
**EFFECTIVENESS OF SOCIAL STUDIES CURRICULUM
IN PROMOTING SEXUALITY EDUCATION AMONG
JUNIOR SECONDARY SCHOOL STUDENTS IN
ENUGU SOUTH LGA**

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Abstract

The main purpose of this work was to investigate the effectiveness of Social Studies curriculum in promoting sexuality education among junior secondary school students in Enugu State. The study employed a descriptive survey. Data were gotten from the Enugu South educational zones in Enugu State. The entire 208 Social Studies teachers in junior secondary schools in the state were studied; hence, there was no sampling. Effectiveness of Social Studies Curriculum in Promoting Sexuality Education Questionnaire (ESSCPSEQ) was used for data collection. Three experts validated the instrument and the instrument was trial-tested with 20 copies of the instrument administered to Social Studies teachers in Ebonyi State to establish its reliability. Data collected were analyzed using Cronbach Alpha, which yielded a reliability coefficient of .76 for cluster A and .60 for cluster B. This implies that the instrument is reliable and consistent with measuring what it tends to measure and was analyzed using mean as standard deviation to find out the responses of social studies teachers. The findings of the study show that Social Studies curriculum needs to be reviewed in contents to integrate topics capable of promoting sexual education among students. Teaching methods should possess positive influence in the implementation of Social Studies curriculum for the promotion of sexuality education among students. Based on the findings, recommendations were made which include that government should organize workshops and seminars to re-train teachers in proper implementation of the social studies curriculum in Junior Secondary Schools among others.

Introduction

Background of the Study

Adolescent sexual and reproductive health (ASRH) has been overlooked over the years despite the high risks that countries face for its neglect. More than half of the world's population is under the age of 20 years and are at the highest risk of sexual and reproductive health problem (WHO, 2015). According to National Aids and Sexually Transmitted Diseases Control Program (2016), about 63% of all new Human Immunodeficiency Virus infections in Nigeria are among youths within 15 to 24 years and abortion is one of the consequences of insufficient information about HIV. Jinadu & Odesammi, (2013) noted that the increasing population of adolescents in our society with inadequate information of sex education is witnessing an unprecedented "wound" in traditional rules, norms and behavioural controls. The outcome is rampant rape, unwanted pregnancies, unsafe abortions, sexually transmitted diseases (STDs), Human Immune Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS) and increasing number of multiple sexual partners. Jinadu and Odesammi believed that the needs and rights of adolescents in the area of sexuality seem not to have been sufficiently captured by the existing Social Studies curriculum in the educational systems and the society at large.

Sexuality involves and is shaped by beliefs, attitudes, and societal experiences. Action Health Incorporated (AHI), (2013) defined Sexuality education as education about human sexual anatomy, sexual reproduction, sexual intercourse, reproductive health, emotional relations, reproductive rights and responsibilities, abstinence, contraception and other aspects of human sexual behaviour. Kaplan (2014), conceptualized sexuality as a way a person goes about expressing himself/herself as a sexual being. According to Collins, (2018) sexuality education encompasses education about all aspects of sexuality including information about family planning, reproduction, body image, sexual orientation, sexual pleasure, values, decision making, communication, dating, relationships, sexually transmitted infections and how to avoid them, and birth control methods

Sexuality education may be taught informally and formally. The informal means include receiving information through conversation with parents, friends, religious leaders or the media. W.H.O. (2012) opined that sexuality education equip students with the knowledge, skills and values they need to make responsible choices about their sexual and social relationships. The importance of sex education at the early stage of adolescence are innumerable because it is a means by which they will be helped to protect themselves against abuse, exploitation, unintended pregnancies, sexually transmitted diseases, abortion and HIV and AIDS (United Nations Children's Rights, 2011). School-based sexuality and reproductive health education is one of the most important and widespread ways to help young people improve their reproductive health (Monisola, 2009; Alford, Cheetham & Hauser, 2018). Eko, Abeshi, Osonwa, Uwanede and Offiong(2013) observed that this is because; school is a privileged setting for formal, articulate sex education as children and adolescents spent a considerable amount of their time at school. The present wants to investigate the effectiveness of social studies curriculum contents in promoting sexuality education among junior secondary school students in Enugu North LGA of Enugu state.

