
Infusion of Sexuality Education into Junior Secondary School Basic Science and Technology Curriculums for Prevention of Sexual Abuse among Students

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Abstract

The study focused on the need for the infusion of sexuality education into Junior Secondary School Basic Science and Technology curriculum for prevention of sexual abuse among students. One hundred BST teachers were used for the study. The instrument named Teachers Opinion on the Infusion of Sexuality Education into Basic Science and Technology Curriculum (TOISEBSTC) was used for the study. Mean statistical analysis was used for the research study. The findings of the study showed that the curriculum of BST has the potential to carry the issue of sexuality education contents for prevention of sexual abuse among students. Teachers' opinions showed that relevant contents of sexuality education exist in the contents of the current BST curriculum hence easy infusion. Based on the research findings, infusion of all inclusive sexuality education contents into BST curriculum will not cause curriculum overload. The BST teachers can teach detailed sexuality education contents in the BST curriculum without bias or reservations. Among the recommendation made was to conduct refresher programmes for teachers on the issue of sexuality education. No doubt, this effort is capable of preventing sexual abuse among students.

Keywords: Basic Science and Technology, sexuality education, sexual abuse and infusion

Introduction

The impasse of sexual abuse in our society today calls for the infusion of sexuality education in the school curricula. This study specifically focused on the Junior Secondary School (JSS) level of education. This educational level is the stage of puberty development where sexual temptation is very high among students. This research study also identified Basic Science and Technology (BST) curriculum as having the potential of carrying the messages of sexuality education to Junior Secondary School students in Nigeria. The true knowledge of sexuality education will enable students to brainstorm, ventilate their thought and be equipped with

scientific information about sexual education in the school. The dangers of premature sexual life will be exposed and students will become very assertive to say 'No' to premarital sex. The fallacies and taboo students held about sex will be brought into limelight through teaching the guided contents of sexuality education in the BST curriculum. Agbowuro, Taiwo and Shuaibu (2015) observed that BST curriculum must give students evidence-based knowledge to be able to make informed personal judgments in order to live healthy, safe and comfortable lives. They queried the current BST curriculum as being outdated for lacking cultural, social, historical dimension and seldom treat contemporary issue. Taiwo (1980) has long posited that education should perform the function of enabling a person to distinguish between good and bad attitudes, right and wrong behaviours, just and unjust behaviours, social and anti-social behaviour in the society. Nwagbara (2003) maintained that people both men and women are often faced with harsh challenges and complex realities in a world which is in a state of constant flux and that young people also face developmental challenges related to their physical, psychological and emotional development. Owing to this submission, there is the need for the present school curricula, especially the BST to be revised to accommodate the issue of sexuality education.

To face the reality of life, students at the JSS level of education will be experiencing body growth and development owing to the puberty stage in which they are. They are mostly at the age bracket of 13-16, which is no doubt regarded as puberty stage of life. At this stage of development, students are becoming proud and sensitive to changes going on in their bodies. Boy is growing hairs all over the body, the voice is becoming deep, breast muscles are elastic etc. Girl on the other hand is developing breast, the hip is becoming roundish, the teeth are white with fine curly hair etc. Since students are not living in isolation but members of a larger society, they are bound to be exposed to different types of wrong sexual information born out of their curiosity for sexual knowledge. The wrong information often led to sexual experimentation and the end result is always brutal and chaotic for student. We have seen some instances where female students silently lost their lives through crooked abortions.

Owing to the foregoing, the Family Life Health Education (FLHE) that has the ingredient of sexuality education can be infused into BST curriculum at the JSS level of education to serve as a backup knowledge for our students at this delicate stage of development. Family Life Health Education helps young generation to deal with physical, emotional and social changes which takes place in the process of growing up. Its aims are to enhancing the potential of young person's to become productive and contributing adults, foster the development of the knowledge, skills, attitudes and positive values that make for healthy family life, increase the ability to practice responsible decision making about social and sexual behaviour, aims to increase the awareness of children and youth of the fact that the choice they make in everyday life profoundly influence their health and personal development in adulthood. Family Life Health Education as a comprehensive life skill based programme, focuses on the development of the whole person www.unesco.org Family Life Health Education will also develop the 21st century skills of decision

making, problem solving, critical thinking, effective communication, interpersonal relationship, self awareness, assertiveness, refusal, health self management, coping with emotions and sex stress. The teaching of ingredients of sexuality in FLHE will make students to be adequately informed through well developed BST curriculum at the Junior Secondary School (JSS) level. It will carry the messages of sexuality education and even provide a broader platform to get across to the entire populace on the forgotten tradition and norms of waiting for sex till marriage. Again, student will no longer take unnecessary sex risk that can lead to unwanted pregnancy and transmission of deadly HIV/AIDS and other sexually transmitted infections capable of terminating students from school. The incidence of rape and sexual harassment will also be checked through inbuilt sexuality education in the curriculum.

