

# Knowledge and Attitude of Teachers Regarding Sexuality Education in Public Secondary Schools: The Case of Muleba District

Elias Mseti

Email: [elias.mseti@out.ac.tz](mailto:elias.mseti@out.ac.tz)

The Open University of Tanzania

&

Abdon Daudi

Mzumbe University

## ABSTRACT

*With increase of health-related risk behavior among adolescence (students), a comprehensive sexual health education in schools has remained a solution to reduce these cases and challenges among youth. However, effectiveness of sexuality education in schools depends more on attitude and knowledge of teachers who impart knowledge and experience to students. With regard to that, this study aimed at assessing knowledge and attitude of teachers regarding sexuality education in public secondary schools. Muleba District was used as a study area. A cross-sectional design was used to guide a researcher in collecting data from 158 teachers using a close-ended questionnaire. The study findings showed positive attitude among teachers regarding key issues on sexuality education such as willingness to teach sexuality education. However, local cultural norms and beliefs distract their intention of teaching students about their sexuality and lack of formal training on sexuality matters increases teachers` anxiety and lower their confidence in handling various topics concerning sexuality education. This study recommends that short trainings on sexuality matters should be provided to teachers to increase their skills and confidence; and harmful cultural norms in local areas should be discouraged to ensure effectiveness of sexuality education in schools.*

**Key words:** Sexuality education, Knowledge, Attitudes.

## **INTRODUCTION**

In current years there have been a large number of reported cases of unsafe and premature sexual intercourse among adolescents (UNICEF, 2001; Avert 2009). The data from WHO shows that each year around the world women carry 75 million unwanted pregnancies. Consequently, there are approximately 50 million abortions each year and 20 million of these are reported to be unsafe. Youth are reported to be at risk as adolescent unsafe abortions are estimated to be 5 million every year around the world (WHO, 2006). This implies that, there is inadequate knowledge of sexual health education among youth especially school teenager's, despite of their right to be informed about sexuality matters. The need of providing sexuality education to adolescents in early age has been a concern of government, international and non-government institutions; however, cultural beliefs and practices in many African societies have limited parents and guardians to provide sex education to their children. Thus, schools are thought to be a significant and suitable place for providing sexual education due to available human resources and supporting environment. Various studies including Mkumbo (2012), Kasonde (2013) and Adogu & Nwafulume (2015) have revealed the rationale of providing sexuality education at schools to give basic knowledge to adolescents on sexuality matters.

It is widely accepted that if teachers can be equipped with skills and tools for teaching and learning in schools, they can have significant impact on changing health behavior of adolescents from early stage. However, it has been argued that sexuality education in schools is largely dependent upon and influenced by knowledge and attitudes possessed by teachers regarding various sexuality matters (Mkumbo, 2012). It is obviously agreed that when teachers can have positive attitude toward sex education and if they can develop willingness to teach sexuality education in schools, students can be able to get knowledge on sexual matters. In regard to that information, several authors have been recommending that teachers' attitudes and knowledge towards teaching sexuality education should be assessed before engaging them in the delivery of sexuality education programs especially in secondary schools (Mabula & Bilinga, 2013). Therefore, this study assessed knowledge and attitude of teachers regarding sexuality education in public secondary schools.

## **Study Objectives**

- i. To examine teachers' knowledge on sexuality education in public secondary schools.
- ii. To examine teachers' attitudes towards teaching sexuality education in public secondary schools.

## **Methodology**

### ***Study Design***

This study used a cross-sectional design as a study design in guiding collection and analysis of data. A cross-sectional survey design is the research method that is used to explore the conditions or relationship that exist, practices that prevail, beliefs, point of view or attitude that are held by individuals with the similar characteristics or background but differ in single characteristics which is studied or researched at a point of time. This study assessed knowledge and attitudes of teachers towards sexuality education in public secondary schools. This study included samples of various teachers who teach various subjects in public secondary schools but mainly the study assessed their knowledge and attitudes towards sexuality education.

