

Teachers' attitude towards the teaching of sexuality education in public secondary schools: Implications for health education

**DEPARTMENT OF HEALTH, SAFETY AND ENVIRONMENTAL
EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY**

**Agidigbi Rebecca ijemen
EDU1612361**

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CERTIFICATION

We, the undersigned certify that this research work was carried out by Agidigbi Rebecca ijemen in the Department of Health, Safety and Environmental Education, Faculty of Education, University of Benin.

Mrs. U Igbudu
Project Supervisor

Date

Date
Co-ordinator

Dean, Faculty of Education

Date: _____

DEDICATION

This work is dedicated to God Almighty and the Holy Spirit, who has indeed been my strengthener, helper and counselor

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CHAPTER ONE

INTRODUCTION

Background of the Study

Sexuality education plays a vital role in promoting the health and well-being of adolescents and young adults. It equips them with essential knowledge and skills to make informed decisions about their sexual and reproductive health, fostering responsible behavior, reducing risky sexual practices, and preventing sexually transmitted infections (STIs) and unintended pregnancies. In the context of public secondary schools, the teaching of sexuality education holds significant implications for health education and the overall development of students (Caron, 2018). Sexuality education in public secondary schools is a crucial aspect of promoting adolescent health and well-being. Adolescence is a period of significant physical, emotional, and social changes, and providing comprehensive sexuality education equips young people with the knowledge and skills necessary to make informed decisions about their sexual and reproductive health. However, the inclusion and delivery of sexuality education in public secondary schools has been a subject of debate and contention in many societies around the world (Palmer, 2019).

Adolescents face numerous challenges related to their sexual and reproductive health. Unintended pregnancies, sexually transmitted infections (STIs), including HIV, and gender-based violence are some of the critical issues affecting young people globally. Comprehensive sexuality education aims to address these challenges by providing accurate information about human sexuality, relationships, contraception, consent, and sexually transmitted infections (Guttmacher, 2021). Teachers play a pivotal role in the delivery of sexuality education in public secondary schools. They are responsible for implementing the curriculum, leading discussions on sensitive topics, and creating a safe and supportive environment for students to explore these issues. Teachers' attitudes towards sexuality education significantly impact the quality of instruction and students' receptiveness to the content. Teachers' attitudes towards sexuality education can be influenced by various factors. Personal beliefs, cultural norms, religious values, and prior training in sexuality education may shape how teachers approach and deliver the curriculum. Some teachers may feel uncomfortable discussing topics related to sex and may perceive sexuality education as outside the scope of their roles as educators (Tschannen-Moran, 2021).

Teachers' attitudes towards sexuality education can have implications for health education in public secondary schools. Positive attitudes that prioritize evidence-based information and open communication can lead to effective delivery of

sexuality education and improved health outcomes for students. On the other hand, negative attitudes or discomfort with the topic may result in inadequate or incomplete instruction, limiting the potential benefits of comprehensive sexuality education. To ensure effective sexuality education in public secondary schools, it is essential to address the challenges related to teachers' attitudes and preparedness. Providing teachers with adequate training, professional development, and support in teaching sexuality education can help build their confidence and competence in addressing these topics in the classroom. Additionally, engaging teachers in discussions and understanding their concerns can foster a more positive and supportive environment for the implementation of sexuality education (UNESCO, 2018).

Different countries and regions have varying approaches to sexuality education in public schools. Some have integrated comprehensive sexuality education into their curricula, while others may adopt abstinence-only or limited approaches. Understanding the experiences and perspectives of teachers in different contexts can provide valuable insights for improving sexuality education programs worldwide. Sexuality education is a critical aspect of comprehensive health education that provides students with accurate and age-appropriate information about human sexuality, relationships, reproductive health, and sexual behavior. It equips adolescents with the knowledge and skills necessary to make informed

decisions, maintain healthy relationships, and protect their sexual and reproductive health. In the context of public secondary schools, the teaching of sexuality education holds significant implications for health education and the overall well-being of students.

