

Teacher's Perception Regarding Basic Education Addressing Reproductive Health: Curricula, Materials and Methods Used

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Abstract: Setting-based study was conducted to study teacher's perceptions regarding the contents addressing the reproductive health needs of pupils in the basic education curricula and methods used. A questionnaire prepared, and tested, then directed to the teachers to obtain data regarding teachers' perceptions about contents, methods, tools and materials addressing health in the curriculum. According to findings about 72.9% of the teachers said that the contents are accurate, 82.9% mentioned that the Reproductive Health (RH) contents are updated, 71.2% perceived that the RH contents were collected from diverse sources, 77% said that the RH contents are organized logically, and approximately 62.9% of teachers mentioned that the presentation of RH topics in the text books suitable for the pupils' age group. As regards to methods and materials used in RH education, 63.5% of teachers mentioned that the teaching methods and materials are efficient to the RH contents, 51.7% said that the teaching methods and materials are accurate, 66.5% perceived that the teaching methods and reproductive tools are up to date, and 75.9% of teachers said that the teaching methods and tools are free from undesirable propaganda. The study concluded that in order to sustain and promote the teacher's perceptions, RH topics should be taught by qualified teachers, health education targeting reproductive health is essential component for pupils and teachers.

Key Words: teachers, perception, education, reproductive, health, curricula.

I. Introduction

Schools play an important role as secondary socialization agent. Teachers, therefore, occupy a central role in the lives of students because they influence student behaviour. Several researchers have reported the roles of teachers in school-based reproductive health programme as critical to addressing reproductive health challenges of in-school adolescents [1].

While many societies and cultures around the world are yet to consent to the introduction of sex education in schools mostly because of their socio-cultural background, belief system, political system, religion, etc, some countries see sex education as a gateway to deal with issues related to reproductive health and sexual preference among teenagers [2]

Sex education is described as education about human sexual anatomy, sexual reproduction, sexual intercourse, reproductive health, emotional relations, reproductive rights and responsibilities, abstinence, contraception, family planning, body image, sexual orientation, sexual pleasure, values, decision making, communication, dating, relationships, sexually transmitted infections (STIs) and how to avoid them, and birth control methods [3].

The Health Education teacher can frequently be at a loss to decipher what theoretical principles could or should permeate sexuality education curricula, which may be both detracting and distracting from the educational process [4]. This study is one of several study searching sex and reproductive health education among young people.

II. Materials And Methods

Study Design

The study was setting-based cross-sectional descriptive study

Study Area

Eddueim town is located in the middle of Sudan and inhabited by population that represented tribal diversity, also the presence of National Centre for Curriculum and Educational Research added value to the study area Eddueim is one of the most important towns in Sudan and it played a unique major role in the promotion of education throughout Sudan. The pedagogical institute of Bakht El Ruda at Eddueim has prepared educational cadres and pedagogues, many of whom have contributed significantly to the development of modern Sudan.

Sampling Technique

The sample size covered all the Basic Schools (37 schools) in the study area, which is staffed by 639 teachers, the size of the targeted teachers from these schools was determined by certain statistical equation. Accordingly 170 teachers were included in the study. They selected from 37 basic schools in the study area proportionally. In each school teachers were selected through simple random sampling technique from the teacher's list

Methods of Data Collection

The data was collected using a questionnaire prepared, and tested, then directed to the teachers to obtain data regarding teachers' perceptions about contents, methods, tools and materials addressing reproductive health in the curriculum. Reviewing the curriculum contents, aiming at collecting data of the reproductive health contents, topics' coverage and organization, presentation was done.

III. Result

In table one, about 72.9 % of the teachers said that the contents are accurate, 82.9% of the teachers mentioned that the RH contents are updated according to the latest evidence, 71.2% of teachers mentioned that the RH contents were collected from diverse sources, 77% of teachers said that the RH contents are organized logically, and approximately 62.9% of teachers mentioned that the presentation of RH topics in the text books suitable for the pupils' age group.

