

Attitudes of Mothers towards the Introduction of Sex Education in Secondary Schools in Abattoir Community Jos South Local Government Area of Plateau State

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Abstract. The study was carried out to find out the Attitudes of Mothers towards the introduction of sex education in secondary schools in Abattoir community, Jos South local government area of Plateau State. The survey research was used for the study. The questionnaires administered and data collected was analyzed according to the four formulated research questions by the researcher. The population of the study was made up of the mothers who volunteered to answer the questionnaires, Abattoir community, Jos South local government area of plateau state. The instrument was given to three experts in research, two of whom are from the department of physical and health education and one tests and measurements department of the faculty of education, university of Jos, whose inputs on the instrument were very helpful. It was pretested using respondents with similar characteristics to those in the area of the main study and a reliability coefficient index of 0.78 was obtained, which was seen as a reliable figure for the instrument to be used for present study. The result of the study shows I am embarrassed when you mention sex education (2.9), my culture forbids teaching sex education (2.9), menstruation starts at puberty with different changes 205 (95.34%), and sex education encourages immorality 108(50.23%). It was concluded that low knowledge and low level of awareness on sex education, cultural beliefs of mothers towards the teaching of sex education in Abattoir community Jos south local government area of plateau state. So it was recommended among others that health educators should give health talks on sex education more frequently, programs on health should be watched, and mothers should get close to their adolescents. Health educators, mothers, both parents should take note of the above findings and utilize it well.

Keywords: Attitudes, Mothers, Sex Education and Abattoir

1. Introduction

The phrase, Sex Education, has being a topic of controversy, whether or not it should be discussed openly or otherwise. This is even worst especially in developing nations where 'Nigeria' is one. However, Terry and Harris (2013) emphasized that sex education, both in Nigeria and other parts of the world, provides a clear picture of the possible polarization of conflict of knowledge and values in education. An attentive following of the discourse on sex education in Nigeria, (and by extension in most parts of the world), both at the academic level and the socio-political sphere, indicates that sex education in itself, is situated within this conflict. This conflict constantly bombards and impacts it. Sex education appears to a child as being commanded simultaneously by both parents expressing dissimilar demands. One shouts "Respect knowledge" and the other cries "Respect values". One shouts follow the tunes of modern knowledge. And the other shouts we shall allow nothing to steal our culture from us. In contrast, we see an entire variety of debates on sex education whose contents and approach are constantly set in between in the conflicts or opposition of facts and cultural beliefs or practices. Consequently, in this opposition, sex education is often the collateral damage.

The continued practice of female Genital mutilation in Nigeria and other African countries is a good example of the gap between knowledge and sex education. The European experts group on sexuality education defined sex education as: an education that aims to develop and strengthen the ability of children and young people to make conscious, satisfying,

healthy and respectful choices regarding relationships, sexuality, emotional and physical health. Sex education does not encourage children and young people to have sex.

Ndidi, O.M. (2012), expressed that sexuality is not only defined by what is known scientifically or medically endorsed. It is also defined by perceptions and attitude towards what known to be safer sex. According to Ndidi having “negative perceptions and attitude toward safer sex” increases the likelihood of engaging in unsafe sex. Furthermore, this finding thwarts arguments that the adoption of safer sex by the young is mainly due to objectively measured economic status. It that shows youths from low socioeconomic background would adopt safer sexual practices, even in poor conditions of life, if their internalized, self-reinforced standards are channeled towards “safer sexual behaviours”.

Oshi, Nakalema and Oshi (2005), conducted a study that shows that sex education in itself can be hindered by cultural values, even when scientific facts align in its defense. According to scholars, teachers do not teach and are not willing to teach sex education because cultural and social norms forbid the open discussion of sex, and sex education particularly with young children. They also indicated that fear of persecution by the parents and guardians of their students, expulsion from their churches, losing their jobs and social ostracism were constraints. However, they admitted that their students could possibly become infected with HIV through sexual intercourse. This means that although teachers recognize the benefits of sex education, at least from scientific viewpoint, they are hindered from giving it to students by cultural constraints. Similar constraints are suffered by parents, even when they recognize the importance of sharing knowledge of safe sex practices and other issues on sexuality with their children. Parents find themselves not culturally prepared to give sex education to them. This condition is aggravated by a kind of cultural conservatism among a significant portion of Nigerians Abattoir, Community Inclusive, that often expresses itself as an antagonistic poise towards any kind of world view or knowledge sharing that appear to oppose tradition and could potentially distort it. An example of such tradition is the culture of silence regarding sexuality. This culture frowns at any discussion of sex in a public place, either between adults or between adults and young ones. It is a culture that prefers sex to be a private matter, rather than to be discussed outside the boundaries of privacy. (Fakeye D.O., 2016). These factors are considered in this work.