Social studies is the totality of experiences and understanding a child gets having been exposed to a course of study based on man's problems in his/her environment, the factors that are normally responsible in man's interaction and the resulting ways of life of man (Uchendu, 2017). The objectives of Social Studies curriculum according to Federal Republic of Nigerian (2014) include: Ensuring the acquisition of relevant knowledge as part of the pre-requisite to personal development as well as making contributions for the development of mankind and developing in children, and inculcation of appropriate values of honesty, integrity, hard-work, fairness and justice at work and play, as well as one's contribution to the development of the nation among others.

The above objectives, shows that Social Studies curriculum could be used as a powerful tool for eradicating, or at least, reducing significantly, the prevalence of the already identified social problems, among which is sexuality education and its perceived consequences. The term curriculum has no widely accepted definition since it is conceived in various ways at different stages of time. Hence, curriculum can be viewed as the organized knowledge presented to learners in a school, which covers every element in the learning environment (Ogwumike, 2014). The Social Studies curriculum is thematic in format and very pragmatic in content selection, unlike the old ones that adopt the topical approaches. The curriculum is designed to meet the major objectives of Nigerian education which include among other things inculcation of high moral and ethical values; and establishment of a positive disposition towards peace, justice, equity, anti-corruption tendencies and good governance (NERDC, 2018). It is very obvious that teachers' way of thinking and beliefs could guide their behaviour in decision-making both in and outside the classroom. Social studies teachers' effectiveness in the classroom could go a long way in achieving the expected outcome.

Effectiveness is a measure of the match between stated goals and their achievements because it is always possible to achieve easy and low-standard goals. Fraser (2014) maintained that quality in education cannot only be a question of achievements output but must also involve judgment about the goals. Erlendsson (2012) defined effectiveness as the extent to which objectives are met. It means doing things the right way.

Despite the lofty objectives of Social Studies Curriculum, increased vulnerability of young people to sexual and reproductive health problems still abounds (Kotlyar & Karakowsky, 2016). There is need therefore, to probe the implementation of Social Studies curriculum, as this alone has the potential of inculcating harmonious living among diverse people. It therefore calls for concern whether appropriate and result oriented instructional methods are employed in the implementation of Social Studies curriculum in Nigeria.

Instructional methods can make or mar students' potentialities to learn and achieve. Teaching methods have been put forward as one of the factors affecting curriculum implementation. For example, Emaikwu (2012) noted that the fall in standard of performance at secondary school level is incontrovertibly attributable to pedagogical approaches adopted by teachers in schools. The selection of appropriate teaching approaches for a particular classroom situation enables the teacher and his/her students to accomplish specific curriculum goals (Kennedy, 2011). As such, Finkelstein (2011) stated that curriculum implementation outcomes are of primary importance and are hypothesized to be mediated by changes in teacher's knowledge and application of pedagogical practices in teaching-learning process. Observing the importance of instructional methods in teaching-learning process, Hussain and Ali, (2012) postulated that the content to teach is just like the body and the method is just like the soul in the body; the body without soul is of no importance, therefore teaching without the

proper method of teaching has zero value. This implies that ineffective or non-students-participatory teaching methods result to little or no learning and the end product is poor or no achievement.

Identifying teaching methods that may be effective in different educational levels, Hussain and Ali, (2012) noted that in the lower levels, the drill and practice method may be effective and fruitful while at the higher stages the method should be according to the demands of the subject and the interest of the students. There is no particular teaching-learning method that is exclusively encompassing or the most excellent. Two or more teaching-learning methods could be used by teachers to have more meaningful learning outcomes. However, Idris and Rajuddin (2012) observed that it is a common practice in Nigeria where a teacher stands before the chalk board and delivers lesson through verbal instruction while the students serve as passive listeners and take note from the board. Kelly (2014) stated that this practice only benefits the instructors who have a greater control over what is being taught in the classroom because they are the sole source of information.

