

Assessment of Knowledge and Benefits of Sex Education among Adolescents of Government Secondary School Tudun Wada, Jos North Local Government Area, Plateau State

Mangai Joseph Mafuyai, Shikpup Nadyen, Peter Udeh, Ari Eunice, Joseph Obe Adikwu

Department of Nursing Science University of Jos, Nigeria

Lead Author: Mangai Joseph Mafuyai

Abstract: - This research work is aimed at “Assessment of Knowledge and Benefits of Sex Education among Adolescents of Government Secondary School Tudun Wada, Jos North Local Government Area, Plateau State”. It is a cross sectional descriptive survey design to assess the knowledge of sex education among adolescent students in secondary schools. Despite the student’s good knowledge on sex education, there is a need for teachers/parents to be equipped with the basic knowledge so as to know the exact information to be provided to the adolescents, as they progress in age. School based knowledge is also essential as some of the sex organs anatomy and physiology are taught. The study will broaden the knowledge on sex education as well as portraying a good attitude toward it and it will help the students to know the dangers involve in sexual promiscuity. A sample of 160 students in Government Secondary School Tudun Wada were used. The study employed a stratified simple random sampling. Self constructed questionnaire by the researcher using a likert scale were used for data collection. Data collected showed that majority of the respondents understand the concept of sex education with mean score of 3.7 and majority of the respondents understand the concept of sex education with mean score of 3.5 and found it interesting while few of the respondents are shy whenever they are being taught on sex education. It was concluded that Nurses should emphasize more on the need to sex educate the adolescent at the early stage of development so as to lay a good foundation through their life time.

Key Words: Knowledge, Benefit, Sex Education, and Adolescents

I. INTRODUCTION

The Nigerian society today has to grapple with many behavioural problems of its youths, such problems include truancy, disobedience, drug offences, assault, insult stealing, violent demonstration, vandalism, examination malpractice, robbery and secret cult activities (Alan, 2010).

Apart from these widely publicized behavioural problems, heterosexual activities are also listed among types of behavioural problems prevalent in Nigerian Secondary Schools and that, these variously named in the literature as sex abuse, sex offences, sexual misconduct, sexual immorality, sexual promiscuity and sexual maladjustment (Susan and Wilson, 2016).

However, sex education can play a major role in helping teenagers make healthy and responsible decisions about sex, by providing them with the information and skills they need to delay sexual activities to protect themselves. Thus, at the time they begin having sex at a younger age, they are at risk of unintended pregnancy, Sexually Transmitted Diseases (STDs) and its complications (Cynthia, 2017).

Sex is a topic which most people would not like to talk about (Kirby, 2014). Also, he assert that the Nigerian parents’ attitude towards sex education is that “the child will grow up to know” for that reason, they would not like to discuss any matter pertaining sex in the presence of their children and even if they do, the children would not like to listen.

Human sexuality has biological, emotional, physical and spiritual aspect. The biological mechanism or aspect of sexuality refers to the reproductive mechanism as well as the basic biological drive that exists between individuals and is expressed through profound feeding or physical manifestation of emotion, love, trust and caring (Nnachi, 2015). She also affirms that, adolescents are curious about some or all the aspects of their sexuality as well as the nature of sexuality in general and that many will like to experience the sexuality without reasoning about its implications.

A 14 year old boy was asked where he learned about sex, he responded “in the streets”. Asked if this was the only place, he said, “I learned some from play boys and others from sex magazines.” What about school? He asked, and the boy responded “no, they talk about hygiene, but much of that couldn’t help me out.” They asked about his parents’ contribution, he replied “they haven’t told me anything” (Power and Baskin, 2016). They believe that sex education is of great importance in the life of young people. It is a necessity as long as healthy sexual behaviour is concern.

Sex education is sometimes called sexuality education. Sex education is also about developing young people’s skills so that they make good choices. It is widely accepted that children have a right to sex education (Sickkid staff, 2019). It is a means by which they are helped to protect themselves

against abuse, exploitation, unintended pregnancies and sexually transmitted diseases. Providing an effective sex education helps to meet young people's right to have their sexuality and relationship they want to contribute to adolescents full social and economic potential, young people need the knowledge and skills to make choices about when to have sex and how to protect themselves.

Comprehensive sex education curriculum has been endorsed by various Government educational Organizations and teenage advocacy groups as the most effective educational method for reducing teenage pregnancy with its complications and reduces Sexually Transmitted Diseases (Mueller, 2014).

