

Innovations

Attitude of Parents towards the Teaching of Sexuality Education in Secondary Schools in Southern Ijaw, Bayelsa State

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Abstract

This study examined attitude of parents towards the teaching of sexuality education in secondary schools in Southern Ijaw, Bayelsa State. The descriptive cross sectional research design was used. The population of the study was the entire parents of students in the selected government secondary schools in Southern Ijaw, L.G.A, Bayelsa State. The study utilized a sample size of two hundred (200) male and female parents using multistage and random sampling technique. The research instrument used was the self-constructed questionnaire titled "Attitude of Parents Towards Sexuality Education, (APTSE)" which was made up of 30 items. The data gathered was analysed using mean and standard deviation for research questions and inferential statistics such as t-test and linear regression analysis to test the hypotheses at 0.5 level of significance. The result of the findings reveals that there is significant relationship between gender of parents and their attitude to teaching sex education in secondary schools; that there is a significant relationship between age of parents and their attitude towards the teaching of sex education in secondary schools; that there is a significant relationship between parents in urban and rural areas of residence and their attitude to teaching sex education in secondary schools; that there is a significant relationship between educational status of parents and their attitude towards the teaching of sex education in secondary schools; that there is a significant relationship between family type of parents and their attitude towards the teaching of sex education in secondary schools and that there is a significant relationship between religion of parents and their attitude towards the teaching of sex education in secondary schools in Southern Ijaw, L.G.A, Bayelsa State. The study recommends amongst others that Government should train and employ guidance counselors, health education teachers and nurses in schools to teach sex education, Parents should develop good communication skills with their children, be their friends and have positive attitude towards sex education and that sex education awareness should be encouraged by religious groups, media, social organization and cooperate bodies.

Keyword: attitude, education, sexuality, teaching, parents

Introduction

Sexual health is a central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction (WHO 2004). Sex is an explosive subject which people desperately want answers to related problems (Olubayo-Fatiregun, 2012). It is so vital that adolescents seek information from whatever sources that are available good or bad (Olubayo-Fatiregun 2012).

Adolescent's knowledge and attitude about sex influences the decisions towards adopting a healthy sexual lifestyle. The failure of adults to discuss sex related issues openly with young people have several unfortunate consequences such as social consequences, psychological and emotional consequences, sexual abuse, school dropouts amongst others (Konwea, & Mfekemfon 2015). Consequently, the "sex talk" is often one of the most challenging conversations for parents and children during adolescence. Research has established that parent-adolescent communication about sex can greatly reduce adolescents' sexual risk (Guilamo-Ramos, 2012).

Sex education which is sometimes called sexuality education (SE) or sex and relationships education is the process of assimilating information and developing attitudes and perceptions about sex, sexual inclination, relationships and intimacy (Avert, 2010). It is also about nurturing young people's skills to enable them make informed choices regarding their behaviour, and also acquire the necessary confidence and competence to act on these choices (Avert, 2010).

Furthermore, Onyemelukwe (2013) reported that in contemporary time, Nigerian adolescents have joined the sex revolution in Europe and America. The adolescents are exposed to sexual stimuli through magazines, television and the movies to a greater extent compared to earlier times, thereby creating a general trend towards a liberated attitude and values that encourage open discussion on sexuality, once considered a taboo (Ifeoma & Emmanuel 2015). Communication of sexual education between parents and adolescents is one of the strategies that could encourage adolescents to delay sexual debut or avoid unprotected sexual intercourse (Gathii, 2015). However, parents and their adolescent children do not often communicate about sexual matters, and even where discussions occur, parents provide scanty information about sexual matters (UNFPA, 2015).

Today, the problems resulting from the lack of sex education among adolescents are numerous they are unwanted pregnancies, increased rate of abortion, high incidence of sexually transmitted diseases and high rate of sexual promiscuity (Peter & Abu, 2016). Casual observation shows that parents spend insufficient time with their children. Some parents would even travel to distant places, leaving the children at the mercy of nannies and guardians. Such children lack parental care and attention and may end up becoming delinquent and most often would engage in early sexual intercourse even among themselves. (Peter, & Abu, 2016).

Most information from their patchy knowledge comes from peers of the same sex who may themselves lack adequate information or are incorrectly informed (Adeoye, Ola & Aliu 2012). Provision of sex education by parents to adolescents has not been as straightforward as one may think because, parents have often been thwarted in the sexual education they give their children; the majority of studies reports feelings of embarrassment and discomfort (Walker 2018; DiIorio, 2018). However, despite the increasing sexual problems parents and schools are still not providing adolescents with proper information of sex education.

Peter and Abu (2016) defined Sex Education as a broad term used to describe education about human sexual anatomy, sexual reproduction, sexual intercourse reproductive health, emotional relationship and so on. They also asserted that Sex Education may also be described as "sexuality education referring to all aspects of sexuality, including information about family planning reproduction (fertilization conception and development of embryo and fetus through child birth).