### **Study Area and Population**

This study was conducted at Muleba District and data was collected from various secondary schools with high prevalence of teenage pregnancies in current years. With available information regarding sexual health related issues in Kagera region between 2014-2018, Muleba district had a total of 60 cases of students drop out from both primary and secondary schools due to pregnancies compared to Ngara 52, Misenyi 36, Bukoba 28, Karagwe 23, Bukoba Municipality 6 and Kyerwa 5 (Bukoba Regional education plans, 2018). This study included teachers who teach various subjects in secondary schools in Muleba district. Muleba district has a total of 39 secondary schools and 6 schools were conveniently selected to represent all schools with inclusion criteria of accessibility and number of dropout cases and early pregnancy cases due to available information. The population of teachers from selected schools is shown in table 2.1.

**Table 1 Study Population**

No	Name of School	Number of Teachers
1.	Anna Tibaijuka Secondary School	18
2.	Kagoma Secondary School	20
3.	Gwanseli Secondary School	24
4.	Nshamba Secondary School	26
5.	Kishoju Secondary School	42
6.	Mbukwa Secondary School	28
Total		158

Source: Field data, (2019)

### Sample Size and Sampling Techniques

This study included all 158 teachers from all 6 selected schools as sample and representative of all teachers in study area. During data collection 14 teachers refused to participate in the study, therefore data was collected from 144 respondents. Sample size is the number of respondent that represents the idea of others from the selected study population. There was no need to calculate sample size since the researcher included all 158 respondents in the study. A research used purposive sampling this technique to sample 6 schools to be included in the study out of 39 secondary schools in Muleba district. 6 secondary schools were purposeful selected with inclusion criteria of their accessibility and trends of early pregnancies cases basing on local information available. Purposeful sampling technique is non-probability sampling techniques in which samples are selected basing on characteristics of the population and objective of the study.

### Data Collection Methods and Analysis

The self-administered questionnaire with close-ended questions was used to get views of teachers regarding sexuality education matters. The questionnaire guide comprised two sections; the first sections. Respondents were asked to agree or disagree on a list of questions regarding sexuality education with options of *strongly agree*, *agree*, *somehow agree*, *disagree* and *strongly disagree*– these sections of the questionnaire was designed to get teachers' views and knowledge on various issues regarding sexuality education. Many questions used in questionnaire were adopted from related studies of Mkumbo (2013), Kasonde (2013) and Passang (2015). A data set with study results from respondents was prepared in Microsoft Excel and then, data was analyzed by

using descriptive frequencies and frequency counts of the responses was obtained and then summarized and presented in tables by using a Statistical Package for Social Science (SPSS) software version 20. Frequencies and percentages were computed to analyze participants' responses regarding their views and reactions towards sexuality education, and their knowledge of sex education.

## **Findings**

### *Knowledge of teachers regarding sexuality education in public secondary schools*

This study examined knowledge of teachers regarding various key issues of sexuality education. The knowledge of teachers was examined through various statements that were included in questionnaire guide as shown in table 3.2. A total of 41.7% of all respondents agreed that sex education delays early sexual intercourse among ongoing students while 5.6% strongly disagreed on that. Almost all respondents (72.2%) agreed on whether sex education increase awareness on HIV/AIDS and other sexual transmitted infections among youth at schools and 2.8 strongly disagreed. This stipulated that teachers have basic understanding of key sexuality matters. However, in other issues teachers showed controversial knowledge as less than a half (33.3%) of all respondents somehow agreed that sex education promotes condom use among youth, 22.2% agreed to statement while 2.8% disagreed on that. Also, 47.2% cited that sex education was a part of their training as teachers, 13.7% were not sure about that and 8.3% strongly disagreed that sex education was not part of their training as teachers. This implied that not all teachers have knowledge on all sexuality education, as lack training was already cited as one of obstacle to the provision of sexuality education at schools.