Sexuality education in public secondary schools has been a topic of debate and controversy in many societies due to cultural, religious, and ideological factors. Different stakeholders, including parents, educators, policymakers, and community members, often hold diverse opinions regarding the appropriate content, timing, and delivery methods of sexuality education. These varying perspectives can influence the attitudes of teachers towards the subject matter and, in turn, impact the quality and effectiveness of health education in schools (Palmer, 2019). Understanding teachers' attitudes towards the teaching of sexuality education is essential for several reasons. Firstly, teachers are instrumental in implementing the curriculum and facilitating classroom discussions on sensitive topics like sexuality. Their beliefs, values, and comfort level with the subject can significantly affect how they approach and deliver sexuality education to students. Secondly, teachers serve as role models and trusted sources of information for students, making their attitudes and behaviors influential in shaping students' perceptions and attitudes towards sexuality and relationships (Tschannen-Moran, 2021).

This research work aims to provide an overview of the research project on teachers' attitudes towards the teaching of sexuality education in public secondary schools and its potential impact on health education.

Statement of the Problem

The teaching of sexuality education in public secondary schools faces numerous challenges, and one of the significant factors influencing its effectiveness is the attitude of teachers towards the subject matter. Teachers' attitudes towards sexuality education can profoundly impact the quality and delivery of the curriculum, potentially affecting students' receptiveness and understanding of the content. Therefore, understanding the attitudes of teachers towards the teaching of sexuality education is crucial in developing appropriate strategies to enhance health education outcomes in public secondary schools.

Teachers play a fundamental role as facilitators of knowledge and character development in the educational process. Their attitudes towards specific subjects, including sexuality education, profoundly influence how these topics are integrated into the curriculum and conveyed to students. By investigating their attitudes, educational authorities can gain valuable insights into the preferences, concerns, and expectations of teachers regarding the teaching of sexuality education. This knowledge allows for the customization of curriculum frameworks, instructional

methods, and educational resources, ensuring that the program aligns with the comfort levels, cultural sensitivities, and pedagogical approaches favored by teachers. Consequently, when teachers feel comfortable with the curriculum and instructional materials, they are more likely to impart the knowledge effectively, fostering a positive and engaging learning experience for students

Research Questions

To achieve the research objectives, the study will seek answers to the following research questions:

1. What are the attitudes of teachers towards the teaching of sexuality education in public secondary schools?
2. What factors contribute to the formation of teachers' attitudes towards sexuality education?
3. How do teachers' attitudes towards sexuality education impact health education in public secondary schools?

Purpose of the Study

The primary objectives of this research project are as follows:

1. To assess the attitudes of teachers towards the teaching of sexuality education in public secondary schools.

2. To explore the factors influencing teachers' attitudes towards sexuality education.
3. To examine the potential implications of teachers' attitudes on the delivery and effectiveness of health education in public secondary schools.

Significance of the Study

This research project holds several implications for various stakeholders in the field of education and health. The findings of this study will contribute to the body of literature on sexuality education in public secondary schools and provide insights into the perspectives of teachers, an essential component of the education system. Policymakers and educators can utilize the results to design evidence-based interventions and professional development programs that address teachers' concerns and enhance the effectiveness of health education in schools. Additionally, understanding teachers' attitudes towards sexuality education can facilitate communication and collaboration between schools, parents, and communities to promote comprehensive sexual health education for adolescents.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The literatures were reviewed with the following subheadings;

- Concept of Sexuality Education
- Attitudes of Teachers towards Sexuality Education
- Factors Influencing Teachers' Attitudes towards Sexuality Education
- Sexuality Education and Its Significance
- Potential Implications for Health Education in Schools
- Summary of Reviewed Literature

Concept of Sexuality Education

Sexuality education is a critical component of comprehensive health education that aims to provide individuals with accurate and age-appropriate information about human sexuality, relationships, sexual behavior, and reproductive health. It plays a vital role in promoting the health and well-being of adolescents and young adults, equipping them with essential knowledge and skills to make informed decisions about their sexual and reproductive health. Sexuality education seeks to foster responsible behavior, reduce risky sexual practices, prevent sexually transmitted

infections (STIs) and unintended pregnancies, and promote healthy relationships and sexual well-being.

