

Parents and Teachers' Perspectives of Sex Education Mechanism as Determinants of Preventing Child Molestation in Selected Schools in Lagos State, Nigeria

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ABSTRACT

This study investigated parents' and teachers' perspectives on sex education mechanisms as determinants of preventing child molestation in selected schools in Lagos state, Nigeria, with five objectives. The descriptive research design was adopted. The population for this study comprised all parents and teachers from selected Key Stage 2 elementary schools across 20 Local government Areas within the six Educational districts in Lagos State, but only 100 teachers and 90 parents were sampled in the study through the use of a multi-stage sampling technique. Two instruments titled "Teachers Perception of Sex Education Questionnaire (TPSEQ)" and "Parents Perception of Sex Education Questionnaire (PPSEQ)" had a reliability coefficient of 0.676 and 0.740, respectively. The data collected were analysed using descriptive statistics, namely frequency counts and percentages, to present the respondents' biodata, while the mean was used to answer the research questions. The study found that parents and teachers perceived a positive relationship between sex education and the prevention of child molestation in Lagos State; parents teaching their children sex education at home will reduce child molestation to a great extent, and teaching sex education to children at school will reduce child molestation to a reasonably high degree. Furthermore, the study shows a positive and significant relationship between sex education, especially at home, and the prevention of child molestation, while teaching it in school had a positive relationship. Based on these statistical findings, it was concluded that both parents and teachers had positive perceptions that teaching sex education in schools and at home would be largely effective in the prevention or elimination of child molestation in Lagos State, and by extension, in the entire country, Nigeria. Conclusively, the study recommended, among other things, that governments at all levels should ensure the inclusion of sex education in the primary and secondary education curriculum and ensure its effective implementation. Parents, on the other hand, should endeavour to expose their children to sex education from the beginning of their childhood as a mechanism to prevent sexual molestation.

Keywords: Child molestation, Sex education, Parents' perspective, Teacher's perspective

INTRODUCTION

The world today is recording its highest perilous rate for the safety of children, and many children have turned into living shadows of themselves. The cause for this dramatic turn of events is not difficult to comprehend; simply put, 'child molesters' have been released and are aggressively roaming the globe looking for youngsters to consume. This 'beast,' also known as child molestation, is quite common around the world and occurs in various environments, including the home, school, hospitals, and online, both in our beloved country and abroad.

Child molestation is a broad term that encompasses all forms of sexual actions committed by an adult on a child, regardless of the child's gender or the offender's connection with the victim (Ojuade, 2019). It encompasses a wide range of acts with sexual overtones perpetrated against minors by adults. It has also been used to describe any sexual relationship or contact with a prepubescent youngster. Child sexual abuse is the most prevalent kind of child molestation, although it is not restricted to that; other forms of child molestation include inappropriate

touching, including non-sexual penetrating contact, exposing a child to pornography, or persuading a minor to view sexual actions virtually or in person (Aruna, 2018). Child molestation takes place in a variety of situations, including the home, school, community, and online. Similarly, a wide spectrum of perpetrators, including family members, intimate partners, instructors, neighbours, strangers, and other children, commit violence against children. Such molestation is one of the most damaging types of abuse a child can suffer. It affects a victim for the rest of his or her life in numerous ways; they suffer physical, emotional, and mental harm, humiliation, and death. All children have the right to be protected against abuse, regardless of the nature or intensity of the act, and all forms of violence can injure children, diminish their sense of self-worth, insult their dignity, and obstruct their growth.

What was once considered a taboo and sacrilege is now gradually becoming commonplace, with horrible incidents of fathers assaulting their young daughters, unending cases of incest, and rape of children by trusted adults with whom they are kept for care. Sex crime involving children has suddenly become a cloudburst that is affecting the globe, and Nigeria is not exempt from the grave ramifications for both the victims and society. As a result, there is an immediate need to address the threat of child molestation in our society.

