

INTEREST AND ATTITUDE OF BIOLOGY TEACHERS AND STUDENTS TOWARDS TEACHING AND LEARNING OF SEX EDUCATION IN NSUKKA EDUCATION ZONE, ENUGU STATE

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Abstract

The study investigated the interest and attitude of Biology Teachers and Students towards teaching and learning of sex education in Nsukka Education zone, Enugu State. Four purposes, research questions and hypotheses guided the study. Cross-sectional research design was adopted for the study. The population comprised of 1,893 teachers and 5,383 secondary school students from the study area. Simple random sampling technique by balloting without replacement was used to select 189 teachers and 269 students from the above mentioned population in the zone. Two instruments (SEAS and SEIS) were used for data collection and validated by three experts: two from Biology unit and one from Measurement and Evaluation unit, all from the Faculty of Education, University of Nigeria Nsukka. Cronbach's Alpha was used to compute the reliability of the instruments which yielded reliability coefficients of 0.88 and 0.75 for SEAS and SEIS respectively. Collected data were analyzed using mean and standard deviation to answer the research questions and t-test statistics to test the hypotheses at 0.05 level of significance. The findings revealed that teachers demonstrated a high level of interest and a positive attitude in teaching sex education. Also, students have a high level of interest and exhibit a positive attitude towards learning sex education. The author recommended that curriculum planners should redesign the curriculum to make it more interesting to teachers and students by encouraging educational administrators to create an enabling environment for sex education to be taught effectively in their schools.

Keywords: Sex education, School, Interest, Attitude, Gender

Introduction

The high prevalence of sex-related ills such as early marriage, rape, unwanted pregnancies, abortions, among others, is a worrisome trend in our society most especially in Nigeria. Although up to date statistics were not available about the situation in Nigeria, there is no doubt that hundreds of Nigerian teenage girls roam about the streets of Nigeria's urban centres offering themselves to various men for economic gains. Efforts to diminish these incidences in Nigerian secondary schools led to the introduction of sex education, to equip students with the right knowledge in order to make informed decisions regarding their sexuality.

Sex education is the process of acquiring information and forming attitude and belief about sex, sexual identity, relationship and intimacy. Sex education is a lifelong process of building a strong foundation for sexual health through acquiring information and forming attitudes, beliefs and values about identity, relationships and intimacy (Horan, Stephenson & Bailey, 2023). Horan et al stressed that sex education encompasses education about reproductive health, reproductive rights and responsibilities, sexual abstinence, anatomy of human body, reproduction and other aspects of human sexual behaviours. The objectives of

sex education includes the followings: to assist individuals in having a clean and factual view of sexuality; to provide individuals with information and skills necessary for rational decision making about their sexual health; to change and effect behaviour on sexuality; to prevent the occurrence and spread of HIV/ AIDs; and to enable individuals to have the knowledge of sex education at an appropriate age; to help individuals to appreciate their bodies and affirm personal dignity and self-worth; and to help individuals interact with both sexes in respectful and responsible manners (Ferfolja, Manlik & Ullman, 2023; Nwankwo, 2014).

This information above necessitated the inculcation and teaching of sex education in the Biology curriculum. Biology being the study of life makes Students so curious about life and sometimes ask certain endless questions about themselves which require parents' responses: how are babies formed and where do babies come out from, why is my breast getting bigger, why do I have hair on my private part? These questions are based on the magazines, films and television programmes they read and watch. It has now been realized that it is much better for young people and secondary school students to acknowledge the fact that sexual desires are natural occurrences (Bigelow, 2021). Any problem that emanates as a result can be dealt with more effectively than when children have no access to sex education and what it presents. Sex education is taught in the formal setting provided by the school.