**Knowledge of teachers regarding key sexuality education issues**

Variable	Frequency	Percentage
Sexuality education is delays sexual debut among school-going students	32	22.2
I strongly agree	36	25.0
I agree	60	41.7
I somehow agree	8	5.6
I disagree	8	5.6
I strongly disagree		
Sexuality education increases awareness about HIV/AIDS among youth in school	104	72.2
I strongly agree	32	22.2
I agree	4	2.8
I somehow agree	0	0
I disagree	4	2.8
I strongly disagree		
Variable	Frequency	Percentage
Sexuality education promotes condom use		
I strongly agree	32	22.2
I agree	32	22.2
I somehow agree	48	33.3
I disagree	28	19.4
I strongly disagree	4	2.8
Sexuality education part of your training as a teacher		
I strongly agree	28	19.4
I agree	68	47.2
I somehow agree	20	13.9
I disagree	16	11.1
I strongly disagree	12	8.3
What is the appropriate age for students to receive sex education?	12	8.3
Below 10 years	64	44.4
10-14 years	44	30.6
15-19 years	24	16.7

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Above 20 years

The following are effective protection against STDs

Abstinence	100	69.4
Condoms	44	30.6
Oral contraceptives	0	0
Injectable contraceptives	0	0
Intrauterine contraceptive devices	0	0

The following are effective birth control methods

Abstinence	48	33.3
Condoms	68	47.2
Oral contraceptives	14	11.1
Injectable contraceptives	12	8.3
Intrauterine contraceptive device		

Using condom at the same time as another form of contraceptive prevent both sexually transmitted disease and pregnancy

I strongly agree	44	30.6
I agree	24	16.7
I somehow agree	8	5.6
I disagree		
I strongly disagree		

Variable	Frequency	Percentage
Pregnancy can result from a girl's first sexual intercourse		
I strongly agree	64	44.4
I agree	44	30.6
I somehow agree	12	8.3
I disagree	12	8.3
I strongly disagree	12	8.3

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Source: Field data, (2019)

Given that most young people will become sexually active during their adolescent years, where within or before entry into relationship or marriage, it is very crucial that they understand the factors that place them into risk of pregnancy and STDs so as to prevent them from unintended pregnancy or infections (Sigh, Bankole & Wood, 2005). Therefore, teachers who deliver this information to adolescence should have accurate and enough knowledge on what they impart to their students. This study also aimed to assess the knowledge of teachers regarding some key issues on sexuality education in secondary schools. Respondents showed to have high knowledge on some issues and low knowledge in other issues. Majority of respondents strongly agreed that sex education increase awareness about HIV/AIDS among youth in schools and promotes condom use among youths. This implies that teachers have high knowledge about sex education. Sex education has been explained as a process of assimilating information and developing attitude and perceptions of youths about sexual relations, sex intimacy, negotiation skills, risk behaviors and many ranges of topics.

It covers the following dimensions of human sexuality; physical: which entails physical sexual maturation and intimacy and human reproduction, Emotional: which include sexual attitude and feelings towards self and others, Social: which includes sexual norms and behaviors (Adogu & Nwafulume, 2014). All dimensions should be taught in schools to make sexuality education more effective. Study findings show that teachers agreed on effectiveness of sex education to promote condom use but majority of respondents disapproved the idea that condom should made available in secondary schools. This makes confusion on their knowledge and attitude. On the study conducted in Nigeria, Adogu & Nwafulume (2014) found similar results as majority of respondents cited that sex education in schools does not promote condom use as condom are not available at schools so make students follow what they are told. As teachers identified lack of training as obstacle in teaching sexuality education, there is need of increasing level of awareness among teachers to equip them with accurate knowledge to deliver sex education to students in effective way. Attending any training concerning sexuality education during training as teachers among respondents was also considered to be one factor of knowledge among respondents. Majority of respondents agreed that sex education was a part of their training as teachers. However, respondents were not asked to mention other formal training attended but during social conversation done by