The analysis of the four themes of the present Basic Science and Technology curriculum showed that Physical and Health Education incorporate few contents of family health like puberty in boys, teenage pregnancy and its consequences, assertiveness and communication skills, disease transmission, Sexually Transmitted Infections HIV/AIDS, and disease prevention. All these were left loose as they were not tied to the concept of sexuality education. It now becomes expedient in the future revision of the BST curriculum to dig deep into the length and breadth of sexuality education issue as a means of preventing sexual abuse among our students. If this proposition is welcomed by stakeholders in education, there will be the need to properly sensitize the teachers and provide refresher programme for them on how to back up their knowledge on sexuality education without violating our cherished culture, norms and religious believes. It is only very few that can teach romantic relationship without offending religions and cultural values of people.

Sanusi and Kamali (2020) submit that the school curriculum must offer balanced experiences across the vast panorama of life. Akudolu (2012) opines that curriculum development is a continuous process aimed at ensuring the continued relevance and responsiveness to societal needs and that since life in the society is a dynamic one curriculum should as well be dynamic. National Policy on Education (2014) section 1 no.3 (e) states that education is to be qualitative, comprehensive, functional and relevant to the needs of the society. It also buttressed further in section 2, no.22(c) that the Junior Secondary School education must inculcate values and raise morally upright individuals in the society. All these evidences are clarion call for the infusion of sexuality education into BST curriculum for prevention of sexual abuse among students.

Objectives of the Study

The objectives of the study are to:

- (1) Investigate the relevance of the issue of sexuality education in the BST curriculum.
- (2) Investigate the extent sexuality education can prevent sexual abuse among the JSS students.
- (3) Investigate teachers disposition towards teaching the contents of sexuality education without distorting its core messages

Research Questions:

- i. How relevant is the issue of sexuality education in the BST curriculum?
- ii. To what extent can sexuality education prevent sexual abuse among students?
- iii. What is teachers' disposition towards teaching detailed contents of sexuality education without distorting its core messages?

Methodology

The study adopted a descriptive survey research design. A purposive sampling technique was used to select 100 BST public school teachers from Gwagwalada and Kwali Area Councils of Abuja. Education Resource Centre of the Federal Capital Territory, Abuja (2012) puts the number of public Junior Secondary Schools (JSS) in the 6 Area Councils of Abuja at 103. There are at least 3 BST teachers in each school, totaling 309 teachers in FCT JSS. From this figure, 100 BST teachers were sampled from Gwagwalada and Kwali Area Council, because of their proximity. It is very interesting to note that all the JSS teachers in the FCT have the minimum qualification of Nigeria Certificate of Education (NCE). The instrument named Teachers Opinion on the Infusion of Sexuality Education into Basic Science and Technology Curriculum (TOISEBSTC) was used for the study. The instrument has two sections (A and B). Section A dealt with personal data of the respondents and section B surveyed teachers' opinion on infusion of sexuality education into Basic Science and Technology curriculum. The researchers after due consultation with the authority of the schools sampled administered the questionnaire through the help of research assistants, who have been trained for the exercise. The administration of the instrument covered a period of two weeks. The Section two of the instrument contained 15 items based on research questions one, two and three. The Likert-type scale responses categorized into four different levels of agreement with weighted points 4, 3, 2 & 1 were used. The decision was then taken on the average of 2.5, meaning that any mean less than 2.5 were rejected.

Before the adoption of the instrument, copies of the questionnaires were submitted to four senior colleagues and experts in Test and Measurement, in the Department of Education Research Centre, NERDC, Abuja, for vetting. After all the inputs and corrections, the final copy was produced and administered on the respondents. To ascertain the reliability of the instrument, a pilot test was conducted using 10 JSS teachers in Kuje Area Council of Abuja for the study. These teachers were not used in the main study. The result obtained using Cronbach Alpha formula for the two tests yielded reliability mean degree of consistency results. This result was found to be reliable as the reliability index was found to be 0.70. This figure was considered appropriate for research work of this nature. Research assistants were instructed on how to administer the questionnaire instrument and respondents of the questionnaires were closely monitored by the school Principals.

