficiency Virus and Acquired Immune Deficiency Syndrome). Researchers have pointed out that one of the causes of these especially among youths/peers in secondary education is as a result of their low or inadequate knowledge /information about sexuality education which is not incorporated into the schools curriculum as a separate subject (Ola and Oludare, n.d). The intention of this study is to investigate and examine the importance of sexuality education as an intervention and social adjustment programme for youth in secondary education in Nigeria using Anambra State as a case study.

### **Purpose of the study**

The study has the overall purpose of examining and ascertaining the importance of sexuality education as an intervention and social adjustment programme for youth in secondary education in Nigeria. The study seeks specifically to determine:

- The importance of sexuality education in secondary education in Nigeria.
- The extent to which sexuality education serve as an intervention and social adjustment programme for youth in the secondary schools in Nigeria.
- The extent to which sexuality education is being taught in the secondary school curriculum.

### **Research questions**

1. To what extent is sexuality education important in secondary education in Nigeria?
2. To what extent would sexuality education serve as an intervention and social adjustment programme for youth in secondary education in Nigeria?



3. To what extent is sexuality education included in the curriculum of secondary education in Nigeria?

### **Method**

The descriptive survey research design was used to unravel the importance of sexuality education for youth in secondary education in Anambra State of Nigeria. The study population comprised of 5,926 teachers in the 261 government owned secondary schools within the six education zones in Anambra State. The sample for this study was made up of 593 teachers selected from 26 public secondary schools through a multiple statistical sampling technique. The sample represents ten percent (10%) of the entire population of the study.

Questionnaire titled: Sexuality Education Questionnaire for Teachers (SEQT) containing 44 items was the major instrument used in the study. This was designed by the researchers and modified on a Likert type 4-point scale. Validity of the research instrument was done by three experts in Educational Psychology, Measurement and Evaluation and Educational Management to establish the face and content validity in line with the purpose of the study and for appropriate validation in which corrections were made before drafting and administration of the final instrument.

Reliability of the research instrument was established through a pilot-testing of the questionnaire using 59 teachers from 20 public secondary schools in Delta State. The split-half method was used to carry out the pilot-testing, whose results after collation yielded a coefficient value of 0.75 using the Pearson Product Moment Correlation Coefficient formula, in order to determine the trustworthiness and dependability of research instrument. The research instrument was finally administered using three trained research assistants on a personal, hand delivery and face to face contact with all the respondents.

Data collected from the respondents were collated using frequency distributions and means for answering the research questions. The decision rule was based on the midpoint of 2.50 rating. Items with mean scores of 2.50 and above were regarded as agreement and showed positive responses while the ones below 2.50 were regarded as disagreement and showed negative responses. The items were weighted as follows: Strongly Agreed – SA (4), Agreed – A (3), Disagreed – D (2), Strongly Disagreed – SD (1).

## Results

The results from the table 1 indicated that all the respondents responded positively in strong agreement with the statements which were above the accepted mean of 2.50. The grand mean of 3.51 indicated a strong positive reaction from the respondents on the need/importance for sexuality education to be taught in secondary education.

In table 2, responses from the respondents indicated that all responded positively in strong agreement with all the statements which were above the acceptable mean of 2.50. Results from the table using the grand mean of 3.14 reveal that sexuality education served as an intervention and social adjustment programme for youth in secondary education in Nigeria. As an intervention and social adjustment programmes, it increased students' ideas, knowledge and understanding about their reproductive and other related health issues and exposed them to varying health problems in the society.

Table 3 presented respondents view on the extent in which sexuality education was included in the curriculum for youth in secondary education in Nigeria. Items 26, 27 and 29 from the respondent responses in the table were below the acceptable mean of 2.50 indicating disagreement with the statements. All other items from the table were above the mean rating of 2.50 showing strong agreement with the statements. Please refer to the tables (1-3) included below.

