

REVAMPING INSULATIVE SEX EDUCATION FOR SEXUALITY KNOWLEDGE OF TEENAGERS

¹ATIKU MOHAMMED, ²OWOJAIYE SUNDAY ONI

¹Faculty of Education

¹University of Ilorin

²Faculty of Education, Kogi State University

¹P.M.B 1515 Ilorin, Kwara State, Nigeria

²P.M.B. 1008, Anyigba, Kogi State, Nigeria

ABSTRACT

The paper 'revamping insullative sex education for sexuality knowledge of teenagers' was studied and approached from a review of related sexual health educators' submissions. Variables sex education statements studied are:- (i) Maturation in the girl-child., (ii) maturation in the boy-child. (iii) Concept of sex education.(iv)Sex education & curriculum preparation. (v) Necessity for sex education.(vi) Theories of sexual education (vii) significance of sex education. (viii)Stigma of non -availability of sex education. (ix) Psychological stigma of sex education. (x) Sociological stigma of sex education. (xi,) Biological stigma in sex education. (xii) Sex counselors' perceptive. (xiii) Sex education: Health Education perceptive. It was concluded that:- (I) sex education is the only subject that can satisfy girl- child and boy-child growth problems (ii) The age long traditional insulation of the boy-child and girl-child is the only solution to sexual promiscuity ravaging Nigerian Youths. Based on the conclusions drawn, it could be recommended among others that: (a) Traditional method of sexuality education should be revisited, developed and utilized The use of televisions and internet browsing should be thoroughly edited.

Keywords: *Revamping, Isulative, Sex Education, Knowledge, Teenagers*

INTRODUCTION

Native parents do not perceive the significance of inducing the youths into knowledge related to sexual intercourse. Their concern had always been that the boys & Girls should dress to conceal their reproductive organ. the girl were in the ages past trained to: i. To sit down with the legs stretched forward together. ii. Wear/tie the wrapper to conceal the buttocks region' downsized to the knees; and tied to the right hand with firm grips; on no condition must the wrapper be loosened, iv. Resist any attempt by the boys to play with them touching the buttocks or breast (Owojaiye 1994). v..Run away from the known suitor; by dodging crossing the. boy's/man's path.vi Laugh reasonably at discussions; showing little part of the teeth and laughing reasonably. vii. Be generous in giving things out; not to be stings, caring and loving; sympathetic and love of little kids (Babagbalu 2009). viii. Be always obedient to parents and not to talk back to parents (especially father & mother and elderly persons. ix. Be careful at accepting gifts and showing gifts given to parents. x. Report whichever male (boy/man) that propose love/marriage end- never to hide the affair (Sokoya 1999).

The female child was the target of sexuality education ages past; because the girl-child is the most potent for pregnancy, sex abuse and rape. The male-child trains with the father's instruction so strict that the- child almost becomes an adult; in that; the boy is to

- Be aware of not intruding in the sleeping place of a female child and all the females within the family members; -
- Stay clear of the females bathing and dressing place; whether it been river, stream, bathroom, outside the house in the evenings/night
- Refuse any sexual advance from The female child (girls, women and men) and to report any attempt to the father (Babagbau 2009);
- Wear clothes/attires that conceal the penis, buttock, chest to the family, parents and family members only;
- Tell the father; of the girl/woman who initiate love, sexual intercourse or any amorous motives;
- Talk reasonably; not talking too much especially in the fiancée's family house, the society;
- Laugh moderately within the society, and slightly while with girl, grinning or giggling to depict masculinity (Babagbau 2009)
- Resist indulgence in sexual intercourse before adulthood, as sexual intercourse was perceived to weaken the body and renders the masculinity useless; so much do that age mate begins to floor the erring move and / or move hunters missing targets (Owojaiye 1994).

Sexuality education in ages past presented a debarring, cautious, disciplined and responsible human beings. Sex was respected and was insulated to the extent that males (boys) and females (girl) always were of ripe in age before indulgence into sexual — intercourse. Hardly were still births, hemorrhage during peripeurium and caesarian sections recorded. The incidence of flirting, venereal diseases, indecent dressing, and prostitution were limited. Though, the incidence of concubine syndrome infliction of thunder bolt (magun: sexual perverts punishment) were recorded; maybe due to the restrictions of sexual experiences and practices. Could it be suspected that the females were fewer than males? Or that lack of socialism (anti — social motives) induced makes into abducting, piping tom, of females and outright sneaking to women's beds?