Attitude is a psychological construct, a mental and emotional entity that inheres in, or characterizes a person. Richard (2006), he explained that they are complex and an acquired state through experiences. In line with these, Attitude could be seen as evaluation of entities, including behavior, that results in perceptions of favor or disfavor which are either positive or negative, and could be likened to a person’s general feelings about an issue. In this case, sex education in terms of positive attitudes, sex education would help students to develop positive attitude towards sex when their queries are satisfied honestly and scientifically. Adolescents and youths that are exposed to adequate sex education learn how to be conscious of the opposite sex in a right way, they learn to be sexually disciplined, they know “dos” and “dons” of sex and abstain.

Youths and adolescents that are taught sex education by their mothers, or both parents know about their puberty stage, relationships and the risks and diseases associated with sex. On the other hand, there are also negative attitudes towards sex education teaching. In today’s world children are every intelligent, alert, curious and conscious of secrets, when secrets are concealed from them they may take some wrong approaches and develop undesirable habits. School teachers are so much traditional and orthodox and do not teach sex education which makes the students satisfy their instincts from servants, friends and television programmes. It makes students have poor knowledge about their sexual development on the attitude of who is responsible for guiding them on sexuality matters especially the mothers.

Discussing about mothers in relation to sexuality education, Mukoro (2017) posited that some mothers feel that sexual education is unnecessary for adolescent girls. They believe that their daughters will learn about sex education when they get married, they also stated that sex education encourages their children to be rude. Example of such mothers is a 44-year old mother who said, I do not want my daughter to know about sex till she gets married because she will be rude. Most of the mothers agreed that sex education should only be taught by mothers at home because children listen to their parents. Some believe that only health educators and health care workers are in the best position to educate the children on these issues. Example of such mothers is a 33-year old mother who said I do not want my daughter to get the wrong information, so it is better if the councilor says. Shame and embarrassment a 40-year old mother said I am ashamed to tell my daughter something about sex issues because am

uncomfortable with her age, she is just 13 years of age.

Also for fear of increasing temptation, I believe that when my adolescent girls know about sex education, they will be tempted. They may be do anything wrong out of family sight. Another said this generation is different and need to know everything about sex so as not to be misled. A 37 year old mother said I tell my girls everything they need to know because I was also taught by my mother the relationship of boys and girls are different so they can easily be deceived if they are ignorant, receive emotional trauma or even get pregnant. These variables are considered in this work as literatures seem to suggest that most girls agree that their mothers must be the first person to provide information on sex education and puberty.

African youths experience sex at an earlier age than their parents did, so it is expected that then school will provide the necessary guidance through wholesome educational programmes to ensure the survival of its future generation of leaders. Teaching of sex education helps prevent avoidable death from illegal abortion by pregnant teenagers and dangerous sexually transmitted diseases in Nigeria. It also ensures a better understanding of the influence of society on everyday interaction and helps them, give ability for self-control. However, most Nigerians because of cultural bias do not speak openly about sex even between married couples. Cultural limitations prevent parents from engaging in sincere discussion about sexuality and sex with young people. Lack of adequate information on sexuality was also pointed out, teenagers want to talk with their parents about sex but believe they must not ask the right questions which they consider important but may not be.

Furthermore, stressing the importance of appropriate information through sexuality education, Olayinka, (1981), in his work titled *Sex Education and Marital Guidance* pointed out that the moral decadence which adults complain of young youths was due to that fact that those youths were not given the facts they deserved to know about sexuality education and this has led to moral degradation. Youths need right persons and body of knowledge to guide them on sex education. He also insists that this will ensure proper behaviours and better use of their sexual urges for the purposes and with the right persons. Inadequate or poor knowledge of ones sexuality can evoke a chain of negative outcomes that could stifle and permanently jeopardize an individual's well being and therefore useful contributions to the development of society. This is because inadequate information