The situation in Enugu State appears more worrisome. One could, through a casual observation, notice that the state seems to be engulfed in sexual and reproductive health problems such as teenage and unwanted pregnancies, abortion, sexually transmitted infections etc. Sex education contents as contained in the Social Studies curriculum seem to be inadequate in helping to improve the quality of adolescents' relationships and assisting them in developing decision-making skills that will prove invaluable to life. Supporting this assertion, Bolarin, Obebe and Olaniyonu (2010) decried the inadequacy in content of sexuality education in social studies curriculum. Siecus (2010) equally noted that school-based sexuality education will address socio-cultural, biological psychological and spiritual dimensions of sexuality by providing information exploring feelings, values, attitudes and developing communications, decision-making and critical thinking skills. No similar study was carried out in Enugu North LGA before now. This study is an attempt to fill this gap in literature.

Purpose of the Study

The purpose of the study was to investigate the perceived effectiveness of Social Studies curriculum in promoting sexuality education among junior secondary school students in Enugu State. Specifically, the study sought to determine:

1. the effectiveness of the contents of Social Studies curriculum for promotion of sexuality education?
2. the effectiveness of Social Studies curriculum prescribed teaching methods for promotion of sexuality education.

Research Questions

The following research questions were developed to guide the study:

1. What are the contents of Social Studies curriculum in the promotion of sexuality education in JSS in Enugu South Local Government Area?
2. What is the role of teaching methods in the implementation of Social Studies curriculum for the promotion of sexuality education?

Methods

The research design employed in this study was descriptive survey. The study was carried out in Enugu South Local Government Area, Enugu State. The population of the study consisted of all Social Studies teachers in public secondary schools in Enugu South. The total population was 208 teachers comprising 116 males and 92 females in Enugu State public school management board, (2021). The instrument for data collection was a questionnaire titled "Effectiveness of Social Studies Curriculum in Promoting Sexuality Education Questionnaire (ESSCPSEQ)". The questionnaire constructed by the researchers was developed to elicit information from the respondents. clusters A & B sought to elicit information on research question one, and two respectively. The instrument was developed in four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and strongly disagree (SD). Data collected were analyzed using Cronbach Alpha, which yielded a reliability coefficient of .76 for cluster A. Data was analyzed using mean and standard deviation. Based on the four points scale, a mean scale of 2.50 was used as the benchmark of the study. Therefore, any item that scored below 2.50 was rejected while the items those scored 2.50 and above were accepted.

Results

The data collected for the study were analyzed based on the research questions for the study.

Research Question 1: What are the contents of Social Studies curriculum for the promotion of sexuality education?

Table 1: Mean ratings of responses on contents of Social Studies curriculum for the promotion of sexuality education.

S/N	Social Studies Curriculum Contents	\bar{X}	SD	Decision
1	Curriculum focused on specific behaviours that prevents unintended pregnancy.	2.11	1.39	Rejected
2	Curriculum focused on specific behaviours that prevents STIs.	2.44	.914	Rejected
3	Curriculum focused on specific behaviours that prevents HIV.	2.01	.559	Rejected
4	Curriculum that presents scientifically and medically accurate information.	2.32	.714	Rejected
5	Curriculum that addresses gender issues and sensitivities.	2.41	1.00	Rejected
6	Curriculum that addresses multiple risk and protective factors affecting sexual behaviour.	2.02	.948	Rejected
7	Contents that curb the incidence of moral laxity.	2.31	.860	Rejected
8	Curriculum that develops the ability of children to make conscious decisions.	2.21	1.18	Rejected
9	Curriculum that strengthens the ability of students to make healthy choices regarding relationships.	2.03	1.08	Rejected
10	Curriculum that socializes students to develop certain basic values necessary for societal living.	2.01	.714	Rejected

Average Mean Score = 2.31

Key: \bar{X} = Mean; SD = Standard Deviation

Results of table 1 shows that items 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 have the mean rating of 2.11, 2.44, 2.01, 2.32, 2.41, 2.02, 2.31, 2.21, 2.03, and 2.32 respectively. These mean ratings are less than the benchmark of 2.50 which indicate that all the listed items are what should be integrated into Social Studies curriculum for the promotion of sexuality education among junior secondary school students in Enugu State. Social Studies curriculum should therefore be reviewed in contents.