Statement of the Problem

A lot of sex related problems facing the youths today is undoubtedly linked with lack of sex education in schools which breeds a lot of social ills, death, population explosion as a result of unwanted pregnancies, sexually transmitted diseases and even infertility.

In their bid to satisfy their curiosity, many youths like to experiment their sexuality which usually leads them to dangerous consequences. Many a times the adolescents receive wrong information about sexuality and these myths and misconception are carried throughout their life time.

In Nigeria, a lot of people are facing the consequences of the sexual life they played while they were young. About 60 percent of youths experienced sexual intercourse before the age of 18 years and only few of this percentage perform it with full knowledge of it. Also, the alarming increase in the incidence of sexually transmitted disease (STDs) in these age groups is a matter of concern.

Many parents lack knowledge on when and how to start teaching their children about sex. They also do not know the importance of sex education. In some cultures, sex education is seen as taboo. Therefore, the study sought to explore the adolescents' opinion on various sexual issues that account for their sexual development and to establish the need for sex education in schools.

Research Objectives

1. To ascertain the knowledge of adolescents about sex education.
2. To determine the benefits of sex education among adolescent students.

Research Question

1. What is the socioeconomic profile of the adolescent students of Government Secondary School Tudun Wada?
2. What is the level of the knowledge of adolescent students about sex education in Government Secondary School Tudun wada?

3. What is the benefit of sex education amongst the adolescent students of Government Secondary School Tudun Wada?
4. How does the gender of adolescents in Government Secondary School Tudun wada influence their knowledge about sex education?
5. In what ways can parents, teachers and school authorities be helped to disseminate healthy information about sex education to adolescents?

Significance of Study

1. To identify the knowledge of adolescents towards sex education.
2. To add to parents, teachers and students' knowledge about sex education.
3. To add to the existing literature for the students and anyone who wish to carry further research on this topic.
4. To reduce maternal mortality and morbidity caused by teenage pregnancy and sexually transmitted disease.
5. To advocate policy by the government on introduction of sex education right from pre-school children to secondary school students.

Scope of the Study and Delimitations

Due to time and financial constraints, this study will cover SS I, SS II and SS III students of Government Secondary School Tudun wada, Jos North Local Government Area of Plateau State, Nigeria.

Operational Definition of Terms

- Adolescent : This is a young person who is developing from childhood to adulthood.
- Attitude: Is the way you think and feel about somebody or something that shows how you feel or think.
- Assessment: Is the way to calculate or estimate the value, importance or equality of someone or something.
- Education: Is a process of teaching, training and learning especially in a school or college to improve knowledge and develop skills.
- Infection: Is the invasion of the body by harmful organisms (pathogens) such as viruses, bacteria and protozoa.
- Importance: This can be defined as the significance of something or its value.
- Knowledge: The information, understanding and skills that one can get in through education or experience. Or is the state of knowing about a particular fact or situation.

- Puberty: Is the period of a person's life during which their sexual organs develop and become capable of bearing children.
- Sex: Is the state of being male or female.
- Sexuality: Is the feelings and activities connected with a person's sexual desires.
- Sexual intercourse: Is the mating of male and female sex organs in order to have an orgasm.
- Sex education: Simply refers to the systemic attempt to promote the healthy awareness in the individual or matters of his sound development, functioning, behaviour and attitude through direct teaching.
- Student: Is someone that is undergoing a process to be taught, trained and learn especially in school or college in order to develop in knowledge and skills.
- Taboo: Is a social or religious custom placing prohibition or restriction on a particular thing or person.

II. RESEARCH METHODOLOGY

Research Design

A descriptive research design is adopted. This study is used for the assessment of knowledge and benefit of sex education among secondary school students.

Research Setting

The study area is Government Secondary School Tudun wada which is a town in Jos in Northern Nigeria. Tudun wada is bordered with Jos south local government Plateau state. The local government has eleven secondary schools and Government secondary school which is the focus for the study was selected at random. It is one kilometer from the main road, opposite the Mado Tourism. Government secondary school Tudun wada has about thirteen teaching staffs, with about one thousand students in that about 400 students are in senior secondary classes that is SS1 TO SS3.

Target Population

The target population of this research work is all students of SS I, SS II and SS III of Government Secondary School Tudun wada. (School Secretary of Government Secondary School Tudun wada).

Inclusion Criteria

The study only covers the entire students of SS1 to SS3 in Government Secondary school, Tudun Wada Jos, Plateau State.

