



THE IMPACT OF BIBLICALLY-ORIENTED SEX EDUCATION ON SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE: A GENDER-BASED ANALYSIS

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ABSTRACT: *This study investigates the impact of biblically-oriented sex education on secondary school students' academic performance, focusing on gender-based differences. The research contributes to the debate on integrating religious beliefs into sex education programs and investigates if there are disparities between male and female students. A mixed-methods research design is used, with a sample of secondary school students assessed through test scores, GPA, and attendance records. Surveys and interviews are conducted to gather students' perceptions, attitudes, and experiences about the sex education approaches. The study suggests that biblically-oriented sex education significantly impacts students' academic performance, with varying effects among male and female students. Female students benefit more academically from this approach, as it aligns with their religious beliefs and values, potentially reducing stress and anxiety associated with conflicting worldviews. Male students respond subtly, some exhibiting increased academic performance and others seeing no change. The study also highlights the role of cultural and familial factors in shaping students' perceptions of biblically-oriented sex education. It emphasises the need for an approach that acknowledges the diversity of student backgrounds and beliefs. The research provides valuable insights into the potential benefits and limitations of biblically-oriented sex education, contributing to the ongoing dialogue on religion's role in education.*

KEYWORDS: Biblically-Oriented, Sex Education, Secondary School Students, Academic Performance, Gender-Based



INTRODUCTION

Sex is a controversial issue people avoid talking about because they feel it is terrible. For some, it is a taboo and loose language among Christians and non-Christians. However, it has been observed that the lack of proper sex education has destroyed many. Teenagers, who are the leaders of tomorrow, are snatched by the cold hands of death through careless living on drugs, smoking, drinking, cultism, sex, abortion and so on. Also, due to the lack of proper sex education, teenagers depend much on contraceptives that destroy their tender wombs. This leads, most times, to the inability to have children, and some die through abortion or unwanted pregnancy.

The rapid increase in the drop-out rate of female students in secondary schools who become pregnant after being lured into sexual acts due to ignorance and lack of sex education has resulted in joblessness, stealing and single parenting, all constituting problems for themselves, their families, and the society at large. According to Ogunrombi (2004), the situation becomes a vicious circle. That is to say, the person goes round and round the circle aimlessly without achieving any purpose in life as an unwanted child grows up in vice and becomes a parent of another unplanned child. Because teenagers still exhibit highly immoral and reckless living despite the religious studies in schools and considering that people are holding misleading conceptions about sex education, it calls for a serious consideration for the inclusion of sex education into the curriculum of secondary schools. Failure to do this may harm teenagers and society since they will eventually occupy leadership positions. The problem of this study is, therefore, will a sex education curriculum that is biblically oriented significantly improve the knowledge and understanding of teenagers on sex education?

Another motivating factor of this study emanated from the writings of Howell (1966), Hettlinger (1966), and Olayinka (1987), as well as others, who agree that many still carry a misleading conception of sex education. Furthermore, it encourages the teaching of sex education at home, schools, churches and public places. This urges the writer to join the ongoing discussion of considering the inclusion of sex education curriculum in secondary school subjects. This is why the writer proposes designing a curriculum on sex education that is biblically oriented for teenagers in secondary school and to evaluate students' level of achievement on the curriculum in meeting their spiritual and moral needs. The achievement is measured by students' knowledge, understanding and application. This study was also intended to compare the levels of achievement of boys and girls, which will positively affect teenagers. Mere moralising sex education without a spiritual background will hardly be enduring. It is, therefore, hoped that a biblically rooted sex education will vigorously promote teenagers' social values and prepare them for present and future leadership roles.



EXISTING LITERATURE

Curriculum concerns all segments of the society where the inhabitants hold education in high esteem for social reforms, national reconstruction and development. The curriculum is a subject that touches upon all forms and aspects of education programmes (Adelodun, 1998). The curriculum is not a record of what has happened but a plan for what will happen. It is concerned with what pupils will do in the learning situation. It deals with the learning outcomes intended to be achieved through the experiences or opportunities the learner is expected to be exposed to. These experiences may not be restricted to the putting across of subject matter but can include opportunities to achieve objectives in the cognitive, affective and psychomotor domains. Ukeje (1992), therefore, sees curriculum as “all the learning experience or opportunities designed for the learner under the auspices of the school” (p. 336).

It should be noted that needs are not static, so curriculum is not static. Therefore, a curriculum deemed adequate for a society at a particular time may fail when the values and needs of the society change. According to Ukeje, “the need for curriculum changes arises because of the relationship between the school system and the larger normative social system” (1992, p. 339). The school is a social system, a sub-system that affects each other. The school can affect society by being an agent of social change, initiating changes dictated by research findings or needs discerned by society. One such need discerned by the writer is the inclusion of sex education in the curriculum of secondary schools, which will provide uniform learning experiences designed for the learner under the auspices of the school.