Research Question 2: What is the role of teaching methods in the implementation of Social Studies curriculum for the promotion of sexuality education?

Table 2: Mean ratings of responses on influence of teaching methods in the implementation of Social Studies curriculum for the promotion of sexuality education.

S/N	Influence of Teaching Methods	\bar{X}	SD	Decision
1	Simulation method help students to brainstorm during the teaching of sexuality education.	2.42	.609	Rejected
2	Discussion method enable students participate in decision making in teaching of sexuality education.	2.23	.565	Rejected
3	Field trip method helps students observe natural things and learn in their environment in the teaching of sexuality education.	2.28	.682	Rejected
4	Inquiry method helps students make rational decision in key issues of sexuality education.	2.41	.758	Rejected
5	Assignment of roles to individual students to play in teaching of sexuality education makes lesson learnt permanent.	2.38	.707	Rejected
6	Dramatized teaching method enables students bring out their natural qualities in the teaching of sexuality education.	2.15	.715	Rejected
7	Lecture teaching method helps students listen and learn facts about sexuality education.	2.02	.872	Rejected
8	Giving students project and take-home assignment after teaching helps them to learn faster.	3.25	.708	Rejected
9	Grouping method helps to instil leadership skills in the students.	2.41	.758	Rejected
10	Questions and answer method helps to elicit more ideas in the teaching of sexuality education.	2.39	.982	Rejected

Average Mean Score = 2.42

Key: \bar{X} = Mean; SD = Standard Deviation

Results of Table 2 shows that items 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 have the mean rating of 2.42, 2.23, 2.28, 2.41, 2.38, 2.15, 2.02, 2.25, 2.41 and 2.39 respectively. These mean ratings are less than the benchmark of 2.50 which indicate that teachers perceive the listed teaching methods to possess negative influence in the implementation of Social Studies curriculum for the promotion of sexuality education among students in junior secondary schools in Enugu State.

Discussion

The findings of this study revealed that the curriculum should be focused on specific behaviours that prevent unintended pregnancy, STIs and HIV; addressing gender issues and multiple risk factors affecting sexual behaviour; developing the ability of children to make conscious decisions. This is in consonance with the views of Oikeh (2018), and Oroge, Ikegulu and Nneji (2010) that sexuality education could be integrated into subjects like Social Studies, Biology and Integrated Science. Onyegebu (2012) based her own work on integration of sexuality education into the curriculum based on teachers' perspectives and found that the present curriculum lacks the basic knowledge of sexuality education and can be enriched.

The findings of this study on research question 2 revealed that teaching methods possess negative influence in the implementation of Social Studies curriculum for the promotion of sexuality education among students. Such methods include Simulation, Discussion, Field trip, Inquiry method, Role play, Lecture, Grouping and Questions and answer method. This is in line with Mbah (2014) who found that different teaching method could be used in the teaching of social studies and that no single method is adequate for all situations. Also in support of this finding is Ikumelu (2013), who posited that a wide spectrum of methods are best for use in teaching social studies, as the choice of many apt teaching methods would not only accommodate the varying needs, interest and background of the learners, but also take cognizance of the essential criteria for selecting social studies teaching methods which include relevance to the needs of the society, the individual learner and the objectives of the programme.

Conclusion

Sexuality education is a means through which the Nigerian society can combat sexually transmitted diseases (STDs) and HIV/AIDS dispel ignorance, control births and teenagers' premarital pregnancies. To achieve this required an effective Social Studies curriculum, availability and utilization of relevant related teaching resources in schools and adoption of relevant teaching methods. However, it has been noted that not only that the curriculum did not contain topics capable of promoting sexuality education among students, appropriate teaching methods and instructional materials are lacking in our schools for proper implementation of Social Studies curriculum for the promotion of sexuality education.

Recommendations

Based on the findings and limitations of the study, the researchers recommended the following:

1. That Social Studies curriculum content should be reviewed in contents to integrate topics that will focus on specific behaviours that to properly promote sexuality education
2. Enugu State Government through their ministry of education and Universal Basic Education Board to ensure that appropriate teaching methods are adopted in the implementation of Social Studies curriculum for the promotion of sexuality education in schools.

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