

**SEX EDUCATION AND GENDER-BASED VIOLENCE AMONG PRIMARY
SCHOOL PUPILS IN CALABAR SOUTH LOCAL GOVERNMENT
AREA OF CROSS RIVER STATE, NIGERIA**

BY

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Abstract

The central purpose of the study was to examine sex education and gender-based violence among primary school pupils in Calabar South Local Government area of Cross River State, Nigeria. The study adopted the Ex post facto design and a population of 3,402 was used in the study (1,986 males and 1,416 females). The study adopts the stratified random sampling technique and the sample comprises 335 respondents, representing 20% of primary six pupils drawn from the population of students in the study area. This study's instrument was a researchers' self-developed questionnaire titled "Sex Education and Gender-Based Violence Questionnaire (SEGBVQ)" which was validated by experts' scrutiny in Educational Measurement and Evaluation of the items in the questionnaire. To ascertain the instruments' reliability, it was pilot tested using 40 pupils selected from schools that were not part of the main study and the Cronbach alpha reliability method of internal consistency was used to determine the consistency of the test instrument. The results of the analysis formed the reliability estimates for the instrument which range from .74 and .86. Data for the study was analysed using descriptive and inferential statistical analysis. The mean and standard deviation were used to answer the research questions the independent t-test analysis was used to test the stated hypotheses and the findings revealed that there is no significant influence of school support, home support and religious support gender-based violence among primary school pupils. It was recommended among others that sex education should also be incorporated into the school curriculum for in-depth knowledge.

Keywords: Sex, Education, Gender-Based and Violence

INTRODUCTION

Gender-based violence has been regarded as a common domestic crime among children in society as it has a tremendous effect on the lives of thousands of children in society. Children who are faced with violence tend to be affected psychologically, emotionally and socially as research has it that violence affects the lives of several children across the world who have been affected by a form of violence or the other

(physical, sexual or emotional abuse) in the past year (Hillis, 2016). Being a victim of violence in childhood has lifelong impacts on education, health, and well-being. Exposure to violence can lead to educational underachievement due to cognitive, emotional, and social problems. Because children who are exposed to violence are more likely to smoke, misuse alcohol and drugs, and engage in high-risk sexual behaviour, they are also more likely to endure a range of illnesses later in life. Trying to reduce violence against children is where sex education may be required to prepare children against gender-based violence, particularly in schools. The schools have been identified as one important setting for conducting violence prevention efforts. Thus, does the primary school curriculum as is it today contain some meaningful activities that are geared towards educating pupils on sexuality and preparing them to prevent gender-based violence tendencies?

Gender-based violence (GBV) is seen as any harmful act that is perpetrated against a person's will and that is based on socially ascribed (i.e. gender). It includes acts that inflict physical, sexual or mental harm or suffering. Hence, can be cognitive, psychological and emotional threats that deprive one of his/her liberty. The United Nations Declaration on the Elimination of Violence against Women (DEVAW, 1993) opined that violence against women is any act of gender-based violence that results in inhumanity. Devaw 2018) emphasizes that violence is "a manifestation of historically unequal power relations between men and women, which have led to the domination over and discrimination against women by men and to the prevention of the full advancement of women." Gender discrimination is not only a cause of many forms of violence against women and girls but also contributes to the widespread acceptance and invisibility of such violence so that perpetrators are not held accountable and survivors are discouraged from speaking out and accessing support (UNESCO, 2020).

In schools, the provision of education and organized activities are themselves powerful protection against violence. In addition, in these settings, opportunities arise to shape attitudes and norms about the acceptability of violence, alcohol and drug use, the carrying of weapons onto school grounds and other risks. In turn, preventing violence in the broader society can directly benefit the core aim of schools to educate children, foster high-quality lifelong learning, and empower learners to be responsible global citizens.