Elements of the Curriculum Process

It is already established that curriculum is not static because the conditions of things in the world are never static. Therefore, The curriculum is dynamic and must be responsive to changing social conditions. Furthermore, according to Nicholls (1974), curriculum development is a cyclical process which is bound to bring about changes through feedback, and then the process begins again.

The concept of curriculum development implies that it is not an activity undertaken once in a school and then finished. The circle keeps rotating, and positive changes are made. The situation analysis has to do with an analysis of all the factors which make up the total situation, followed by the use of knowledge and insights derived from this analysis in curriculum planning. The teacher is one of the main elements in the total situation, who acts as a facilitator of learning, a person above average in general academic ability with interests, ideas, abilities and experience that can be used for the benefit of his pupils. The pupils are the primary factor with which teachers are concerned. The teacher must note that no two pupils are identical, providing them with an education that caters to these differences. The environment, the school building and the climate are also considered to make the total planning successful.



SEX EDUCATION

According to McCarry (1973), sex education should be planned according to topics relevant to young adolescents' daily activities, from reproduction to venereal diseases. This is because the steadily growing incidence of venereal diseases is often quoted as indicative of increased promiscuity. Therefore, sex education should not be seen as a subject taught in isolation by a school physician, nurse or guidance counsellor. It should be treated as an interdisciplinary aspect of education for young adolescents (Olowolayemo, 1987).

Although "sex has been bartered, adulterated, commercialised, corrupted and desecrated" (Ndekhedehe, 1968, p. 15), all hope is not lost as knowing the purpose of sex education can go a long way for people to see the need for including it in the school curriculum to educate adolescents better and help them make right decisions when faced with challenges. Sex education in the United States is recognised in public and private schools, including the US Office of Education. The Sex Information and Education Council of the United States (SIECUS) and the American Association of Sex Educators and Counsellors established national organisations to lead sex education and information. Their objectives include providing individuals with knowledge about their physical, mental, and emotional maturational functions related to sex, eliminating fears and anxieties about sexual development, developing objective attitudes towards sex, and providing insight into relationships with both sexes. They also emphasise the importance of ethical and moral values in decision-making, sexual abuse, and promoting a society free from evils like prostitution, illegitimacy, and irrational sex-related fears. The goal is to promote effective and creative use of sexuality in various roles, including spouse, parent, community member, and citizen (Mc Carry, 1973).

Therefore, the purpose of sex education is to identify and provide direction and control for the powerful personal and social forces of sexuality in the Nigerian educational system, mainly during the adolescent period. Sex education should also be seen as helping adolescents grow into adulthood without getting into much trouble. According to Semmens and Krantz (1990), students with the least amount of information about sex and themselves as sexual human beings were more apt to become involved in problems related to sexuality. It should then be realised that to successfully teach the young adolescent human sexuality, its functions and characteristics; the approach must be openly and thoroughly discussed in the classroom, particularly from the early adolescent age when children attain the age of puberty. This will help them in the later adolescent age when they are sexually mature to understand better the implications of various roles of sex activities in the life of human beings. This approach will allow young adolescents to feel safe and free to express their wonder, pride, and concern about sexuality. This exposure should be made available to young adolescents for educational benefit.

THE SCOPE OF SEX EDUCATION

It should be recognised that sex interests and relationships begin as early as preschool age when the child wants to associate himself or herself through play with the opposite sex. This relationship continues to grow as the children naturally develop physically and socially until their early adolescence when they begin recognising their sex drives. To ensure that the children through adolescence receive adequate sex education, the home, through the parents, should provide all essential information to equip them. This should continue in the school for adolescents to be better informed.



Makinde (1990) pointed out that the scope of sex education should not be limited to its social values alone. However, it should embrace human sexuality as it applies to the individual's total adjustment, family, and society. He said that to educate adolescents better, sex education should, therefore, be broadly structured and multi-disciplined in outlook, and the school curriculum should embrace the biological, psychological and social factors that may affect the personality and interpersonal relationships of both boys and girls.

ATTITUDE OF PEOPLE TOWARDS SEX EDUCATION

Attitude concerns one's feelings about a thing or a person. According to Kinkendall (1950), this is important because they determine actions and behaviour. Sargent (1947) also stated that "a person's attitude determines in large measures how he behaves, and this may either be favourable or unfavourable; positive or negative" (p. 282). Traditionally, people ignore or try to avoid discussing sex and other related issues in public, especially among both sexes. According to Pouse (1992), they are considered both sensitive and personal.