Exclusion Criteria

All students that are not within the class of SS1 to SS3 are excluded from participating in the research study.

Sample Size

Sample size of 40% students is selected, which is in line with Nwanna, 2017, which states that 'In social research work, if the population of study is a few hundred then 20% or more samples will be sufficient'.

Sample size = 40% of the general population.

$$= 40/100 \times 400$$

= 160. Therefore, 160 is the sample size.

Sampling Technique

The study is simple random sampling technique. A particular number in each class from SS I to SS III is selected at random using a paper method, where "Yes" is written on some piece of papers and "No" on others. The papers were mixed at random, students were picked at random, the students that picked "Yes", where used as the respondents for this study.

Instrument for Data Collection

The instrument for data collection is a self designed structured questionnaire, composed of both open and close ended questions.

Reliability of Instrument

The questionnaire that is used for this study is self constructed. Necessary correction was made by the supervisor before distributing it to the respondents.

Method of Data Collection

Questionnaires will be distributed and retrieved from the respondents.

Method of Data Analysis

The data will be analysed using a mean statistics which was employed to analyse the data collected. A four (4) point likert rating scale was used with Yes (Y) = 4 points, No (N) = 1. Strongly Agree (SA) = 4 points; Agree (A) = 3 points; Disagree (D) = 2 points; Strongly Disagree (SD) = 1 point.

Ethical Consideration

Ethical clearance was obtained from the ethical committee, permission was sought from Government Secondary School Tudun wada, before the research started. The respondents gave their consent before starting and no name required. No respondent was forced to take part in the study. They were made to know that, participation is voluntary and there will be no penalty for refusing to participate. All information were handled as confidential, no plagiarism and falsification of result was avoided.

III. DATA PRESENTATION AND ANALYSIS

Questionnaires were given to one hundred and sixty (160) respondents, selected by random sampling. The questions were answered and retrieved, the data were tabulated, analyzed and the result expressed in frequency and

percentages. The data were presented in tables in accordance with the research questions of this study.

Section A: Demographic Characteristics

Table 4.1: Description of respondents by Age, Sex, Religion and Class

S/No.	Variables	Frequency	Percentage (%)
1.	Age:		
a.	14-15 years	22	13.8
b.	15-20 years	101	63.1
c.	20-25 years	37	23.1
d.	25 years and above	0	0
	Total	160	100
S/No.	Variables	Frequency	Percentage (%)
2.	Sex:		
a.	Male	88	55
b.	Female	72	45
	Total	160	100
3.	Religion:		
a.	Christianity	148	92.5
b.	Islam	12	7.5
	Total	160	100
4.	Class:		
a.	SS I	60	37.5
b.	SS II	55	34.4
c.	SS III	45	28.1
	Total	160	100

Table 4.1 of Section A (item 1) shows that 101 (63.1%) of the respondents were within the ages 16 – 20 years which is within the age range of adolescents 11- 19. 37 (23.1%) were within the age of 20 – 25 and 22 (13.8%) are within the age of 14 – 15 years while there is no respondent between 25 years and above.

The Table 4.1 of Section A (item 2) again shows that 88 (55%) of the respondents are male, while 72 (45%) were female.

The Table 4.1 of Section A (item 3) also shows that 148 (92.5%) of the respondents are Christians while 12 (7.5%) of the respondents are Muslims.

The Table 4.1 of Section A (item 4) majority of the respondents are in SS I with the total of 60 (37.5%) as 55 (34.4%) are in SS II, while 45 (28.1%) are the minority which were in SS III.

Section B: Knowledge of the Adolescent Students about Sex Education

All items with mean score of 3.0 and above are considered as high, while items with mean score of 2.5 and below are considered as low.

What is the level of knowledge of adolescents about sex education in GSS Tudun wada?

Answer to research question two is provided in table below:

Table 4.2: Knowledge of adolescents about sex education

S/No.	Statement	YES (Y)	NO (N)	Mean \bar{X}
1.	Have you heard about sex education?	151	9	3.8
2.	You were thought about sex education in the school and at home	141	19	3.5
3.	I have gotten information about sex and sexuality in books, magazine and television	135	25	3.4
4.	I got my information about sex and sexuality through internet and peer/friend	152	8	3.8
5.	I heard about sex education at the age of 10 – 15 years	142	18	3.6
6.	I heard about sex education at the age of 15 – 20 years	18	142	0.5
7.	Parents and teachers are in better place to give sex education	133	27	3.2
8.	Religious leaders are in better place to give sex education	27	133	0.7
9.	Sex education is the process of giving advice to issues relating to human sexuality	150	10	3.7
10.	Students like teaching on sex education only if information about their reproductive organs and their functions are given	128	32	3.2