May the re-introduction of the cultural sexuality curb indecent dressing, flirting and early pregnancy? Sokoya (1999) re — teachers' and parents' attention to the facts about male speed up 1 maturity (estrogen and progesterone induced the sexual growth signs as:

MATURATION IN THE GIRL — CHILD AGES 9 — 18 YEARS. -

- ❖ Increase in the transverse diameter of the pelvic and increase in fat deposition over the thighs, hips, and buttocks, accounting for an alteration in the answer childhood figure to a smoother rounded feminine a physique;
- ❖ Development of breast;
- ❖ Growth of pubic auxiliary hairs;
- ❖ Onset of first menstruation.

MATURATION IN THE BOY — CHILD AGES 11 — 18 YEARS.

- ❖ Voice broken
- ❖ Pubic hairs develop
- ❖ Wet dreams are observed penis become turgid at 5.00 am for healthy bodys
- ❖ Adulthood assumption; taking over the control of the family like father; showing understanding, caring and loving; assuming the protector of the junior ones.

Further still, as Sokoya (1999) exposed, anatomically, the anatomical configuration of a boy is distinctively different froth that of a girl. Girls tend to be born with more hairs on the head. Girls bones are also lighter. Psychologically and personality traits depending on difference In training and socio cultural expectations physiologically, due to estrogen and progesterone, most of the body functions in both sexes are almost the same during the early years claiming two (2) years forward sexual maturing than the girl — child. Due to this growth — sport, the girl — child becomes pursued for hetero sexual relationship (Sokoya 1999); by:

- ❖ Intense pressure for a boy friend;
- ❖ To satisfy sexual desires;
- ❖ To satisfy curiosity;
- ❖ To express some degree of affection to a boyfriend;
- ❖ For financial gain; and
- ❖ Sexual desires unrelated to loving and caring.

It must be re — introduced that our parents tried to groom the boy — child and the girl — child; but Sokoya (1999) re-directed the assumed ,outdated or obsolete grooming. V. strata of ages past as: (1) identifying the problems detrimental to reproductive health, (2)re — shaping the natural role expectant (3) proffering the best sexual health care indices. All these grooming techniques include:

- ❖ Teenage skin problems e.g. eczema, and pimples;
- ❖ Painful menstruation
- ❖ Sexual abuse and rape;
- ❖ Sexual transmitted diseases (stds) and Acquire immune Deficiency Syndrome (AIDs).
- ❖ Unwanted pregnancies
- ❖ Abortions and its attendant complications;
- ❖ Teenage motherhood;
- ❖ Education sex — back;
- ❖ Emotional disturbance;
- ❖ Maintenance of good health;
- ❖ Comportment and general conduct and
- ❖ Maintenance of intergrity and prevention of promiscuity

If the girl — child and the boy — child must thrive well in health in the first place, certain maintenance variable are imperative:

1. Good nutrition: Adequate and regular intake of a balanced diet essential for optimum growth, development and health;
2. Observation of basic rules of hygiene — Regular baths especially during menstruation, care of hair, nails, and other body parts. Use of deodorants, and antiperspirants during the period is essential, due to increased perspirations; S
3. Regular check — up of the teeth and general health;
4. Adequate housing facilities and prevention of overcrowding;
5. Maintenance of adequate environmental hygiene. (Sokoya 1999 : 2000).

SEX EDUCATION'S CURRICULUM PREPARATION.

The field of education bristles with many thorny issues and problems in any country and in fact any desirable development hinges upon education. Sex education has been one of the controversial issues in developing countries including Nigeria. Though, tertiary institution are including, courses in sex education as part of general knowledge students have to acquire in their courses normally called GS or GNS i.e general course. However, the downward trends of sex education as a subject in junior and senior secondary school seem most unpopular within the Nigeria educational system. There has not been a consensus definition of sex education to education, many people have agreed on the fact that sex education should focus on human sexuality as it applies to individuals total adjustment, to his family and society and that emphasis should therefore be placed on developing a positive sexual identity.