This attitude has created a barrier to introducing sex education into schools. In a study of the attitude of parents and students towards the introduction of sex education in the secondary school curriculum, Umoh (1988) found out that most parents and guardians in most parts of the world and indeed in Nigeria, often react negatively and sometimes violently to the idea of introducing sex education in the secondary school curriculum. The adverse reactions by parents cut across cultures, tribes, and races. Umoh found that parents and guardians in Britain, the USA and other Western nations have gone on record for reacting violently to the introduction of sex education into secondary schools in the early 1970s.

He found that recent studies in the late 1970s in Nigeria have pointed to the same nervous and adverse reaction by parents to teaching sex education to Nigerian adolescents. Their adverse reactions are often based on the assumption that sex education is sinful and corrupts the mind; it will create morbid curiosity in the minds of adolescents. It may cause them to engage in an orgy of reckless experimentation, leading to sexual promiscuity and a general moral decay among the youths.

Negative attitudes have made parents shy away from their children's questions. Some parents who share sex education with their children either attach it with frightening stories or use the wrong names for the sensitive parts of the body instead of telling them the truth. However, if adolescents must be helped, people must develop a desirable attitude towards sex. Instead of considering sex as just having intercourse, it should be seen as fulfilling emotional, mental, and social parts of life and living that cannot be disregarded.

Sex should be treated more as a subject in which one can and should take an open, straightforward, and wholesome interest rather than thinking of it as an embarrassing topic of conversation. People must face the realities of the changing sex behaviour among teenagers who are strongly influenced by their desire to conform to the behaviour of the teenage world. They desire to explore things for themselves and face the consequences. Today, it could be said that many teenagers have lost their prestige, careers, and lives because of sex.

Oladele (n.d) told a sad story in his book about a girl whose father was dead, and her mother struggled to see her daughter educated. The mother worked as a washerwoman to raise money for education. At last, the daughter graduated and went to the city to work. Unfortunately, due to a lack of sex education, she became pregnant and, in an attempt to abort it, lost her life. This



and many other experiences should cause a positive attitude towards sex, which promotes experiences that are non-concise, non-exploitative, risk-free and mutually pleasurable (Ponell, 2001).

According to Kirkendall (1950), an attitude promoting such experiences must first build a scientific vocabulary by using the correct terms and being frank about it when discussed. Secondly, people should avoid cheap sex talk or telling dirty or obscene jokes to not corrupt the minds and listeners. Third, people must recognise that how a person thinks about sex behaviour significantly affects his adjustments because attitudes and values often influence behaviour. Furthermore, what people believe directs what they do. Therefore, the need to be thoroughly informed through reading good books, pamphlets, newspapers, magazines, etc., is essential to be better informed and inform others.

Although some people feel that sex is evil in its literal meaning, some feel it cannot be avoided if the mishap must be corrected. Moreover, today, sex is much more discussed as a regular part of human life. There are promotions by individuals, organisations, private and government parastatals etc, through seminars, jingles like “Zip Up”, dramas/media presentations, such as the Nigerian Super Story. The church, too, is not left out as some pastors are taking bold steps to preach sexual issues on the pulpit, teach and promote it. Some parents now see the need to open up and have a good rapport with their children in teaching what society expects from them, how to relate with others, especially the opposite sex, and the importance of purity.

Some teachers are promoting sex education in their classes even though it has not been formalised in the school curriculum; according to one Mrs Oke in an interview, “The Nigerian government is trying to teach sex education through the life planning programme. They are organising, training teachers who will teach sex education in secondary schools” (February 18, 2023). This is an opportunity for teenagers to understand the implications of sex, ask helpful and sincere questions and be better informed to face the future. It is interesting to note that despite the increase in immorality, some teenagers are still proud to keep their virginity, as stated in the Nigerian Newspaper Sunday Tribune of November 17, 2002. A student proudly said, “My virginity is the only valuable gift I could give to my husband on my wedding night...it is my determination, and I still insist on it” (p. 25).

THE METHODS OF DISSEMINATING SEX EDUCATION

Sex education can be spread through various agents, including the home, school, church, and government/society. The home is the first institution where sex education should be spread, as it is the first place of contact with the child. Parents are responsible for teaching and training their children as commanded by God in Proverbs 22:6. However, parents’ feelings about sex are more important than the facts imparted. The best sex education for a child is the example of two parents who find real enjoyment in each other and satisfy their emotional needs in their partner. Parents should teach sex education based on their lifestyle, providing teens with correct and co-education/information about body parts. They should also take the initiative to talk about sex more than just once in a while and create a model of healthy sexuality.