about appropriate sexual behaviours can lead to at-risk sexual behaviours which have grave consequences that can impact negatively on our socio-economic life. It can ruin a whole generation and render the country stagnant for a long time. Therefore to hold onto the belief that sex education encourages promiscuity is bad and not helpful some of the consequences of poor sexuality education pointed out by Achalu (2002) are: Teenage pregnancies, teenage deaths through abortions, abandoned babies, high rate of school dropouts and sexually transmitted diseases such as HIV/AIDS, Syphilis etc. Social problems like in our communities, the so called Area boys are mostly by products of unplanned pregnancies and children of poor people overwhelmed by large number of children they cannot cope with children teenagers who cannot cope with child bearing because they are ill equipped and it constitute a large portion of these social miscreants. In Nigeria, many youths an adolescents who did not get proper sex education have broken homes in future, they suffer a great deal of emotional stress caused by variety of reasons, ignorance of sex education is very bad and life threatening. Therefore, the question to be answered is what are the attitudes of mothers towards sexuality education in Abattoir community, Jos South, Plateau State?

2. Research Questions

To guide the study, the following research questions were stated:

- What are the attitudes of mothers towards teaching of sex education in Abattoir community, Jos South Plateau State?
- What are the cultural beliefs of mothers towards teaching of sex education in Abattoir community, Jos South Plateau State?
- What is the level of knowledge of mothers on sex education in Abattoir community, Jos South Plateau State?
- What are the problems associated with the teaching of sex education as presumed by mothers in Abattoir community, Jos South Plateau State?

3. Methods

The survey research design was used for the study. According to Trochim (2006) survey research is one of the most important researches of measurement. To him, the broad areas of survey researches compass any measurement procedures that involve asking

questions from respondents. According to Kerlinger, (2001), a survey gathers data at a particular point in time with the intention of describing the nature of existing conditions. It was then considered appropriate for the present study. Population refers to the whole group of things or total number of people or things the researcher is interested in studying and about that which he/she intends to obtain certain information and draw conclusion the population of this study is made up of all mothers that have female children of school age, in Abattoir community. Only mothers who volunteered to answer and participate were used.

Sample is a portion selected from the population to be studied and generalized to the whole population. Therefore, for this research work, sample of the population is two hundred and fifteen (215) questionnaires were administered. For the purpose of this research work, the instrument used for data collection is structured questionnaire developed by the researcher after a careful review of relevant literature on the topic. The questionnaire was defined by the researcher to collect information from the volunteers. There will be four (4) sections of the questionnaire; section 1 was to obtain information on the attitudes of mothers towards sex education, 2: sought information on cultural beliefs of mothers towards teaching sex education, 3: obtained information on the level of knowledge of mothers on sex education, and the level of knowledge of mothers on sex education, and section 4: sought information on problems associated with sex education as presumed by mothers. The research used YES or No for section 3 and 4 and also: Strongly Agree, (SA), Agree (A), Undecided (UD), Disagree (DA) and Strongly Disagree (SDA). The questionnaire was designed by the researcher after an intensive literature review on the topic. The items on the

questionnaire were structured to provide the answer to the research questions formulated.

A research instrument is said to be valid when it measures truly and accurately what it tends to measure. In validating the research instruments, the issue of validity and reliability of the instrument are imperative. Validity is the most vital characteristics of any research instrument to be valid; it must be relevant and reliable. The reliability of research instrument therefore needs to be established to further strengthen their validity. To further ensure the content validity of the instrument, the researcher subjected it to judgment from an expert so as to obtain the adequacy and comprehensiveness of the items as well as the clarity of expressions used. Based on the expert's advice, some items were modified, some were retained and others deleted. Reliability estimate are to evaluate the stability of measures administered at different times to the same individual using the same standard (test retest reliability).

The researcher used questionnaire as the major instrument for data collection, the researcher visited abattoir community, Jos South, Plateau state and the questionnaires were administered to mothers alongside the letter of introduction. The sampled volunteers are then required to respond to those statements in the questionnaires. The researcher administered the questionnaires personally, and for the purpose of ensuring hundred percent return of the questionnaire, the completed questionnaires were collected on the spot. Simple percentage method of data analysis was employed to analyze the data. The choice of simple percentage method of data analysis is appropriate because of clarity in the presentation of information thus facilitating the reader's understanding.