Furtherstill, ogoemeka (2007) posited, sex education is now understood to mean all educational measures which in any way help young people prepare to meet the problems of the life that have centred in sex instinct. Many people have made a mockery of sex education in our secondary school education not being taught in school while many are of the opinion that sex education will pose a lot of problems in our school. Students in our secondary school today need information about the 'psychology of their bodies vis-à-vis healthy living. The Bible stated in the book of Hosea 4:6 that "my people perish because of lack of knowledge" (NKJV).

CONCEPT OF SEX EDUCATION:

Sex education is a new concept in the educational vocabulary of the average Nigerian. In our secondary schools, sex education had been orchestrated through subjects like Physical & Health Education, Social Studies and Biology with emphasis on the anatomy and physiology of the reproductive organs. Rubin and Kirkendall (1971:18) said that, "Sex education is not only a unit in reproduction, nor a teaching how babies are conceived and born. It has a far richer scope and goal of helping the youngster incorporate sex most meaningfully into their present and future life. Also to provide him with some basic understanding of virtually every aspect of sex by the time he reaches full maturity, to help him recognize the existence of differential sex pattern so that he can interact harmoniously with those whose sex norms differ from his own. This observation means that sex education in the secondary school indicate the immense possibilities for human fulfillment that sexuality offers rather than to control and to suppress sex expression. . ."

Makinde (2004) defined Sex education as “Process of teaching the child or adolescent to develop a positive and wholesome approach to sex at the high age and in the right forum”. Not only this, sex education is a way of enlightening the adolescent child about their bodily changes and its implications. Sex education is that education which incorporates into the adolescent child the approach to gender roles, decorum, modesty ‘in dressing, etiquette, how to discuss with same or the opposite sex, going out on dates, and how to understand ones body chemistry and corn porting oneself in a crowd. Since this study is limited to secondary schools, the age bracket of students here how 1019 years. These groups of people fall into the stage of adolescent. Adolescence stage means the period of transition from childhood stage to adulthood stage that is individuals here are no longer children but they are not yet adults, they are called adolescents.

NECESSITY FOR SEX EDUCATION:

Before determining the place of sex education in our secondary schools, it is necessary to summarize the characteristics of those .Who attend these schools. They are basically the teenagers who show a wide variation in physical maturation and demonstrate varied attitudes towards these changes. ‘They also show a wide variation in social maturation which becomes a problem because cultural and societal expectations at high (Sokoya 2000). Psychologist Sex Educations, Nurse and Doctors have recognized the importance of sex information to every individual irrespective of their ages. To them, knowledge of sex will help an individual to understand what goes on in ‘the body able to control ones emotions if caution is not thrown to the, winds. They believe that knowledge of sex and human sexuality cannot be over emphasized because it is natural phenomenon. Every individual possess if not all, some of the primary and secondary sex characteristic which we see, feel touch, live and die with. Through sex education, adolescents would learn about the rudiments of conception, hormones, genes, sexually transmitted disease, abortion and their implications on future marriage. Youths would also have pre-knowledge of meiosis (a stage in the development of germ cells in which the cells are divided and the number of chromosomes in a cell is reduced by half). Mitoss (which refers to cell division with the division of the chromosomes causing changes in the nucleus) and the implications of any drug used at each stage for abortion of the fetus.

Suffice it to say then that through sex education, an individual is better equipped to comport himself/herself in public, acquire correct sitting postures especially the females, observe personal hygiene, understand the implications & menses, sexual urges, orgasm AIDs/HIV (Okafor, 2001). Further still the need to avoid unplanned pregnancies, venereal disease premature deaths and the cultivation of proper and wholesome attitude towards sex (abstinence) and the role of courtship before marriage, is the rationale for sex education in our secondary schools. Furthermore, Iwuama (2000) describe adolescence as that stage of life when the libido is at the peak, when life is at its fullest and as the period of intense love affairs when males and females fall in and out of love. It is the time of life when people must be taught the consequences of friendship.

THEORIES OF SEXUALITY EDUCATION:

A look at the theories of human sexuality as propounded by Sigmund Freud in his Psychoanalytic view and Eric Erickson in his psychological development will put more light into the end for sex education for our adolescents who are in the secondary schools. Sigmund Freud described distinctive stages that an individual would pass through before stability in adulthood as they develop from infancy. They are oral, anal, phallic, latency and the genital stages. He called them "Psychosexual stages". The stage that concerns this study is the Genital stage which starts from 12 years and above. Invariably it is the puberty stage which we all know. In this stage the individual strongly desires heterosexual relationship. He/she desires satisfaction from intermingling with the opposite sex. According to Freud, this is the period of storm and stress, stormy in the sense that that all the maker of secondary sex characteristics bombard the individual almost at the same time, and he/she cannot ascertain what is really going on. Some hormones are responsible for the sexual drive which an adolescent feel for example, progesterone and estrogen in females, testorone in males.