The results revealed that, 63.5% of teachers mentioned that the teaching methods and materials are efficient to the RH contents, 51.7% of teachers said that the teaching methods and materials are accurate, 66.5% of teachers mentioned that the teaching methods and tools are up to date, and 75.9% of teachers said that the teaching methods and tools are free from undesirable propaganda.

Table (1): The perceptions of teachers regarding the Reproductive Health (RH) contents, Eddu iem. (n = 170)

Accuracy of the RH content	No	%
Accurate	124	72.9%
Inaccurate	46	27.1%
Updating of the RH content		
Updated	141	82.9%
Not updated	29	17.1%
Diversity of the RH content		
Diverse	120	71.2%
Not diverse	50	28.8%
Logical organization of the RH contents		
Logical	131	77%
Not logical	39	23%
suitability of RH contents		
Suitable	107	62.9%
Unsuitable	63	37.1%

Table (2): The perceptions of teachers regarding methods and materials used for teaching of Reproductive Health (RH) contents, Eddu iem. (n = 170).

Efficiency of teaching methods and materials	No	%
Efficient	108	63.5%
Inefficient	62	36.5%
Accuracy of teaching methods and materials		
Accurate	88	51.7%
Inaccurate	82	48.3%
Updating of teaching methods and materials		
Updated	113	66.5%
Not updated	57	33.5%
Freedom of teaching methods and materials from undesirable propaganda.		
Free	129	75.9%
Not free	39	24.1%

IV. Discussion

While school-based sexual and reproductive health interventions for in-school adolescents is widely recognized, little is known on the kind of involvements desired by teachers and their perceptions of handling students' reproductive health concerns [1]. The majority of teachers perceived that the RH contents are accurate, the accuracy of contents is very important in dealing with RH topics; also it may be matched with the values and

culture of the community. Unfortunately, most teenagers get their information about sexuality and family planning from their peers, whose views are often inaccurate, based on rumors, and riddled by misconceptions [5].

Also the perception of the majority of teachers was that the RH contents based upon the latest evidence, the updating of RH information not only for the contents, but also teachers need regular updating to sustain and promote their perception regarding the updated information. This complies with what was stated by [6], he reported that content is a very important aspect of curriculum, content is reviewed and updated annually for accuracy in content and alignment to curriculum objectives.

Most of the teachers perceived that the RH contents are organized in a logical manner, this positive perception in addressing reproductive health messages in basic schools' curriculum, may stimulate the interest of teachers and their pupils about the reproductive health topics, which may result in pupils' comprehension. The perception of the most of the teachers was that the RH topics presentation suits the pupils' age levels. The teachers' perceptions are quite right regarding the pupils' level, because this level is considered as a good opportunity for pupils to be equipped with knowledge and skills about RH in school, there are many reasons beyond the dropout of children such as early marriage, children used as workforce and the economic status of families.

Approximately two third of the teachers perceived that the teaching methods are efficient. It was known that the teaching methods and materials need to be more effective to increase the comprehension of pupils who have different levels of understanding. More than half of the teachers perceived that the methods and tools are accurate. It means there are huge differences in judging based on the teachers' perceptions regarding the importance of methods and tools accuracy. Adolescents have some knowledge about reproductive health but still effective educational intervention is required to encourage more sensible and healthy behaviour which and may lessen stress and reservations that comes with pubertal maturation [7].

The perception of the most teachers was that the teaching methods and tools are up to date, the updating of methods and tools for RH topics is very important to meet the challenges of pupils who are exposed to sophisticated instruments out the school. The percentage of the teachers perceived that the teaching materials are free from advertising and undesirable propaganda for other topics out of RH components; this is a positive view because all perceptions emphasize the messages which realize the desired outcomes.

V. Conclusion

The study investigate the teacher's perceptions regarding the Messages addressing the Reproductive Health, methods and materials needs in basic school's curriculum, which reflected the effective roles of teachers. In order to sustain and promote the teacher's perceptions, RH topics should be taught by qualified teachers, health education targeting reproductive health is essential component for pupils and teachers.

Acknowledgement

We would like to thank Administrations of schools in Edduim town for their permission to carry out the survey. Also thanks go to teachers for their collaboration and participation willingly in the study.

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