

Attitude and Perception of Parents towards Teaching Sex-Education among Pupils in Primary Schools in Ilishan Remo, Ogun State.Nigeria.

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Abstract: Sex education is believed to be as old as man and should be given to everyone irrespective of age, gender or tribe. School-based sex education has been reported to be the most effective and a cost saving methods that help reduce inappropriate sexual behaviors and sexual exploitation such as teenage pregnancy which could lead to dropping out of school, increase in sexually transmitted infections, cervical cancer, early and increased sexual urge etc among pupils.

The aim of this study is to examine the attitude and perception of parents towards sex education among pupils in primary school in Ilishan Remo, Ogun State. This study employed a descriptive cross-sectional study design in which 8 primary schools (4 private owned and 4 public owned) were selected by using a multi stage sampling techniques, Data were collected using a self-administered questionnaire done in English Language (Cronbach's Alpha test of 0.77). The Data were coded and analyzed using the statistical package for social science (SPSS) version 21.0. The Data analysis method include descriptive statistics (percentages and frequency).

The result from this study shows that more than half 150(57.2%) were within the age range of 30-39 years compared to 67(28.6%) who were within 20-29 with the mean age of 34.5±0.676. However, majority of the respondent were females 167(637%) while males were 95(25.6%), about 234(89.3%) were married and about 182(69.5%) are Christians, result shows that most of the respondents were graduates or learned. 85.5% of parents will prefer to leave sex education to the school but not to be taught by counsellors alone, even if most parents were not given sex education 87.4% want their children to be taught sex education and about 81.7% parents disagree that they will not encourage their child to be taught sex education in primary school and 62.2% had good perception towards the teaching of sex education in primary school in which 88.5% respondent agreed that sex education should be taught in primary school to both gender. In the context of the sex education been given to pupils in primary school 56.5% of the respondent disagreed that sex education in primary school promotes sexual desire because 83.2% of the parents do not believe that sex education is all about sex without getting pregnant.

The study concludes that in our ever changing world pupils are more exposed to explicit content through different channels so therefore sex education should be an unavoidable topics introduced to a child not only in the school but also by parents and teachers irrespective of the child's age or gender.

Keyword: sex education, pupils, primary school, perception, attitude, parents and pregnancy

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I. Introduction

Sex education is an instruction on issues relating to human sexuality, including emotional relations and responsibilities, human sexual anatomy, sexual activity, sexual reproduction, age of consent, reproductive health, reproductive rights, safe sex, birth control and sexual abstinence (Tupper, 2013). Sex education is generally believed to be as old as man and it exists in various forms in the various culture and sub-culture which can be done by parents or caregivers, formal school programs and public health campaigns. School-based sex education is an effective and a cost saving method that helps to reduce inappropriate sexual behaviors and sexual exploitation among pupils (Kivela, Ketting, Baltussen, 2011).

There are different types of school-based sex education:

1. Abstinence-only education: This type of school based sex education focuses mainly on abstinence until marriage; thus sexually transmitted disease (STDs) and Human Immunodeficiency Virus (HIV) are mentioned to be results of sexual activities.

2. Abstinence-plus or abstinence-based sexual education: This education advocates abstinence until marriage but also give informed knowledge on ways to prevent sexually related diseases, pregnancy etc.
3. Comprehensive sexual education: This school based sex education focuses mainly on the consequences of sexual decisions.
4. Holistic sex education: This type of education looks at sex-education from a broader view i.e. from the physical, mental, social etc concept of life.

The different type of sex education is taught at different levels in school to ensure the right education is given at an appropriate time (Jennifer & Kim, 2010).

According, to Bilinga & Mabula (2014), worldwide data indicates that 120million young individual engage in pre-marital sexual intercourse without any protection and unsafe abortion. The data for pregnancy across the world each year has shown that women carry 88 million which represent 40 percent of all pregnancy were unplanned pregnancies (Gilda, Susheela & Rubina, 2014). These have shown that there is little or no knowledge of sex education among these women and young teenagers in schools.