Walker (2018) reiterates that the process of learning about sex and developing attitudes and beliefs about it is known as sex education, also known as sexuality education. In order for young people to make informed decisions about their behaviour and feel competent and confident acting on those decisions, sex education aims to develop their skills. The right of youth to sex education is generally acknowledged, though. This is because it gives them a way to defend themselves against mistreatment, exploitation, unintended pregnancies, and STDs (STD and HIV). Additionally, it was argued that offering sex education satisfies young people's need for information on issues that concern them.

Regarding how parents feel about educating their teenage daughters about sex, the subject is still treated as sacred. Sex is likely one area of our lives about which we know very little, and what little we do know comes in bits and pieces from sources like friends, acquaintances, etc (Ifeoma & Emmanuel 2015). Since discussing sex is largely taboo in Ilorin society, adolescents are unable to freely ask their parents for advice. Additionally, those who ask their parents for advice are unsatisfied because they later try to avoid the topic or are unable to provide adequate responses. A few of them attempt to find information through books and films despite not having access to such resources. Many times, the adolescent is given incorrect information, and they carry these myths and misconceptions with them for the rest of their lives (Peter & Abu, 2016).

However, adolescents go through physical changes during this time, including the emergence of new, potentially confusing sexual feelings. Additionally, the majority of them are in secondary or higher education during this time, so they require assurance about what is happening to them in the form of information. Children and teenagers are inundated with sexuality-related information, and they will need guidance from their families and schools for their health, sexual development, and responsible behaviour.

In addition to the influence of western civilization, a school-based sexuality education programme is needed to supplement people's parental and family-based instruction in the art of family life. This led the Federal Government of Nigeria to introduce sexuality education into the national school curriculum in 1999 through the National Council on Education. This has sparked contentious discussions, particularly among parents. There is also a chance that even educators may not view sexuality education in the context of lowering sexual promiscuity and its associated complications, such as STDs and HIV/AIDS.

Despite the alleged advantages, teaching sexuality education in secondary schools is risky due to the attendant sexual promiscuity and the teachers' fear of being exposed to early sex, according to Comprehensive Sexuality Education, Trainers Resource Manual Action Health Incorporated (2013). The attitude of teachers towards sexuality education varies and has been linked to a number of factors, including age and educational attainment.

Gordon (2016) asserts that sex education has a role. According to the New York Public Affairs Committee, although not significantly, teachers' willingness to teach sexuality education was influenced by their age. Because it will aid them in educating their children at home, the older teachers may have adolescent children and be willing to train and impact students on sexuality.

Ariba (2020) showed that there are many reasons why sexuality education should be taken seriously since our world today has become just a global village. Events occurring in parts of the world that were previously remote are now becoming instant influences on patterns of behavior in other parts. When these influences are negative, their impact on the recipient population could be catastrophic unless such population are well informed and have involved appropriate behaviour to cope with such information. Through communication media (both print and electronic and most recently the internet), and direct interaction with foreigners and visitors to other countries, the citizenry is becoming exposed to many sexuality problems. The knowledge and attitude of teachers towards sexuality education, however, improves with exposure to higher levels of education, particularly university education. This was highlighted in this study because there was a significant correlation between having more professional credentials and being willing to teach sexuality education.

Statement of the Problem

In Nigeria, a number of studies have shown that sexual activity among youth is not only high but rising. From the researchers observation in Delta State secondary schools, she therefore acknowledges the need for the teaching of sex education in secondary school curriculum because it will help the adolescents to understand

many of the problems associated with sexual relationship. Such education programmes will reduce the rate of unwanted pregnancy, sexually transmitted diseases abortion and some other sex related offences.

Researchers and observers in Nigeria seem to agree that many traditional values are changing quickly and for the worse (Naswen, 2001; Ezeh, 2001; Armala, 2005 and Eruesegbefe, 2005). The area of sexuality is one area of life where the decline of traditional values is evident. The acceptance of premarital sex in a committed relationship is one significant change. Osisioma (2018) bemoaned that culture in Nigeria no longer has a hold on the youth because our society appears to be plagued by decrepit moral codes and values, which undermines our sense of right and wrong. In 1983, Denga made the observation that watching sexually explicit films exposes children to adult issues at a "Impressionable age." Others believe that the involvement of teenagers in sexual activities has been greatly influenced by the use of pornographic materials, knowledge of contraceptives, and use of those contraceptives, particularly the condom, which has received excessive advertising (Onuzulike, 2016).

It is necessary to research parents' attitudes towards the teaching of sex education in secondary schools because both homes and the school play complementary roles in providing students with appropriate sex education. Pregnancy rates among women between the ages of 12 and 19 put this population at risk for medical complications and decreased chances of finishing their education. Inadequate sex education has a number of negative effects on children, including social isolation by parents and financial disadvantages due to limited employment opportunities. The high rates of rape, prostitution, sexual maladjustment, STDs, divorce, and other crimes in our society, among others, attest to the necessity of sex education in Nigerian secondary schools. Lack of sex education can result in failure in some cases, youth suicide attempts, and even death. Adolescents need to be better educated on how to develop effective intervention strategies for dealing with pregnancy-related issues while they are still adolescents.