researcher and respondent during study field, respondents mentioned life skills, HIV/AIDS and STDs, family planning, birth control methods and early pregnancy as major topics learnt during their training as teachers. This also implies that teachers have only basic knowledge to teach these topics in effective way. Similarly, Mlyakado (2013) revealed that teachers have basic knowledge of sex and sexuality which respondents identified books, mass media and experience as their source of their knowledge. Also, during social conversation, one of respondent explained that he has not seen or heard any formal training on sexuality education since he was employed in previous three years. This can also be interpreted that teachers do not bother to enlarge their skills in sex education because it is non-academic issue. Sex education is not an independent subject rather a mainstreamed topic in other subject as Mkumbo (2009) argues; therefore, it is possibly impossible for teachers to concentrate on sex education.

Sex education prepares youth to face challenges in their transformation from puberty period to adulthood to be responsible for their choice, decision and actions. With this in mind, majority of respondents proposed that the appropriate age for students to receive sex education is between 10-14 years. With increasing social and biological changes among human beings, adolescence enters in puberty period in early ages of 10-14 years. Therefore, there is need of initiating sexuality education in early stage of their life. Mkumbo (2013) argued that sex education should be introduced in primary schools as long as students in standard five, six and seven learn family planning methods and reproductive organs. Also, two studies conducted in Nigeria found the similar results as Adogu & Nwafulume (2014) reported that majority of respondents (teachers) agreed that sex education should be introduced in junior secondary schools. Initiation of early sexual education in early age can be effective strategy of reducing unplanned teenage pregnancy however some of respondents disapproved that idea with opinion that early initiation can promote early exposure to sexual relationship among students. Also, this idea is discouraged with local culture which believes early initiation as promotion of promiscuity. Moreover, majority of respondents rated abstinence as effective protection against sexually transmitted diseases followed by condom use. Also, they rated condom use as effective birth (pregnancy) control followed by abstinence. This also can be interpreted as high knowledge of teachers regarding sexuality education in secondary schools. In many contexts, students

have been told to abstain as one and only way of avoiding unintended pregnancy while they learn family planning methods in classrooms. When responding to that question, one respondent was heard emphasizing that school policies do not allow them to teach students other ways of pregnancy control rather than abstinence. This reveals that despite of high knowledge on sexuality matters also teachers have misconceptions in various issues regarding sexuality education. The school policies are bound to national laws and regulations thus; there is no room for a teacher to support students in their sexual activity rather than commanding them to abstain (Mlyakado, 2013). Therefore, abstinence from all sexuality activity remains only way which students should be told as a way of getting out of HIV and STDs and pregnancy. Attitude of teachers regarding sexuality education in public secondary schools. This study aimed to examine attitude of teachers towards various issues related to sexual health education in public secondary school. The table below summarizes the responses of respondents on various key issues relating to sexuality health education as they were recorded by researcher.

The findings from this study showed that majority of teachers (77.8%) agreed that sexuality education is appropriate to secondary schools and 41.7% rated sexuality education to be very important to students in secondary schools while 0.2% disagreed on that statement. This indicated positive attitude among teachers regarding sexuality education. However, the findings showed that culture was a biggest barrier to provision of sexuality education in secondary schools as 50% of respondents indicated that. 39.9% rated lack of training to be obstacle in providing sexuality education and 11.1% rated the school policy as obstacle to provision of sexuality education in secondary school. And majority of respondents from this study (77.8%) cited that they were very willingly to teach sexuality education if officially introduced in secondary schools but 2.8% actively opposed to teach sexuality education if officially can be introduced (*Refer table 3.1*). This also implied that majority of teachers support provision of sex education, however a low percent of they still resist provision of sex education at schools. Many respondents (47.2%) disagreed on the statement that condoms should be made available to students in secondary school and only 5.6% agreed on that statement. A sizable number of 38.9% agreed that sex education should include contraceptives in secondary schools. Less than half (30.6%) of respondents agreed that provision of sexuality education in secondary schools promotes promiscuity among students. And 33.3% of

respondents disagreed that sex education does not promote promiscuity. However, more than half (63.9%) of all respondents strongly agreed on the statement that sex education is an important aspect of life among adolescence but 5.6% strongly agreed. And 47.2% of respondents disagreed on the statement that sex education is a waste of time to students as adolescence do not follow what they are told while 11.1% of respondents somehow agreed to that statement. This indicated variation of teachers` attitude toward teaching sexuality education in secondary school.

