

**ATTITUDES OF SECONDARY SCHOOL TEACHERS TOWARDS TEACHING
SEXUALITY EDUCATION IN KANO STATE: IMPLICATION FOR COUNSELLING**

BY

**Dr. Halimatu Sa'adiya Abubakar
Department of Educational Foundations
Usmanu Danfodiyo University, Sokoto**

AND

**Gali Sa'idu
Department of Adult Education and Community Services
Bayero University, Kano**

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Abstract

This paper investigated attitude of secondary school teachers towards teaching sexuality education in Kano State and draw some Implication for counselling. To achieve this, the paper provides both theoretical and conceptual previewed especially on sexuality education. The study adopted descriptive survey research design, the population of the consisted of up all the teachers in all the secondary schools in Kano state. A total number of 150 secondary schools were sampled using purposive sampling technique and stratified proportionate sampling technique was used to sample a total number of 868 teachers for this study. Three research questions and three hypotheses were formulated and data was collected by the use of researchers self developed instrument named teachers attitudes toward teaching sexuality education scale (TATTSES).The instrument was validated by specialist in sexuality education and, test and measurement. The scale was tested in a pilot study to determine its reliability. Test re-test reliability generated co-efficient of 0.87 using Crouchback alpha. The collected data was analyzed by the use of t-test and ANOVA and it was found there is no significant difference between male and female on their attitudes towards sexuality education, lastly few of the counselling implication drawn are use of Re-Orientation Therapy, Counsellors need to liaise with religious leaders to raise the danger of culture of silence related to discussion on sexuality and other reproductive health issues among the families in their Friday and Sunday sermons among others.

Introduction

In the recent years there are several calls from scholars in different areas for paradigm shift from concept of reproductive health which focus on the reproductive age of women only to include all life concerns for both men and women particularly adolescents at secondary school (Otolorin,1997).The outcome of this call resulted to emergence of a right based concept which de-emphasis population policies and fertility control; and stressed reproductive health as right to all individual regardless of the age, gender and stage human of development (Berkerly and Ross,2003). This new approach recognized sexual and reproductive health as ends in themselves and it enabled the attention now being paid to reproductive health problems of all age groups including adolescents.

Studies have shown that adolescents in Nigeria have poor knowledge of reproductive health issues, therefore there are vulnerable to various reproductive health problems such as early initiation to sexual activity, teenage unplanned pregnancy, abortion, sexual violence and abuse, sexually transmitted infections including HIV/AIDS. Consequently, Nigerian adolescents need to be provided with correct broad based information on reproductive health. Perhaps this might be the reason for the introduction sexuality education in Nigerian secondary schools curriculum. Toor (2012), defined sexuality education as a lifelong process of building a strong foundations for sexual health through acquiring information and forming attitudes, beliefs and values about identity, relationship and

intimacy. Therefore, SE encompasses education about reproductive health, emotional relations, reproductive rights and responsibilities, sexual abstinence, anatomy of human sex, reproduction and other aspects of human sexual behaviour. Based on the forgoing one can be convinced that SE does not only focuses exclusively on coitus and reproduction but also consider all aspects of life which are related with sexuality.

However, sexuality education was reported to be complex topic and it is more than mere classroom interaction because under this umbrella there are a number of related but individual goals (Shaffer, 1960). Among these are as noted by Shaffer are answering simple questions by children, supplying facts about the anatomy and physiology of the organs of reproduction, providing help and direction to boys and girls in establishing appropriate masculine and feminine roles, development of acceptable sexual behaviour, preparation for marriage, a responsible parenthood and achievement of happy, stable family life, comprehending the issues in population control, teaching the importance of preventing certain infectious disease and reducing the problems of premarital pregnancies, abortions and illegitimacy .But what Shaffer failed to understand is that parents were reported not be comfortable discussing issues bordering sexuality with their children, noted by (Esere, 2006). Therefore, the appropriate avenue for discussing sexual issues with adolescents is schools because classroom interaction between teachers and students was noted to play significant role in preparing adolescents to effective personal development and effective health habits.