Purpose of the Study

The main purpose of the study is to find out the attitude of parents towards the teaching of sex education in secondary schools in Southern Ijaw, Bayelsa State. Specifically, the study intends to;

- i. find out whether variable of gender have significant influences on parents attitudes towards the teaching of sex education in secondary schools in Southern Ijaw, Bayelsa State.
- ii. ascertain whether age has significant influence on parents attitudes towards the teaching of sex education in secondary schools in Southern Ijaw, Bayelsa State.
- iii. ascertain whether place of residence has significant influence on parents attitudes towards the teaching of sex education in secondary schools in Southern Ijaw, Bayelsa State.
- iv. determine whether educational status has significant influence on parents attitudes towards the teaching of sex education in secondary schools in Southern Ijaw, Bayelsa State.
- v. find out whether family types has significant influence on parents attitudes towards the teaching of sex education in secondary schools in Southern Ijaw, Bayelsa State.
- vi. investigate whether religion has significant influence on parents attitudes towards the teaching of sex education in secondary schools in Southern Ijaw, Bayelsa State.

Research Questions

The following research questions were raised to guide this study.

1. Is there any significant difference between gender (male or female) and the attitude of parents towards the teaching of sex education in secondary school in Southern Ijaw, Bayelsa State?
2. Is there any significant difference between age and the attitude of parents towards the teaching of sex education in secondary school in Southern Ijaw, Bayelsa State?

3. Is there any significant difference between place of residence (location) and the attitude of parents towards the teaching of sex education in secondary school in Southern Ijaw, Bayelsa State?
4. Is there any significant difference between education status and the attitude of parents towards the teaching of sex education in secondary school in Southern Ijaw, Bayelsa State?
5. Is there any significant difference between family type (background) and the attitude of parents towards the teaching of sex education in secondary school in Southern Ijaw, Bayelsa State?
6. Is there any significant difference between religion and the attitude of parents towards the teaching of sex education in secondary school in Southern Ijaw, Bayelsa State?

Research Hypothesis

The following hypothesis were raised to guide this study.

1. There is no significant difference between gender (male or female) and the attitude of parents towards the teaching of sex education in secondary school in Southern Ijaw, Bayelsa State.
2. There is no significant difference between age and the attitude of parents towards the teaching of sex education in secondary school in Southern Ijaw, Bayelsa State.
3. There is no significant difference between place of residence (location) and the attitude of parents towards the teaching of sex education in secondary school in Southern Ijaw, Bayelsa State.
4. There is no significant difference between education status and the attitude of parents towards the teaching of sex education in secondary school in Southern Ijaw, Bayelsa State.
5. There is no significant difference between family type (background) and the attitude of parents towards the teaching of sex education in secondary school in Southern Ijaw, Bayelsa State.
6. There is no significant difference between religion and the attitude of parents towards the teaching of sex education in secondary school in Southern Ijaw, Bayelsa State.

Methodology

Research Design

The research design adopted for this study will be the descriptive survey method. This method has been considered most appropriate because according to Nwankwo (1990), that design collects detailed factual information that describes existing phenomena in their natural setting, makes comparison and evaluation, identifies problem or justify current conditions and practices as well as determines what others are doing with similar problems to situations and benefits from their experiences in making future plans and decisions.

Population for the study

The population for this study will be the adult males and adult females parents within the age range of 20-65 years and above in Southern Ijaw L.G.A of Bayelsa State having an approximate number of 183,657 according to National Census Commission (2006).

Sample and Sampling Technique

A sample size of 200 participants will be used for this study consisting of parents in the ten selected schools in Southern Ijaw Local Government Area, Bayelsa State. The researcher used the stratified random sampling technique to divide the Local government into 5 strata which fully represent the whole local government. In each stratum, two communities were selected using the ballot system. In this case, the researcher went to each selected community and conduct a ballot. Pieces of paper with "YES" written on some and others

“BLANK” were mixed and were given to parents to pick from. Parents who picked “YES” were used as the respondent for this study, while those that picked “BLANK” were left out.

Research Instrument

Structured questionnaire will be used as the instrument for data collection for this study. The questionnaire was tagged “Attitude of Parents Towards Teaching of Sexuality Education” (APTTSE). The instrument has two sections; section A and section B. Section A contain a letter of introduction of the study to the respondents requesting them to assist by completing the demographic data of the respondents as well as provide other needed information in section B. Section B will contain questions properly constructed to cover all variables being studied. Hence, the researcher adopted a 5 point Likert scale measuring units to four namely: Agree (A), Strongly agree (SA), Disagree (DA), Strongly disagree (SDA).