## Discussions

The foregoing has shown the findings in respect of sexuality education as an intervention and social adjustment programme for youth in secondary education in Anambra State, Nigeria. The results of the findings reveal that sexuality education is very relevant for youth in secondary education from the teachers' responses. This will enrich students' knowledge and understanding about their life, health and society; assist in preventing, curbing and controlling diseases, social maladjustments and other social vices and eliminate deviant behaviour among youth in secondary education. According to Dienye (2011), sexuality education is a planned process of education that fosters the acquisition of factual information, the formation of positive attitudes, beliefs and values and the development of skills to cope with the biological, socio-cultural and spiritual aspects of human society. It is a lifelong process of acquiring information and forming attitudes, beliefs and

values about identity, relationships and intimacy (Dienye, 2011). The findings revealed that sexuality education serve as an intervention and social adjustment programme for youth in secondary education which will increase their knowledge, understanding and ideas on reproductive and other related health issues for useful living in the society, thereby exposing them to varying health issues which will serve as a weapon against ignorance. It will enhance/improve students' emotional, physical, psychological, social and moral development as well as develop their ethical character. This is in line with the statements of Adepoju (2005) who highlighted that sexuality education acquainted 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 and sexual decision-making and promote their knowledge and understanding about how all these interact with socio-cultural and religious factors to affect personal well-being. The findings also revealed that sexuality education is yet to be full incorporated as a full subject in secondary education curriculum. Schools do not have subject or teach sexuality education, owing to some factors responsible for this which includes among others that: schools neither have professional teachers/subject teachers nor counsellors in relation to the field of study; government failure to draw policy directives on sexuality education as a subject in the curriculum; cultural biases; religion and lack of training for teachers in this field. This is in line with the findings of the study conducted by Oshi; Nakalema and Oshi (2005) in South Eastern Nigeria on sex education and HIV/AIDs, which revealed that teachers are not passing on this knowledge because of cultural and social inhibitions. In addition, teachers have not been receiving adequate training and motivation on information, education and communication for HIV/AIDs sex education. This situation calls for serious policy intervention (Oshi; Nakalema and Oshi, 2005). However, result from the findings of this study revealed that teachers are highly in support of teaching sexuality education for students in the classroom, as shown in table 3. This will go a long way in moulding the youth's behavioural pattern thereby promoting a healthy environment with good hygiene as highlighted by Oshi; Nakalema and Oshi (2005).

### **Implication of the findings**

The overall outcome of the study has great and important implications to education, educational management and the society in general. Sexuality education serves as an intervention and social adjustment programme that

will develop and improve youth holistic being/personality for their well-being and that of the society. Anything that affect youth either positively or negatively, also affects the society as a whole because youths are the future leaders of tomorrow and producing a healthy/vibrant society and sustainable generation also lies in their hands. Given the recent health problems, crises and challenges in the society which acts as an impediment towards the youth education and their all round development, thus the need for effective implementation of sexuality education in the secondary education.

### **Conclusion**

Education provides enabling environment for young people to question and understand better some of the existential questions they may have. However, it is imperative to teach young people sexuality education not only to reflect the values of the family and society but also enhance the sustainability of a balanced culture. It is harmful to deny children sexuality education because they might go astray outside when negatively influence by peers (Chidiebere, 2008). Failure for the Nigerian education stakeholders to include sexuality education into the secondary schools curriculum would lead to many more problems in the near future especially in youth health related issues and the area of socio-psychological adjustment and development of youths. Information education and communication are highly paramount for the effective prevention and control of HIV/AIDs in which in Africa the most common way of transmission of this infection is through sexual intercourse (Oshi; Nakalema and Oshi, 2005).

### **Recommendations**

Based on the findings of the study, the following recommendations were proffered:

- Government should draw policy directives on sexuality education for secondary education for proper enhancement of the subject in the curriculum and secondary schools in Nigeria. Provision of this area /subject should be made in libraries, ICT and laboratories that will serve as information centres to students and teachers in the school.
- Constant and continuous staff/teachers training, seminars and workshops should be carried out in schools to position teachers more favourable to implement the educational policy. However,

professionals/subject teachers and guidance/counsellors should be provided to teach students in secondary education in this area.

- Public enlightenment and awareness programme should be designed for parents in this light for their support.