4. Results

Table 1: Attitude of Mothers towards Sex Education

S.N	ITEMS	X	VERDICT
1	I am embarrassed when you mention sex	2.9	Positive
2	I don't feel comfortable when sex is mentioned	2.8	Positive
3	I like my relatives teaching sex education	2.9	Positive
4	I fear teaching sex education	2.8	Positive
5	I don't like communicating sex education to girls	2.9	Positive
6	I feel talking to my females about sex education encourage sex	3.0	Negative
7	I dislike teachers teaching sex education	2.9	Positive
8	I feel fathers don't have the right to teach sex education	2.9	Positive
9	I ignore questions raised on sex education by females	2.8	Positive
10	I feel sex education should be taught to only females	2.8	Positive

The result in table 1 shows that I am embarrassed when you mention sex (2.9), I don't feel comfortable when sex is mentioned (2.8), I like my relatives teaching sex education (2.9), I dislike teachers teaching sex education (2.9), I ignore questions raised on sex education by females (2.8), and I feel sex education should be taught to only females (2.8). However, the table also reviewed that I feel talking to my females about sex education encourage sex (3.0). these are the Attitudes of mothers towards the teaching of sex education.

Table 2: Cultural Beliefs of Mothers Towards the Teaching of Sex Education.

S.N	ITEMS	X	VERDICT
1	My culture forbids teaching sex education	2.9	Positive
2	Adolescents should live in their parents house till after marriage	2.8	Positive
3	Sex education is a grave offense in my culture	2.9	Positive
4	Sex education causes disbelief in God	2.8	Positive
5	Sex education is a taboo to adolescents	2.8	Positive
6	Adolescents taught sex education before marriage will be spoilt	2.8	Positive

The result in table 2 shows that My culture forbids teaching sex education (2.9), Adolescents should live in their parents house till after marriage (2.8), Sex education causes disbelief in God (2.8), Sex education is a taboo to adolescents (2.8), and Adolescents taught sex education before marriage will be spoilt (2.8). these are the cultural beliefs of mothers towards the teaching of sex education.

Table 3: Level of Knowledge of Mothers on Sex Education

Below 46% low level of knowledge:
 40-45 Low level knowledge = (LLK)
 46-50 Average Knowledge = (AK)
 41-55 Above average Knowledge = (AAK)
 56-60 good level Knowledge = (GLK)
 61-69 Very good level Knowledge = (VGK)
 70 and above excellent Knowledge = (EXC)

Table 3: Level of Knowledge of Mothers on Sex Education

S/N	ITEMS	f	%	f	%	Level of Knowledge
1	Girls are restless at puberty	145	67.44	70	32.55	VGK
2	Girls are very shy at puberty	110	51.16	105	48.83	AAK
3	Menstruation starts at puberty with different changes	205	95.34	10	4.65	EXC
4	Adolescents become scared and timid during puberty	110	51.16	105	48.83	AAK
5	Adolescent girls seek Advice on puberty from mothers	130	60.46	85	39.53	GK
6	Girls get very close to the opposite sex during puberty	140	65.11	70	32.55	VGK
7	Adolescents become very aware of their bodies during puberty	172	80.00	40	18.60	EXC

Table 3 indicate that the respondents have excellent knowledge on menstruation starts at puberty with different changes 205 (95.34%), Adolescents become very aware of their bodies during puberty 172 (80.0%), again the table indicates that the respondents have very good knowledge on girls are restless at puberty 145(67.34%), Girls get very close to the opposite sex during puberty 140 (65.11%). Furthermore, some respondents have good knowledge on Adolescent girls seek Advice on puberty from mothers 130 (60.46%). In addition the table also indicates that respondents have above average knowledge on Girls are very shy at puberty 110 (51.16%), and Adolescents become scared and timid during puberty 110 (51.16%). These are the level of knowledge of mothers on sex education.

Table 4: Problems Associated with Teaching Sex Education as Presumed by Mothers.

S/N	ITEMS	f	%	f	%
1	Sex education causes masturbation	87	40.46	125	58.13
2	Sex education ruins adolescents lives	95	44.18	120	55.81
3	Sex education encourage immorality	108	50.23	105	48.83
4	Sex education increases rate of pornography	77	35.81	138	64.18
5	Sex education increases sexual desires	120	55.81	95	44.18
6	Promiscuity occurs when you teach sex education	90	41.86	125	58.13
7	Adolescents becomes rude when they know about sex education	70	32.55	145	67.44
8	Sex education causes lack of respect	50	23.25	160	74.41
9	Teaching sex education increases teenage pregnancies	67	31.16	145	67.44
10	Sex education exposes adolescents to dangers.	77	35.81	135	62.79

The result in table 4 indicates that sex education causes lack of respect 166 (74.41%), Teaching sex education increases teenage pregnancies 145 (67.44%), Adolescents becomes rude when they know about sex education 145 (67.44%), Sex education increases rate of pornography 138 (64.18%), Sex education exposes adolescents to dangers 135 (62.79%), Sex education causes masturbation 125 (58.13%), Promiscuity occurs when you teach sex education 125 (58.13%), Sex education ruins adolescents lives 120 (55.81%). However, some respondents disagree that Sex education encourage immorality 108 (50.25%) and Sex education increases sexual desires 120 (55.81%). These are the problems associated with teaching of sex education as presumed by mothers.