But given our situation in Calabar South, do these activities which ordinarily include sex education exist? How about the home, do parents talk about it? Also, among religious organizations, how often do they discuss sex education? The researcher is thinking that there is a need to increase the number and effectiveness of school-based violence prevention activities to ensure school safety, well-being and happiness of children and their parents and caregivers everywhere, sex education needs to be mainstreamed into the curriculum to equip and prepare children to stand against any form of abuse. School-Related Gender-Based Violence represents a serious obstacle to learning causing not only physical harm but also severe psychological and educational adverse consequences. In addition to the physical and psychological suffering, gender-based violence has long-lasting health consequences, a negative impact on the completion of education, and disrupts the career potentials of victims. According to Alokun (2013), bruises, broken bones, head injuries, lacerations, injuries to the abdomen and thorax, welts, burns, gastrointestinal disorders, and ocular damage are some of the acute injuries that can result from School-Related Gender-Based Violence.

The study of Gharib and Ibn Shanna (2018) in a study used 121 teachers, both males and females, who teach middle school students in the city of Djelfa, Algeria and a questionnaire was used to collect information from them. The results of the study showed that there are positive trends among intermediate education teachers towards teaching sex education at a rate of (62.80%). The results also showed that there are statistically significant differences between the study results of females. And there were no significant differences in the teachers' attitudes due to the variable of experience, family status, and school subject. The results also emphasized the necessity of teaching sex education integrated with other subjects related to it, and it should be taught during adolescence, and they considered the role of the school as complementary to the role of the family in teaching this type of education. Levin and Hammock (2020) conducted a study aimed at uncovering sex education in secondary schools in Canada. A sample of high school students in Canada, numbering (1845) students in high schools in Ontario, Canada was selected, and the sex education scale was applied to them what they received in school. The students' perspectives survey results revealed that most of the sexual education content, knowledge, and information was received in comprehensive sex education programs. Safety-based programs provided the most information about biology and relationships, as well as information on sexual violence. The results also show that the school context influences the amount of information received about biology, relationships, sexual violence, and all the important topics that potentially contribute to adolescents' sexual health and safety as they are.

Maziarz, Dake, Glassman and Mches (2020) conducted a study intended to reveal the nature of sex education offered in American high schools. A sample consisted of (297) principals from high school principals in the West, Northeast, Midwest, and South regions. The data results revealed that most regions teach comprehensive sex education (63%), which indicates the interest of schools in teaching students the concepts of sex education. Ogheneakoke and Obro (2018) investigated social studies teachers' teaching of sex education: effect of cultural belief. The study engaged the descriptive research design. The study sample comprised 100 social studies teachers. The instrument for the study was the questionnaire. The instrument had a reliability value of 0.87. The data gathered were analysed statistically using the z-test. The study discovered that cultural belief affects the teaching of sex education; teachers' gender did not influence social studies teachers' teaching of sex education; school location did not influence social studies teachers' teaching of sex education. It was recommended that government should provide a blueprint for the teaching of sex education in the country; conferences and seminars on the teaching of sex education to secondary school students should be organised for members of the public/community by the government.

Montserrat, Garcia-Molsosa, Planas-Llad´ and Soler-Mas´o (2022) examined the children's understandings of gender-based violence at home: The role school can play in child disclosure. To this end, six children's advisory groups were formed. Focus groups were then organised to explore children's perspectives on gender-based violence and the best ways for them to seek help and information to enhance early disclosure. Twelve focus groups were conducted with a total participation of 45 children aged 10–16 from Catalonia (Spain). The results demonstrate the importance of children's active participation in research processes. Their understanding of the term is fairly comprehensive, wide-ranging and associated with the patriarchal system. The results

point out that gender-based violence occurs in many spheres of social relations and schools are highlighted as privileged spaces for disclosure. The figure of the teacher is particularly highlighted as a key agent, seen as one of the professionals closest to the children and identified as a person of trust. Teacher training is a pending challenge in addressing the prevention and intervention of gender-based violence.

Mbonile and Kayombo (2008) carried out a study on parents of adolescents' acceptance of the introduction of reproductive health and sex education in schools at Kinondoni Municipal in Tanzania. In a study of 100 parents, the study established no difference in parents of adolescents' acceptance of the introduction of reproductive health and sex education in schools and the acceptability of parents of adolescents of the introduction of reproductive health and sex education in schools. More so, location and gender were not significant.