Validity of Instrument

A draft copy of the questionnaire was presented to the supervisor and two other professionals in Measurement and Evaluation, Delta State University, Abraka to check for its clarity, arrangement plus the suitability and coverage of the question-items, in relation to the variables under investigation. All corrections/suggestions made were effected on the final copies of the questionnaire administered.

Reliability of Instrument

The reliability of the instrument of the study was established using the test-re-test reliability method whereby 20 copies of the questionnaire will be administered to selected adult male and adult female parents in Isoko South Local Government Area of Delta State, which is outside the area under studied. The instrument was administered two times; within an interval of two weeks to ten respondents who were not part of the sample size used for the study. The scores of the first and second administration was correlated using the Pearson Coefficient Correlation formula and yielded a correlation coefficient of 0.84.

Method of Data Collection

The researcher personally administered the questionnaire with the help of a research assistant. Retrieval of the questionnaire was done personally by the researcher immediately after the filling, to avoid mortality of data instrument. The retrieval rate yielded a 100 percent return rate.

Method of Data analysis

The data obtained from the questionnaire was analyzed using percentage for personal data, mean criterion statistical tool for the stated research questions while inferential statistic of linear regression and t-test was adopted in testing the hypothesis at 0.05 level of significance. The mean criterion is 2.5.0. Any item with a mean of 2.5 and above will be considered significant and any item with calculated mean value lower than the mean criterion was be considered not significant to the study.

Data Presentation and Analysis

In this section the data collected for the study were analyzed and results are presented and discussed. Regression statistics, descriptive statistics of mean and standard deviation were used for the data analysis.

Table 1: Sex of respondents

Sex	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	100	50.0	50.0	50.0
Female	100	50.0	50.0	100.0
Total	200	100.0	100.0	

From the table it shows that 100(50%) of the respondents were male while 100(50%) of the respondents were female.

Table 2: Age of respondents

Age	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 26-30years	36	18.0	18.0	18.0
31-35years	42	21.0	21.0	39.0
36-40years	64	32.0	32.0	71.0
41 and above	58	29.0	29.0	100.0
Total	200	100.0	100.0	

The table above shows that 36(18%) of the respondents were within the age of 26-30 years, 42(21%) were within 31-35 years, 64(32%) were within 36-40 years while 58(29%) of the respondents were within the age range of 41 years and above. This implies that majority of the respondents were of the age range of 36-40years

Table 3: Place of residence of Respondents

Location	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Urban	46	23.0	23.0	23.0
Rural	154	77.0	77.0	100.0
Total	200	100.0	100.0	

The table above shows that majority of the respondents 154(77%) reside in the rural areas while 46(23%) of the respondents reside in urban areas.

Table 4: Educational Status of Respondents

Educational Status	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No Formal Education	17	8.5	8.5	8.5
Primary Education	71	35.5	35.5	44.0
Secondary Education	81	40.5	40.5	84.5
Tertiary Education	31	15.5	15.5	100.0
Total	200	100.0	100.0	

The table above shows that 17(8.5%) of the respondents have no formal education, 71(35.5%) of the respondents have primary education, 81(40.5%) of the respondents have secondary education, while 31(15.5%) of the respondents have tertiary education. The result indicates that majority of the respondents have secondary education.

Table 5: Family Type of Respondents

Family Type		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Polygamous	37	18.5	18.5	18.5
	Monogamous	142	71.0	71.0	89.5
	Single Parents	17	8.5	8.5	98.0
	Divorced	4	2.0	2.0	100.0
	Total	200	100.0	100.0	

The table result reveals that 37(18.5%) of the respondents are polygamous, 142(71%) of the respondents have monogamous family type, 17(8.5%) were single parents while 4(2%) were divorced.

Table 6: Religion of Respondents

Religion		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Christianity	143	71.5	71.5	71.5
	Muslim	2	1.0	1.0	72.5
	African Traditional Religion	55	27.5	27.5	100.0
	Total	200	100.0	100.0	

The table above shows that 143(71.5%) of the respondents were Christianity, 2(1%) were Muslim, while 55(27.5%) were African traditional religion worshipers.

Answering of Research Questions

Research Question One: Is there any significant difference between gender (male or female) and the attitude of parents towards the teaching of sex education in secondary school in Southern Ijaw, Bayelsa State?

Table 7: Gender and attitude of parents towards the teaching of sex education

S/N	Statement	Mean	Std. Deviation	Remark
1	Male parents support sexuality education after marriage	2.85	.924	High
2	Female parents allow sexuality education during adolescence	3.48	.548	High
3	Teaching of sex education is good because it enlightens children about facts of life	3.20	.703	High
4	Male parents insist that teaching of sex education promotes waywardness	3.38	.554	High
5	My negative attitude to the teaching of sex education is because, it is left in the hands of young teachers.	3.30	.664	High
	Average Mean	3.24	0.68	High

Criterion Mean = 2.50

Table 7 shows the mean rating of gender and attitude of parents towards the teaching of sex education. From the result, the mean rating of gender on attitude to sex education ranged from 2.85 to 3.48 with an average mean of 3.24. The criterion mean used for the assessment is 2.50, which means that parents attitude to the teaching of sex education base on gender showed a high mean rating as shown in the remark section of the table.