Sex education in Nigeria has been associated with so many controversies ranging from the knowledge and value which are often intertwined. In contrast, we see an entire variety of debates on sex education whose contents and approach are constantly set in between the conflicts or opposition of facts and cultural beliefs or practices. Consequently, in this opposition, sex education is often the collateral damage (Mukoro, 2017). Female genital mutilation (FGM) is defines by the World Health Organization (WHO) as all procedures which involve partial or total removal of external female genitalia or injury to the female genital organs, whether for cultural or any other non-therapeutic reasons. FGM is practiced in more than 28 countries in Africa with Nigeria having the highest number of cases in the world (Okeke, Anyaehie, Ezenyeaku, 2012). Apart, from other health effects associated with FGM research has proven that reduced sexual pleasure associated with female genital mutilation could lead to having multiple sex partners with the hope that sexual satisfaction will be achieved with one of them (Nordqvist, 2017) and by doing this it may lead to sexually transmitted infections, unplanned pregnancies, delivery complication etc.

In July, 2016 there was a reported story of a Malawian man who was paid to have sex with girls and women at different stages of lives (puberty till widowhood), as a kind of ritual cleansing. The twist of this story is that the man is HIV positive and the girls are persuaded to continue this practice on the grounds of culture, which poses a big risk to everyone (Goats & Soda, 2016).

One in five African and one in three African adolescents' lives in Nigeria, the most populous country in Africa. Nigeria's birth rate for adolescents is one of the highest in the world and the prevalence among female adolescents in Nigeria of sexually transmitted infections, including HIV is climbing rapidly which is about 1 million people which is about 340 million cases worldwide (Adebisi, 2016). In Nigeria pregnancy and motherhood mark the end of school attendance and by age 16 years 21% of female adolescents are either pregnant or have given birth to a child, in a research carried out in 39 schools in plateau state, it was noted that 57% of male and 48.3% of female student said they have more than one sexual partners, 30.5% and 38.4% had been treated for STDs (Gail, Lucy, Bin, Comfort, Therese & Paul, 2003).

In a study that was done ten categories were extracted regarding the role of parents in sex education among them, the role of parents in sex education as defined by the parents fell into the following seven (7) categories:

1. "know what is taught as sex education at school",
2. "work in liaison with sex education at school",
3. "advice their children if asked about sex",
4. "accept their children's growth",
5. "provide accurate sexual knowledge",
6. "adjust parent-child relationships", and
7. "Keep the relationship between the mother and father on good terms".

The role of the parents in sex education as defined by the children fell into the following 3 categories:

1. "support their children to receive the desired sex education",
2. "intervene in their children's problematic sex-related issues",
3. "And adjust the home environment" (Yukiko & Mariko, 2010).

It is assumed that the best way to keep a child away from sexual immorality is by keeping them almost completely away from sexual matters until their marriage night because traditional belief and taboos relating to assumptions that sex education could lead to early knowledge of sexual matter and practices has resulted in resistance to teaching sex education in school. Early sexual activities among teenagers is on the increase in many societies of the world today including Nigeria which is mostly as a result of ignorance, lack of appropriate guidance and counseling, faster biological development, environmental factors, indiscipline and lack of moral education, inadequate parental care etc (Konwea & Mfrekemfon, 2015).

Esuabana (2017), also propose that parents are paramount if sex education should be taught in the primary schools or not because they feel it is meant for adults who are preparing for marriages not for children

in primary school. It has also been advocated that sex education will help to teach sound moral attitude in the school children in helping them to adjust to the norms and values of the society. Parents are also compelled to acquaint themselves with modern trends of sexual activities influencing their wards and must rise to the challenge of educating young people on sexuality.