Gamrah (2013) conducted a study to uncover the relationship between a mother and her teenage daughter and its implications for girls' sexual education. The research sample included (188) adolescent girls, from families of different social, economic, and cultural levels, from the city of Makkah, a survey questionnaire was applied to them to identify the relationship of the teenage girl with her mother and the mother's role in sex education for her daughter, and he followed the descriptive and analytical approach in this study. The most important results of the study were as follows: The presence of statistically significant differences between the degrees of the sample members in the relationship of the adolescent girl with her mother according to the study variables (marital status, age, education and profession of the mother), and the existence of statistically significant differences between the degrees of the sample in sexual education according to the study variables (marital status, age, education and profession of the mother), and the presence of a direct correlation between the axes of the questionnaire of the mother's role in sexual education for her daughter and some of the study variables (Mother's age - Mother's education - Mother's work - Girl's age - girl's educational level), and the existence of a direct correlation between the relationship of the teenage girl with her mother and the sexual education of the teenage girl, and that the mother's role in sex education for her daughter is primarily affected by education (82.8%), and the mother's age is followed by (70.1%), the girl's age comes in third place (63.1%), and finally the mother's profession comes in fourth place (58.1%).

The study by Asiri and Badoud (2017) aimed to identify parents' attitudes towards providing sex education to their kindergarten children in Riyadh. The research used the descriptive-analytical method. The research group consisted of (248) fathers and mothers of their children enrolled in governmental and private kindergartens in Riyadh. The search tool consisted of a questionnaire to identify parents' attitudes towards providing sex education to their children at kindergarten age in the city of Riyadh, and it included two axes, namely: (Parents' attitudes towards providing sexual education to their children at home, and parents' tendency towards providing sexual education for their children in kindergarten). The research results indicated that fathers and mothers have positive trends towards providing sexual education for their children at home. The results also revealed that parents are not sure about providing sex education to their children in kindergarten. The results also indicated no difference between parents' attitudes regarding (the extent of providing sex education in the home and the extent of providing sex education in kindergarten). And that the educational level has positively affected the attitudes of

fathers and mothers about providing sex education to their children at home. In contrast, the educational level did not affect fathers and mothers' attitudes about providing sexual education in kindergarten, and the age variable did not affect the attitudes of fathers and mothers.

Jalali, Nahidi, Amir and Alavi (2010) investigated teachers' and parents' opinions on the right method and time for female reproductive health education. A thousand teachers and parents were randomly chosen for the study. The result of the investigation showed that parents and teachers did not differ in their opinion on the effect of cultural beliefs on the right method and time for female reproductive health education. Parents and teachers differed significantly in their opinion by gender. The location variable was not significant.

Chikopela, Ngambi, Mandyata and Ndhlovu (2019) explored the causes of Gender Based Violence (GBV) among parents with disabled children in Zambia. The main objective of the study was to establish whether or not having a child with a disability can lead to GBV. A case study design was used in this study and a semi-structured interview guide was used to collect data from a sample of 20 parents in Chainda compound in the Lusaka urban district of Zambia. A purposive sampling procedure was used to select the known parents who have children with disabilities. A snowball sampling procedure was used to trace other parents with children with disabilities. Focus group discussion guides and interview guides were used to collect data from parents. Interviews and focus group discussions were conducted. Thematic analysis was used to analyse the data. The research discovered that having a child with a disability leads to GBV. The research revealed that the causes of GBV among parents with children with disabilities were; family disputes, ignorance, poverty, lack of employment, alcohol abuse, cultural beliefs, family background, and blame game (where the couple blames each other for having such a child). The effects of GBV were separation, divorce, frigidity, impotence, infidelity, psychological disorder in the affected parent and the child, depression, physical injuries, children withdrawn from school, humiliation, intimidation and aggressiveness. The study also made some recommendations to curb GBV which were; the ministry of community development must be involved in the Sensitization of the community on causes of disabilities, the government must provide employment opportunities to parents with children with disabilities and the ministry of home affairs must ensure that there is the elimination of all forms of discrimination and stigmatisation against parents with children with disabilities in the community.