Research Question Two: Is there any significant difference between age and the attitude of parents towards the teaching of sex education in secondary school in Southern Ijaw, Bayelsa State?

Table 8: Age and Attitude of Parents towards Sex Education

S/N	Statement	Mean	Std. Deviation	Remark
1	Elderly parents do not talk about sex education	3.32	.556	High
2	Young age parents prefer to talk about sex education at an early stage	3.17	.531	High
3	Elderly female parents will not support teaching sex education based on their own experiences	3.30	.558	High
4	Female parents in their late 30's will encourage teaching of sex education	3.08	.759	High
5	Parents who ignorantly embraced sex at an early stage will encourage the teaching of sex education	3.28	.619	High
	Average Mean	3.23	0.60	High

Criterion Mean = 2.50

Table 8 shows the mean rating of age and attitude of parents towards the teaching of sex education. From the result, the mean rating of age on attitude to sex education ranged from 3.17 to 3.32 with an average mean of 3.23. The criterion mean used for the assessment is 2.50, which means that parents attitude to the teaching of sex education based on age showed a high mean rating as shown in the remark section of the table.

Research Question Three: Is there any significant difference between place of residence (location) and the attitude of parents towards the teaching of sex education in secondary school in Southern Ijaw, Bayelsa State?

Table 9: Place of Residence and Attitude of Parents Towards the Teaching of Sex Education

S/N	Statement	Mean	Std. Deviation	Remark
1	Teaching of sex education provides opportunity for proper counselling for urban students	3.39	.566	High
2	The teaching of sex education exposes students in rural schools to immorality	3.21	.692	High
3	It allows student to understand their body better in rural communities	3.19	.647	High
4	Exposing students in urban schools to sex education will lead to experimentation	3.43	.597	High
5	Teaching of sex education may encourage spread of sexually transmitted diseases among rural secondary school students	3.53	.566	High
	Average Mean	3.35	0.61	High

Criterion Mean = 2.50

Table 9 shows the mean rating of place of residence and attitude of parents towards the teaching of sex education. From the result, the mean rating of place of residence on attitude to sex education ranged from 3.21 to 3.53 with an average mean of 3.35. The criterion mean used for the assessment is 2.50, which means that parents attitude to the teaching of sex education base on place of residence showed a high mean rating as shown in the remark section of the table.

Research Question Four: Is there any significant difference between education status and the attitude of parents towards the teaching of sex education in secondary school in Southern Ijaw, Bayelsa State?

Table 10: Educational Status and Attitude of Parents Towards the Teaching of Sex Education

S/N	Statement	Mean	Std. Deviation	Remark
1	Sexuality education should include instruction in premarital sex	3.64	0.567	High
2	Sexuality education should include a very wide range of important topics	3.47	2.180	High
3	Sexuality education should talk about sexuality transmitted disease and prevention of pregnancies only	3.19	0.561	High
4	Changes that occur during puberty in both sexes should be part of sexuality education	3.22	0.681	High
5	Teaching of pros and cons of dating among adolescent should be part of sexuality education	3.40	0.764	High
	Average Mean	3.38	0.95	High

Criterion Mean = 2.50

Table 10 shows the mean rating of educational status and attitude of parents towards the teaching of sex education. From the result, the mean rating of educational status on attitude to sex education ranged from 3.19 to 3.47 with an average mean of 3.38. The criterion mean used for the assessment is 2.50, which means that parents attitude to the teaching of sex education base on educational status showed a high mean rating as shown in the remark section of the table.

Research Question Five: Is there any significant difference between family type (background) and the attitude of parents towards the teaching of sex education in secondary school in Southern Ijaw, Bayelsa State?

Table 11: Family Types and Attitude of Parents Towards the Teaching of Sex Education

S/N	Statement	Mean	Std. Deviation	Remark
1	Sexual education will encourage polygamy	3.31	.627	High
2	Single parent teachers should not be allowed to teach sex education	3.30	.688	High
3	Individuals with premarital sex history should not be assigned to teach sex education	3.19	.806	High
4	Polygamous teachers should not teach sex education	3.26	.731	High
5	Only teachers with good marriage history should teach sex education	3.34	.697	High
	Average Mean	3.28	0.71	High

Criterion Mean = 2.50

Table 11 shows the mean rating of family type and attitude of parents towards the teaching of sex education. From the result, the mean rating of gender on attitude to sex education ranged from 3.19 to 3.34 with an average mean of 3.28. The criterion mean used for the assessment is 2.50, which means that parents attitude to the teaching of sex education base on family type showed a high mean rating as shown in the remark section of the table.