It is most likely that if topics that are not acceptable by the parents are included in the curriculum, it would lead to resistance from the parents which is also an evident in a document posted on a site where the author claimed that sex education that was proposed to be added to the curriculum of both primary and secondary schools is no more than poor perception & attitude which was an obvious sign of collapse in moral principles in the society (Knowea & Mfrekemfon, 2015)

However, the attitude of parents towards the teaching of sex education in several schools has change over time from negative to positive because most parents believe that sex education should be imparted on the grounds that it should encourage young people to use birth control and practice safe sex once they become sexually active (Aarti & Christine, 2015).

Parents have been in the opinion that sex education should be the responsibility of the school while teachers on the other side feels the parents should be able to teach their children sexual values and positive living. This situation has led to the dis-inclusion of sex education in the school curriculum especially at the primary school level (Esuabana, 2017).

Hence, this study will focus on the attitude and perception of parents towards teaching sex education in primary school in Ilishan Remo, Ogun State. The following research questions are raised:

- What is the attitude of parents towards teaching sex education to pupils in primary school in Ilishan-Remo, Ogun State?
- What is the perception of parents to teaching sex education among pupils in primary school in Ilishan-Remo, Ogun State?
- What is the context of the sex education given to the pupils in primary school, in Ilishan-Remo, Ogun State?

II. Methodology

Research Design

This research is a quantitative study that employed a descriptive cross-sectional study on attitude and perception of parents towards teaching sex education among pupils in primary schools in Ilishan Remo, Ogun State.

Description of the Study Area

The area of study was carried out at Ilishan-Remo under Ikenne Local Government Area in Ogun State. Ikenne Local government is a semi-urban settlement comprising of 5 major towns, namely Iperu, Ilisan, Ogere, Irolu and Ikenne the headquarters.

Study Population

The study populations for these research were the parents of the pupils in the selected primary schools irrespective of their age, tribe, religion and level of study school. The entire population for of parents in the selected primary schools are 450 these population was gotten using the number of parents who attended the last Parents and Teachers Association (PTA) meeting in the respective schools.

Sample Size Determination

The Leslie Kish, (1965) formula for sample size determination was used for this study.

The sample size for this study was calculated using the formula below:

$$\text{To find } n = \frac{|Z|^2 \times pq}{d^2}$$

n= minimum sample size

Z= it Z-value that is found in the Z table

p= estimated proportion of the population

q= 1-p

d=degree of accuracy (5%)

$$n = \frac{(1.96)^2 \cdot (0.78) \cdot (0.22)}{(0.05)^2}$$

$$= \frac{0.6592}{0.0025}$$

$$= 263.687$$

$$= 263.687 + 10\% \text{ attrition} = 290.055$$

Sample Size

The sample size for this research is approximately 290 using the prevalence in a previous research.

Sample Techniques/Sampling Procedure

Sampling technique involves the selection of a number of study unit from a define study population. For the purpose of this study a multistage sampling techniques was used and it is one of the main types of non-probability sampling method, the parents ranging from age 20-65 years was selected based on their convenient accessibility to the parents and student association (PTA).

Multistage sampling techniques

First stage: Ilishan Remo was selected from balloting out of the five towns (Iperu, Ilishan, Ogere, Irolu and Ikenne) in Ikenne Local Government Area.

Second stage: stratified sampling was done to divide the seventeen (17) primary schools in Ilishan Remo and it was done based on private and government owned primary schools.

Third stage: a systematic clustering was used to select the schools to be used for the research. There are thirteen (13) private schools in Ilishan Remo, so element three (3) was selected randomly and after these formulas N/n was used.

N = total number of private schools

n = randomly selected element

$13/3 = 4.3 \approx 4$

4= constant (k)

$n_1 = 3$

$n_2 = 3+4 = 7$

$n_3 = 7+4 = 11$

$n_4 = 11+4 = 15$ but the last figure (13) on the list of private schools was used since it not up to 15.