Ushe (2015) examined the role of religious approaches in preventing gender violence and sexual abuse in Nigeria. It, first of all, clarifies certain key concepts used in this paper. These include religious approaches, gender violence and sexual abuse. The paper makes a review of gender violence and sexual abuse in Nigeria. The paper also discusses the possible means religion can adopt in the prevention of gender violence and sexual abuse in Nigeria. The paper utilized an interdisciplinary method in gathering information. Findings from the research revealed that sexual abuse and gender violence are endemic in Nigerian society. The paper recommends among others, that the government should formulate policies that would both guide against sexual harassment and gender violence as well as empower women to participate actively in the formulation of policies and governance in Nigeria.

Smerecnik, Schaalma, Gerju, Meijer and Poelman (2010) investigated Muslim adolescents' opinions of sex education. 1004 adolescents were selected through the stratified random sampling technique from 103 secondary schools in Mysore city (India) and Tehran city (Iran). Their responses were collected using the questionnaire. Results demonstrated that there were significant differences in their opinion of sex education. And differences were present between them based on gender. Also overall, the type of school was not a factor, which can affect adolescents' view on the effects of cultural beliefs on the teaching of sex education.

Onongha as cited in Olabisi (2017) investigated the perception of secondary school students on factors militating against the teaching of sex education in Calabar Metropolis, Cross River State, Nigeria. The study employed the descriptive survey research design. The participants were three hundred secondary school students. A valid and reliable instrument was used to measure students' perception of the factors militating against the teaching of sex education. ANOVA and t-tests were used as statistical tools. The study identified parental apathetic behaviour, the wrong conception of childbearing and shyness among adult family members as factors militating against the teaching of sex education in secondary school. Results further showed no significant religious ($t= 0.025$, $P>0.05$) and gender ($t= 1.432$, $P>0.05$) differences in students' perception of the factors militating against the teaching of sex education in secondary school. The insignificant differences observed between religion and gender implied that both entities held similar viewpoints on the issue of sex education. Based on the findings, it was preferred that parents, teachers and students should be aware of the fact that sex education is a wide concept, which involves important aspects of the student's life, and not about sex only, therefore should not be seen as taboo. Hence, should be included in the school curriculum.

Al-Hazmi's study (2019) aimed to uncover the role of parents' religion to educate their children against exposure to sexual abuse, according to the variables of the family's socio-economic level. The research sample consisted of a random sample totalling (428) individuals from families in Makkah Al-Mukarramah who have children in the elementary stage. The results showed that parents' role in educating their children about exposure to sexual abuse according to the variables of the family's socio-economic level and that mothers' role in educating children about exposure to sexual abuse was greater than that of fathers. In addition to married fathers, people of (40) age and over, and the duration of their marriage (10) years or more, those with a higher education level, government workers, high-income people, and several family members less than (4) individuals whose role was greater in Educate children against exposure to sexual abuse. And it was also evident that there was a direct correlation between the parents' role in educating children against exposure to sexual abuse and the parent's educational level, age, professional level, duration of the marriage, and the family's monthly income, while there is no correlation between gender, marital status, and the number of family members, and the questionnaire of the role of parents in educating children from exposure to sexual abuse. It is on the premises of the above background that the study seeks to examine sex education and gender-based violence tendencies among primary school pupils in Calabar South Local Government Area.

Theoretical basis of the study

Labelling theory by Howard Becker (1963)

The labelling theory propounded by Howard Becker (1963) is based on the scheme that behaviours are delinquent only when society labels them so and attach this label to individuals. He states that a child becomes unlawful when labelled as such and then accepts the label as a personal identity. If on one occasion a child has been branded by parents or others, it is likely for that child to integrate that label into his or her self-concept which builds up a compelling stigma in the child's life and results in to change in that person's perception and identity. Children who are branded delinquent by parents over and over again become secluded and stigmatized from others ensuing in a delinquent way of living.

Becker said that, once a child has been labelled by parents and others, it is likely for that child to include that label into his/her identity, which builds up a dominant stigma into the child's self-concept which he established in his experiment. A child who has been labelled at home, for example as a criminal, prostitute, animal etc, that child will start looking at himself as such, resulting in deviancy as a result of his parents' negative label and treatment of him. The stigmatized child may find it easier to come to terms with the label, instead of struggling to come out of those labels. This research implies that the way children are labelled at home may influence the way the child behaves in society.