Child molestation will be largely prevented by child-centred sex education, which teaches children how to recognise, avoid, and report sexual molestation. Comprehensive sex education is defined by the United Nations Educational, Scientific, and Cultural Organisation (UNESCO) as "education that equips children and young people with the knowledge, skills, and values that empower them to make informed decisions about their health, well-being, sexual and social relationships, and ensures their rights are protected" (UNESCO, 2018a). Comprehensive Sex Education (CSE) is a curriculum-based approach to teaching and learning about sexuality's cognitive, emotional, physical, and social dimensions. Its goal is to provide knowledge, skills, attitudes, and values to children and young people that will enable them to: realise and understand their health, well-being, and dignity; develop respectful social and sexual relationships; consider how their choices affect their own and others' well-being; and understand and protect their rights throughout their lives (Vanwesenbeeck, 2020).

Molestation can range from direct physical contact to unwelcome exposure to sexual language and images, and it frequently occurs in conjunction with other forms of violence. 'Sexual violence' is a word that is frequently used to refer to all forms of sexual victimisation (Radford, Allnock, Hynes & Shorrocks, 2020).

Nigeria is not immune to this global epidemic, which has spread its tentacles across all continents. Hence, the growing need for sexuality education is also based on the rising health risks faced by Nigerian children (Oyekola & Agunbiade, 2018). Adolescents are naturally vulnerable to unplanned sex, unprotected sex, sexual coercion, sexual violence, and sexually transmitted diseases/infections because they are unaware of the consequences of their reproductive behaviour and the health risks they face, particularly from underage sexual practices and other anti-social practices.

Various newspapers are flooded frequently with child molestation cases in different numbers and forms. For instance, on November 20th, 2021, Premium Times reported the case of Olanrewaju Omiyinka (Baba Ijesha) being tried for alleged repeated sexual molestation of a minor, the foster daughter of his female colleague, Comedienne Princess, in Lagos state. "Sexual abuse" (molestation) starts young: over half of children were abused before the age of 11, and one in 10 were abused before they turned five. More than 70 per cent experience this violence repeatedly. One out of two suffers physical violence, such as punching, kicking, whipping, burning, choking, trying to drown, threatening, or hitting with a weapon; one in four girls and one in ten boys have experienced sexual violence; one in five boys and one in six girls suffer emotional violence in Nigeria (Rachel Harvey, UNICEF 2015). Child molestation is a problem in Nigeria; the true extent of its prevalence remains unknown because much of it goes unreported.

Protecting their children from vices such as child molestation is a major obligation for parents. Their attitude towards child molestation may reveal their understanding and willingness to avoid it, as well as their willingness to support their child's education (Simon, Luetzow, & Conte, 2020). Parents should protect their children by providing supervision, monitoring, and involvement, as well as encouraging their children's self-efficacy, welfare, and self-esteem.

Purpose of the Study

This study investigated parents' and teachers' perspectives on sex education mechanisms as determinants of preventing child molestation in selected schools in Lagos State. The specific objectives of the study were to:

1. examine the relationship between sex education and the prevention of child molestation in Lagos State.
2. determine the extent to which parents teaching their children sex education at home will reduce child molestation in Lagos State; and
3. discover the rate at which teaching sex education in schools will reduce child molestation in Lagos State.

Research Hypotheses

The following null hypotheses were tested at the 0.05 level of significance in the study:

H₀₁: There is no significant relationship between sex education and the prevention of child molestation in Lagos State.

H₀₂: There is no significant relationship between parents teaching their children sex education at home and the reduction in child molestation in Lagos State.

H₀₃: There is no significant relationship between teaching sex education at schools and the reduction in child molestation in Lagos State.

LITERATURE REVIEW

Concept of Sex Education

Sexuality education is a lifetime process of learning. It aims to develop and strengthen children's and young people's ability to make conscious, satisfying, healthy, and respectful choices regarding relationships, sexuality, and emotional and physical health. Sexuality education does not encourage children and young people to have sex.

Sexual development, reproductive health, interpersonal interactions, affection, intimacy, body image, and gender roles are all covered under this one umbrella term. The biological, socio-cultural, psychological, and spiritual elements of sexuality are all addressed in sexuality education. It entails gaining knowledge of the cognitive, emotional, social, interpersonal, and physical aspects of sexuality. Early childhood sexuality education is followed by adolescence and adulthood sexuality education. It gradually provides information, skills, and positive values to children and young people so they can understand and enjoy their sexuality, have healthy and satisfying relationships, and take responsibility for their own and others' sexual health and well-being. 2010 (World Health Organisation).