Four stage: convenience sampling was used to select participants present at the time of data collection. To get the number of questionnaire that was administered to each participant in the hall an equation was used to ensure an equal representation and accurate data.

$$\frac{x}{y} \times \frac{\text{sample size}}{1}$$

Where y =total parents in all the schools ()

x =number of parents in each primary school.

y = the total number of parents that attended the last PTA meetings held in the selected schools

x = the number of parents that attended the last PTA meeting for each school is shown below

Instrument and Data Collection Method

The instrument that was used for the collection of data for this research is a self-administered questionnaire which was administered to the parents of pupils present for the parents and teachers association (PTA). The instrument consists of different sections which was used to measure the demographic factors of the respondents as well as the study objectives.

Section A: Demographic characteristics of respondents which includes (age, religion, ethnicity, marital status etc)

Section B: Attitude of parents towards teaching sex-education among pupils in primary school.

Section C: Perception of parents towards teaching sex-education among pupils in primary school.

Validity and Reliability

Validity: before the distribution of the questionnaire I ensure my supervisor examine the face validity and content validity of the research instrument by presenting a draft of the instrument. Correction and modification was made before administering the instruments to participants to ensure the reliability of the instrument and a re-test was conducted on the parents of primary school pupils. Literature review will provide content validity.

Reliability: the research instrument was a pre-tested on 20 parents whose children are in primary school and are not attending the proposed schools for the research. The results obtained was subjected to Cronbach's alpha coefficient test to check for internal consistency.

Data Collection Procedure

The questionnaire was distributed to the various schools at interval and at a scheduled day and time to parents available for the Parents and Teachers Association (PTA) meeting and this was done before and at the end of the program. Data collection was between 12th of February – 5th of March, 2018. In which a total number of Two hundred and ninety (290) questionnaire were distributed but two hundred and sixty-two (262) were retrieved. The respondents were also given an informed consent to sign before filling the questionnaire and it was also read out and explained in details.

Data Management and Data Analysis

Each questionnaire distributed was duly collected. The data generated from the questionnaire was coded and analyzed using the statistical package for social services (SPSS) version 21.0. Descriptive analysis (frequencies, mean, standard deviation and percentage) was utilized to analyze demographic data and to provide answers to the research question of the study.

III. Results

Table 1: Respondents attitude towards teaching sex Education

Items	Strongly agree	Agree	Disagree	Strongly disagree
I prefer to leave sex education to the school	179(68.3%)	45(17.2%)	22(8.4%)	16(6.1%)
I will discourage sex education in school because it promotes sexual desire	55(21%)	59(22.5%)	103(39.3%)	45(17.2%)
I will encourage only counselors in schools to teach sex education to pupils	28(10.7%)	69(26.3%)	105(40.1%)	60(22.9%)
I have received interesting and appropriate information about sex education, so I will allow my child be taught	25(9.5%)	64(24.4%)	107(40.8%)	66(25.2%)
I will not encourage my child in primary school to be taught sex	20(7.6%)	28(10.7%)	90(34.4%)	124(47.3%)
I was not taught sex education, so my child should not be taught too	19(7.3%)	14(5.3%)	64(24.4%)	165(63%)
I support the school aim and objective for sex education	161(61.5%)	56(21.4%)	34(13%)	11(4.2%)
My child should not be taught sex education because of his/her age	40(15.3%)	73(27.9%)	104(39.7%)	45(17.2%)
I discourage sex education I school because material used in teaching sex education are not shown to me	41(15.6%)	52(19.8%)	89(34%)	80(30.5%)
My African tradition or religion discourages sex education	67(25.6%)	11(4.2%)	62(23.7%)	122(46.6%)

Table 1 shows the respondents attitude towards teaching sex education. Majority (85.5%) of the respondents prefer to leave sex education to the school but not only by school counselors. 214 (81.7%) of the parents disagreed that they will not encourage their child in primary school to be taught sex education. Although most of the parents were not taught still, majority agreed that their children should be taught sex education 229 (87.4%). Furthermore, most 169(64.5%) of the parents believed not in discourage sex education even-though the material used were not visible to them, but most modern culture and tradition had not discouraged sex education especially in western Nigeria and African.

Therefore, this study shows that most parent encourage sex education in school irrespective of the child age.