Statement of problem

The issue of gender-based violence among young persons' particularly children of school going age has become a daily occurrence with ugly reports on all kinds of media, ranging from the traditional media such as the television, newspapers and the rest to social or new media such as our WhatsApp, Facebook, Instagram, Tweeter and the rest. In recent times, there is hardly a day without one case of rape and other gender-based and sexual violence in Nigeria. To make matters worst, these crimes are committed by adults and sometimes caregivers, those who are supposed to be taking care of these young ones. Sometimes the abuse comes from relatives, close associates and even parents to state the least. While it is generally acknowledged that sexual abuse is pervasive in all countries and at all levels of society, available statistics concerning the prevalence of sexual abuse in children around the world and sub-Saharan Africa, in particular, are very limited. This is because a majority of the cases are not reported for fear of stigma and social desirability and the near lack of data syndrome on critical issues, particularly in Nigeria. United Nations International Children's Fund (UNICEF) reported in 2015 that one in four girls and one in ten boys in Nigeria had experienced sexual violence before the age of 18, and most of them are primary and secondary school students. It gave of giving that the researcher is deeply concerned about the rate of these abuses and violence and thinks mainstreaming sex education at home, school and religious places could help curb the trend which the reason for this study.

Research questions

- The following research questions were formulated to guide the study
- i. How does school support influence gender-based violence among primary school pupils?
 - ii. What is the influence of home support on gender-based violence among primary school pupils?
 - iii. How does religious support influence gender-based violence among primary school pupils?

Statement of hypotheses

To study, the following hypotheses were posed:

- i. There is no significant influence of school support on gender-based violence among primary school pupils.
- ii. Home support does not significantly influence gender-based violence among primary school pupils.
- iii. Religious environment does not significantly influence gender-based violence among primary school pupils.

RESEARCH METHODOLOGY

This study adopted the Ex post facto design. To Eyong (2016), Ex post facto design, also known as "after-the-fact" research, is defined as a research method that looks into how an independent variable (groups with certain qualities that already exist before a study) with a population of the Study comprised of all primary six pupils in the 20 primary schools in Calabar south LGA of Cross River State, Nigeria. The figure stood at 3402 which comprised 1986 males and 1416 females respectively as obtained from the state primary education board 2022. This study adopts the stratified random sampling techniques and the sample of this study comprises 335 representing 20% of primary six pupils drawn from all the public schools within the Local Government Area of Calabar South. The instrument for this study was a questionnaire titled "sex education and gender-based violence Questionnaire (SEGBVQ)" which consists of three sections. Section A comprised demographic data such as the name of the school and the gender of the respondents. Section B was made of 15 structure items on the following dimensions of the independent variable viz; school education, home education and religious education. Section C comprised 15 items on gender-based violence. To validate the instrument it was subjected to expert scrutiny which was done after extensive consultation and discussion with experts in Educational Management and Measurement and Evaluation of the items in the questionnaire. To ascertain the instrument's reliability, it was pilot tested using 40 pupils selected from schools who were not part of the main stud sample using the Cronbach Alpha reliability method to determine the internal consistency of the research instrument. The results of the analysis formed the reliability estimates for the instrument which range from .74 and .86. The data for the study were analysed using descriptive and inferential statistical analysis. The mean and standard deviation were used to answer the research questions about why the independent t-test analysis was used to test the stated hypotheses.

RESEARCH PROCEDURE AND DISCUSSIONS

RESEARCH PROCEDURE AND DISCUSSIONS

General description of research variables

The major variable of this study is sex education and gender-based violence among primary six pupils in Calabar south Local Government Area of Cross River State, Nigeria. In this study, sex education was categorized into school education, home education and religious education. The results are shown below in Table 2

Table 2: Descriptive statistics on sex education and gender-based violence variables

Variables	Sub-variables	n	\bar{X}	SD	SEM
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School support	Human resources	179	32.40	2.07	.245
	Material resources	156	30.28	2.95	.202
Home Support	Emotional warmth	217	30.11	2.09	.298
	Physical warmth	118	29.33	2.85	.210
Religious support	Christianity	176	28.97	2.65	.204
	Others	159	27.00	2.92	.221

Table 2 of the descriptive statistical analysis shows that school support categorized in terms of human support has the highest mean (32.40) followed by material support (30.25) while religious in terms of others (27.00).