Table 4.2 of section B shows that responses to item 1, 2, 3, 4, 5, 7, 9, and 10 are above the mean scores of 3.0, which is high, but responses to item 6 and 8 are below the mean score of 2.5 which is low. This means that most respondents agreed to the facts that they have knowledge of sex education and sex education should be strictly taught by parents and teachers mean score of (3.5) they have not heard about sex education,

(3.8) sex education is thought at home and in the school, mean score of (3.2) from the age of 10-15 years means score (3.5).

On the other hand, most respondents strongly disagreed with the mean score of below 2.5 which is low, that shows that religious leaders are not teaching about sex education with the mean score of (2.1). Also, (1.9) mean score show that sex education should be commenced between the age of 15-20 years.

Section C and D: Benefits of Sex Education

All items with mean score of 3.0 and above are considered as high while all items with mean score of 2.5 and below are considered low.

Answer to research questions 3 and 4 is provided in the table below:

Table 4.3: Mean responses of the benefits of sex education to the adolescent students

S/No.	Statement	Strongly Agree (SD)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	Mean \bar{X}
11	Sex education is good and should be emphasized and included in the school curriculum as a full course	108	29	11	4	3.5
12.	If students are given sex education effectively the implication of immorality and sexually transmitted infections are known and avoided	66	50	35	9	3.0
13.	Sex education can equip the child/adolescent with accurate scientific facts with regards to sex structures, reproductive organs and their functions	113	36	9	2	3.6
14.	Sex education can help an individual to identify signs and symptoms of sexually transmitted disease	113	36	9	2	3.6
15.	Sex education alerts adolescents of dangers connected with sexual promiscuity of poor sexual relationship	126	19	10	5	3.7
16.	Lack/inadequate sex education has caused unhealthy sexual activity and unwanted pregnancy among students/adolescents	107	33	13	7	3.5

Table 4.3 of Section C and D shows that responses to item 10, 11,13,14,15 and 16 indicate that majority strongly agreed with the mean score of 3.0 and above. This means that sex education is good and should be emphasized and included in the school curriculum as a full course mean score (3.5) respondents like teaching on sex education in other to know about their reproductive organs and their function. (3.2) Sex education can reduce sexual immorality and sexually transmitted infections (3.0). On the other hand, (3.7) mean score of respondents strongly agree that sex education alerts adolescents of dangers connected to sexual promiscuity. (3.5) mean score of respondents strongly agreed that lack/inadequate sex education has caused unhealthy sexual activity and unwanted pregnancy among adolescents.

SECTION E: Ways of helping parents, teachers and authorities in disseminating healthy information to adolescents on sex education.

All items with mean score of 3.0 and above are considered as high while all items with mean score of 2.5 and below are considered low.

In what ways can parents, teachers and authorities be helped to disseminate healthy information about sex education to adolescents?

Answer to research question 5 is provided in the table below:

Table 4.4: Mean responses of respondents towards ways of disseminating healthy information about sex education to adolescents

S/No.	Statement	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	Mean \bar{X}
17.	Sex education enables parents, teachers and authorities to recognize their role in supporting adolescent	116	26	11	7	3.6
18.	Adolescent should indulge in unhealthy sexual experiments and activities	83	59	13	5	3.4

19.	Children must be taught how to cope and handle their own sexual feelings during sex education	142	10	5	3	3.8
20.	There are benefits in sex education	110	27	17	6	3.5
S/No.	Statement	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	Mean \bar{X}
21.	Sex education makes students to be disobedient	20	3	82	55	1.9
22.	Sex education helps students to know their reproductive organs and their functions	92	57	8	3	3.5
23.	Sex education causes crisis/fight among students	5	2	14	12	2.0
24.	Sex education helps students to develop positive attitude and habit towards sexual acts and relationship	103	45	7	5	3.5

Table 4.4 Section E shows that respondents to item 16, 17, 18, 19, 21 and 23 strongly agreed with the mean score of 3.0 and above. While item 20 and 22 strongly disagreed with the mean score of below 2.5. This show that majority of the respondents agreed that sex education enables parents, teachers and authorities to recognize their role in supporting adolescents. (3.6), (3.8) mean score show that children must be taught how to cope and handle their own sexual feelings during sex education. Also, (3.5) mean score shows that sex education has great benefits and mean score 3.5 of item 23 respondents, majority strongly agreed that sex education helps students to develop positive attitudes and habits towards sexual acts and relationship. On the other hand, mean score of (1.9) of item 20 that majority of the respondents strongly disagreed that sex education makes students to be disobedient and (2.0) mean score of item 22. Majority of the respondents do not agree that sex education cause's fight among students.