Table 2: Respondents perception on teaching sex education

Items	Strongly agree	Agree	Disagree	Strongly disagree
Every primary school pupil should be taught sex education In school	169(64.5%)	63(24%)	16(6.1%)	14(5.3%)
Only boys in primary school should be taught sex education	29(11.1%)	50(19.1%)	118(45%)	65(24.8%)
Only girls in primary school should be taught sex education	15(5.7%)	36(13.7%)	130(49.6%)	81(30.9%)
I think teaching sex education to primary school will expose children to early sexual practice	18(6.9%)	30(11.5%)	119(45.4%)	95(36.3%)
I think sex education is only about how to have sex without getting pregnant	15(5.7%)	29(11.1%)	99(37.8%)	119(45.4%)
Teaching sex education is the responsibility of the parents alone	18(6.9%)	26(9.9%)	107(40.8%)	110(42%)
Teaching sex education is the responsibility of both parents and teachers	107(40.8%)	27(10.3%)	68(26%)	60(22.9%)
Teaching sex education in primary school is not appropriate	19(7.3%)	48(18.3%)	110(42%)	85(32.4%)
Sexual matters should be put off until marriage	20(7.6%)	16(6.1%)	93(35.5%)	133(50.8%)
Experience teaches children sex education better than anyone	29(11.1%)	14(5.3%)	74(28.2%)	145(55.3%)

Table 2 shows the respondents perception towards teaching sex education. It reveals that most parents 163(62.2%) had good perception on teaching sex education, for 232(88.5%) of the respondents agreed that sex education should be taught in every primary school to both gender. Meanwhile 134(51.1%) of the parents agreed that sex education is the responsibility of both the parents and teachers especially in primary schools

195(74.4%) because sexual matters are to be exposed before marriage. For 214(81.7%) disagreed that sex education exposes the children to early sexual practice. Therefore, these findings believed that sex education should be taught not only in the school but by both the teachers and parents among the two genders.

IV. Discussion

This study shows that parents should encourage sex education in school irrespective of the child's age, this finding correlates with a cross-sectional study carried out in Kwara State by Akande & Akande (2009), Nigeria reported that 78% of the respondents suggested that sex education should be made compulsory in schools. Similarly, Orji and Esimai (2003) mention that majority of parents, teachers and students supported that sex education should be introduced in school curriculum and it will help prevent unwanted pregnancies, parental transmission of HIV/AIDS infections and enhance healthy relationships between opposite sexes.

Moreover, these findings revealed a good perception that sex education should be taught not only in the school but by both the teachers and parents among the two genders. This study was found contrary to a study conducted by Esuabana (2017) who reported that parents have been in the opinion that sex education should be the responsibility of the school while teachers on the other side feel the parents should be able to teach their children sexual values and positive living. This situation has led to the dis-inclusion of sex education in the school curriculum especially at the primary school level. Similarly, a study carried out in Kano state in Northern Nigeria by Ayyuba, (2014) against this study, he revealed that parents have a negative perception of sex education in schools probably because of their religious belief and socio-cultural norms and values.

Nevertheless, this study shows the context of sex education as safe sex, abstinence, and good sexual relationships. This corroborates with findings carried out by Katherine (2013) he found that school-based sex education is an effective and a cost saving method that helps to reduce inappropriate sexual behaviors and sexual exploitation among pupils.

V. Conclusion

Generally, children are not allowed to have access to sexual health information because the society has the perception that such exposure will corrupt the child and he or she may likely be a victim of early sexual intercourse. With the rapid change in the society, pupils are more exposed to the explicit content out of which this study found that sex education should be an unavoidable topic, introduced to a child not only in the school but by both the teachers and parents irrespective of the child's age or gender. However, sex education neither arouses sexual desire nor teaches only how to have sex without pregnancy but it will educate more on safe pregnancy, relationships, sexual behavior, abstinence and sexuality throughout life etc. Therefore, it is important we educate our pupils, youths on sex education so that they can freely express themselves and discuss topics that affect them.

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