The content and scope of sexuality education vary across different countries and educational systems, influenced by cultural, religious, and societal norms. Some regions adopt comprehensive sexuality education, which covers a wide range of topics, including anatomy, contraception, consent, gender identity, sexual orientation, and relationship dynamics. Others may adopt abstinence-only or limited approaches, focusing primarily on promoting sexual abstinence as the sole method of prevention. Comprehensive sexuality education is evidence-based and promotes a holistic approach to sexual health. It emphasizes the importance of providing accurate and unbiased information, fostering open communication, and respecting diverse perspectives and identities. UNESCO's International Technical Guidance on Sexuality Education (2018) outlines key principles for effective sexuality education, including a focus on human rights, gender equality, respect for diversity, and a life-course approach.

The delivery of sexuality education can take place in various settings, including schools, community centers, healthcare facilities, and online platforms. In the context of public secondary schools, sexuality education is of particular importance as adolescence is a critical period of physical, emotional, and social development.

Providing comprehensive sexuality education in schools equips young people with the knowledge and skills necessary to navigate relationships, make informed decisions, and protect their sexual and reproductive health. Teachers play a pivotal role in the delivery of sexuality education in public secondary schools. They are responsible for implementing the curriculum, facilitating discussions on sensitive topics, and creating a safe and supportive environment for students to explore these issues. However, teachers' attitudes towards sexuality education can significantly impact the quality of instruction and students' receptiveness to the content.

Teachers' attitudes towards sexuality education can be influenced by various factors, including personal beliefs, cultural norms, religious values, and prior training in sexuality education. Some teachers may feel uncomfortable discussing topics related to sex and may perceive sexuality education as outside the scope of their roles as educators. Addressing teachers' concerns and providing them with adequate training and professional development in teaching sexuality education is essential to enhance their confidence and competence in addressing these topics in the classroom. Moreover, the inclusion of sexuality education in public secondary schools has been a subject of debate and contention in many societies. Different stakeholders, including parents, educators, policymakers, and community members, often hold diverse opinions regarding the appropriate content and timing of sexuality education. Understanding teachers' attitudes towards sexuality education

can foster communication and collaboration between schools, parents, and communities to promote comprehensive sexual health education for adolescents.

In conclusion, sexuality education is a critical aspect of comprehensive health education that provides individuals with accurate information about human sexuality, relationships, and reproductive health. The delivery of sexuality education in public secondary schools relies on teachers who play a pivotal role in implementing the curriculum and facilitating discussions. Addressing teachers' concerns and providing them with appropriate training can enhance the effectiveness of health education in schools and contribute to the well-being of adolescents and young adults.

Attitudes of Teachers towards Sexuality Education

Attitudes of teachers towards sexuality education can vary widely, influenced by personal beliefs, cultural norms, religious values, and prior training in the subject. Some teachers may view sexuality education as a critical aspect of comprehensive health education, recognizing its potential to empower students with accurate information and essential life skills. These teachers may emphasize the importance of open communication, respect for diversity, and the promotion of healthy relationships and sexual well-being. For instance, a study conducted by Johnson and Smith (2017) in Canada found that many teachers embraced comprehensive

sexuality education as an essential part of promoting adolescent health and well-being. They believed that providing accurate and age-appropriate information would empower students to make informed decisions and foster responsible behavior.

On the other hand, some teachers may express discomfort with discussing topics related to sex and sexuality in the classroom. They may perceive sexuality education as outside the scope of their roles as educators, leading to reluctance in addressing these sensitive issues with students. Research by Carter et al. (2018) in the United States revealed that some teachers felt ill-equipped to handle discussions on sexuality and relationships, indicating a need for training and professional development in this area. Furthermore, cultural and societal attitudes towards sexuality education may also influence teachers' perspectives. In conservative or religious contexts, some teachers may face challenges in addressing comprehensive sexuality education due to cultural taboos or opposition from parents and community members. Palmer (2019) conducted a study exploring sexuality education in a conservative cultural and religious context and found that teachers faced unique challenges in navigating these sensitive topics in their classrooms.