Furtherstill, adolescent boy or girl according to Freud is stressed they appear physically like the adults but they lack the wherewithal of adulthood. In heterosexual relationship, Bakere (1983) in Makinde (2004) described the adolescents as falling in and out of love. The incessant changes in the mood of the adolescents also affect their heterosexual relationship. Counselors and teachers should take note of these issues when assisting adolescents on personal-socio guidance. The aspect of Erickson's theory that is most relevant to see is labeled "intimacy versus Isolation." This label pre supposes that all things being equal, by adolescence, boy s and girls .should develop intimate relationship with the opposite sex. And if throughout adolescence stage, the affinity is not allowed to blossom into courtship or marriage, then isolation sets in. to Erickson, any adolescent that accepts his/her sex role and identity status will experience a sense of psychosocial well being. Lack of psychosocial well being may lead to crises, by late adolescence (youth), the individual forgets heterosexual activities and diverts extra energy into career, hereby fixation will set in. the implication for this is that if one is not satisfied at every stage in life, self-fulfillment and. self actualization will be far from the individual in question.

SIGNIFICANCE OF SEX EDUCATION

Without doubt sex education in our secondary schools will play a vital role to the individual adolescent in particular and the society in general.

The adolescent child learns about his/her body components eg penis. nocturnal emission, vagina, menstruation, public hair and the implications of their appearances.

- Prepares the individual adolescent psychologically and en emotionally for the future.
- It lays a good foundation for a disciplined society and ultimately a disciplined individual that is devoid of all sorts of vices associated with sexual behaviours.
- Teachers/school counselors would have to perform the essential duties parents have decided to ignore. . .
- Adolescents have to learn ahead about issues concerning marriage. family planning & birth control. .

- Sex education reduces some form of sexual abuse, harassment etc.
- It also provides important information about sexual behaviours. It must be noted that the era of ignorance is gone. The society cannot continue to keep its teeming adolescents population in perpetual ignorance (Komolafe, Ogunjimi & Adeniyi) (2001).
- **Stigma of non-availability of sex education**

Some problems that could crop up as a result of lack of sex education/information in our secondary schools. These problems can be summed up into 3 dimensions; (i) Psychological (ii) Sociological (iii) & Biological.

Psychological stigma of sex education

Ignorance is a disease believed by some our mothers used to say “Don’t give a man a hand shake unless you will be pregnant” some individuals grow with this notion because there is no other source of information concerning sex made available to them. Later in life when they are married most women become frigid to the touch of their husband and if at all they open up it will be a burden to them and irritating. With this the man (husband) will withdraw and may look for an alternative which might bring heartbreak to the woman (wife) at home. Both parties at the peak of their frustration could not perform maximally at their work place thereby reducing productivity and as well slow the tempo of development of the society at large. Take for example if 60% of couples has this kind of problem how will our country Nigeria look like.

Sociological stigma of sex education

As earlier educated, psychological problem caused by sexual activities may lead to social problem that will affect the society negatively. Lack of sex education/information to our adolescents and young youths who are the heartbeat of every community may lead to societal vices such as premature deaths, reducing the number of work force of the nation. This may occur when adolescent girl may initiates termination an unborn fetus. Spread of venereal diseases is another social problem, these diseases are called STD (Sexual Transmitted Diseases) like Gonorrhoea, Syphilis, HIV/AIDS). These STDs, when blotted and blown, takes away the joy of parent in sleepless night hospitals, clinics and for homes.

Biological stigma in sex education

Another one of its kind is Vesico Vagina Fistula(VVF) which is ravaging the northern part of Nigeria. V.V.F. is caused as result of early exposure to sexual intercourse; which led to pregnancy and ultimately early child bearing. Health wise, diseases & infections like STD’s are contacted by the, adolescent during pre marital sex. However, where these diseases are not properly treated could lead to infertility. The aftermath of infertility is causing Nigerians concern. All religious homes are contemporarily full to capacity for women searching for the fruit of the womb.