Research Question Six:

Table 12: Religion and Attitude of Parents Towards the Teaching of Sex Education

S/N	Statement	Mean	Std. Deviation	Remark
1	Sex education is a catalyst for immorality	3.24	.627	High
2	Personal values in the areas of virginity, responsible parenthood and respect for others will be abused	3.39	.663	High
3	Sex education will increase awareness of sexuality and then lead to rape and assault	3.48	.694	High
4	Student will be exposed to what their parents hold sacred in marriage	3.43	.645	High
5	Sex education will lead the students to commit sin against God	3.31	.596	High
	Average Mean	3.37	0.65	High

Criterion Mean = 2.50

Table 12 shows the mean rating of religion and attitude of parents towards the teaching of sex education. From the result, the mean rating of religion on attitude to sex education ranged from 3.24 to 3.48 with an average mean of 3.37. The criterion mean used for the assessment is 2.50, which means that parents attitude to the teaching of sex education base on religion showed a high mean rating as shown in the remark section of the table.

Testing of Hypotheses

Hypothesis One: There is no significant relationship between gender (male or female) and parents attitude towards the teaching of sex education.

Table 13: T-Test analysis of difference between gender of parents and their attitude towards the teaching of sex education in secondary schools

Gender	N	Mean	Std. Deviation	Std. Error Mean	df	T	p
Male	100	3.4268	.05947	.00877	198	3.759	.000
Female	100	3.2747	.47614	.03837			

T= 1.96, df 198 < 0.05

The table result reveals that the calculated t-value at 3.759 is greater than the table value of 1.96 at 198 degree of freedom. The p-value is .000 which is lower than 0.05 level of significance. Thus, the null hypothesis which states that there is no significant relationship between gender of parents and their attitude

to teaching sex education in secondary schools is therefore rejected. This therefore implies that there is a significant relationship between gender of parents and their attitude towards the teaching of sex education in Southern Ijaw L.G.A, Bayelsa State.

Hypothesis Two: There is no significant relationship between age and parents attitude towards the teaching of sex education.

Table 14: Regression analysis of the relationship between age of parents and attitude towards teaching of sex education in secondary schools in Southern Ijaw L.G.A

Model	Sum of Square	df	Mean Square	F	Sig
Regression	19.664	1	19.664	108.405	.000 ^b
Residual	35.916	198	.181		
Total	55.580	199			
Variables in Equation					
Model	Unstandardized Coefficient		Standardised Coefficient	T	Sig
	B	Std. Error	Beta		
Constant	1.237	.207		5.975	.000
Age	.600	.063	.595	10.412	.000

$\alpha = 0.05, R = 0.595^a, R\text{-Square} = 0.354$

- a. **Dependent Variable:** Sex Education
- b. **Predictors (Constant):** Age of Parents

In Table 14, the researcher presented the result of a regression analysis, which was used to test the hypothesis that states that there is no significant relationship between age of parents and their attitude towards the teaching of sex education in secondary schools in Southern Ijaw, Bayelsa State. The result shows that $F(1, 198) = 108.405, p < 0.05$ level of significance. The null hypothesis is therefore rejected. This implies that there is a significant relationship between age of parents and their attitude towards the teaching of sex education in secondary schools in Southern Ijaw, Bayelsa State.

The R^2 value of 0.354 showed that age of parents contributed 35.4% to the variability in attitude towards the teaching of sex education in secondary schools. The unstandardized coefficient (B) for predicting teaching of sex education from age of parents is 0.600; the standardized coefficient (β) was 0.0595, $t = 10.412$. Age of parents is significant at an alpha level of 0.05.

Hypothesis Three: There is no significant relationship between location (place of residence) and parents attitude towards the teaching of sex education.

Table 15: T-Test analysis of difference between parents place of residence and their attitude towards the teaching of sex education in secondary schools

Location	N	Mean	Std. Deviation	Std. Error Mean	df	t	p
Urban	46	3.4268	.05947	.00877	198	2.158	.000
Rural	154	3.2747	.47614	.03837			

T= 1.96, df 198 < 0.05

The table result reveals that the calculated t-value at 2.158 is greater than the table value of 1.96 at 198 degree of freedom. The p-value is .000 which is lower than 0.05 level of significance. Thus, the null hypothesis which states that there is no significant relationship between parents in urban and rural areas of residence and their attitude to teaching sex education in secondary schools is therefore rejected.

Hypothesis Four: There is no significant relationship between educational status and parents attitude towards the teaching of sex education.

Table 16: Regression Analysis of relationship between educational status and parents attitude towards the teaching of sex education in Southern Ijaw L.G.A.