In addition to that, it was found discussion about sex was frowned at by various communities in Africa including Nigeria and in most cases regarded as a taboo (Fawole, Asuzu and Oduritan (1999), because the general believed is that such discussion exposes children to engage in a sexual promiscuity and irresponsibility. Equally, most of the parents and community members failed to fully train their children on how to handle sexual activity. This is glaring from the fact that the culture of sexual abstinence and postponement until marriage as well as retain of virginity have disappeared in most Nigerian cultures (Okafor & Nnoli, 2010). Lester (1961) and Dawson (1986), have long realized the importance of sexuality education but it was widely recognized that no

attempt was made particularly on the attitude of teachers toward teaching sexuality education in Nigeria secondary schools.

In a study carried out by Tilakvathi (1997), noted that sexuality education is necessary for student and it plays a very importance role in the prevention of HIV/AIDS. Despite that teachers have positive attitudes toward teaching sexuality education because of their inability to handle some fundamental issues related to sexuality education. In a different studies by Reis (1998);Shetty (1997);Mahajan (2005) cited in Toor (2012), it was found that parents were generally uncomfortable in talking about sexuality education to their children as they found it embarrassing to discuss issues related to sexuality education particularly reproductive issues and it was suggested teachers should handle the sexuality education.

Orji and Esimai (2003), argued that majority parents, teachers and students supported that sexuality education should be introduced in school curriculum that will help prevent unwanted pregnancies, enhance healthy relationship between opposite sex prevent, transmission of HIV/AIDS infections, provide knowledge of sex interactions etc.

Statement of the Problem

Various studies on adolescent reproductive health problems in Nigeria recommends that the introduction of sexuality education is paramount in effort to rid adolescents ignorance on sexuality, reproductive health issues and suggest the use of in-school programme involving primary, secondary and tertiary levels of education (Iyoke,Onah and Onwasigwe,2006). Similarly, Seth (2002), recognized that Nigeria National Reproductive Health Policy stressed that the major role of secondary school teachers in reproductive health as a professional group in the adolescent reproductive health. This role perhaps is specifically defined by the position secondary school as one of the major avenue for imparting sexuality education to in-school adolescents. To buttress this assertion Smith (2003) recognized that teachers were perceived by the adolescents to have greater influence on their reproductive health attitudes particularly providing reproductive health information because the school reaches a broader section of youth both directly or indirectly by educating peers.

In Nigeria sexuality education was introduced into school curriculum because it is the need of the hour. Sexuality education attempts to provide right directional that aimed at disseminating knowledge about sex promotion of sexual and reproductive health for the purpose for the purpose of meeting the pressing need to raise the reproductive health information among young people so that they can be prevented from physical ,psychological, martial and social problems related to sexuality. But despite the introduction of sexuality education in the curriculum for a decade there is prevalence of diseases that are common due to ignorance of sexuality education like STI's including HIV/AIDS is high among adolescents at secondary schools. But the fundamental question which most of the previous studies failed to address what is the attitudes of those who give message of sexuality education? Thus, there is need to carry out a study which aim at exploring the attitudes of teachers towards teaching sexuality education. Therefore, this study addressed the attitudes of secondary school teachers toward teaching sexuality education in Kano State, Nigeria.

Research Objectives:

This study achieved the following research objectives:

- i. To determine the attitudes of teachers toward teaching sexuality education in secondary school of Kano state.
- ii. To examine whether there is gender difference in the attitudes of teachers toward teaching sexuality education in secondary school of Kano state.
- iii. To explore whether there is difference in attitudes of teachers toward teaching sexuality education in secondary school of Kano state based on the area of teaching.

Research Questions:

This study was guided by the following research questions:

- i. What are the attitudes of teachers' toward teaching sexuality education in secondary school of Kano state?
- ii. Is there any gender difference in the attitudes of teachers toward teaching sexuality education in secondary school of Kano state?

- iii. Is there any difference in the attitudes of teachers toward teaching sexuality education in secondary school of Kano state based on the areas of teaching?