The school is an agent of secondary socialization after the home. It is supposed to provide the child with all round education, that is, intellectually, morally, spiritually and physically (Onoyase, 2018). The author believes that many of the secondary school students are adolescents and their behaviours are influenced by their physical development. The girl, during this stage notices certain physical changes in her body which may be indications that she is matured for sexual activities. Onoyase opined that in the case of the boy, the appearance of pubic hairs is a sign that he is no longer a boy but a man and he is also interested in having a girlfriend. It appears that this is the most delicate period in the life of the child because any mistake concerning sex education may affect the child throughout life. In the views of Toor, (2012); Chukwuma, Obiekea and Ovri, (2013), sex education seems to be a no-talk-issue in both schools and homes and that the only channel open to adolescents for discussion about sex and sex education is their peers. However, information provided by the peers about sex education is most times not always accurate. Aside school as an agent of socialization, other information media are equally helpful.

Newspapers, periodicals, journals and magazines often carry sensational stories of teenage sex escapades, pregnancies, and sexually transmitted diseases, such as gonorrhoea, syphilis and herpes. Most recently (relatively) but more dangerous are the reported cases of Acquired Immune Deficiency Syndrome (HIV and AIDS), while the reports of expulsion of pregnant students by school authorities were also common. Approximately 12 million girls aged 15–19 years and at least 777,000 girls under 15 years give birth each year in developing regions At least 10 million unintended pregnancies occur each year among adolescent girls aged 15–19 years in the developing world (Bigelow, 2021). Although up to date statistics were not available about the situation in Nigeria, there is no doubt that hundreds of Nigerian teenage girls roam about the streets of Nigeria's urban centres offering themselves to various men for economic gains. These sex escapades often result in pregnancies, venereal diseases and at some other times, fatal abortion.

This trend is worrisome and has fuelled empirical efforts to determine the cause of these ills in the society. However, the ills have continued unabated, indicating that it is either students are not receiving the right type of sex education from their teachers, teachers demonstrate a

nonchalant attitude to teaching sex education, and students are generally not interested in the subject/concept. Studies show that the interest and attitude of parents, teachers, students and religious leaders towards sex education, impacts the quality and quantity of sex education given to students (Abubakar & Sa'ldu, 2014; Frimpong, 2010).

Interest is basically the acceptance of a relationship between one and something outside oneself. The closer and stronger the relationship, the more interested one gets. According to Bigelow (2021), interest is a feeling that you prefer and have an attachment to a certain thing or activity, without being asked. Horan, Stephenson and Bailey, (2023), posited that interest can be expressed through questions directed to students knowing which one they like from one thing to another; it can also be realized through participation in an activity. Aside interest, the attitude of both teachers and students was studied.

Attitude is a state of mental and nervous readiness that is regulated through experience, which has a dynamic or directed influence on individual responses to all objects and situations related to it. Attitude is a form of evaluation or reaction to an object, either partially or impartially, which is a certain order in the sense of a person's feelings, thoughts and actions towards an aspect of the surrounding environment (Horan et al., 2023 and Rudoe & Ponsford, 2023). This study considers attitude as an individual's disposition towards the teaching (for teachers) and learning (for students) of sex education. A teacher with a positive attitude to sex education would be eager to teach it properly and take time to help students understand it. Students in the same vain are more likely to demonstrate a positive attitude towards content they are interested in than in one they are not. This is buttressed by Onoyase, (2018) who posited that attitude is positively related to interest in the teaching and learning process. In the context of this study, teachers and students are therefore likely to demonstrate positive attitude towards the teaching and learning of sex education, when they are interested in it. Other factors implicated as causing the shortage in sex education in schools include: social norms/culture, Religious affiliation, gender among others (Iwu, et. al, 2011; Kinley, 2015; Nwankwo, 2014).

Gender is the socially ascribed qualities of masculinity and femininity that are attributed respectively to the male and female sexes. Okoye, (2016) states that gender is a cultural construct developed by the society to distinguish the roles, behaviours, mental and emotional characteristics between male and females. It is important to determine how gender influences teachers' and students' interest and attitude to sex education.