Sex education in secondary schools can boost the dissemination of information on sexual issues, helping students become more responsible and informed adults. This information is loaded with valuable information on reproductive systems, reproductive health, marriage issues, family life, family planning devices, sexually transmitted diseases, and other matters



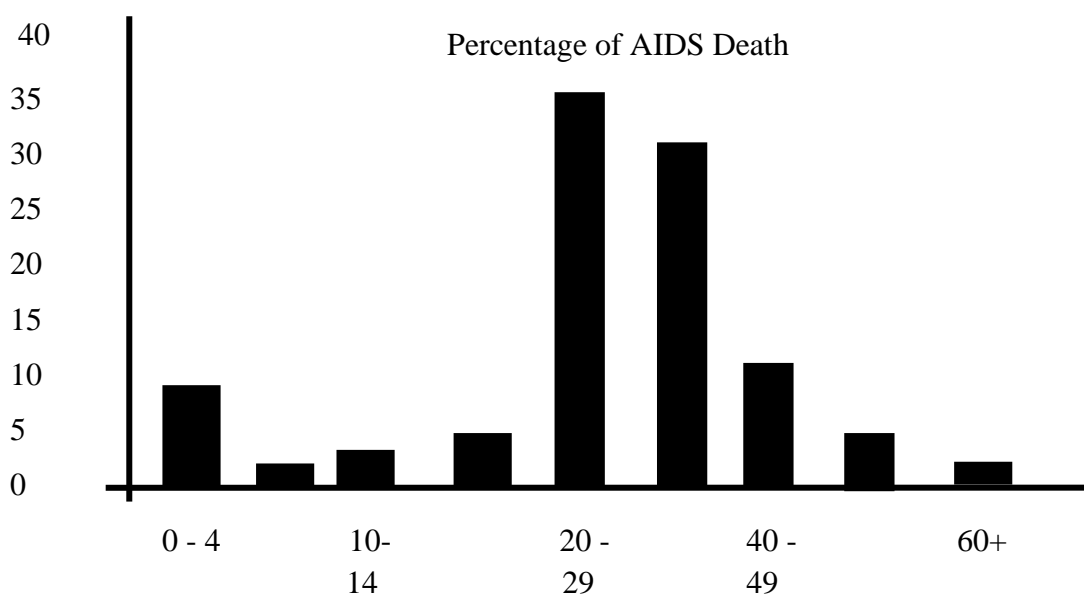
relating to human sexuality. Schools are an agent of education available and accessible to the public, giving many children valuable information that can make them responsible adults and parents later in life. The church is crucial in providing sex education to its congregation members. They can constantly educate their members by inviting experts to give talks, seminars, and workshops with adequate scriptural backing. This will change people's attitudes in a positive direction. Government and society can sponsor seminars, workshops, radio and television discussion programmes, jingles, and advertisements in print media like newspapers and magazines. By doing so, sex education can help combat ignorance and promote responsible adulthood.

CONSEQUENCES OF LACK OF SEX EDUCATION

The changing environment and changing ideas about sex matters have led to the need for sex education in secondary school curriculums. This lack of education has increased drop-out rates, unsafe abortions, and psychological problems for some girls. Additionally, some youths have been forced into unprepared marriages and face threats of divorce. The lack of sex education also leads to truancy and delinquent behaviours such as smoking, drinking, and stealing. Some youths are also affected by sexually transmitted diseases (STDs) such as Syphilis, Gonorrhoea, and Acquired Immune Deficiency Syndrome. In Nigeria, 1 out of every 10 young people in the 20-24 years age group has the AIDS virus, and almost 6 out of every 100 of the adult population is already carrying the virus. Nigeria has the highest number of HIV/AIDS carrier patients, with 2,700,000 out of the total population of 108,945,000. The adult rate is 6.06%, and the estimated number of deaths from AIDS in 1999 is 250,000. The number of living children under 15 who lost their parents to AIDS is 971,472. In March 2002, the Nigerian Ministry of Health estimated that 3.47 million people are HIV+. The lack of sex education in Nigeria has serious consequences, including increased drop-out rates, unsafe abortions, psychological problems, and an increasing number of HIV+ individuals.

Deaths from AIDS in Nigeria

Age Distribution and Window of Hope



Age Ranges For Deaths Between 5- 19 Years (2002, p. 19)



This chart shows that there is still hope for ages 5 to 19, and it gives the reason why sex education should be introduced in Schools in order to catch the young before ages 20 to 39 who are more affected.