Research Hypotheses:

This study addressed the following research hypotheses:

- i. There is no significant difference on attitudes toward teaching sexuality education between male and female teachers in secondary school of Kano state.
- ii. There is no significant difference on attitudes toward teaching sexuality education between arts, commercial and science teachers in secondary school of Kano state.

Methodology

Research Design:

This study adopted descriptive Survey Research Design because the study surveyed the views of secondary school teachers towards teaching attitudes toward teaching sexuality education in secondary school of Kano state. In addition to that a scale eliciting the views of teachers in teaching some themes and subthemes related to sexuality education was administered to the teachers.

Population of the Study

The population of this study consisted of up all teachers at Senior Secondary Schools of Kano state. According Kano State Senior Secondary Management Board (2013), there are 8,681 teachers in Public Secondary Schools in Kano State. This consisted of 2,590 Females and 6,061 Males Teachers in all the public secondary schools in Kano State and the total number of Public Senior Secondary Schools in Kano State is 1,500.

Sample and Sampling Technique(s)

This study adopted the suggestion provided by Gay, Mills and Arasian (2009), that 10% of the total population can be used by the researcher especially if the research adopted descriptive survey research design. Therefore, 868 were sampled in this study. Two sampling techniques were used in this study. A purposive sampling technique was used to sample 150 Public Secondary Schools and Proportionate Stratified Sampling was used to Sample Teachers used in this study.

Instrumentation

An instrument named teachers attitudes toward teaching sexuality education scale (TATTSES) was self generated by the researchers after review of themes and sub-themes related to sexuality education. The scale was scrutinized by two experts in Curriculum and Instruction and test and measurement in the Faculty of Education, Bayero University, Kano. The suggestions raised were noted and which determine the validity of the instrument. The scale was tested in a pilot study to determine its reliability. Test retest reliability generated co-efficient of 0.87. The TATTSES consist of up two sections. The section A of the scale seeks the demographic data of the respondents which include among the Name of the school, school type, gender, subject taught among others. While, section (B) contained statement related to the teaching of sexuality education and it consist of 15 items developed on 4-poit likert scale of SA-Strongly Agreed, A-Agreed, D-Disagreed and SD-Strongly Disagreed. The scale was scored as SA-(4), A (3), D (2) and SD (1) for all positive statements and negative statement SA-(1), A (2), D (3) and SD (4). For easy analysis the scale was collapsed into two. That is a score of 30 above is referred as positive attitudes towards teaching sexuality education and a score of below is negative attitudes towards teaching sexuality education. The scale was administered by the researchers with research assistants and the data were collated and scored manually; later the data was analysis by the used of simple percentage, t-test and ANOVA in SPSS version 0.15.

***** *Have separate sub-heading as scoring of instrument*

Hypothesis One: There is no significant difference on attitudes toward Teaching Sexuality Education between Male and Female Teachers in Secondary School of Kano state.

Table 2: T-test analysis of attitudes toward teaching Sexuality Education between Male and Female Teachers

Variables	N	X	Sd.	Df	t-cal	t-table	Decision
Male	694	58.67	13.492	298	0.24	1.96	Retained
Female	174	54.84	13.140				

Table 2 shows that there is no significant difference between male and female teachers toward teaching sexuality education in Kano State. The null hypothesis is therefore is retained. Since the t-test calculated value (0.24) is less than the t- test table value (1.96).

Hypothesis Two: There is no significant difference on attitudes toward Teaching Sexuality Education between Arts, Commercial and Science Teachers in Secondary School of Kano state.

Table 3 Analysis of Variance (ANOVA) on Teachers Attitudes towards Teaching Sexuality Education by Subject of Teaching

Source of variance	Sum of Squares(SS)	Df.	Means Squares	Cal. F-ratio	Critical F-ratio
Between groups	135.2481	3	45.0827	1.6430	2.60
Within groups	8122.2319	296	27.4400		
Total	8257.4800	296			

Table 3 indicates that there is no significant difference in the attitudes towards teaching sexuality education between arts, commercial and science teachers in secondary schools of Kano State of Nigeria. The calculated F-value of 1.6430 is less than the critical F-value of 2.60 at 0.05 level of significant. The hypothesis was therefore, retained.