To improve teachers' attitudes and readiness to deliver sexuality education effectively, providing appropriate training and professional development is essential. Training programs that address the specific needs and concerns of teachers can build their confidence and competence in facilitating discussions on sexuality and relationships. UNESCO's International Technical Guidance on Sexuality Education (2018) outlines key principles for effective sexuality education, emphasizing the importance of providing accurate information, fostering open communication, and respecting diverse perspectives and identities.

In conclusion, teachers' attitudes towards sexuality education can significantly impact the quality and effectiveness of health education in public secondary schools. While some teachers may embrace comprehensive sexuality education as essential for promoting adolescent health and well-being, others may face challenges or discomfort in addressing these sensitive topics. Addressing teachers' concerns and providing appropriate training and support are essential steps in enhancing the delivery of sexuality education and promoting the overall well-being of students.

Factors Influencing Teachers' Attitudes towards Sexuality Education

Teachers' attitudes towards sexuality education can be influenced by various factors, including personal beliefs, cultural norms, religious values, prior training in sexuality education, and societal context.

Cultural and Religious Norms: In societies with conservative cultural and religious norms, teachers may encounter resistance to the inclusion of comprehensive sexuality education in schools. Cultural taboos surrounding discussions on sex and relationships can create barriers for teachers in addressing these topics in the classroom (Palmer, 2019).

Prior Training and Knowledge: Teachers who have received adequate training and professional development in sexuality education may exhibit more positive attitudes towards the subject. Research by Caron (2018) found that teachers who felt confident in their knowledge and skills to teach sexuality education were more likely to approach the topic with openness and enthusiasm.

Societal Context: The broader societal context can also influence teachers' attitudes towards sexuality education. Societal debates and controversies surrounding the content and delivery of sexuality education can impact teachers' perceptions of the subject matter (UNESCO, 2018).

School Policies and Support: School policies and administrative support for sexuality education can also influence teachers' attitudes. When schools prioritize and actively support comprehensive sexuality education, teachers may feel more empowered and encouraged to address the topic in their classrooms (Johnson & Smith, 2017).

Personal Beliefs and Values: Teachers' personal beliefs and values about sexuality and relationships can play a significant role in shaping their attitudes towards sexuality education. Research by Jones and Mitchell (2019) found that teachers with more liberal and progressive views on sexuality were more likely to advocate for comprehensive sexuality education.

Professional Ethical Considerations: Some teachers may also consider the ethical implications of discussing sensitive topics like sexuality in the classroom. Concerns about maintaining confidentiality and creating a safe and non-judgmental environment for students can influence how teachers approach sexuality education (Carter et al., 2018).

Sexuality Education and Its Significance

Sexuality education is an essential component of comprehensive health education that focuses on providing students with accurate and age-appropriate information

about human sexuality, relationships, and reproductive health. It plays a significant role in empowering adolescents with the knowledge and skills necessary to make informed decisions about their sexual and reproductive health (UNESCO, 2018). By promoting responsible behavior and providing accurate information, sexuality education aims to reduce the incidence of unintended pregnancies, sexually transmitted infections (STIs), including HIV, and gender-based violence among young people.

Comprehensive sexuality education goes beyond simply providing information about anatomy and reproduction. It also includes discussions on topics such as consent, healthy relationships, communication skills, contraception, and sexually transmitted infections. The goal is to equip young people with the knowledge and skills to make informed decisions about their sexual health, establish respectful relationships, and protect themselves from potential risks (Guttmacher, 2021).

Studies have shown that comprehensive sexuality education can have numerous positive outcomes for young people. Research by Kirby et al. (2007) found that students who received comprehensive sexuality education were more likely to delay sexual activity, have fewer sexual partners, and use contraception consistently when they became sexually active. These behaviors can significantly reduce the risk of unintended pregnancies and STIs among adolescents.

Moreover, sexuality education also addresses issues related to gender equality and promotes respect for diversity and individual rights. It challenges harmful gender norms and stereotypes that can contribute to gender-based violence and discrimination (Palmer, 2019). By promoting a more inclusive and equitable understanding of sexuality and relationships, comprehensive sexuality education contributes to creating a safer and more respectful environment for all young people.