The most widely acknowledged definition of sex education, according to Vanwesenbeeck (2020), is comprehensive sexuality education (CSE), which is a curriculum-based process of teaching and learning about the cognitive, emotional, physical, and social components of sexuality. Its goal is to provide knowledge, skills, attitudes, and values to children and young people that will enable them to: realise their health, well-being, and dignity; develop respectful social and sexual relationships; consider how their choices affect their own and others' well-being; and understand and ensure the protection of their rights throughout their lives.

Parents, family, friends, and other laypeople, especially for younger age groups, are key sources of information on human relationships and sexuality. However, because of the complexity of knowledge and skills required when discussing topics like contraception, STIs, emotional development, and communication, informal sources are frequently insufficient. Many parents are hesitant or unprepared to instruct their children about sexuality, and they support schools taking on this responsibility. Furthermore, because their parents are perceived as too close, young people often seek alternative sources of knowledge beyond their parents (UNESCO, 2009; Tanton

et al., 2015). One of the biggest concerns of parents and other adults is that disclosing sex information to adolescents will lead to them being sexually active.

Secondary school pupils have an elevated level of sex ignorance and the difficulties that come with it. Students' lives are being wrecked by the spread of false information among themselves and by others' misguidance. The difficulties that have arisen because of our youth's lack of sex education are numerous nowadays. Unwanted pregnancies, an increase in abortions, a high rate of sexually transmitted diseases, and a high rate of sexual promiscuity are among them. All of this has resulted in a lack of concentration, poor academic performance, worsening of children's mental health, a high percentage of school dropouts, a rise in illiteracy, and overpopulation. As a result, the educational opportunities for Nigerian youth have been severely harmed, resulting in a significant loss to society. Sex education is viewed as premature, hazardous, and likely to lead to sexual promiscuity by religious organisations. According to behavioural scientists, introducing sex education is a promising idea. Despite the rise in sexual difficulties, parents and schools continue to fail to provide youngsters with adequate sex education.

Concept of Child Molestation

Although various theoretical and ideological issues make it difficult to come up with a widely accepted definition, considerable professional agreement on the distinguishing characteristics of sexual abuse has evolved. The most recent Child Abuse Prevention and Treatment Act (CAPTA) captures these characteristics, defining child molestation (CM) as the employment, use, persuasion, inducement, enticement, or coercion of any child to engage in, or assist any other person to engage in, any sexually explicit conduct or simulation of such conduct for the purpose of producing a visual depiction of such conduct; or the rape, and in cases of caretaker or interfamilial relationships (NCCAN, 2005) National Center on Child Abuse and Neglect.

Child molestation, according to Ojuade (2019), is a broad phrase that encompasses all forms of sexual actions performed by an adult on a child, regardless of the child's gender or the relationship between the victim and the perpetrator. It encompasses a wide range of acts with sexual overtones perpetrated against minors by adults. It has also been used to describe any sexual relationship or contact with a prepubescent youngster.

Child molestation (CM) occurs when a child is forced into sexual behaviours by threats, force, deception, or coercion, and the child suffers physical, mental, emotional, or psychological harm as a result. CM is defined by the World Health Organisation as the involvement of children in a sexual act before reaching the legal age of consent, when they are not mature enough to consent. CM transgresses society's laws and taboos (WHO, 2019). Children require a positive and crime-free environment to be nourished healthily and to enjoy their childhood freely, yet they are currently susceptible to exploitation, violence, and abuse. Girl children are more vulnerable to sexual assault, and every day, thousands of cases of child molestation are recorded around the world. Before the age of 18, nearly one out of every ten girls had been sexually abused. Because a huge percentage of cases go unreported, it is difficult to ascertain the exact figure (UNICEF, 2020). According to statistics, around 15 million young females worldwide are subjected to forced sexual acts (UN Women, 2020).

Attitude of Parents and the Community towards Child Molestation

In Cross River State, Akpama (2014) conducted an ex-post facto study to examine parental perceptions of the introduction of sex education for adolescents in secondary schools. Based on the identified key independent variables of types of parental perception and parental literacy status, two null hypotheses were developed. A 15-item questionnaire was created, validated, and its reliability was evaluated. It was then given to 400 people (parents—200 men, 200 women) from 20 churches around the state (7 churches from the central, 7 from the south and 6 from the north senatorial districts). Stratified cluster sampling and simple random sampling were used to select the sample. The independent t-test was used to analyse the data. The findings revealed that parental perceptions of the teaching of sex education to adolescents in secondary schools are significantly negative; there is no significant difference in parental perceptions of the teaching of sex education to adolescents in secondary schools between literate and illiterate parents.