*Attitude of teachers regarding sexuality education in public secondary schools*

Variables	Frequency	Percentage
Sexuality education is appropriate for secondary schools	112	77.8
Agree	24	16.7
Uncertain	8	5.6
Disagree		

Sexuality education is appropriate for your students

I strongly agree	60	41.7
I agree	64	44.4
I somehow agree	12	8.3
I disagree	8	0.6
I strongly disagree	0	0

What is the biggest barrier to sex education?

School policy	14	11.1
Culture	72	50.0
Parents	0	0
Lack of training	56	38.9
Religion	0	0

How do you rate the importance of sexuality education to student?

Very important	32	22.2
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Important  
 Somehow  
 Not important  
 I don't know

What is your willingness to teach sexuality education if officially introduced?

Very willing	112	77.8
Just Willing	20	13.9
Not willing	4	2.8
Actively opposed	4	2.8
No response	4	2.8

Condoms should be made available to students in senior secondary schools.

I strongly agree	8	5.6
I agree	12	8.3
I somehow agree	68	47.2
I disagree	36	25.0
I strongly disagree		

Variables	Frequency	Percentage
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Sexuality education should include contraceptives

I strongly agree	56	38.9
I agree	28	19.4
I somehow agree	28	19.4
I disagree	20	13.9
I strongly disagree	12	8.3

Who should teach sex education at your school?

All teachers	56	38.9
Teachers teaching biology courses	32	22.2
	48	33.3

Teachers trained in sex education	4	2.8
No one should teach sex education	4	2.8
I don't know		
Sexuality education should be incorporated in secondary school		
I strongly agree	24	16.7
I agree	76	52.8
I somehow agree	24	16.7
I disagree	12	8.3
I strongly disagree	8	5.6
Teachers should be in forefront in teaching sex education		
I strongly agree	28	19.4
I agree	96	66.7
I somehow agree	4	2.8
I disagree	12	8.3
I strongly disagree	4	2.8
Sexuality education promotes promiscuity among students		
I strongly agree	24	16.7
I agree	44	30.6
I somehow agree	28	19.4
I disagree	44	30.6
I strongly disagree	4	2.8
Sexuality education is an important aspect of life among adolescences		
I strongly agree	92	63.9
	32	22.2

I agree	0	0
I somehow agree	12	8.3
I disagree	8	5.6
I strongly disagree		
<b>Variables</b>	<b>Frequency</b>	<b>Percentage</b>
Sexuality education is a waste of time to adolescence as they don't follow what they are told		
I strongly agree	24	16.7
I agree	20	13.9
I somehow agree	14	11.1
I disagree	16	11.1
I strongly disagree	68	47.2
Teenage pregnancy is not a serious issue		
I strongly agree	0	0
I agree	4	2.8
I somehow agree	52	36.1
I disagree	76	52.8
I strongly disagree		
Sexuality education is not something to be discussed with teenage		
I strongly agree	12	8.3
I agree	4	2.8
I somehow agree	20	13.9
I disagree	32	22.2
I strongly disagree	76	52.8

**Source: Field data, (2019)**

### **Attitude of Teachers towards Sexuality Education in Public Secondary school**

Effectiveness of sexuality education is influenced by teachers who impart knowledge to adolescence; however, teachers' attitude is one of major predictor of teachers' ability and willingness to teach sexuality education. Thus, various researchers have recommended assessment of teachers' attitude in various areas. This study also assessed teachers' attitude towards key issues on sexuality education in secondary schools. Majority of respondents agreed that sexuality education is appropriate to secondary schools and majority agreed that sexuality education is important to their students. This implies positive attitude among teachers in concern that adolescence needs to get correct information at early age so as to make informed discussion on sexual relationship and changing their sexual behaviors. Also, this implies that teachers acknowledge the role of sexuality education in preparing adolescence and reducing challenges in transit period of puberty to adulthood.