## References

- Adepoju, A (2005). *Sexuality education in Nigeria: Evolution, challenges and prospects*. Retrieved August 31<sup>st</sup>, 2011, from World Wide Web.
- Chidiebere, A. (2008). *Breaking the barrier: The importance of sex education for adolescents*. Retrieved August 31<sup>st</sup>, 2011, from <http://www.tigweb.org/youth-media/panorama/article.html?contentID=21199>.
- Dienye, V.U. (2011). The educational and social implications of sexuality and sex education in Nigerian schools. In *African Journal of Social Sciences, Vol. 1, No.2, pp.11-19*. Retrieved August 31<sup>st</sup>, 2011, from <http://www.sachajournals.com/documents/Dienye>.
- Federal Republic of Nigeria (2004). *National Policy on Education, 4<sup>th</sup> Edition*. Lagos: Nigerian Educational Research and Development Council (NERDC).
- Mangal, S.K. (2007). *General psychology*. New Delhi: Sterling Publishers Private Limited.
- Mensch, B.S.; Clark, W.H.; Lloyd, C.B. and Erulkar, A.S. (1999). *Premarital sex and school dropout in Kenya: Can schools make a difference?* Retrieved August 31<sup>st</sup>, 2011, from World Wide Web.
- Ola, T.M. and Oludare, A. (n.d). *Adolescents sexuality and sexuality education in South-Western Nigeria: Combining quantitative and participatory methodologies*. Retrieved August 31<sup>st</sup>, 2011, from World Wide Web.
- Oshi, D.C., Nakalema, S. and Oshi, L.L. (2005). Cultural and social aspects of HIV/AIDS sex education in secondary schools in Nigeria. In *Journal of Biosocial Science, Vol. 3, No.2, pp.175-183*. Cambridge University Press. Retrieved August 31<sup>st</sup>, 2011, from <http://journals.cambridge.org/action/displayabstract.jsessionid.....>
- Rosen, J.E; Murray, N.J. and Moreland, S. (2004). *Sexuality education in schools: The international experience and implications for Nigeria*. Retrieved August 31<sup>st</sup>, 2011, from World Wide Web.
- Umoh, S.H. (1986). *Comparative study of perceptions of schools drop-out by principals and students in selected secondary schools in Kwara, Cross Rivers and Rivers State*. Retrieved August 31<sup>st</sup>, 2011, from World Wide Web.

Table 1: Mean rating and frequency distributions of teachers responses on the importance of sexuality education in secondary education in Nigeria

N = 593

| S/N                 | ITEMS   | SA            | A             | D            | SD           | MEAN (X)    | DECISION |
|---------------------|---|---------------|---------------|--------------|--------------|-------------|----------|
| 1                   | The importance of sexuality education in secondary education includes the following:              | 3.31<br>(490) | 0.51<br>(100) | 0<br>(0)     | 0.01<br>(3)  | 3.83        | Agree    |
| 2                   | Makes students knowledgeable in the sexuality education   | 2.65<br>(393) | 1.01<br>(200) | 0<br>(0)     | 0<br>(0)     | 3.66        | Agree    |
| 3                   | Preparing students for adulthood roles  | 1.95<br>(289) | 1.28<br>(254) | 0.10<br>(30) | 0.03<br>(20) | 3.36        | Agree    |
| 4                   | Build new morality and remove falsity among students  | 2.73<br>(405) | 0.91<br>(180) | 0<br>(0)     | 0.01<br>(8)  | 3.65        | Agree    |
| 5                   | Helps students take responsibility of their sexual health   | 0.81<br>(120) | 2.29<br>(453) | 0<br>(0)     | 0.03<br>(20) | 3.13        | Agree    |
| 6                   | Sexuality education will assist in preventing the following among student in secondary education: | 1.77<br>(263) | 1.33<br>(263) | 0.12<br>(37) | 0.05<br>(30) | 3.27        | Agree    |
| 7                   | i) Premarital sex   | 0.30<br>(60)  | 0.30<br>(60)  | 0.07<br>(20) | 0.03<br>(20) | 3.45        | Agree    |
| 8                   | ii) Drop-out as a result of unwanted/unintended pregnancies                                       | 3.32<br>(493) | 0.39<br>(78)  | 0.04<br>(13) | 0<br>(0)     | 3.82        | Agree    |
| 9                   | iii) Abortion   | 3.39<br>(502) | 1.47<br>(291) | 0.04<br>(11) | 0<br>(0)     | 3.47        | Agree    |
| 10                  | iv) HIV/AIDs  | 1.96<br>(291) | 1.37<br>(271) | 0.02<br>(7)  | 0.01<br>(4)  | 3.50        | Agree    |
| 11                  | v) STDs   | 2.10<br>(311) | 0.62<br>(123) | 0.15<br>(45) | 0.04<br>(25) | 3.51        | Agree    |
| 12                  | vi) STIs  | 2.70<br>(400) | 1.32<br>(260) | 0.12<br>(35) | 0<br>(0)     | 3.45        | Agree    |
|                     | vii) VVF  | 2.01<br>(298) |               |              |              |             |          |
|                     | viii) and other health diseases   |               |               |              |              |             |          |
| <b>Grand Mean =</b> |   |               |               |              |              | <b>3.51</b> |          |