Trends in child sexual molestation, rape, and incest: a view from South-West Nigeria, according to Aruna (2018). Documentary data from the internet/web and national media were used to compile the study's data. Key Informant Interviews (KIIs) were used to gather information from the Police and Courts for the study. At the same time, In-depth Interviews (IDIs) were conducted with personnel from non-governmental organisations (NGOs) and victims. The study finds that the Nigerian Criminal and Penal Codes on child sexual abuse are insufficiently strict, and that many States of the Federation have yet to pass the Nigerian Child Rights Act, which would effectively address the problem as well as the issue of court delays. Lack of specialised training and skills, poor logistics for speedy responses are also problems for the police. The study concluded that aggressive mass sensitisation programmes at all levels-national, state, and local-can considerably reduce child sexual molestation.

Natalia's paper, "Prevention of Child Sexual Abuse via Comprehensive Sexuality Education: Exploring Potentials from a Human Rights Viewpoint," provides an overview of studies on child sexual abuse prevention by comprehensive sexual education from a human rights perspective. It concludes that required comprehensive programmes for the prevention of child sexual abuse should be implemented.

In a Nigerian village, Oyekola and Agunbiade (2018) investigated the frequency of child sexual abuse and the role of teacher-parents in its prevention and control. A cross-sectional research strategy was used, which included both quantitative and qualitative methods. A questionnaire was administered to 443 in-school adolescents selected through quota sampling from a high school, and 10 teacher-parents of adolescents were interviewed. The findings revealed that CSA was high (59.8%), that parental involvement in sexual issues affecting their children was somewhat negative, and that child education, child security, discouragement of cellphone use among in-school adolescents, and severe punishments for offenders would all aid in preventing and managing this threat.

Attitude of School teachers and instructors towards Child Molestation

Dehahani, Nasiriani, Pour, Movahed, and Deghani (2015) investigated Secondary and High School Teachers' Attitudes toward Sex Education for Adolescents in Yazd, South-East Iran. "The goal of the study was to determine teachers' attitudes toward sex education for adolescents," the researchers wrote. The survey included 336 middle and high school instructors. The participants in the study were selected by the researchers using cluster sampling. Teachers were in favour of sex education as one of the fundamental rights of young adults, according to one report, and underlined that sex education in schools must cover themes such as maturity, menstruation, and abstinence.

Kinley (2015) investigated the attitudes of instructors and students in secondary schools in Thimphu, Bhutan, about teaching sex education. According to the researcher, the study aimed to investigate teachers' and students' attitudes toward the inclusion of sex education in the school curriculum. A total of 120 people took part in the survey. The results suggest that both instructors and students support teaching sex education in secondary schools.

Teachers' perceptions of the integration of sexuality education in secondary biology curriculum for sustainable development were investigated by Iwu, Onoja, Ijioma, Ngumah, and Egeruoh (2011). The goal of the study, according to the researchers, was to "determine teachers' perceptions of the integration of sexuality education in secondary school biology curriculum in Imo State, Nigeria." The study included 102 instructors, and the results revealed that most of them were in favour of providing sexuality education.

Ugoji (2009) explored parents' attitudes toward sexuality education in Delta State secondary schools. The study's goal was to find out how parents felt about sexuality education in secondary schools. The study's participants were all parents of secondary school pupils. The 600 parents who took part in the study were sampled using a stratified random sampling technique. The hypotheses were tested using Z statistics at the 0.05 level of significance. The findings revealed substantial differences in the views of young and older parents toward secondary school sexuality education, as well as enormous differences in the attitudes of parents residing in urban and rural regions. There is no significant difference in male and female parents' attitudes about sexuality education in secondary schools. However, there is a substantial difference in parents' attitudes toward sexuality education in secondary schools based on their level of education.