Discussion of findings and relationship with other studies

From Table 4.1: Socio demographic data, item 1 showed that majority of the respondents are between the age of 16-20 years (63.1%) which shows that most of the respondents are adolescent, while (23.1%) of the respondents fall between the age of 20-25 years and (13.8%) of the respondents are between the age of 14-15 years which are the minority.

From Table 4.1, item 2 show that 55% of the respondents were male which forms the majority, while females were 45%. Also, 92.5% of the respondents were Muslims, while 7.5% were Christians.

From Table 4.1, item 4 showed that the majority of the respondents 37.5% are from SS I, 34.4% from SS II, and 28.1% were the minority from SS III.

From the data collected in Table 4.2 of chapter four, it shows that all respondents acquired knowledge about sex education at their tender age, in school and at home with the mean score of above 3.0.

This agrees with Mueller (2014), who observed that “sex education is needful and necessary for young ones in schools, media and among peers at home” that would make them to be able to communicate, listen and negotiate with others, their ability to make informed decision with respect to sex and sexuality.

This could be that respondents are schooling where they encourage sex education or they learn about sexuality in books or internet.

From the findings in Table 4.3 of chapter four, the majority of respondents agree with all the items with the mean score of above 3.0 as high. This shows that the respondents have positive attitudes towards sex education. And this is in line with Ethiopia (2016), who concluded in his research that students had positive attitudes towards sex education and have the need for starting sex education at school.

This could be that students/adolescents were once taught by their parents at home or in school by their teachers. It may also be that they learn it from the media.

From the data collected in Table 4.4 of chapter four, the respondents agree with majority of the items and also majority disagree with two items with the mean score of below 2.5.

This shows that a student knows some of the benefits of sex education. This agrees with Richard (2015), who stated that there are many benefits of sex education. Mamta (2018) also stated that sex education helps an individual to identify signs and symptoms of sexually transmitted infections (STIs). Also, the respondents disagreed to the statement that said ‘sex education makes adolescent to be disobedient’. Rather, it equips the child with accurate scientific facts with regards to sex structures, the reproductive organs and their function which is in line with (Richard, 2015).

This could be that the students were taught on the benefits of sex education.

Implication of study to the Nursing Profession

The findings of this study imply that the researcher assess the knowledge of students towards sex education. The implication of the findings can be outlined as follows:

- Nurses should continue to emphasize on the need for parents to sex educate their children so as to improve their knowledge and behaviour.
- Also, Nurses should continue to emphasize on sex education in order to reduce maternal mortality and morbidity caused by teenage pregnancy and its complication.
- Nurses should partake in school sex education programmes in order to reduce the occurrence of infertility and sexually transmitted diseases (STDs) caused by promiscuity of adolescents.

IV. SUMMARY

This study was descriptive in nature, it was aimed at assessing sex education and its benefit among secondary school students. A study was conducted in Government Secondary School Tudun Wada, Plateau State. Data were collected from respondents using a questionnaire which the respondents answered using Yes or No, Agree or Disagree. A brief introduction which highlighted the background of the study, statement of problem, aim and objective of the study, research questions, and significance of the study, scope of the study (delimitations) and operational definition of terms were made.

A cross – sectional descriptive research design was used which involved collection of data using structured questionnaires to the sample of 160 respondents of the target population using a stratified simple random sampling technique. The findings were summarized as follows:

Most of the respondents have a good knowledge on sex education, knows some importance of sex education.

V. CONCLUSION

Conclusively, based on the findings of the research work revealed that most of the respondents have good knowledge on sex education with mean score of above (3.1). They have the basic information about sex education with the mean scorer of (3.5) and they know those in better position to give sex education with the mean score of (3.5).

The respondents also have a good knowledge on the benefit of sex education and possible dangers/implications of unhealthy sexual activity such as sexually transmitted infections(STIs) with a mean score of above (3.0)

On the other hand, respondents with mean score of (3.4) shows that researcher that most of the respondents has positive attitudes towards sex education and are interested and ready to be taught.