Data were later collected after a period of the 2 weeks of administration. The data collected were analyzed using mean descriptive statistics.

Research Question One: How relevant is the issue of sexuality education in the

BST curriculum.

Table 1: Mean analysis on the relevance of sexuality education in BST curriculum?

S/N	BST Objectives	Mean	Decision Rule
1.	The issue of sexuality education is needed in the BST curriculum and its infusion will not overload curriculum.	33.0	Agreed
2.	There are elements of sexual education in the current BST curriculum contents and infusion of detailed contents will not be difficult to teach.	34.0	Agreed
3.	There is need to underpin the relevant contents of sexual education in BST curriculum with more detailed messages.	28.0	Agreed
4.	The fallacies and taboo students held about sex will be brought into limelight and be corrected in the guided sexual education lessons.	34.0	Agreed
5.	The issue of sexuality education will enhance the knowledge base of students on the benefits of our esteemed culture of waiting for sex till after marriage.	35.0	Agreed

The mean response 33.0 on the first item shows that issue of sexuality education is needed in the BST curriculum and its infusion will not lead to curriculum overloading. Item 2 have a mean response of 34.0 that shows that there are elements of sexual education in the current BST curriculum contents. Teachers opined the need to underpin the relevant contents of sexual education in BST curriculum with more detailed messages with a mean of 28.0. Item 4 have a mean response of 34.0 shows that fallacies and taboo students held about sex will be brought into limelight and be corrected in the guided and scientific sexual education lessons. The opinion of teachers on item 5 of a mean 35.0 affirmed that sexuality education will enhance the knowledge base of students on the benefits of our esteemed culture of waiting for sex till after marriage.

Research Question Two: To what extent can sexuality education prevent sexual abuse among students?

Table 2: Mean Analysis on the extent at which sexuality education can prevent sexual abuse among students?

S/N	BST Objectives	Mean	Decision Rule
1.	Sexual abuse in our present day society necessitates infusion of relevant and detailed sexuality education in the BST curriculum.	37.0	Agreed
2.	I have handled sexual assault related cases in my teaching career.	24.0	Disagreed
3.	I have one time or the other reported an out of hand sexual assault related case to my school principal to handle.	21.0	Disagreed
4.	The incidence of rape and sexual harassment can be checked through an inbuilt sexuality education in the curriculum.	33.0	Agreed
5.	The comprehensive knowledge of sexual education will further promote decency and hygiene needed at puberty stage.	33.0	Agreed

The mean responses 37.0 of teachers on item 1 shows that sexual abuse in our present day society necessitate infusion of relevant and detailed sexuality education in the school curriculum. The mean response of 24.0 responses showed that most teachers have not handled sexual assault related cases in their teaching career. The mean response of 21.0 on item 3 shows that most of the teachers have never reported an out of hand sexual assault related cases to their school principal to handle. Item 4 have a mean of 33.0 which indicates that the incidence of rape and sexual harassment can be checked through an inbuilt sexuality education contents in the curriculum. The responses to item 5 with a mean of 33.0 also proves that comprehensive knowledge of sexual education will further promote decency and hygiene needed at puberty stage of life.

Research Question Three: What is the teachers' disposition towards teaching detailed contents of sexuality education without distorting its core messages?

Table 3: Disposition of teachers towards teaching detailed contents of sexuality education without distorting its core messages

S/N	BST Objectives	Mean	Decision Rule
1.	I will be gender balance when teaching the issue of sexuality education in the curriculum	32.0	Agreed
2.	I will not be erratic and I will put the class into full control when teaching the issue of sexuality education	30.0	Agreed
3.	In the interim, I can source for relevant resource materials to teach the issue of sexuality education.	25.0	Agreed
4.	I can use internet facility or my android phone to get needed information on sexuality education if situation demands it.	34.0	Agreed
5.	There is need for teachers' refresher programme, so as not to distort the core messages of sexuality education.	36.0	Agreed