Onoyase (2018) explored instructors' attitudes about providing sexuality education in Nigerian federal government colleges. Three hypotheses were developed to conduct the inquiry. The respondents were polled using an instrument called "teachers' attitude toward teaching of sexuality education" (TATTOSE). With a reliability coefficient of 0.79, the instrument was considered reliable. Language appropriateness, substance, and face validity were also factors. Four research assistants distributed 580 copies of the questionnaire to the respondents. A total of 528 duplicates were found, resulting in a 91.03 per cent return rate. T-test statistics were used to analyse the field-acquired data. The study found no significant difference in attitudes toward sexuality education between male and female teachers, but a significant difference between less-experienced and more-experienced teachers. It was also discovered that there was no substantial difference in the attitudes of married and single teachers in Nigeria when it came to teaching sexuality education.

Sexuality Education and Child Molestation

In Zambia, Chibuye and Kumatongo (2022) studied the role of comprehensive sexuality education on child sexual abuse and teenage pregnancy among secondary school learners. The total number of 60 participants, who included 40 secondary school learners and 20 secondary school teachers from two secondary schools in Kitwe District on the Copperbelt

Province of Zambia. The findings revealed that 50% of the learners were of the view that the CSE had failed its goal of reducing child sexual abuse. The study further indicated that 60% of the teachers and 50% of the learners agreed that CSE helped to prevent early sex and teenage pregnancies in learners. The study concluded that both teachers and learners were of the view that CSE increased awareness of child sexual abuse among learners.

In Southeast Nigeria, Ohia (2016) studied mothers' attitudes to giving sexuality education as a check to sexual abuse of primary school girls. Three research questions guided the study. A multi-stage purposive sampling technique was used to first sample 2 states, 4 Local Governments, 8 towns and 160 women in South-East Nigeria. The instrument for data collection was a Focus Group Discussion Schedule, designed to align with the study's purpose and research questions. The data collected were qualitatively analysed. Results show that there is a high prevalence of child sexual abuse, mothers do not know what constitutes Sexuality Education, and there is fear that Sexuality Education promotes promiscuity.

In Southeast Nigeria, Manyike, Chinawa, Aniwada, Udechukwu, Eke, and Chinawa (2015). Impact of parental sex education on child sexual abuse among adolescents attending secondary schools in South-East Nigeria. This is a cross-sectional study conducted among children in three secondary schools in Enugu and Ebonyi states of Nigeria. Five hundred and six adolescents who met the inclusion criteria were recruited for the study, of whom their parents had educated 80% of the respondents on sex abuse. Of those educated, the majority were educated by their mother and both parents. Most were not informed that family members or family friends can abuse children, and 73.8% were not told to inform adults if it happens to them. A lower proportion (37.9%) of those educated by parents at home were abused. Those educated by parents were 1.23 times less likely to be abused than those not educated. There was a significant difference in sex abuse between males and females, while there was no significant difference for age and social class. Hence, the study concluded that children educated by parents on sexual abuse were less likely to be sexually abused than those not educated.

METHODOLOGY

This study utilised a descriptive survey design. The population of the study comprised of all parents and teachers from selected Key Stage 2 elementary schools across 20 Local government Areas in the 6 Educational districts of Lagos State. A multistage sampling technique was employed to select the participants for this study. Two self-developed questionnaires titled "Parents and Teachers Perception of Sex Education Questionnaire" (PTPSEQ) and "Prevention of Child Molestation Questionnaire (PCMQ) were used to collect the needed information from the respondents. Face and content validity were ensured. For the reliability test, 0.676 and 0.740 were obtained for the teachers' and parents' questionnaires, respectively. Frequency counts and percentages were used to analyse demographic data; percentages and means were used to analyse the research questions. At the same time, the Pearson Product-Moment Correlation Coefficient (r) was used to test the hypotheses formulated at the 0.05 level of significance.

RESULTS

H₀₁: There is no significant relationship between sex education and the prevention of child molestation in Lagos State.

Table 1: Correlation statistics showing the relationship between sex education and the prevention of child molestation

Variable	N	X	SD	Df	r-value	P-value
Sex Education		3.75	.250			
	190			189	.558	.049
Prevention of Child Molestation		1.89	.418			

***Significant $P < .05$**

Table 1 shows the calculated r-value of .558 while the p-value (0.049), which is less than the significance level (0.05) for 189 degrees of freedom. Therefore, the hypothesis, which states that there is no significant relationship between sex education and the prevention of child molestation in Lagos state, is rejected. It means that a positive and significant relationship exists between sex education and the prevention of child molestation in Lagos state.