Recommendations

Based on the research findings, the following recommendations were made:

- Government and other non-governmental organizations (NGOs) should provide funds and avenue for rallies and public campaigns on sex education.
- Sex education should also be incorporated into school curriculum for in-depth knowledge.
- National/international agencies e.g. WHO should initiate more programmes on television and radio to enlighten the adolescents on the dangers of being ignorant of the subject matter.
- Government should train teachers that will teach students sex education in schools.
- Policy should be made by government to anybody that harasses a child/adolescent sexually.
- Religious leaders should challenge parents and teachers on the issue of sex education.

Limitation of the study

The limitations are problems and methodological challenges encountered during my field work. These include getting most of the students willing to participate in the study as they complained of their study to combine it with filing the questionnaire.

Additionally, time was a problem as the researcher has to combine preparation for final semester exams, lectures and at the same time working of project work. Other limitations encountered are:

- Lack of access to the respondents
- Inadequate knowledge of the respondents
- Lack of adequate literatures.

Suggestions for further study

Further studies should be carried out on the assessment of sex education and its benefits among secondary school students. It is strongly suggested to other researchers to conduct same study in other schools so as to help improve the knowledge of adolescents on sex education in other to live positively. Further research may need to focus on the:

- Sample size so that a much accurate result can be generalized.
- Role of Government in ensuring effective sex education in schools.
- Knowledge and attitudes of the adolescent towards sex education.

REFERENCES

- [1] Alan G. (2010). Guttmacher Institute fact in sex education. <https://www.guttmacher.org>. Retrieved on 7/11/2019
- [2] Azen G. (1988-1991). Theory of planned behaviour. www.people.umass.edu/alzen/tpb.htm. Retrieved on 12/11/2019
- [3] Coon W. (2014). Essentials of psychology, exploration and application 5th edition, Saint Pal Wets Publication. Retrieved on 24/11/2019
- [4] Cynthia D. (2017). Understanding abstinence implication for individual programs and policies. Accessed date(12/12/2019)
- [5] Elizabeth A, Margaret E. (2010). Home Management for schools and Colleges. African First Publishers Limited, reprinted edition.
- [6] Ethiop J. (2016). Attitudes of the secondary School Students towards sex education. *Journals of parental and students attitudes towards sex education Vol. 1* www.science.publishing.group.com/ijedu.22.11.2018
- [7] Grunseit, Kippex. Effects of sex education on young people's sexual behaviour [Internet]. WHO/GPA, Geneva.1993:18-20. [Cited 2014 March 02] Available from: URL: http://data.unaids.org/publications/IRC-pub01/jc010impactyoungpeople_en.pdf. Retrieved date (17/11/2019)
- [8] Hashimu H. (2015). Importance of Sex education among secondary School Students. A research project submitted to Bayero University, Kano in Partial fulfillment of the requirement of the Bachelors of Nursing Sciences Degree (unpublished)
- [9] Manta K. (2018). Knowledge and attitude of adolescents towards sex education. <http://www.uab.edu.ng.ug.projects>. Retrieved date(15/12/2019)
- [10] Mueller W. (2014). The impact of sex education among students. www.nova.publishers.com.production. Retrieved date(18/11/2019)
- [11] Nwanna J (2010). Social research work. www.nova.publishers.com.production. Retrieved date (18/11/2019)
- [12] Richard N. (2015). Importance of Sex and HIV Education Programme on Sexual Behaviours of Youths in Developing and Developed Countries. <http://www.fhj.org/en/youth/net/research.edu.htm>. accessed date (13/12/2019)
- [13] Shonde O.O (2016). Attitude of parents/Adolescents towards sex education. www.unaabedu.ng/ug.project. Retrieved date (13/12/2019)
- [14] Spencher B. (2008) Knowledge of Students on Sexuality Education. www.unaabedu.ng/ug.project. Retrieved date (13/12/2019)
- [15] Susan N. (2016) Sexuality Education, our current status and agenda. www.unaabedu.ng/ug.project. Retrieved date (13/12/2019)
- [16] Will, Kirby D. (2014). Benefits of sex education. <http://www.pubrued.contermin.gov/article.render>. Retrieved date (25/11/2019).
- [17] WHO. Adolescents, The critical phase, the challenges and the potential published by WHO [Internet]. Regional office for South-East Asia, New Delhi 1997. [Cited 2014 April 25] Available from: URL: http://www.searo.who.int/entity/child_adolescent/documents/adolescent_critical_phase/en. Retrieved date (26/11/2019)