5. Discussion

The result in table 1 reports that I am embarrassed when you mention sex (2.9), I don't feel comfortable when sex is mentioned (2.8), and I don't like communicating sex education to girls (2.9). the result were unexpected because modern ways of life has enlighten mothers. Therefore, it was not surprising that Shams (2017), poised that most of the mothers are ignorant of sex education advantages and its teaching, most mothers agreed that sex education should be provided when the children are at marriageable age. A 44 years old mother said, I don't talk to my daughter because am shy and feel embarrassed. I hope she will be trained on these things. Some of them had the problem of shyness when talking to their daughters of sex. A mother said, my own mother did not teach me sex education so I don't know how to also teach my daughter. Most mothers had problem teaching and educating their adolescents, a 40 year old mother said, my daughter does not even mention sex to me because she knows that I am embarrassed at the mention of sex, she also does not feel comfortable with asking me and the little I know am shy to talk about, I only told my daughter that if someone wants to touch her she

should object, and I taught her about menstruation, personal hygiene and abstinence.

Discussing on communication of sex education to girls, Furahami (2008), expressed that, a mother said I find it difficult to talk to my girl about sex because she does not like the subject and each time I try to educate her on the little I know, she gets scared and when we are watching a movie that shoes sexual activities I ask her to sit close to me, but she is always covering her face, or goes to the room, sometimes I call her back to watch, I feel it is a means of communicating sex education to her. In line with this, Fenwick, (2010), poised that another mother said I discuss on issues like HIV/AIDs and puberty with my children, when we are watching a T.V program on any sexual activity I ask them to tell me what they learnt and I tell them it is good to know but I cannot go further, because I also do not like the subject. Another mother, a teacher said I prefer asking my females friends to educate my daughter on sexuality issues.

The result in table 2 reports that My culture forbids teaching sex education (2.9), and Adolescents taught sex education before marriage will be spoilt (2.8), the results were unexpected because cultural beliefs are no more relevant in the teaching of sex education due to modern ways of life and technology advancement. It was not surprising that Igbano (2001), stated that mothers see sex education as a sin, in regards to their cultural beliefs, they see sex education as a type of education which could not be generally acceptable in a heterogeneous society like Nigeria. Carvalho (2003) also stated that even in schools, the teachers complain of mothers warning and threat about teaching their children sex education due to the cultural beliefs that it is bad for the to know. Some females in secondary schools do not want to hear about sex education because of the fear their mothers has put in them due to cultural beliefs. Discussing on sex education being a taboo to adolescents, Igbano, (2001), poised that some mothers believe that sex education is a dirty thing to talk about with

adolescents, because they feel it is a taboo to talk of sex to adolescents. They tell them fables, some go to the extent of telling them that any girl who sits close to a boy during menstruation they will get pregnant. When watching T.V, some mothers send their girls away to prevent them from watching when sexual activity is being showed.

Samuels (2016), studied on adolescents taught sex education before marriage will be spoilt showed that mothers in Nigeria, especially in the Northern part of Nigeria believed in engaging their adolescent girls in the act of female genital mutilation to stop them from having any sexual urge. Some of them also believe in not sending girls to school as the school will educate them on sex education and make them corrupt and spoilt. In addition, Bolin and Whelehan (2009), poised that some mothers believed that adolescent girls taught sex education before marriage will become prostitutes and miscreants to their society, also they will be too informed and know how to engage in family planning after marriage which is considered very bad. For the males, they believe it will make them have just one wife which considered wrong because Bauchi State which is mainly dominated by Muslims, their Qur'an permits marriage of two or more wives. They also believe they cannot practice what they know nothing about, so its better not taught.