Model	Sum of Square	df	Mean Square	F	Sig
Regression	15.323	1	15.323	149.141	.000 ^b
Residual	20.343	198	.103		
Total	35.666	199			

Model	Unstandardized Coefficient		Standardised Coefficient	T	Sig
	B	Std. Error			
Constant	1.795	.133		12.783	.000
Parent Educational Status	.474	.039	.655	12.212	.000

$\alpha = 0.05, R = 0.655^a, R\text{-Square} = 0.430$

- a. **Dependent Variable:** Sex Education
- b. **Predictors (Constant):** Educational Status of Parents

In Table 16, the researcher presented the result of a regression analysis, which was used to test the hypothesis that states that there is no significant relationship between educational status of parents and their attitude towards the teaching of sex education in secondary schools in Southern Ijaw, Bayelsa State. The result shows that $F(1, 198) = 149.141, p < 0.05$ level of significance. The null hypothesis is therefore rejected. This implies that there is a significant relationship between educational status of parents and their attitude towards the teaching of sex education in secondary schools in Southern Ijaw, Bayelsa State.

The R^2 value of 0.655 showed that age of parents contributed 65.5% to the variability in attitude towards the teaching of sex education in secondary schools. The unstandardized coefficient (B) for predicting

teaching of sex education from educational status of parents is 0.474; the standardized coefficient (β) was 0.655, $t = 12.212$. Therefore, educational status of parents is significant at an alpha level of 0.05.

Hypothesis Five: There is no significant relationship between family type and parents attitude towards the teaching of sex education.

Table 17: Regression Analysis of relationship between family type and parents attitude towards the teaching of sex education in Southern Ijaw L.G.A

Model	Sum of Square	df	Mean Square	F	Sig
Regression	26.291	1	26.291	555.242	.000 ^b
Residual	9.375	198	.047		
Total	35.666	199			

Model	Variables in Equation			T	Sig
	Unstandardized Coefficient	Standardised Coefficient			
	B	Std. Error	Beta		
Constant	1.228	.090		13.688	.000
Family Type	.635	.027	.859	23.564	.000

$\alpha = 0.05, R = 0.859^a, R\text{-Square} = 0.737$

- a. **Dependent Variable:** Sex Education
- b. **Predictors (Constant):** Family Type

In Table 17, the researcher presented the result of a regression analysis, which was used to test the hypothesis that states that there is no significant relationship between family type of parents and their attitude towards the teaching of sex education in secondary schools in Southern Ijaw, Bayelsa State. The result shows that $F(1, 198) = 555.242$, $p < 0.05$ level of significance. The null hypothesis is therefore rejected. This implies that there is a significant relationship between family type of parents and their attitude towards the teaching of sex education in secondary schools in Southern Ijaw, L.G.A, Bayelsa State.

The R^2 value of 0.737 showed that family type of parents contributed 73.7% to the variability in attitude towards the teaching of sex education in secondary schools. The unstandardized coefficient (B) for predicting teaching of sex education from family status of parents is 0.635; the standardized coefficient (β) was 0.859, $t = 23.56$. Thus, family type of parents is significant at an alpha level of 0.05.

Hypothesis Six: There is no significant relationship between religion and parents attitude towards the teaching of sex education.

Table 18: Regression Analysis of relationship between religion and parents attitude towards the teaching of sex education in Southern Ijaw L.G.A. Bayelsa State

Model	Sum of Square	df	Mean Square	F	Sig
Regression	30.459	1	30.459	158.151	.000 ^b
Residual	5.207	198	.026		
Total	35.666	199			

Model	Variables in Equation			T	Sig
	Unstandardized Coefficient	Standardised Coefficient			
	B	Std. Error	Beta		
Constant	.815	.074		10.983	.000
Religion	.740	.022	.924	34.032	.000

$\alpha = 0.05, R = 0.924^a, R\text{-Square} = 0.854$

- a. **Dependent Variable:** Sex Education
- b. **Predictors (Constant):** Religion

In Table 18, the researcher presented the result of a regression analysis, which was used to test the hypothesis that states that there is no significant relationship between religion of parents and their attitude towards the teaching of sex education in secondary schools in Southern Ijaw, Bayelsa State. The result shows that $F(1, 198) = 158.151, p < 0.05$ level of significance. The null hypothesis is therefore rejected. This implies that there is a significant relationship between religion of parents and their attitude towards the teaching of sex education in secondary schools in Southern Ijaw, L.G.A, Bayelsa State.

The R^2 value of 0.854 showed that age of parents contributed 85.4% to the variability in attitude towards the teaching of sex education in secondary schools. The unstandardized coefficient (B) for predicting teaching of sex education from age of parents is 0.740; the standardized coefficient (β) was 0.924, $t = 34.03$. Thus, religion of parents is significant at an alpha level of 0.05.

Discussion of Findings

The discussion of result of the findings is elaborated in line with the study objectives as follows. First research question revealed that parents attitude to the teaching of sex education base on gender showed a high mean rating. The finding revealed that there is significant relationship between gender of parents and their attitude to teaching sex education in secondary schools. This is because the issue of sex education calls for the attention of both parents, although mothers seem to be more concern about the sexual life of their children because they do not want them make regrettable mistakes. This is in agreement with the findings of Musa and Enyikwola (2020) broadly emphasised that there exist a relationship between male and female parents towards the teaching of sex education as the level of understanding of the subject matter is not the same for both parents.