Empirical evidence has attributed the increase in social and sex related ills such as early marriage, unwanted pregnancies, contraction of sexually transmitted diseases, abortions among others to lack of proper sex education in secondary schools. Teachers' and students' attitude and interest to sex education has been implicated as responsible for students not receiving proper sex education, thus resulting in the continued perpetuation of the social and sex related ills originally designed to be curtailed by sex education. To ameliorate this problem, it is important to unravel and provide solutions to the factors that negatively influence the teaching and learning of sex education. This study thus sought to determine Biology teachers' and students' attitude and interest towards the teaching and learning of sex education in Nsukka Education Zone which is the gap that this study has filled.

Purpose of the Study

The general purpose of the study was to investigate teachers' and students' interest and attitude to sex education in Nsukka Education Zone. Specifically, the study determined the:

1. extent of teachers' interest in teaching sex education.
2. attitude of teachers towards teaching sex education.
3. extent of students' interest in learning sex education.
4. attitude of students towards learning sex education.
5. influence of gender on teachers' attitude and interest towards the teaching of sex education.
6. influence of gender on students' attitude and interest towards the learning of sex education.

Research Questions

The following questions were posed to guide the study:

- To what extent are teachers interested in teaching sex education?
- What is teachers' attitude towards teaching sex education?
- To what extent are students interested in sex education?
- What is the students' attitude towards teaching of sex education?
- 5. What is the influence of gender on teachers' attitude and interest towards teaching sex education?
- 6. What is the influence of gender on students' attitude and interest towards the learning of sex education?

Hypotheses

The following null hypotheses were formulated to guide the study and were tested at 0.05 level of significance.

- There is no significant difference in male and female teachers' interest towards teaching sex education.
- There is no significant difference in male and female teachers' attitude to teaching sex education.
- There is no significant difference in male and female students' interest towards learning sex education.
- There is no significant difference in male and female students' attitude towards learning sex education.
- There is no significant difference in male and female teachers' attitude and interest towards teaching of sex education.
- There is no significant difference in male and female students' attitude and interest towards learning of sex education.

Methods

The study adopted cross-sectional survey research design. The population of the study comprised 1,893 secondary school teachers, (1,247 males and 646 females) and 5,383 secondary school students, (2,891 males and 2,492 females) in Nsukka education zone.

A sample size of the study consisted of 189 (125 male and 65 female) teachers and 269 (145 male and 125 female) students. Multistage sampling procedures were adopted for this study. Simple random sampling technique of balloting without replacement was first used to select two LGAs (Nsukka with 30 secondary schools and Uzo Uwani LGAs with 14 secondary schools) from the three (3) LGAs in Nsukka Education zone. The second stage involved purposively selecting the 44 public secondary schools in Nsukka and Uzo-Uwani LGAs. The justification is that the schools are mostly co-educational schools and gender is a variable in this study. The third stage involved the use of simple random sampling technique (balloting without replacement) to select 189 teachers and 269 students from the 44 public secondary schools in Nsukka and Uzo-Uwani LGAs. These teachers and students took part in the study by responding to the instruments for data collection. Data for the study were collected using two instruments – the sex education attitude scale (SEAS) and the sex education interest scale (SEIS) both developed by the researcher.

The SEAS comprises of two sections: A and B. Section A was designed to elicit data on respondents' demographic variable (gender), while Section B consisted of 13-items on a 4-point scale of strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD), designed to elicit ratings on teachers' and students' attitude towards sex education. All positively-worded items on the instrument were rated on an increasing scale of 1- 4 for SD to SA responses. Negatively worded items were however rated in a decreasing scale of 4 - 1 for responses ranging from SD - SA.