However, the implementation of sexuality education in public secondary schools can be challenging in some societies. Cultural and religious norms may present barriers to discussing sexuality openly, and there may be resistance from certain groups or individuals who perceive sexuality education as contrary to their values (Jones & Mitchell, 2019). It is crucial for educators and policymakers to address these challenges sensitively and ensure that sexuality education is delivered in a way that respects cultural diversity while still providing evidence-based and accurate information.

In conclusion, sexuality education is a critical aspect of comprehensive health education that equips adolescents with the knowledge and skills to make informed decisions about their sexual and reproductive health. By promoting responsible behavior, reducing risks, and challenging harmful norms, sexuality education

contributes to the overall well-being and empowerment of young people. However, its successful implementation requires addressing cultural and societal challenges to ensure that all young people have access to accurate and age-appropriate information about sexuality and relationships.

Potential Implications for Health Education in Schools

Quality of Instruction: Positive attitudes that prioritize evidence-based information and open communication can lead to effective delivery of sexuality education and improved health outcomes for students. On the other hand, negative attitudes or discomfort with the topic may result in inadequate or incomplete instruction, limiting the potential benefits of comprehensive sexuality education (Tschannen-Moran, 2021). **Student Receptiveness:** Teachers' attitudes can influence students' receptiveness to sexuality education. Research by Guttmacher (2021) suggests that students are more likely to engage with the content and actively participate in discussions when they perceive their teachers as approachable and supportive in addressing sensitive topics.

Student Knowledge and Awareness: Teachers' attitudes towards sexuality education can impact students' knowledge and awareness of sexual and reproductive health issues. Positive and open attitudes may contribute to a more

informed and empowered student population, while negative attitudes may result in gaps in students' understanding of critical health information.

School Climate: Teachers' attitudes towards sexuality education can also shape the overall school climate regarding discussions on sexuality and relationships. A positive and supportive school climate can foster open dialogue and create a safe space for students to seek information and support related to their sexual health (Johnson & Smith, 2017). In conclusion, teachers' attitudes towards sexuality education are influenced by various factors, including cultural norms, training, societal context, and personal beliefs. These attitudes can significantly impact the quality and effectiveness of health education in public secondary schools. Understanding these factors can inform strategies to promote positive attitudes and effective delivery of comprehensive sexuality education, ultimately contributing to better health outcomes for students.

Summary of Reviewed Literature

This literature review provides an overview of the concept of sexuality education and its significance in comprehensive health education. Sexuality education aims to equip adolescents with accurate and age-appropriate information about human sexuality, relationships, and reproductive health. By promoting responsible behavior and providing essential knowledge and skills, sexuality education

contributes to the overall well-being of young people, reducing the risk of unintended pregnancies, sexually transmitted infections (STIs), and gender-based violence.

The review also highlights the varying attitudes of teachers towards sexuality education in public secondary schools. Some teachers embrace comprehensive sexuality education as crucial for promoting adolescent health, while others may feel uncomfortable discussing sensitive topics or perceive it as outside their role as educators. Teachers' attitudes can be influenced by cultural norms, prior training, societal context, and personal beliefs, impacting the quality and delivery of sexuality education.

Positive attitudes among teachers can lead to effective instruction and improved health outcomes for students. Conversely, negative attitudes may result in inadequate instruction and limited benefits of comprehensive sexuality education. Understanding teachers' attitudes is vital in addressing challenges and promoting a positive school climate for discussions on sexuality and relationships.

In conclusion, sexuality education is essential for empowering young people to make informed decisions about their sexual and reproductive health. Teachers' attitudes significantly influence the effectiveness of sexuality education in public secondary schools. By addressing challenges and providing appropriate training,

educators can enhance the delivery of comprehensive sexuality education and foster a more supportive environment for students' well-being.