BIBLICAL PERSPECTIVE ON SEX

Sex was not discussed in the scripture as a topic, but it is implied. Also, it describes God's plan for human sexual behaviours, including procreation of the next generation and sexual pleasure within marriage. According to Alagbe (2004), "sex was designed by God, the Creator, as a special gift that allows a husband and wife to express oneness in intimacy and exclusive love. God gives sexual drives as the most natural high human bodies can experience. They are destructive only when uncontrolled or misused, as in pre-marital sex" (p. 15).

"In the beginning, God created the heavens and the earth" Genesis 1:1, NIV). After which, he created man in v. 27, and in chapter 2:18, God felt man was lonely and created a woman. Verse 25 indicated that they were both naked but felt no shame. The creation of God was orderly, and this could be described as the institution of marriage. It also indicates that sex in marriage is what God desires. Therefore, the Bible declares in Hebrews 13:4 that marriage is honourable, but the bed is kept pure. In other words, even in marriage, there should be no sexual immorality outside one's matrimonial home.

Paul also admonished the Corinthians to flee from sexual immorality (1 Cor. 6: 18a) because the sexually immoral will not inherit the kingdom of God. Furthermore, according to Speck (1989), sex within God's boundaries is lovely. However, sex beyond those loving boundaries becomes destructive and emotionally painful (p.52). For the biblical guidelines to be fully understood, it will be proper to know the purpose of the creation of man.

THE PURPOSE OF THE CREATION OF MAN

According to Speck (1989), "it is worth noting that sexual urges and desires are a part of man" (p. 50). God made man a sexual being, and this creates a struggle within. Furthermore, according to Howell (1966), instead of man seeing himself as a product shaped by social and historical forces over which he has little or no control, man must recognise that he is created for fellowship with the eternal God. A person must face the moral challenges of contemporary society with a determination that even though they may influence him, he will not be moulded by them (p.6). Therefore, it must be understood that:

Man is a spiritual personality. God said, let us make man in our image, in the image of God created he him-male and female created he them" (Gen. 1:26- 27). This does not mean that man looks like God in some physical way since God is described as Spirit. However, man is a reflector of God in his capacity for fellowship with God, in his moral responsibility to God, and in his freedom of self-conscious response to the will of God.

Man is a sexual being - his sexuality is as authentic as part of his total personality as is his capacity for fellowship with God. Man does not have a sexual nature, which is separate from the involvement of his whole self in sexual encounters. Instead, how he expresses his sexuality reflects his total personality. These indicate that the purpose of the Creation of man is to have fellowship with God and to represent Him by doing His will in the face of the moral challenges of contemporary society.



GOD'S PURPOSE FOR SEX

In God's perspective, sex is not as bad as some think. According to Speck (1989), sex is great, fantastic, tremendous, exciting, spectacular, and incredible, and has a lot to do with God because He is the one who made it. God designed several purposes of sex here are few: 1) Completion of man's nature, 2) Procreation, 3) Establishment of community in marriage, and 4) Reducing sexual temptation. God created man as a sexual being and ordained the first marriage between Adam and Eve. Through his sexual relationship with the woman, a man can overcome his essential incompleteness and find completeness. The relationship provides knowledge of oneself and one's mate, which can only come in no other way. In addition, sex helps fulfil the command to be fruitful and multiply, as seen in the biblical story of the first marriage. Marriage also initiates, consummates, sustains, enriches, and fulfils marriage.

Lastly, sex helps reduce sexual temptation by avoiding fornication and adultery. Paul encouraged each man to have his wife and each woman her husband to avoid immorality and warned couples not to deprive themselves of sex except on spiritual matters. God is not against sex because He created it, but pre-marital sex must be avoided. Premarital sex causes more emotional and spiritual pain than physical pleasure and contradicts God's purpose for our lives. Sex is best experienced when it is participated in the way God intended within the marriage relationship.

TEACHERS OF SEX EDUCATION

Education is crucial for character development and for addressing social vices in society. Primary and secondary educational institutions are crucial in introducing children to sex and family education through well-qualified teachers. Teachers should possess relevant academic qualifications and high moral uprightness, showing good examples worthy of qualification. Qualified teachers possess three primary qualifications: physical qualities such as good appearance, sound health, abundant energy, and physical endurance; mental qualities such as accurate knowledge, clear thinking, sound judgement, power of decision, scholarly attitude, foresightedness, concentration, mental alertness, and constructive imagination, and moral qualities such as purity, respect, high moral standards, sensitivity, devotion to the right, fairness, impartiality, loyalty, honesty, and dignity. These qualities facilitate learning and help students develop a positive attitude towards sex and sexuality early in life. Teachers must be knowledgeable in sex education to effectively teach it, as they cannot give what they lack. They must also be current with new issues in sex education to direct better and help students. Qualified teachers are vital in promoting a positive attitude towards sex and sexuality in children.