Item 1 has a mean response of 32.0, which shows that teachers will be gender balance

when teaching issue of sexuality education in the BST curriculum. The second statement shows a mean response of 30.0, which indicates that teachers will not be erratic and will be in full control of the class when teaching the issue of sexuality education. Item 3 with a mean response of 25.0 on the average bench mark indicates that not all the teachers can source for relevant resource materials to teach sexuality education issue at the present moment. Item 4 have a mean response of 34.0, which indicates that majority of the BST teachers can use internet facility or android phone to get needed information on sexuality education, if situation demands for it. Last item 5 on the table with a mean of 36.0 indicates that teachers require refresher programme to boost their teaching capacities on sexuality education, so as not to distort the genuine messages of sexuality education in the curriculum.

Discussion of Findings

The findings of this research study revealed that issue of sexuality education is relevant and it can be infused into the present Basic Science and Technology curriculum without overloading its contents. The study showed that elements of sexuality education contents exist in the BST curriculum and this can pave way for underpinning it with more detailed sexuality education contents. The finding from the study showed that fallacies and taboo student held about sex will be corrected through guided sexuality education lessons. Owing to that, the knowledge base of students will be enriched. All the research findings agreed with Ediger (2004) premonition that there are selected trends in which teachers need to understand for the realization of the fact that changes and modification do occur in education.

The findings based on research question two showed that sexual abuse abound in our present day society and this can be corrected by teaching students more detailed and factual sexuality education in BST curriculum. This finding will solve the problem identified in the research report of Adebayo and Asebiomo (2018) that lack of sexuality education was a contributing factor to teenage pregnancy in Akoko districts of Ondo State. Yero (2019) also carried out a research in public secondary schools of Kaita Local Government Area of Katsina State and reported that psychological factors which include low self esteem, lack of libidinal control and depression were the causes of rape and sexual abuse of the girl-child. No doubt, the comprehensive knowledge of sexuality education in the school curriculum will curtail sexual abuse among our students.

The overwhelming evidences from the research findings on questions three confirmed that teachers are well disposed to teaching the detailed sexuality education contents if infused into the BST curriculum. The research finding showed that, teachers on the average can conveniently sourced for relevant resource materials to teach the issue of sexuality education. Owing to the research report, there is no iota of doubt that infusion of sexuality education into the curriculum of Basic Science and Technology is welcomed by BST teachers. Ukeje (1986) submits that school should always be as up-to-date as possible and curriculum should give requisite amount of emotional and intellectual maturity through which students will acquire the techniques needed in the contemporary society and not outmoded knowledge or inert ideas.

Conclusion

The evidences from the research study showed that the issue of sexuality education is relevant and can be infused into the Basic Science and Technology curriculum. It is worthy of note that elements of sexuality education which already existed in BST curriculum is a yardstick for the infusion of detailed contents of sexuality education. Again, it will also be used to prevent sexual abuse among students. The opinions of teachers showed their good disposition towards teaching the issue of sexuality education as they claimed neither to be gender bias nor erratic but instead put the class into full control during sexuality education lessons. Although very few teachers claimed not to have handled sexual assault related cases or reported anything of such to their school principals but the research evidence showed that it do occur occasionally. Based on this evidence, there is the need for refresher programmes for teachers on this issue. The only snag showcased in this research report is the average knowledge of teachers in sourcing for relevant materials but they can be assisted with workshops on how to source for teaching and learning resources. It is evidently cleared that our society can get rid of sexual abuse through proper sexuality education. This research study has also proofed that teachers will not distort the messages of sexuality education contents if it were infused into BST curriculum.

Recommendations

Based on the findings of the study, the following recommendations are hereby made:

1. The issue of sexuality education is relevant and it can be infused into current Basic Science and Technology curriculum without overloading its contents.
2. Guided sexuality education lessons should be provided to the students.
3. Comprehensive sexuality education should be included in the school curriculum.
4. Teachers are well disposed to teaching the detailed sexuality education contents and will not distort its core messages with their religious beliefs and cultural practices.
5. Since most of the BST teachers cannot conveniently sourced for relevant resource materials to teach the issue of sexuality education there is the need to mount a re-training or refresher programmes for teachers by the relevant agents of government like NERDC.
6. There could also be the need to infuse the issue of sexuality education into the Minimum Standard of Nigeria Certificate of Education (NCE) general studies so that Junior Secondary School teachers will learn it from schools.

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