Research question two and hypotheses two showed that parents attitude to the teaching of sex education based on age showed a high mean rating. The findings also revealed that there is a significant relationship between age of parents and their attitude towards the teaching of sex education in secondary schools in Southern Ijaw, L.G.A, Delta State. This finding also agrees with that of Akin-Agbi (2016), that there was a significant relationship between age-group and the attitudes of parents which depicts that the parents

in age group (30 -39) were more likely to approve of sex education in secondary schools than parents in other age group.

Research question three and hypotheses three showed that parents attitude to the teaching of sex education base on place of residence showed a high mean rating. The result again revealed that there is a significant relationship between parents in urban and rural areas of residence and their attitude to teaching sex education in secondary schools. This findings is supported by that obtained by Musa and Enyikwola (2020) that parents from urban and rural areas do not have similar attitude towards the teaching of sex education in secondary schools as they do not view the outcomes from same perspective. They further confined that parents from urban areas has higher level of exposure to current trends in the digitalized global world than rural parents who are less informed of present trends of events.

Research question four and hypothesis four showed that parents attitude to the teaching of sex education base on educational status showed a high mean rating. The result further reveals that there is a significant relationship between educational status of parents and their attitude towards the teaching of sex education in secondary schools in Southern Ijaw, L.G.A, Bayelsa State. This is in agreement with the findings of Akin-Agbi (2016), that parents who are more educated are more likely to have a positive attitude towards sex education in secondary schools than parents who are not educated.

Research question five and hypotheses five showed that parents attitude to the teaching of sex education base on family type showed a high mean rating. The findings also revealed that there is a significant relationship between family type of parents and their attitude towards the teaching of sex education in secondary schools in Southern Ijaw, L.G.A, Bayelsa State. This result corroborate with that of Uwalaka and Okafor (2021) who found a significant relationship between family background and parents attitude towards the teaching of sex education in secondary schools. Their submission was that family background will increase the interest of students towards sex education as well as enables effective teaching of sex education in school.

Research question six and hypotheses six revealed that parents attitude to the teaching of sex education base on religion showed a high mean rating. Result of the findings also revealed that there is a significant relationship between religion of parents and their attitude towards the teaching of sex education in secondary schools in Southern Ijaw, L.G.A, Bayelsa State. This finding is supported by Adunola (2005) that Christianity and Islam are of the view that sex education is not important to the Nigerian society. The mere mention of the word “sex” evoke sentiment with regard to teaching the youths in secondary schools. This is because religions generally and African cultures regard such word “sex” as taboo and as such they shy or back away from mentioning them. The finding is also in agreement with that of Ogheneakoke and Obros (2018) that cultural belief/religion has an effect on the teaching of sex education. This they further describe to be birthed from the Nigerian culture which share disapproval of non-marital sex and taboos surrounding sexuality, hence, affecting sex education teaching in schools.

Conclusion

From the result of the findings of this study it is established that parents in Southern Ijaw Local Government Area have positive attitude towards sex education and stand to be in better standing to discuss sex related issue with is their children. Parents are therefore expected to effectively handle the concept of sexuality education with all passion in order to achieve the aim of sex education among adolescents in secondary schools. Based on the result of the analysis, the findings revealed that age of parents had influence on their attitude towards the teaching of sex education in secondary school in Southern Ijaw L.G.A; it also revealed that gender of parents (male or female) also influenced the attitude of parents towards the teaching of sex education; education status of parents also influenced the attitude of parents towards the teaching of

sex education in secondary schools in Southern Ijaw L.G.A; place of residence (location-urban/rural) also influenced the attitude of parents towards the teaching of sex education, family type (background) also influenced the attitude of parents towards the teaching of sex education and lastly, religion was also found to influence the attitude of parents towards the teaching of sex education in secondary schools in Southern Ijaw L.G.A.

Recommendations

Based on the findings of the study, the following recommendations were made;

1. There is need to educate parents about the concepts and areas that seem not to gain approval especially in topics related to sexual issues/problems of young people. Thus, ensuring that they have better understanding and support the teaching of these areas. This will make it possible for students who are experiencing sexual health problems to get help.
2. It is also necessary for the Government to train and employ guidance counselors, health education teachers and nurses in schools to teach sex education.
3. Parents should develop good communication skills with their children, be their friends and have positive attitude towards sex education.
4. Proper information should be given to adolescents to enable them form good attitude and belief in sex education.
5. Parents should be adequately informed and enlightened on sex education and related matters.
6. Parents in the rural and typical village settings should be given proper sensitisation and awareness on the need to embrace teaching of sex education for the safety of their children.
7. Sex education awareness should be encouraged by religious groups, media, social organization and cooperate bodies.

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