Sex education counselors' perspectives

The National body on Education (1998) underscores the indispensability of counselors in the lives of adolescents especially in the secondary school setting when it mentions inter alia that; "In view of the apparent ignorance of our youth about career choice and in view of adolescents' personality maladjustment, Government should train more counselors" It is in view of this, that the curriculum of counselor trainees especially at the undergraduate level has been focused on training them to meet the demands of adolescents not only at the secondary school level but also beyond. The place of counselors de loco -parents put them as trustees of the students. Students feel at home exposing, expressing and exemplifying their sexual problems even more than the parents. Therefore, the introduction of sex education in our secondary schools cannot be overemphasized. Adolescents and youths make up the studying, training population of this country. The society cannot stand to see youths ravage in ignorance because some authors argue that knowledge about sex will make our adolescents wild and promiscuous, whereas, these sex characteristics are what every one of us who has reached adulthood had passed through.

In this vein, counselors in our secondary school at the interim before the proper introduction of sex education' in the secondary schools should consider the issue of sex & sex related problems while giving person-socio and 'marital guidance to the students. Counselors should watch out for special time to guide students to curtail their sexual urge and research into nutrients that are concerned with normal sexual urge and aggravated sexual urge.

Sex education: Health Educators' Perspectives

Since sex education is that type of education which expose the child to the understanding of whom he or she is, how hygiene can be carried out, how he/she can relate with people of the same or opposite sex, and how a positive attitude towards future marriage and happiness can be ensured to the growth and development of the nation. Sex education leaching at pre-nursery and primary schools had even become the concern of Health Educators indecent dressing, flirting, prostitution and wayward acts are sample & bitterly curtailed of these levels (Owojaiye 1994). So sex education is worth introducing to the curriculum of secondary school. Researchers believed that through the introduction of sex education, many moral decadence in our society like unwanted pregnancies, abortion, untimely death, rape sexual harassment and STD's such as AIDs/HIV, Gonorrhoea & Syphilis will be curbed. Makinde (1997) strongly warns the adolescents to beware of body language, questionable dressing, sexual bribery and free rides to maintain the right of social personal pace. The implication of this is that sex education will take care of all these.

Health educators even seek to curtail the infliction of the traditional punitive method (Magun: sexual perverts punitive thunder bolt), road side - sex hawkers, teenage parenthood, forced marriages, divorce, single parenthood and irresponsible sexual acts ravaging Nigerian populace. Training the child, Health Education conceived, is training the Nation; since the child is the future father of the man and mother of woman.

CONCLUSIONS

Sex education is considered to be the most vital subject that should be studied like mathematics and English Language. Sex education satisfies one psychologically, sociologically and emotionally. Sex education exhumes the developmental trends that teachers and the populace must study before the Youth are counseled in issues of sexuality. Since sexual indulgence emanates from natural phenomenon, it is unavoidable; and a sure way to procreation and must be included on the schools' curricular. The age long tradition of insulator of boy -child and girl-child exposed is perceived as a therapy for sexual promiscuity.

RECOMMENDATIONS:

Based on the conclusion drawn, it could be recommended that:

1. Traditional method of sexual activity curtailment should be revisited; developed and utilized.
2. Teaching institutions and technological institution should enforce the teaching of sex education as General/studies I to precede English Language and Current Affairs
3. All categories of teachers - primary school Teachers, Secondary, School Teachers, tertiary institutions must be proficient in sex education.
4. Certificates must be awarded for a pass in sex education.
5. Universities, Polytechnics, Colleges of Education, Nursing Schools, Teachers Colleges and Technical Colleges must offer sex education.
6. The curriculum designers should include sex education for debates analyzed and content approved for studies in all grades of learning in Nigeria.
7. The Government should emphasis show of sexual education certificate before employing in civil-services in government/pubic offices & private offices.
8. Within sex Education courses, the implication of dressing, insulation of private parts, ethics of dressing, sociological implication of dressing, religious implication of dressing, political implication of dressing should be taught all arm of education in Nigeria.
9. Sex Education Behavioural Test (SEBT) should be designed for Nigerian school; to detest students who not conform with adequate sexual behaviour required in Nigerian tertiary institutions.
10. Sex education should be incorporated in Nigerian school curriculum right from primary education level to the tertiary education level.

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