**Table 2: Mean rating and frequency distributions of teachers' responses on the extent in which sexuality education would serve as an intervention and social adjustment programme for youth in secondary education in Nigeria**

N = 593

| S/N | ITEMS  | SA            | A             | D            | SD            | MEAN (X) | DECISIO N |
|-----|--|---------------|---------------|--------------|---------------|----------|-----------|
| 13  | Sexuality education increases the student ideas through development of their cognitive domain  | 0.94<br>(140) | 1.84<br>(363) | 0.30<br>(90) | 0<br>(0)      | 3.08     | Agree     |
| 14  | Sexuality education increases student ideas through development of their affective domain  | 1.05<br>(155) | 2.01<br>(398) | 0.08<br>(25) | 0.03<br>(15)  | 3.17     | Agree     |
| 15  | Sexuality education increase the student understanding and knowledge on reproductive and other related health issues for useful living within the society  | 1.69<br>(250) | 1.16<br>(343) | 0<br>(0)     | 0<br>(0)      | 2.85     | Agree     |
| 16  | Providing sexuality knowledge that can serve as weapon against ignorance   | 1.17<br>(173) | 2.02<br>(400) | 0.03<br>(10) | 0.02<br>(100) | 3.24     | Agree     |
| 17  | Develops students understanding about health by exposing them to varying health problems in the society  | 2.66<br>(395) | 0.75<br>(148) | 0.12<br>(35) | 0.03<br>(35)  | 3.56     | Agree     |
| 18  | Sexuality education prepares the student for their adulthood roles that conform to contemporary lifestyle which has been paramount                         | 1.35<br>(200) | 1.66<br>(328) | 0.22<br>(65) | 0<br>(0)      | 3.23     | Agree     |
| 19  | Sexuality education empowers females students to have greater control over their sexuality, reproduction and relationships with their social relationships | 2.04<br>(302) | 1.47<br>(291) | 0<br>(0)     | 0<br>(0)      | 3.51     | Agree     |
| 20  | It is also has the potentials to respond to overall life situation of the students by addressing their holistic well-being                                 | 1.32<br>(195) | 1.56<br>(308) | 0.30<br>(90) | 0<br>(0)      | 3.18     | Agree     |
| 21  | Sexuality education helps students to achieve their full potentials, mould their   | 1.32<br>(196) | 1.68<br>(333) | 0.05<br>(14) | 0.08<br>(50)  | 3.13     | Agree     |

|                     |   |               |               |               |              |             |       |
|---------------------|---|---------------|---------------|---------------|--------------|-------------|-------|
|                     | character/behaviours and ability to adjust in their relationships   |               |               |               |              |             |       |
| 22                  | Sexuality education enhances student physical, social, emotional and moral development  | 1.26<br>(187) | 1.55<br>(306) | 0.34<br>(100) | 0<br>(0)     | 3.15        | Agree |
| 23                  | It eliminates deviant behaviours among students and prevent them from indulging in indiscriminate acts that can be influenced through peer pressures/influences | 1.10<br>(296) | 1.46<br>(289) | 0.03<br>(8)   | 0<br>(0)     | 2.59        | Agree |
| 24                  | It develops students ethical character and understanding about the world outside his/her environment  | 0.60<br>(89)  | 2.03<br>(401) | 0.30<br>(89)  | 0.02<br>(14) | 2.68        | Agree |
| 25                  | It assists students in making relevant judgments on matters concerning their sexuality  | 2.33<br>(345) | 1.01<br>(200) | 0<br>(0)      | 0.08<br>(48) | 3.42        | Agree |
| <b>Grand Mean =</b> |   |               |               |               |              | <b>3.14</b> |       |



**Table 3: Mean rating and frequency distributions of teachers' responses on the extent in which sexuality education is included in the curriculum of secondary education in Nigeria**