In stressing importance of sexuality education in African culture, history shows that sexuality education was provided in African societies before pre-colonial period. Various initiations were conducted in various societies to prepare children for their adulthood life. With increasing social interaction in global world and flow of information from various sources, there is notable point that schools remain to be a trusted area of providing sexuality education to adolescence (Mabula & Bilinga, 2014). UNESCO (2009) insisted that with the increasing number of teenage pregnancies, drop out of schools, and changing life styles, there is need of providing adolescence with sex education at early age before becoming sexually active. This was also supported by respondents of this study as majority agreed on initiation of sexuality education at schools. Similar results were found by Kasonde (2013) who added that for effective impact of sex education on children and young people, sexuality education should be part of the formal school curriculum being delivered by well trained and supportive teachers. Also, on the study conducted by Mkumbo (2013), majority of teachers agreed that sex education should be introduced in primary school so as children could have more information before puberty where adolescence meets various risks. This, results show positive attitude of teachers towards sexuality education. According to Kasonde (2013), sex education is often discussed and evaluated in terms of its role in reducing adolescent pregnancy and STD rates, as supporter stress that its primary goal is broader. This include giving young people the opportunity to receive information,

examining their values and learn relationship skills that will enable them to resist becoming sexually active before they are ready, preventing unprotected intercourse and helping young people become responsible and sexually healthy adults. Also, sexuality education is among of the most powerful tools for reducing the social and economic vulnerability that exposes women to a higher risk of HIV/AIDS than men. The World Bank reported that girl's education can go far in slowing and reversing the spread of HIV by contributing to poverty reduction, gender equality, female empowerment, and awareness of human rights. Also, majority of respondents from this study agreed that sexuality education is very important in life of youth. This also implies positive attitude among teachers regarding sexuality education. School- based sexuality education gives adolescence confidence to handle challenges they could face during their transformation period from adolescence to adulthood. Also, sexuality education reduces chances of adolescence to engage in premature sexual intercourse and guide them to take good and informed decision regarding sexuality matters. But there are various barriers that distract provision of sex education in secondary schools as majority of respondents rated culture as a major obstacle followed by lack of training.

This implies that provision of sexuality education is against local traditions, norms and specifically religion. It has been reported that Christian leaders in Tanzania for instance, prohibit their followers to use condom and use family planning methods. Also, many African societies have been reported to oppose provision of sexuality education as it is against their culture. The similar results were found in Botswana by Kasonde (2013) on his study on perceptions of teachers about sexuality education. On his study, majority of respondents rated culture to be a barrier to provision of sexuality education in secondary school. Thus, in many African countries including Tanzania, religious leaders have been recommended to be involved in development of what form or ways sexuality education could be provided in schools. Also, UNESCO insists in burning of all harmful social norms that increase health risks among youth especially girls. Despite that, more than half of respondents cited that sexuality education was a part of their training as teachers; however, lack of training was cited by respondents to be second barrier in teaching sexuality education in secondary school. Despite of being willingly to teach sexuality education in secondary school, teachers seem to lack adequate skills of teaching various topics in class. With the same results found in their study, Bilinga & Mabula (2014) argue that teachers are more influenced to teach sexuality education but

they lack adequate skills to demonstrate and teach sexuality education in effective way. Therefore, the result of this study implies that there is need of providing short courses and seminars on various sexuality topics to give teachers ability and confidence to handle sexuality education in effective way. In current global world, schools have remained to be a significant area where adolescence can learn many things concerning their lives. And teachers have remained to be trustful people that can make sexuality education more effective in secondary schools especially in public schools. This was supported by David and Bruce (2006) who reported that even though HIV/AIDS information and life-skills education can be provided to young people in a number of ways, schools are a key setting for providing information and teaching adolescents the life skills necessary to prevent HIV/AIDS. This is also supported by findings of this study which shows that majority of respondents agreed that teachers should be in forefront in providing sexuality education to youth. Parents are embarrassed to teach students sexuality matters because they believe that teaching sexuality matters is like allowing them to engage on sexuality affairs.