Awoniyi (1979) emphasises the importance of a teacher's sense of calling, sensitivity to issues, and understanding of individual dynamics. Teachers must be agents of change, and their role cannot be taken lightly, as their actions may either achieve set goals or hinder them. Coleman (1984) identified five roles of a teacher:

1. Motivator: The teacher must be passionate and excited to learn.
2. Guide: The teacher must know the subject matter and guide students effectively.
3. Resource Provider: The teacher must provide necessary resources to learners who may not know how to use them.



4. Evaluator: The teacher plays a crucial role in teacher-learner interaction, serving as corrective and appraisal measures.
5. Exemplar: The teacher's personal characteristics, social behaviours, and emotional responses must be related to what they teach.

These roles are sensitive and must be carried out to meet the needs and challenges of teenagers. An effective teacher must challenge students and provide reasons to appreciate what they are learning. Ilori (2002) suggests that contemporary teachers should help students learn independently, fostering self-sufficiency in a changing world. This facilitates learning and sharpens knowledge, adding meaning to what is taught.

RESEARCH METHODOLOGY

This section presents the study procedure of “sex education curriculum for teenagers.” The section includes the research design, population, sample and sampling technique. Also, it describes the instruments, validity of the instruments, reliability of the instrument and the administration and method of data analysis.

Research Design

The research evaluated the achievement obtained by teenagers in a secondary school on a biblically oriented sex education curriculum. The research adopted a descriptive research technique, which describes and compares the level of achievement of the given sample-population. The design used is the pre-test and post-test for the teenagers (boys and girls) in the SS II class. The pre-test was to ascertain the homogeneity of the group before administering the curriculum. The post-test was given to find their gained scores and their achievement level. It is not an actual experimental study.

Population, Sample and Sampling Technique

The population of this study is all teenagers in secondary schools in Ogbomosho. However, the sample used for the study was thirty-eight SS II students between the ages of fifteen and seventeen in Smith International Baptist Academy, Ogbomosho through a random selection. The number of boys was eighteen while the girls were twenty. This was because the population of girls in the class was more than the boys. The sampling technique used was stratified proportional random sampling.

Instruments of the Study

Two instruments were used for the study, they are the curriculum material, “sex education curriculum,” and an achievement test (pre-test and post-test). The sex education curriculum consists of sex education and its importance, the role of human sexuality, the biblical guidelines for sex education, the causes of sexually transmitted diseases and how they can be prevented, and family planning and its benefits. These lessons are transformed into a series of lessons delivered to the students. The lesson plans are in Appendices 1-5.

A pre-test was administered first to ascertain the homogeneity of the students before the curriculum material was taught, after which a post-test was administered (see Appendix 6). The



test was done in written form by the students, and the nature of the test was the short answer, consisting of ten (10) questions covering the three hypotheses of knowledge, comprehension and application of students.

Validity of the Instrument

This is to know how adequate the instrument is in measuring what it is supposed to measure. To test the content and face validity of the instrument, it was given to the researcher's Research Methodology lecturer to critique whether or not it genuinely represents the intended purpose and would accomplish its objectives. His suggestions were incorporated into the final versions before it was administered.

Reliability of the Instrument

This concerns the consistency with which an instrument measures whatever it measures. In order to ensure that the instrument measured consistently what it was supposed to measure, it was trial-tested in a pilot study. The pilot study took place at Baptist Grammar School, Ahoyaya Ogbomoso. A pre-test was administered, and some items on sex education were taught, after which a post-test was administered. In the split-half method of the post-test, the reliability coefficient of the instrument was found to be 0.835. This was considered reliable enough in terms of stability.

Procedure

The researcher personally went to Smith International Baptist Academy and obtained permission from the principal, who gave the researcher permission to teach the sex education curriculum material for two weeks. The researcher was introduced to the S. S. II class students who cooperated during the period of the lessons. A pre-test was administered to the students, followed by a five-lesson plan on sex education. Later, a post-test was administered in written form. Ten (10) questions covered the hypotheses' knowledge, comprehension and application areas. The test was marked, and findings were reported below.

PRESENTATION OF DATA/FINDINGS AND DISCUSSION

This section reports findings from the sex education curriculum and tests the hypotheses. The stated hypotheses were tested through statistical analysis of the data gathered from the pre-test and post-test of students from Smith International Baptist Academy, Ogbomoso.