The SEIS is a 20-item researcher developed instrument organised into two sections: A and B. Section A is designed to elicit data on respondents' demographic variable like designation and gender. Section B was however designed to elicit ratings on teachers' and students' interest in sex education, on a 4-point scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). Like the SEAS, positively-worded items on the instrument were rated on an increasing scale of 1 to 4 for NE to VHE responses whereas negatively worded items were rated on a decreasing scale of 4 – 1 for NE to VHE respectively. The instruments were validated by three experts, one came from the Measurement and Evaluation unit of Science Education Department and two came from Biology education unit of Science Education Department, all in the Faculty of Education, University of Nigeria, Nsukka. The 30 questionnaires used for trial testing were computed using Cronbach's Alpha and reliability coefficient of 0.88 and 0.75 were obtained for the SEAS and SEIS respectively indicating that the instruments were reliable. The completed copies of the questionnaire were collated, sorted and checked for completeness; of responses. The duly filled out copies of the questionnaire were used for data analyses. Mean and standard deviation were used to analyse the research questions, while t-test statistics was used to test the hypotheses at 0.05 level of significance. The result is low when the mean responses are below 2.50 and high when mean responses are between 2.50 and above.

Results

Table I: Extent to which teachers are interested in teaching sex education.

S/N	Item Statement	N	Mean	SD	Dec.
1.	I like sex education	189	3.40	.67	H.E.
2.	I willingly read sex education books during my free time.	189	2.70	.90	H.E.
3.	I prefer to spend my extra money on sex education books/materials.	189	2.20	.75	L.E.
4..	I would readily pay for extra lessons in sex education.	189	2.30	.90	L.E.
5.	I enjoy actively participating in sex education classes.	189	2.90	1.05	H.E.

6.	I find sex education classes boring.	189	1.60	.92	L.E.
7.	I enjoy discussing topics related to sex education with my mates.	189	3.30	.46	H.E.
8.	I enjoy following updates from sexuality educators	189	3.10	.54	H.E.
9.	I would not accept any sex education-related work.	189	2.00	1.10	L.E.
10.	I wish more time can be allotted to sex education lesson periods per week.	189	3.20	.60	H.E.
11.	I enjoy using my knowledge of sex education to guide youngers students towards making sexuality decisions	189	3.20	.75	H.E.
12.	I would love to attend sex education-related symposia, seminars and workshops.	189	3.10	.70	H.E.
13.	I would encourage friends and relatives to read sex education materials.	189	3.10	.54	H.E.
14.	I cannot spend my time visiting resource persons, to learn more about sex education. 43	189	2.40	.67	L.E.
15.	Knowing more about applications of sex education to solving personal problems is of interest to me.	189	3.10	.54	H.E.
16.	I am eager to participate in discussions that involve sex education	189	2.80	.60	H.E.
17.	I would jump at the opportunity to be a sexuality educator in the future	189	2.20	.98	L.E.
18.	When I see a sex education content, I get nervous	189	1.90	1.05	L.E.
19.	I like speaking publicly about sex education	189	2.20	.88	L.E.
20.	I feel nervous about speaking about sex education in front of people	189	2.40	1.02	L.E.
Overall		189	2.66	0.78	H.E.
<i>KEY: L. E. = Low Extent</i>		<i>H. E. = High Extent, Dec. = Decision</i>			

Table I presents findings from analysis of data collected to determine the extent to which teachers are interested in teaching sex education. The results show that the respondents are interested in teaching sex education to different extents. Teachers were interested in teaching sex education to high extents as indicated by items 1, 2, 5, 7, 8, 10 – 13, 15 and 16, with mean responses greater than the benchmark 2.50 for ‘high extent’. Teachers however demonstrated a low level of interest in teaching sex education through items 3, 4, 6, 9, 14, and 17 – 20, which had mean responses below 2.50. The overall mean response of 2.66 was however an indication that teachers’ interest in teaching sex education is high. The overall standard deviation rating of 0.78 is an indication that the responses provided by the respondents were all close to the mean and as such there was little variance.

Table 2: Teachers' attitude towards teaching sex education.