The same results were reported by Bilinga & Mabula (2014), who argued that youth are also embarrassed to discuss sexual matters with their parents because their parents are unwillingly and their cultural norms and beliefs oppose it. Discussions between parents and children are more dominated with threats to children rather than reality or practical information that could enable children to handle various challenges in puberty and transformation age. Teachers are more preferable to handle sexuality education than parents or guardians as teachers are equipped with more information, materials and techniques of imparting accurate knowledge to adolescence. The results from this study shows that majority of respondents cited that teachers trained in sex education and biology subjects should teach sexuality education, but in real context all teachers can teach sexuality education in secondary schools. As long as they can have skills and knowledge, teachers have a great chance of shaping adolescence with accurate information that can reduce risks and cases of early pregnancies, school dropout and new HIV and STIs. The findings from this study also show that majority of respondents disagreed that sex education promotes promiscuity. This implies positive attitude among teachers towards sex education as they continue to stress the importance of sex education among youth. Many people delay teaching sexual matters with beliefs that sex education influence prostitutions, early engagement in sexual relations and sexual intercourse in

early stage. Also, in the study conducted in Botswana, Kasonde (2013) found the similar results as majority of teachers cited that sex education does not promote promiscuity but preventing them from engaging in risk behavior. However, majority of respondents showed negative attitude on related statement as majority strongly disagreed that condoms should not be provided at schools. This implies mixed attitude regarding sexuality education. Students have unprotected sexual intercourse with one or more partners, potentially exposing themselves to HIV, other sexually transmitted infections (STIs) or unintended pregnancy (Pearson, 2012). As it has been noted by Kasonde (2013), Singh, Bankole and Woog (2005) young people who are sexually active should have access to information on sources of contraceptives, particularly condoms and how to use these methods to achieve maximum protection. As long as students can engage in sexual relations at schools, many authors have recommended that condoms should be made available at where they can access them in easy way because condoms have proven to reduce chance of getting HIV and other STDs. With the aim of reducing new infections and pregnancies among youth, condoms should be available in schools and placed where students can access them easily, example in latrines.

## **Conclusion**

Local cultural norms and beliefs oppose discussion of sexual matters among parents and children, making school be a significant part which can teach adolescence truth about their social, biological, emotional and cognitive developments. Teachers have remained to be at forefront in imparting that knowledge to students. Thus, this study identified the importance of examining teachers` attitude and knowledge regarding sexuality matters. Respondents showed mixed attitude in various issues and mixed knowledge regarding key issues of sexuality education in secondary school. Knowledge and attitude of teachers regarding sexuality issues are not barriers in teaching sexuality education in public secondary schools in Muleba District. Cultural norms and beliefs in local areas and lack of training on sexuality education among teachers are notable barriers that press difficultness in making adolescence get to know their sexual identity, intimacy, relationship and sexual related health risks. There is a need of of integrating Sexuality Education in Pre-service teacher education, in-service teacher education and on-going teacher professional development to improve their skills, enlarge their knowledge and improve their attitude in teaching sexuality education in public secondary schools.

Government of Tanzania should formulate policies which will allow initiation of sexuality education starting in primary level. And teachers need support from parents, community leaders, NGOs and religious leaders in making sexuality education available and provided in secondary schools. Further studies should focus on attitude and knowledge of students and parents regarding sexuality education so as have more information on how teenage pregnancies, unsafe abortion, HIV infections and school dropout among adolescence can be reduced in various areas in Tanzania.

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