Hypothesis-by hypothesis presentation

The results of the data collected are presented hypothesis by hypothesis as shown below:

Hypothesis one

There is no significant influence of school support on gender-based violence among primary school pupils. To appropriately test this hypothesis, school education was categorized into human and material school resources. Why gender-based violence was measured continuously. The results of this analysis are presented in table 4.

Table 4
Independent t-test analysis of school education and gender-based violence

Variables	N	Mean	Std. D	SEM	df	t-cry	Decision
Human resources	179	32.40	2.07	.245	333	3.22	Reject H _o
Material resources	156	30.28	2.95	.202			

*p<.05

Table 4 shows the independent t-test analysis of school education and gender-based violence. While human resources have 179 respondents with a mean of 32.0 and a standard deviation of 2.07, material resources have 156 respondents with a mean of 30.28 and a standard deviation of 2.95. At 333 degrees of freedom, the calculated t-value of 3.22 accompanied by a p-value of .000 was found to be less than the chosen alpha of .05. Thus, the null hypothesis is rejected. That there is A significant influence of school support on gender-based violence among primary school pupils.

Hypothesis two

Home support does not significantly influence gender-based violence among primary school pupils. To appropriately test this hypothesis, the school environment was categorized into human and material school resources. Why gender-based violence was measured continuously. The results of this analysis are presented in table 6.

Table 6

Independent t-test analysis of the home environment and gender-based violence

Variables	n	Mean	Std. D	SEM	cry	t-cri	p-value	Decision
Emotional warmth	217	30.11	2.09	.298	333	4.76	.000	Reject H ₀
Physical warmth	118	29.33	2.85	.210				

*p<.05

Table 5 shows the independent t-test analysis of home support and gender-based violence. While emotional warmth has 217 respondents with a mean of 30.11 and a standard deviation of 2.09, physical warmth has 118 respondents with a mean of 29.33 and a standard deviation of 2.85. At 333 degrees of freedom, the calculated t-value of 4.76 accompanied by a p-value of .000 was found to be less than the chosen alpha of .05. Thus, the null hypothesis is rejected. This means that there is a significant influence of home support on gender-based violence among primary school pupils.

Hypothesis three

Religious environment does not significantly influence gender-based violence among primary school pupils. To appropriately test this hypothesis, religious support was categorized into Christianity and others. Why gender-based violence was measured continuously. The results of this analysis are presented in Table 5

Table 4; Independent t-test analysis of religious support and gender-based violence

Variables	n	Mean	Std. D		df	t-cri	p-value	Decision
Christianity								Reject H ₀
	176	28.97	2.65	.204	333	6.57	.004	
Others	159	27.00	2.92	.221				

*p<.05

Table 5 shows the independent t-test analysis of religious support and gender-based violence. While Christianity has 176 respondents with a mean of 28.97 and a standard deviation of 2.65, others have 159 respondents with a mean of 27.00 and a standard deviation of 2.92. At 333 degrees of freedom, the calculated t-value of 6.57 accompanied by a p-value of .004 was found to be less than the chosen alpha of .05. Thus, the null hypothesis is rejected. This means that there is a significant influence of religious support on gender-based violence among primary school pupils.

Discussion of findings

The findings of this study were discussed hypothesis by hypothesis as shown below **School Education and Gender-based violence**

The results of the study revealed that there is a significant influence of sex education obtained from the school on gender-based violence among primary school pupils. Providing 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. The finding is in line with the study of Gharib and Ibn Shanna (2018) results which emphasized the necessity of teaching sex education integrated with other subjects related to it, and it should be taught during adolescence, and they considered the role of the school as complementary to the role of the family in teaching this type of education. Also in consonance is that of Levin and Hammock (2020) revealed that school context influences the amounts of information received about biology, relationships, sexual violence, and all the important topics that potentially contribute to adolescents' sexual health and safety as they are. Again, Maziarz, Dake, Glassman and Mches (2020) results revealed that most regions teach comprehensive sex education (63%), which indicates the interest of schools in teaching students the concepts of sex education. Ogheneakoke and Obro (2018) study discovered that cultural belief affects the teaching of sex education; teachers' gender did not influence social studies teachers teaching of sex education; school location did not influence social studies teachers' teaching of sex education.