H₀₂: There is no significant relationship between parents teaching their children sex education at home and the reduction in child molestation in Lagos State.

Table 2: Correlation statistics showing the relationship between Parental sex education and the prevention of child molestation.

Variable	N	$\bar{X}$	SD	Df	r-value	P-value
Home Sex Education		3.23	.353			
	190			189	.734	.036
Prevention of Child Molestation		1.89	.418			

***Significant $P < .05$**

Table 2 shows the calculated r-value of .734 while the p-value (0.036) is less than the significance level (0.05) for 189 degrees of freedom. Therefore, the hypothesis, which states that there is no significant relationship between parents teaching their children sex education at home and the prevention of child molestation in Lagos State, is rejected. It means that a positive and significant relationship exists between parents teaching their children sex education at home and the prevention of child molestation in Lagos State.

H₀₃: There is no significant relationship between teaching sex education at schools and the reduction in child molestation in Lagos State.

Table 3: Correlation statistics showing the relationship between school sex education and the prevention of child molestation.

Variable	N	$\bar{X}$	SD	Df	r-value	P-value
School Sex Education		3.32	.452			
	100			98	.406	.084
Prevention of Child Molestation		1.89	.418			

***Significant $P < .05$**

Table 3 shows the calculated r-value of .406 while the p-value (0.084) is less than the significance level (0.05) for 98 degrees of freedom. Therefore, the hypothesis, which states that there is no significant relationship between teaching sex education at schools and the prevention of child molestation in Lagos State, is accepted. It

means that a positive but insignificant relationship exists between teaching sex education at schools and the prevention of child molestation in Lagos State.

DISCUSSION OF FINDINGS

Hypothesis one revealed that a positive and significant relationship exists between sex education and the prevention of child molestation in Lagos state. This supported the assertion by Nichcy (2010) that sex education assists young people in understanding family, religious, and cultural values, as well as in developing their own values, increasing self-esteem, gaining insights into relationships with individuals of both genders, and understanding their own duties to others. The finding also validated the findings of Du-Toit and Staden (2005) and Bezuidenhout (2010), which reported that sexual education helps young people develop a positive attitude about sexuality, offers them information and skills for maintaining their sexual health, and helps them make sound decisions now and in the future.

Hypothesis two revealed that a positive and significant relationship exists between parents teaching their children sex education at home and the prevention of child molestation in Lagos state. This verifies the study of Singh (2011), which found that children of parents who have an encouraging, caring, and loving attitude toward their children, as well as are positive and open-minded regarding sex, are more likely to grow up with a well-adjusted attitude about sexual matters. Lastly, the finding substantiates the study of Blake et. al. (2010), which found that children whose parents talk with them about sexual matters or provide sexual education or contraceptive information at home are more likely than others to postpone sexual activity. When these adolescents do become sexually active, they have fewer sexual partners and are more likely to use contraceptives than adolescents whose parents do not discuss sexual matters with them (Blake et al, 2010).

Hypothesis three shows that a positive relationship exists between teaching sex education at schools and the prevention of child molestation in Lagos state. These findings corroborate the study of Manyike et. al. (2015), which reported that children educated by parents on sexual abuse were less likely to be sexually abused than those not educated. This supported the study of Ohia (2016), which shows that there is a high prevalence of child sexual abuse, mothers do not know what constitutes sexuality education, and there is fear that Sexuality Education promotes promiscuity.

CONCLUSION

Based on the findings of the study, it is concluded that both parents and teachers had positive perceptions that teaching sex education in school and at home will be primarily effective in the prevention or elimination of child molestation in selected schools in Lagos state, Nigeria. However, teaching sex education by parents at home will be more significant in preventing the occurrence of child molestation than teaching sex education by teachers in schools.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made:

1. The government at all levels should mandate the inclusion of sex education in the elementary education curriculum and ensure its effective implementation.
2. All parents should endeavour to expose their children to sex education from the beginning of their childhood, as this enlightens and arms children with the necessary knowledge to guard themselves from sexual molestation.
3. The federal and state governments, through the Ministry of Education, should see to the creation of regular sensitisation of parents on the best way possible to expose their children to sex education from childhood without leading to sexual exposure.
4. Appropriate, compulsory, regular, and adequate training should be given to elementary teachers to best educate the children on sex education by exposing them to sexual practice at a tender age.

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