CHAPTER THREE

METHODOLOGY

This chapter describes the method and procedure used by the researcher in conducting the study. It is presented under the following Sub headings;

- Research Design
- Population of the study
- Sample and sampling technique
- Research instrument
- Validity of the Instrument
- Reliability of the instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

Survey research design was adopted for this study. According to Omoroguiwa (2006), survey research design is one in which a group of people or term is studied

by collecting data from only a few people or item considered to be representative of the entire group. The survey research design is interested in the accurate assessment of the characteristic of the entire population through the study of a sample considered to be representative of the population.

Population of the Study

The population of the study consisted of all the public senior secondary school teachers in Ovia North East Local Government Area of Edo State. There are one hundred and twenty-eight (128) public senior secondary school teachers in Ovia North East Local Government Area of Edo State (Edo State Ministry of Education, 2022).

Sample and Sampling Technique

The sample for this study is 100 public senior secondary school teachers in Ovia North East Local Government Area of Edo State. Using simple random sampling technique of balloting by replacement, three (3) public senior secondary schools was selected from the twenty-four public senior secondary schools in Ovia North LGA. To do this, the researcher writes all the names of the twenty-four public senior secondary schools in Ovia North LGA on a piece of paper and places them inside a bag. From the bag, three (3) public senior secondary schools were selected. Also, purposive sampling technique was used to select 100 teachers (30, 35 and 35 teachers respectively from each of the selected schools) in Ovia North East Local Government Area, Edo State.

Research Instrument

The instrument for the study is a questionnaire of 20 items used to elicit information from respondents. The questionnaire was divided into two sections. Section A, covers the demographic background of the respondents while Section B, consist of items related to the research questions.

Validity of the Instrument

The content validity of the instrument was established after an intensive screening by the supervisor and two experts from the Department of Health, Safety and Environmental Education, University of Benin. Their inputs and corrections in terms of clarity and appropriateness of language were used to develop the final draft.

Reliability of the Instrument

In order to determine the reliability of the instrument, the test-retest reliability was used. To do this, the research instrument will be administered to 20 respondents who are not part of the population but are excluded from the study sample. The data was analyzed using Pearson product-moment correlation coefficient (PPMC) and 0.73 reliability was obtained.

Method of Data Collection

The instrument will be administered by the researcher with the aid of two research

assistants after a careful explanation of the objective of the study. The instrument will be retrieved immediately upon completion to ensure 100% return rate.

Method of Data Analysis

The data collected is properly organized and tabulated. The responses will be statistically analyzed by the use of simple percentages.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter is concerned with the presentation of data analysis, interpretation of results and discussion of findings.

Analysis of Demographic Data

Table 1: Frequency Distribution of Respondents by age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
18-25	14	13.9	14.0	14.0
26-30	28	27.7	28.0	42.0
31-35	51	50.5	51.0	93.0
36 and above	7	6.9	7.0	100.0
Total	100	99.0	100.0	
Missing				
System	1	1.0		
Total	101	100.0		

The data presented on Table 1 showed that the age range of 18-25 were 14(13.9%). 26-30 were 28(27.7%). 31-35 were 51(50.5%) and 36 years and above were 7(6.9%).

Table 2: Percentage Distribution of Respondents by Qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
TTC	28	27.7	28.0	28.0
SSCE	29	28.7	29.0	57.0
Valid HND	29	28.7	29.0	86.0
BSc	14	13.9	14.0	100.0
Total	100	99.0	100.0	
Missing System	1	1.0		
Total	101	100.0		

The results presented in Table 2 showed that there were 28 FSLs Certificate holders which represents 27.7 percent, 29 TTC (Teachers Training College Certificate) holders representing 28.7 percent. Amongst the respondents 29 were HND holders which represented 28.7 percent. The B.Sc. holders were 14,

representing 13.8 percent. Also, 93(92.1%) of the respondents were married. While 7(6.9%) of the respondents were single.

Analysis of Research Questions

Research Question 1: What are the attitudes of teachers towards the teaching of sexuality education in public secondary schools?

Table 4: Frequency responses on Attitude of Teachers towards teaching of Sexuality Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Positive	56	55.4	56.0	56.0
	Negative	44	43.6	44.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

The data from Table 4 showed that 56(55.4%) of the respondents have positive attitude towards the teaching of sexuality education in public secondary schools. While 44(43.6%) of the respondents have towards the teaching of sexuality education in public secondary schools. The result therefore indicate that a large number of respondents are have positive attitude.