Home Education and Gender-based violence

It was revealed from the findings of this hypothesis that sex education obtained from home support has a significant influence on gender-based violence among primary school pupils. 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' opinions on various sexual issues that account for their sexual development and to establish the need for sex education in schools. The study agrees with Asiri and Badoud (2017) results also revealing that parents are not sure about providing sex education to their children in kindergarten. The results also indicated no difference between parents' attitudes regarding (the extent of providing sex education in the home and the extent of providing sex education in kindergarten). Also, Jalali, Nahidi, Amir and Alavi (2010) results of the investigation showed that parents and teachers did not differ in their opinion on the effect of cultural beliefs on the right method and time for female reproductive health education. Parents and teachers differed significantly in their opinion by gender. The location variable was not significant. In the same vein, Chikopela, Ngambi, Mandyata and Ndhlovu (2019) research revealed that the causes of GBV among parents with children with disabilities were; family disputes, ignorance, poverty, lack of employment, alcohol abuse, cultural beliefs, family background, blame game (where the couple blames each other for having such a child).

School Education and Gender-based violence

The present results revealed that sex education obtained from religious education has a significant influence on gender-based violence among primary school pupils. In their bid to satisfy their curiosity, many youths like to experiment with their sexuality which usually leads them to dangerous consequences. Many times adolescents receive wrong information about sexuality and these myths and misconception are carried throughout their lifetime. The study agrees with Ushe (2015) Findings from the research revealed that sexual abuse and gender violence are endemic in Nigerian society. The paper recommends among others, that the government should formulate policies that would both guide against sexual harassment and gender violence as well as empower women to participate actively in the formulation of policies and governance in Nigeria. Smerecnik, Schaalma, Gerju, Meijer and Poelman's (2010) results demonstrated that there were

significant differences in their opinion of sex education. And differences were present between them based on gender. Similarly, Onongha as cited in Olabisi's (2017) results further showed no significant religious ($t= 0.025$, $P>0.05$) and gender ($t= 1.432$, $P>0.05$) differences in students' perception of the factors militating against the teaching of sex education in secondary school. The insignificant differences observed between religion and gender implied that both entities held similar viewpoints on the issue of sex education. Also, Uwalaka and Okafor (2021) findings of the study revealed that there is a significant influence of parental awareness and knowledge on the learning attitude of students towards sex education, the learning attitude of students towards sex education can be influenced by the perception of parents on the relevance of sex education to their children in school and that there is a significant influence of cultural beliefs on sex education on the learning attitude of students.

SUMMARY

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. The study sought to examine sex education and gender-based violence among primary school pupils in Calabar South Local Government Area of Cross River State, Nigeria. The findings revealed that

1. There is a significant influence of sex education obtained from the school on gender-based violence among primary school pupils.
2. Sex education obtained from the home environment does significantly influence gender-based violence among primary school pupils.
3. Sex education obtained from religious education has a significant influence on gender-based violence among primary school pupils.

CONCLUSION

Sex education is sometimes called sex 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. It is a means by which they are helped to protect themselves against abuse, exploitation, unintended pregnancies and sexually transmitted diseases. Providing 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. Human sexuality has biological, emotional, physical and spiritual aspects has a strong influence on sex education. 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 obviously, 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. 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 complication

RECOMMENDATIONS

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

1. Sex education should also be incorporated into the school curriculum and human right activist should lay more emphasis on the dangers of child violence in Nigeria
2. Family, community and schools should train volunteers who will teach students sex education in all schools across the states.
3. Government policies on strict punishment are enforceable in the law on anybody that harasses a child/adolescent sexually.

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