Discussion of findings

The finding of research question one reveals that attitudes teachers towards teaching sexuality education is mostly or negative. This is glaring from the views on the respondents on some issues raised in the instrument. For instance, most of the teachers disagreed to teach a course that promotes reproductive health education (60.2%) cannot take part in the teaching of themes related to sexual parts of human beings (70.9%), most them did not supported teaching skills that assist students on

how to resolve their sexual emotional stress (86.6%), discourage the idea of contraception among student in order to reduce unwanted pregnancies(88.4%),refused to support and partake in teaching sexual coitus to students(93.5%), discourage teaching of knowledge that assists students on how to prepare fully for marriage(91.9%), cannot impart knowledge that guides students on how to prevent sexually infectious disease(78.5%).This finding is not surprising because it was found that most teachers see discussion of sexuality issues is immoral acts and is capable to encourage them to experiment sex (Kutama,2012).In addition to that, the cultural and religious background of the people where this study was conducted frown face to issues related to sexuality education and in most cases it is regard as unethical and unreligious to discuss sex with students.

The result of hypothesis one revealed there is no significant difference between male and female teachers toward teaching sexuality education in Kano State. This means that both male and female teachers' attitudes toward teaching sexuality education are negative and illogical. This finding is in line with findings of Adewusi (2007), Hassan (2009) and Kazeem & Sa'idu (2012).One possible reason for the illogical attitudes of the teachers towards sexuality education is that personality consists of primary belief, construct or attitude. The assumption is that people are generally rational, and the irrational thoughts and behaviour are inherited right from culture, parents and peers, therefore the irrational thoughts and behaviour could also have been due to the fact there were misinformation about the themes and subthemes related to sexuality education. Furthermore, the study agrees with finding of Achebe (1988), which reported that the thought processes; influence human behaviour. Our belief or thought process determines how an individual privately views situation or events. The thought process explains an individual's attitude towards an institution, a group of people and the value system he has developed. This implies that the widely accepted belief of culture of silence on discussion of sexuality issues and the general public outcry to issues of reproductive issue further creates negative attitude toward teaching sexuality education among teachers.

However, the result of hypothesis two shows that there is no significant difference in there is no significant difference in the attitudes towards teaching sexuality education between arts, commercial and science teachers in secondary schools of Kano State of Nigeria. This implies teachers regardless of what they teach, they have negative attitude toward teaching sexuality education. This contradicts with finding of Kazeem (2012) which discovered that the subject taught by teachers' influence their acceptability to teach themes and subthemes related to their areas of specialization. For instance, Kazeem (2012) noted that science based teacher particularly biology tend to positively accept the idea of teaching theme of reproductive health including sexuality education.

Conclusion

Considering the finding of this study, it was concluded that sexuality education is desirous in our secondary schools, it was found that teachers regardless of their gender and area of specialization have negative attitude toward teaching sexuality education and this attitude is as a result of the ignorance of the teacher on what the content of sexuality education and possibly the influence of culture, and religion. In light of this, counselling as an educational helping relationship can use to equip teachers with right themes related to sexuality of education.

Counselling Implication

Based on the forgoing the following are counselling implications are proffered:

- i. **Re-Orientation Therapy:** this a situation where the teachers are help to develop new ideas and thoughts about issues related to reproductive health including sexuality education and encourages to discard the illogical thoughts and beliefs about sexuality education. This is done through organizing series of workshop, seminar, discussion and educative interactive session on issues related to sexuality education.
- ii. Another implication for counselling is the need to help people change their attitudes of sexuality education. Therefore, counsellors need to organize series of discussions in different forum such parent teachers' association meetings, home visit, career days and weeks.
- iii. Counsellors need to liaise with religious leaders to raise the danger of culture of silence related to discussion on sexuality and other reproductive health issues among the families in their Friday

and Sunday sermons. In order to achieve this, counsellors need to fully convince the Imams and priest on the reasons for the decayed value of sexual abstinence, vanished chastity among the youths and the danger of abortion, premarital sexual acts .

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