The result in table 3 shows that the respondents have excellent knowledge on menstruation starts at puberty with different changes 205 (95.34%), Adolescent girls seek Advice on puberty from mothers 130 (60.46%) and girls are very shy at puberty 110 (51.16%), the results were expected because most mothers know only about menstruation in sex education and they observe the shyness in their adolescents girls during puberty and know nothing else, so it was not surprising that Kotchick (2001), state that, in recent studies 73 mothers were asked to define in their own words seven terms related to sexual development, ejaculation, hormones, menstruation, ovulation, puberty development terms and the effects of age and sexual experiences were examined. Unfortunately, result shows that most mothers were not able to adequately define the sexual development terms, the majority of them knew only about menstruation and nothing else.

Discussing on the Adolescents girls seek advice on puberty from mothers. Jonathan (2008), expressed that mothers do not even give the adolescents girls the chance to seek advice from them, some are too harsh on the subject, some ignore questions raised no sex education by their girls. A mother said, I do not

want to give any advice on sex to girl because I do not want her to know too much, it can expose her to advance knowledge meant for adults and I want her to keep her virginity till an older age, some say am scared to give sex advice to my girls when they ask, I think it will increase their sexual urge and cause promiscuity most times they always ask me but I don't tell them, sometimes I indirectly ignore their questions. Studies also show that this is what **MAKES MOST** adolescent girls not even seek any advice because their mothers do not provide that free atmosphere, they prefer asking friends of finding out themselves. Studies on girls are shy at puberty as stated by Kumi (2007), mothers believe that adolescents girls are gullible and easy to prey upon, so you don't have to expose everything to them, they are shy about the changes they experience during puberty, I even tease my girl sometimes a 44 year old mother once said, if told everything, they can fall into the traps of the opposite sex. In addition, Owusu (2012), explained that some mothers also believe that adolescent girls brought up with strict discipline and fear should be naturally shy to ask very sensitive questions on adolescent sexuality issues.

The result in table 4 indicates that Adolescents becomes rude when they know about sex education 145 (67.44%) the result for adolescents becomes rude was expected because modern education shows that adolescents do not become rude when taught about sex education. Braun and Darke (2006) poised that 40 year old mother said I have two girls and I teach them about sex education and this does not make them rude at all or even disrespectful. I have never noticed any sign of disrespect in them after teaching them on sex education. However, discussing on sex education increases sexual desires 120 (55.81%), some respondents disagree that sex education increases sexual desires, these results was unexpected due to the fact that modern teachings in schools, on T.V tells that sex education helps to teach the youths and adolescents to have control over their sexual urge, improves knowledge, gives awareness and even sexual protection to adolescents, so it was not shocking that Nozari (2006) expressed that the tug-of-war over sex education are the problems mothers believe is associated with teaching of sex education which increases their adolescents sexual urge, and expose them to pre-marital sex at an early age. In the U.S, some mother believe that teaching youths and adolescents about sex education will increase their urge for sex and when they know too much they can even abort a pregnancy without the knowledge of anyone and this can lead to future complications. Discussing on sex education encourages immorality, Duro Jaiye (2003), explained that there is no

significant differences between the literate and illiterate mothers in their beliefs on sex encouraging immorality, some mothers prevent their girls from going to school believing that they will know too much, and they will practice what they know, with the opposite sex. On the contrary, Rodriguez, (2001), Omoegun, (2008) and Ogunjimi (2009), opined that sexual immorality in Nigeria as a result of technological development. They faulted the media which showcases all forms of sexuality for adolescents viewing without proper parental guidance.

6. Conclusion

Mothers have positive attitudes and beliefs towards the teaching of sex education in the community. However, they were not comfortable the fact that sex education increases sexual desires as well as leading to immorality among girls.

7. Recommendations

Factors such as I am embarrassed when you mention sex and I feel talking to my females about sex education encourage sex. Health educators, teachers and mothers should learn more about sex education and the usefulness of its teaching. Mothers, adolescents and even the both parents should go for health seminars, organized by health educators, watch educative programs on sex education to enlighten them.

Factors like my culture forbids teaching of sex education and Adolescents taught sex education before marriage will be spoilt, Mothers should take note of our 21st century and know that cultural beliefs on sex education is a by-gone practice, technology has changed things, modern days have come, cultural beliefs about sex no longer exist, and they should also notice that it is those adolescents that were not taught about sex education before marriage that became spoilt and some got unwanted pregnancies and they should put their observations into practice.

Factors on the problems associated with teaching of sex education as presumed by mothers were sex education increases sexual desires and sex education encourages immorality. Schools should make the teaching of sex education compulsory for all students, seminars and health talks on sex education should be organized and invite parents to learn, health experts should be called to give the details on sex education. This will enlighten the mothers of these Adolescent girls.

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