Hypothesis 1: There is no significant difference between the levels of knowledge of boys and girls who received lessons on a biblically oriented sex education curriculum taught to boys and girls. The findings of the hypotheses are presented in Table 1 (below) where N= number of students, X= mean, SD = standard deviation, Tc = calculated t, Tt = table t, df = degree of freedom, p = probability level, and sig = significance.

Table 1: Performance of Boys and Girls in Pretest And Post-Test on Knowledge of Sex Education

	Groups	N	X	SD	Tc	Tt	Df	P	Sig
Pre-test	Boys	18	7.1	2.9	-0.27	2.042	36	.05	ns
	Girls	20	7.4	3.9					
Post-test	Boys	18	12.9	4.2	-2.51	2.042	36	.05	Sign
	Girls	20	18.1	8.14					

The study compares the knowledge of boys and girls in sex education before and after curriculum administration. The pre-test showed no significant difference in knowledge, and the hypothesis was rejected. However, the post-test results showed a significant difference, with a mean score of 12.9 for boys and 18.1 for girls. This suggests that girls performed better than boys due to their experiences with pregnancy and sexually transmitted diseases, which may lead to the end of their educational careers. Additionally, girls were found to be more emotional than boys. The calculated t was 2.51, greater than the table t, indicating a significant difference, and the null hypothesis was rejected. The results suggest that girls may be more emotionally affected by sex education.

Hypothesis II: There is no significant difference in comprehension of sex education that is biblically oriented between boys and girls.

Table II: Performance of Boys and Girls in Pretest and Post-Test on Comprehension

	Groups	N	X	SD	Tc	Tt	Df	P	Sig
Pre-test	Boys	18	6.8	2.8	-3.3	2.042	36	.05	Sign
	Girls	20	11.2	5.24					
Post-test	Boys	18	13.5	6.8	2.06	2.042	36	.05	ns
	Girls	20	18.33	7.64					

The table above presents the performance of boys and girls in the pre-test. The pre-test was administered to both boys and girls to ensure homogeneity before the lessons were administered. In terms of their comprehension, the two groups have significant differences. The calculated t and the table t are presented in each case from the mean () of the pre-test administered using both groups' mean scores and standard deviation.

Since the two groups were found not to be homogeneous, it is possible to test if there is any significant difference in their gained scores after the sex education curriculum has been taught. Hence, in response to hypothesis II, the post-test results on comprehension as presented in the table above. The post-test result is a mean score of 13.5 for the boys and 18.33 for the girls. The calculated t is -0.9 while table t is 2.042 at a probability level of .05 and degree of freedom at 36. Although the mean score of the girls exceeds that of the boys, their calculated t is less than the table t; hence, there is no significant difference. The null hypothesis is, therefore, accepted.

Hypothesis III: There is no significant difference in applying sex education curriculum material that is biblically oriented between boys and girls

	Groups	N	X	SD	tc	Tt	Df	P	Sig
Pre-test	Boys	18	14.1	6.3	1.25	2.042	36	.05	ns
	Girls	20	12.2	7.52					
Post-test	Boys	18	25.7	8.41	1.78	2.042	36	.05	ns
	Girls	20	20.7	9.52					

Table III above presents the performance of boys and girls in the pre-test. The pre-test was administered to both boys and girls to ensure homogeneity before the lessons were administered. In terms of their application, both sexes have no significant difference. The calculated t and the table t are presented in each case from the mean (X) of the pre-test using both groups' mean scores and standard deviation. Since calculated t is less than table t, there is no significant difference; hence, the hypothesis is accepted. Since the two groups were found to be homogeneous, it is possible to test if there is any significant difference after the sex education curriculum has been taught. Hence, in response to hypothesis III, the post-test results on the application are presented in Table VI below.

The post-test was given two weeks after the pre-test, and the result shows a mean score of 20.7 for the boys and 56.7 for the girls. The calculated t is 1.78 while table t is 2.042 at a probability level of .05 and degree of freedom at 36. Although the mean score of the boys exceeds that of the girls, their calculated t is less than the table t; hence, there is no significant difference. The null hypothesis is, therefore, accepted.

Table IV: General Achievement of Teenagers on a Biblically Oriented Sex Education

	Knowledge	Comprehension	Application	General
Pre Test	14.5	18.0	26.3	58.8
Post-test	31.0	31.80	46.4	109.20
Gain	16.5	13.80	20.10	50.4
Percentage	41.25%	34.5%	50.25%	42%

The pre-test performances of all the students show that they obtained a mean of 58.8 in the entire programme before the lessons. After the lessons, post-test performances show a mean score of 109.20. The gain score from the biblically oriented sex education programme is about 50.4, which amounts to 42% since the obtainable mark is 120.