S/N	Item Statement	N	Mean	SD	Dec.
1.	I do well in sex education issues	189	2.90	.70	Positive
2.	I make logical and informed decisions on sexuality issues	189	2.90	.70	Positive
3.	I would prefer to skip sex education classes.	189	1.70	.64	Negative
4.	I try to attend all sex education classes in my school	189	2.80	.60	Positive
5.	I use my knowledge of sex education to help younger students when I get the chance	189	2.89	.83	Positive
6.	I often seek ways to improve my knowledge of sexuality	189	2.90	.70	Positive
7.	I study every sex education material I can find	189	2.60	.92	Positive
8.	A sound Knowledge of sex education can help me improve my life	189	3.30	.64	Positive
9.	The benefits of sex education for youth outweigh the demerits	189	3.50	.93	Positive
10.	Sex education can help reduce incidences of STIs among adolescents	189	3.50	.93	Positive
11.	Knowledge of sex education can help reduce unwanted pregnancies	189	3.30	.90	Positive
12.	Sex education promotes promiscuity among the youths	189	2.39	1.28	Negative
Overall		189	2.89	0.82	Positive

Table 2 presents findings from analysis of data collected to determine teachers' attitude towards teaching sex education. The mean responses for items 1, 2, 4 – 11, which are greater than the benchmark 2.50 for 'positive attitude', indicating that teachers have a positive attitude to teaching sex education. However, mean responses to items 3 and 12 are below the benchmark and thus indicate a negative attitude of the respondents towards teaching sex education. The overall mean response of 2.89 is however an indication that those teachers have a general positive attitude towards teaching sex education. The standard deviation rating denotes the variance in responses provided for each item. The overall standard deviation rating of 0.82 is indicates a little difference in the responses provided by the respondents.

Table 3: Extent to which students are interested in sex education.

S/N	Item Statement	N	Mean	SD	Dec.
1.	I like sex education	269	3.30	.64	H.E.
2.	I willingly read sex education books during my free time.	269	2.70	.64	H.E.
3.	I prefer to spend my extra money on sex education books/materials.	269	2.20	.60	L.E.
4.	I would readily pay for extra lessons in sex education.	269	2.41	.49	L.E.
5.	I enjoy actively participating in sex education classes.	269	2.70	.46	H.E.
6.	I find sex education classes boring.	269	2.21	.87	L.E.
7.	I enjoy discussing topics related to sex education with my mates.	269	2.91	.94	H.E.
8.	I enjoy following updates from sexuality educators	269	2.81	.59	H.E.

9.	I would not accept any sex education-related work.	269	2.31	.64	L.E.
10.	I wish more time can be allotted to sex education lesson periods per week.	269	2.78	.60	H.E.
11.	I enjoy using my knowledge of sex education to guide younger students towards making sexuality decisions	269	2.78	.86	H.E.
12.	I would love to attend sex education-related symposia, seminars and workshops.	269	3.00	.63	H.E.
13.	I would encourage friends and relatives to read sex education materials.	269	2.81	.74	H.E.
14.	I cannot spend my time visiting resource persons, to learn more about sex education.	269	2.22	.60	L.E.
15.	Knowing more about applications of sex education to solving personal problems is of interest to me.	269	3.00	.63	H.E.
16.	I am eager to participate in discussions that involve sex education	269	3.02	.77	H.E.
17.	I would jump at the opportunity to be a sexuality educator in the future	269	2.61	.80	L.E.
18.	When I see a sex education content, I get nervous	269	2.11	.71	L.E.
19.	I like speaking publicly about sex education	269	2.50	.82	H.E.
20.	I feel nervous about speaking about sex education in front of people	269	2.60	.82	H.E.
Overall		269	2.65	0.69	H.E.

KEY: L. E. = Low Extent

H. E. = High Extent

Table 3 presents findings from analysis of data collected to determine the extent to which students are interested in sex education. The results shows that the students are interested in sex education to high extents as indicated by items 1, 2, 5, 7, 8, 10 – 13, 15, 16, 19 and 20, with mean responses greater than the benchmark 2.50 for ‘high extent’. Students however demonstrated a low level of interest in sex education through items 3, 4, 6, 9, 14 and 18, which had mean responses below 2.50. The overall mean response of 2.65 is however an indication that students’ interest in sex education is high. The overall standard deviation rating of 0.69 is indication that the responses provided by the respondents were all close to the mean and as such there was little variance.