N = 593

| S/N | ITEMS  | SA            | A             | D             | SD           | MEAN (X)  | DECISION |
|-----|--|---------------|---------------|---------------|--------------|-----------|----------|
| 26  | Sexuality education is incorporated in the secondary education curriculum in Nigeria                 | 0.37<br>(55)  | 0.53<br>(105) | 1.36<br>(393) | 0.07<br>(40) | 2.33      | Disagree |
| 27  | Sexuality education is presently taught in my school   | 0.37<br>(55)  | 0.50<br>(99)  | 1.38<br>(409) | 0.05<br>(30) | <<br>2.30 | Disagree |
| 28  | I support the teaching of sexuality education for students in my class                               | 2.16<br>(320) | 1.32<br>(260) | 0.24<br>(70)  | 0.01<br>(3)  | 3.73      | Agree    |
| 29  | My school renders counseling for students on sexuality education                                     | 0.71<br>(105) | 0.50<br>(99)  | 1.04<br>(309) | 0.13<br>(80) | 2.38      | Disagree |
| 30  | Areas of sexuality education that you want to be incorporated in the secondary education curriculum: | 2.02<br>(300) | 1.33<br>(263) | 0.05<br>(15)  | 0.03<br>(15) | 3.43      | Agree    |
| 31  | Sex education  | 2.02<br>(300) | 1.27<br>(253) | 0.08<br>(25)  | 0.03<br>(15) | 3.40      | Agree    |
| 32  | Early marriage   | 1.99<br>(295) | 1.38<br>(273) | 0.05<br>(15)  | 0.02<br>(10) | 3.44      | Agree    |
| 33  | Early childhood bearing/parenthood   | 1.89<br>(280) | 1.02<br>(201) | 0.07<br>(22)  | 0.15<br>(90) | 3.13      | Agree    |
| 34  | Unwanted pregnancy   | 2.23<br>(330) | 0.90<br>(178) | 0.15<br>(45)  | 0.07<br>(40) | 2.54      | Agree    |
| 35  | Drop-out   | 1.62<br>(240) | 1.05<br>(208) | 0.35<br>(105) | 0.07<br>(40) | 3.09      | Agree    |
| 36  | Premarital sex and Abstinence education  | 1.89<br>(280) | 1.05<br>(280) | 0.18<br>(52)  | 0.09<br>(53) | 3.21      | Agree    |
| 37  | Sexual and reproductive health issue<br>Family life education  | 2.01<br>(298) | 1.10<br>(218) | 0.13<br>(38)  | 0.07<br>(39) | 3.31      | Agree    |
| 38  | Factors affecting the enhancement of sexuality education in secondary education:                     | 1.75<br>(260) | 1.21<br>(240) | 0.30<br>(90)  | 0.01<br>(3)  | 3.27      | Agree    |

|                   |  |               |               |               |               |             |       |
|-------------------|--|---------------|---------------|---------------|---------------|-------------|-------|
|                   | Family background of student   |               |               |               |               |             |       |
| 39                | Culture biases   | 1.52<br>(225) | 1.14<br>(225) | 0.15<br>(43)  | 0.17<br>(100) | 2.98        | Agree |
| 40                | Religion   |               |               |               |               |             |       |
| 41                | Society influence  | 1.42<br>(210) | 1.31<br>(258) | 0.27<br>(80)  | 0.08<br>(45)  | 3.08        | Agree |
| 42                | Fear of unintended outcomes or reactions from students   | 2.02<br>(299) | 1.36<br>(269) | 0.07<br>(21)  | 0.01<br>(4)   | 3.46        | Agree |
| 43                | Lack of government policies or directives on teaching sexuality education in secondary education | 1.34<br>(199) | 1.41<br>(278) | 0.20<br>(58)  | 0.10<br>(58)  | 3.05        | Agree |
|                   |  | 0.60<br>(89)  | 1.53<br>(303) | 0.34<br>(101) | 0.17<br>(100) | 2.64        | Agree |
| 44                | Teachers lack of training in this area and lack of professional teachers from this field         | 2.39<br>(354) | 0.61<br>(120) | 0.06<br>(18)  | 0.17<br>(101) | 3.23        | Agree |
| <b>Grand Mean</b> |  | <b>=</b>      |               |               |               | <b>3.05</b> |       |