DISCUSSION

Hypothesis 1 of the pre-test has no significant difference as findings show that both boys and girls are at the level of understanding of sex education before the curriculum was administered. However, the post-test shows a significant difference between the boys and the

girls because the calculated table is greater than the table t , with the girls gaining more from the sex education treatment exposure. This may be because the girls paid more attention than the boys; perhaps girls are more interested in the subject matter and more affected as they become victims of sex traps.

Hypothesis 2 of the pre-test on comprehension shows a significant difference because the t calculated is greater than the table t . However, there is no significant difference in the post-test. This implies that both boys and girls understood the subject matter equally on sex education.

Hypothesis 3 of the pre-test and post-test on application show no significant difference because both t calculated is less than the table. This implies that girls and boys have learnt equally and can apply lessons as the situation arises.

The general achievement of students on a biblically oriented sex education programme shows a gain score of 42%. This implies that the subject has gained significantly from the programme. The subject gained because the curriculum material was a practical issue affecting young people interested in the subject taught. This is because they do not want to make mistakes to guide against their future.

FOLLOW UP COUNSELLING

After the lessons, the researcher had follow-up counselling with some students. A few episodes are worth noting to show that students benefited from the curriculum material and can apply the same when the situation arises. Furthermore, the researcher's experiences that cannot be quantified showed that there is a need for a sex education curriculum that is biblically oriented in secondary schools. During the counselling period, some students cried about their various experiences. Among them was a student impregnated by her mother's younger brother, living with them in the same house. He told her so many sweet stories and convinced her that there was nothing wrong with having sex. If she does not engage in it now, she will have problems when she gets married and wants to rear children. She consented, not knowing the implication and at last, she became pregnant, unknown to her parents. The researcher counselled and prayed for her as she decided to give her life to Jesus Christ. The mother was sent by the school and when the news was told; she almost collapsed there. Afterwards, she wondered how to relate this sad and heartbreaking news to her husband.

Also, many of the students who came for counselling were victims of one kind of sexual abuse or the other. They confessed that no one had ever told them about sex education in this kind of close range and open discussion, thereby not knowing the implications. A student who was molested by her father, who threatened to disown her if she ever told anybody. She has been suffering silently with this guilt and shame but can no longer contain it. She said that she decided to open up because of how the lessons were handled, with the admonition that there is hope for those who have already been sexually abused. Also, there is room for all who confess and seek pardon, and such person(s) can happily live an everyday and helpful life without guilt.



This experience affirms that sex education, supported by the American Medical Association, the WCA of USA and others in 1986, is still relevant today.

CONCLUSION AND RECOMMENDATIONS

This research addresses teenagers facing sex crises due to a lack of sex education and the slow death rate of sexually transmitted diseases, particularly AIDS. The study focuses on developing a biblically oriented sex education curriculum that can improve moral needs. It evaluates the general performance of teenagers exposed to the programme regarding knowledge, comprehension, and application. The study involved 38 students from Smith International Secondary School, consisting of 18 boys and 20 girls. Pre-test results showed that the students were not wholly ignorant, and a post-test showed that girls performed better on knowledge, while both groups performed equally on comprehension and application. The students benefited up to 42% in their sex education from the programme, with the most significant benefit in knowledge followed by application and the least in comprehension. The researcher's findings revealed that teenagers need a biblical-oriented sex education curriculum in secondary schools to guide them against mistakes that will ruin their lives, prepare them for the future, and help them face and overcome challenges as a situation arises. A t-test was used to prove this, and the outcome was no significant difference. Therefore, the null hypotheses 1-3 were accepted. This justifies that if the government could provide a biblical-oriented sex education curriculum for teenagers, there would be no fear of producing good leadership in the future.

Based on the findings of this research, the researcher recommends that:

1. Parents should be more concerned about spending time with their children discussing sex education with frankness at the level of the age of the children. In order to help the children properly, parents should read and listen to related materials, books, television programmes and so on to be better enhanced and answer questions that may be asked.
2. Churches should be motivated to plan for and teach sex education programmes to teenagers and parents.
3. The government should, in addition to sex adverts like Zip Up and others which are commended, be sensitised to plan for sex education curriculum in secondary schools. They should train teachers for the course and be ready to provide books and other facilities needed.
4. Counsellors should use every opportunity to counsel students against the misuse or abuse of sex.
5. Teachers should read widely on sex education to get all the information to teach students properly with empathy, using the correct language and giving proper answers.
6. The Ministry of Education should also implement government policies concerning sex education curricula being inclusive in secondary schools. This is important because the type of curriculum used in this small study will serve the need that Seltzer pointed out in his study that sex education should be taught for better enlightenment.



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