Table 4: Students’ attitude towards teaching sex education

S/N	Item Statement	N	Mean	SD	Dec.
1.	I do well in sex education issues	269	3.11	.54	Positive
2.	I make logical and informed decisions on sexuality issues	269	3.20	.40	Positive
3.	I would prefer to skip sex education classes.	269	2.10	.31	Negative
4.	I try to attend all sex education classes in my school	269	2.68	.77	Positive
5.	I use my knowledge of sex education to help younger students when I get the chance	269	2.99	.64	Positive
6.	I often seek ways to improve my knowledge of sexuality	269	3.22	.60	Positive
7.	I study every sex education material I can find	269	2.61	.66	Positive
8.	A sound Knowledge of sex education can help me improve my life	269	3.40	.49	Positive

9.	The benefits of sex education for youth outweigh the demerits	269	3.61	.49	Positive
10.	Sex education can help reduce incidences of STIs among adolescents	269	3.52	.91	Positive
11.	Knowledge of sex education can help reduce unwanted pregnancies	269	3.71	.46	Positive
12.	Sex education promotes promiscuity among the youths	269	2.72	.91	Positive
Overall		269	3.07	0.60	Positive

Table 4 presents findings from analysis of data collected to determine students' attitude towards sex education. The mean responses for items 1, 2, 4 – 12, which are greater than the benchmark 2.50 for 'positive attitude', indicating that students have a positive attitude towards sex education. However, mean response to item 3 was below the benchmark and thus indicate a negative attitude of the respondents towards sex education. The overall mean response of 3.07 is however an indication that students have a general positive attitude towards sex education. The overall standard deviation rating of 0.60 indicates a little difference in the responses provided by the respondents.

Table 5: T-test analysis of the difference in male and female teachers' interest towards teaching sex education

Gender	N	Mean	SD	Df	t.	Sig. (2-tailed)
Male	94	51.20	2.89	187	-4.122	.000
Female	95	55.00	8.46			

Table 5 presents result from analysis of data collected to determine difference in male and female teachers' interest towards teaching sex education. The result shows that the probability value is 0.000. Since the probability value of .000 is less than 0.05, the null hypothesis is rejected. Thus, there was a significant difference in male and female teachers' interest towards teaching sex education.

Table 6: T-test analysis of the difference in male and female teachers' attitude to teaching sex education

Gender	N	Mean	SD	Df	t.	Sig. (2-tailed)
Male	94	36.17	2.32	187	-4.122	.100
Female	95	33.20	6.21			

Table 6 presents result from analysis of data collected to determine difference in male and female teachers' attitude to teaching sex education. The result shows that the probability value is 0.100. Since the probability value of .100 is greater than 0.05, the null hypothesis is not rejected. Thus, there was no significant difference in male and female teachers' attitude to teaching sex education.

Table 7: T-test analysis of the difference in male and female students' interest towards sex education

Gender	N	Mean	SD	Df	t.	Sig. (2-tailed)
Male	137	50.41	4.53	267	-8.272	.001
Female	132	55.65	5.81			

Table 7 presents result from analysis of data collected to determine difference in male and female students' interest towards sex education. The result shows that the probability value is 0.001. Since the probability value of .001 is less than 0.05, the null hypothesis is rejected. Thus, there was a significant difference in male and female students' interest towards teaching sex education.

Table 8: T-test analysis of the difference in male and female students' attitude towards sex education

Gender	N	Mean	SD	Df	t.	Sig. (2-tailed)
Male	137	36.54	3.27	267	-1.651	.099
Female	132	37.24	3.71			

Table 8 presents result from analysis of data collected to determine difference in male and female students' attitude towards sex education. The result shows that the probability value is 0.099. Since the probability value of .099 is greater than 0.05, the null hypothesis is not rejected. Thus, there was no significant difference in male and female students' attitude towards sex education.