Research Questions 2: To what extent does positive factors contribute to the formation of teachers' attitudes towards sexuality education?

Table 6: Distribution for the extent positive to which factors contribute to the formation of Teachers Attitude towards Sexuality Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid High	50	49.5	50.0	50.0
Valid Low	50	49.5	50.0	100.0
Total	100	99.0	100.0	
Missing System	1	1.0		
Total	101	100.0		

Table 6 shows the extent to which positive factors contribute to the formation of teachers attitude towards sexuality education. The result reveals that 50(49.5%) of the respondents contributed that positive factors influences the formation of teachers attitude towards sexuality education while 50(49.5%) of the respondents contributed that positive factors do not influence the formation of teachers attitude towards sexuality education. The table 6 above shows a haggling of opinion between the respondents.

Research Questions 3: To what extent do teachers' attitudes towards sexuality education impact health education in public secondary schools?

Table 7: Distribution for the extent to which teachers attitude towards sexuality education impact health education in public secondary schools.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High	43	42.6	43.0	43.0
	Low	57	56.4	57.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		

Total	101	100.0		
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Table above shows that 43(42.6%) of the respondents accepts that teachers attitude towards sexuality education impact health education in public secondary schools, while 57(58.4%) of the respondents do not accept that teachers attitude towards sexuality education impact health education in public secondary schools.

Discussion of Findings

The presented data provides insights into the attitudes of teachers towards the teaching of sexuality education in public secondary schools, as well as the factors influencing these attitudes and their impact on health education. Let's delve into the discussion of each research question:

The data from research question 1 indicates that 55.4% of the respondents have a positive attitude towards the teaching of sexuality education, while 43.6% have a negative attitude. This suggests a relatively favorable outlook among a significant portion of teachers towards including sexuality education in public secondary schools. However, the presence of a substantial number with a negative attitude underscores the need for targeted efforts to address potential barriers and concerns.

The data indicated in research question two shows an equal number of respondents (49.5% each) expressed that positive factors do and do not contribute to the formation of teachers' attitudes towards sexuality education. This intriguing division in responses could be due to a variety of reasons, such as differences in personal values, beliefs, and experiences. It might also reflect the complexity of the issue, as well as the varied nature of positive factors perceived by different individuals.

Regarding the impact of teachers' attitudes towards sexuality education on health education, 42.6% of the respondents believed that attitudes have a significant influence, while 56.4% did not think attitudes had such an impact. This divergence in responses may stem from varying perceptions of the interconnectedness of sexuality education and health education, as well as differences in understanding how teachers' attitudes can affect the overall educational environment

CHAPTER FIVE

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

Summary

In this study, the attitudes of teachers towards sexuality education in public secondary schools were explored. The analysis revealed a mix of positive and negative attitudes among the respondents, indicating the complexity of the issue. The study also investigated the influence of positive factors on attitudes and the impact of attitudes on health education.

Conclusion

Based on the findings, it can be concluded that while a significant proportion of teachers exhibit a positive attitude towards the teaching of sexuality education, there remains a notable proportion with reservations. The dichotomy of responses on the influence of positive factors and the impact of attitudes on health education suggests a diverse range of perspectives among educators. This highlights the importance of considering individual differences and addressing concerns through targeted interventions.

Recommendations:

1. **Professional Development:** Organize workshops and training sessions to address concerns and provide teachers with accurate information about the importance and benefits of sexuality education.
2. **Curriculum Integration:** Integrate sexuality education into the curriculum in a way that emphasizes its relevance to overall health education and students' well-being.
3. **Open Dialogue:** Foster an open and non-judgmental environment for teachers to discuss their concerns, share experiences, and learn from one another.
4. **Research and Resources:** Encourage further research to better understand the factors influencing attitudes towards sexuality education and to develop evidence-based strategies for effective implementation.

By implementing these recommendations, educational institutions can work towards creating a more inclusive and comprehensive health education framework that aligns with the needs and attitudes of teachers and students alike.

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