Discussion of results

The study results have shown that teachers' interest in teaching sex education is high. However, the difference in mean interest in teaching sex education among male and female teachers is significant. This finding corroborates with those of Okoye (2016) and Zulu (2019), who reported that teachers are indeed interested and motivated to teach sex education. Whereas Zulu (2019) and Horan (2023) identified significant differences in interest in teaching sex education in favour of male teachers, Bigelow (2021) and Ferfolja (2023) reported no significant differences. This identified difference was attributed to female teachers being shy to teach sex education in the classroom, unlike their male counterparts who are not.

Teachers have a general positive attitude towards teaching sex education and there was no significant difference in the mean attitude of male and female teachers towards teaching sex education. This finding is similar to those of Abubakar and Sa'ldu (2014), Kinley (2015), Onoyase (2018), Oden (2020) and Ferfolja (2023). These authors report that teachers appreciate the need for sex education and also had a positive attitude towards teaching it. Like this study, Onoyase reported no significant difference in the attitude of male and female teachers towards the teaching of sexuality education, but found out that there was significant difference in the attitude of less experienced and experienced teachers, as well as married and

unmarried teachers, towards the teaching of sexuality education. This could also be attributed to environmental factors such as exposure to knowledge which depends on the area a teacher was groomed.

Students' interest in sex education is high. However, there is a significant difference in male and female students' interest towards teaching sex education. These findings are in agreement with those of Bigelow (2021) and Horan (2023), who reported that students demonstrated a high level of interest in sex education. The study however is in disagreement with the present one by reporting no significant difference in male and female students' level of interest in sex education. This is an indication that students irrespective of gender have a somewhat equal interest in sex education. The view of Bigelow is corroborated by Iwu et al (2011) who reported that students always pay undivided attention during sex education lessons and hate to be disturbed. This could also be attributed to the use of appropriate pedagogical approach used by their teachers during such instructions in class.

Students' attitude towards sex education is positive and there is no significant difference in male and female students' attitude towards sex education. This finding agrees with those of Adiaha, Abolarin, Johnson, Ndifon, Anabe, Ocheje, Auwalu (2018) and Rudoe and Ponsford (2023) who reported that students held generally positive attitudes towards sex education. The authors however report that female students held a more positive attitude towards sex education than their male counterparts. The study also agrees with the findings of Frimpong (2010), Ocran (2021) and Oden (2020), who all report an overwhelming positive attitude towards sex education among students. This could also be attributed to some environmental factors such as rejection from the society when involved in some sexual ills which the students would not want to be part of.

Educational Implication of Findings

The findings of this study have some educational implications from which teachers, students and overall society might gain from. Sex education is at the front burner in contemporary education and the quest for this education to be effective hinges heavily on the teachers. A positive attitude and interest towards sex education bodes well for sex education and would potentially lead to more integration of sex education contents into different school subjects and levels of education.

Another implication of these findings is that teachers and students demonstrates positive attitude and high interest levels towards sex education. Thus, teachers and students should continue to maintain this positive attitude and interest so that sex education continues to thrive in Nigeria's education systems.

Students and teachers are members of the society. Hence, the positive interest and attitude demonstrated by teachers and students towards sex education bodes well for society as it implies that teachers will be fully invested in teaching and students will receive quality sex education. These students will grow with this knowledge and contribute in reducing the sex-related ills in their society.

Conclusion and recommendations

It can be deduced from the findings of this study that there is need for the introduction and teaching of sex education in schools to equip students with the right knowledge to make informed decisions regarding their sexuality. It is on this premise that the following recommendations were made: sex education should be infused into secondary school curriculum and made compulsory for students; curriculum planners and sex education textbook authors should organise contents and use language that makes sex education interesting;

measures should be adopted to ensure that the positive interest and attitude demonstrated by students and teachers towards sex education, is maintained, and improved upon.

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