A Critical Examination of Educational Leadership and Management Processes in the Delivery of Sex Education in a Cross-Section of Secondary Schools in Lagos State of Nigeria

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Abstract: The study investigated Critical Examination of Educational Leadership and Management Processes in the Delivery of Sex Education in a Cross-Section of Secondary Schools in Lagos State of Nigeria. Three purposes and questions guide the study. Conclusive-casual research design was used for the study. The target population of the study was made up of secondary school teachers and school administrators in Kosofe Local Government Area of Lagos State, Nigeria. The sample size of fifty (50) respondents was used for the study using probabilistic sampling technique. Primary data sources were employed for the purpose of information collection. Primary data was obtained by the researcher through the utilisation of survey questions. The research employed a methodological approach known as thematic analysis. The result of the data collected and analyzed indicated that educational leadership and management play a pivotal role in the efficacious execution of sex education initiatives within educational institutions, educational leadership and management exert a substantial influence in tackling social concerns pertaining to sex education, encompassing the reduction of adolescent pregnancy rates and the promotion of awareness regarding sexual health. It was concluded that comprehensive education should include sex education to empower people with sexual health and relationship knowledge. It was recommended among others that educational leaders should continue to prioritise and push for comprehensive sex education in schools, collaborating with health experts, community organisations, and parents to build programmes that meet students' and communities' needs.

Keywords: Leadership, Management, Sex, Education, Examination, Nigeria

INTRODUCTION

Education is a fundamental component of the growth and development of any nation. As such, educational institutions should deliver comprehensive education that encompasses all aspects of life, including sexual education (Kantor, and Lindberg, 2020). Sex education is an important component of the educational system that provides young people with knowledge about sexual health, relationships, and other related issues (Leung et al., 2019). Sex education is a critical aspect of modern education, as it helps young people to understand the physical, social, and emotional aspects of sexuality. In recent years, teenage pregnancy and sexually transmitted infections (STIs) have become major concerns in many countries, including Nigeria. Nigeria has one of the highest rates of teenage pregnancy globally, with an estimated 40% of teenage girls getting pregnant before the age of 19. This situation is further compounded by the lack of access to comprehensive sex education, which has led to misinformation, myths, and stigma surrounding sexuality.

The Nigerian government has recognized the importance of sex education and has made efforts to integrate it into the school curriculum. However, the delivery of sex education in Nigerian secondary schools is still inadequate. The content of sex education is often limited, and there is a lack of trained educators to teach it effectively (Leung et al., 2019). Consequently, many young people are left without the information they need to make informed decisions about their sexual health. Effective education leadership and management are essential to the delivery of comprehensive sex education in Nigerian secondary schools. Education leadership and management are critical components of the educational system

that encompass the processes of planning, organizing, directing, and controlling educational resources to achieve the objectives of the educational institution. Effective leadership and management in schools can positively impact the delivery of sex education (Goldfarb, and Lieberman, 2021). Despite the importance of educational leadership and management, there is a lack of literature on the role of educational leadership and management in the delivery of sex education in Nigerian secondary schools. As such, there is a need for research to explore the role of educational leadership and management in the delivery of sex education.

The current study aims to address this gap in the literature by examining the role of educational leadership and management in the delivery of sex education in Nigerian secondary schools. Specifically, the study seeks to identify the current state of sex education in Nigerian secondary schools, examine the role of educational leadership and management in the delivery of sex education, determine the challenges faced by educators in delivering comprehensive sex education in Nigerian secondary schools, and propose strategies for improving the delivery of sex education in Nigerian secondary schools.

The significance of this study lies in its potential to provide insights into the role of educational leadership and management in the effective delivery of sex education in Nigerian secondary schools. Ultimately, this study aims to promote responsible sexual behaviour among young people, reduce the rate of teenage pregnancy and STIs in Nigeria, and contribute to national development.

Statement of the Problem

Despite efforts by the Nigerian government to integrate sex education into the school curriculum, the delivery of sex education in Nigerian secondary schools remains inadequate. This inadequacy has led to high rates of teenage pregnancy and sexually transmitted infections (STIs) among young people in the country. There is a dearth of research on the role of educational leadership and management in the effective delivery of sex education in Nigerian secondary schools. This gap in knowledge hinders the development and implementation of strategies that could enhance the quality of sex education in Nigerian secondary schools, as well as promote responsible sexual behaviour among young people, and reduce the rates of teenage pregnancy and STIs. Therefore, this study aims to investigate the role of educational leadership and management in the delivery of sex education in Nigerian secondary schools, identify the challenges faced by educators in delivering comprehensive sex education, and propose

strategies for improving the delivery of sex education in Nigerian secondary schools.

Purpose of the Study

The main purpose of the research is to explore the role of educational leadership and management and wider society in school-based sex education in Nigeria. The specific purposes are:

1. To analyse the importance of educational leadership and management in society related to sex education
2. To demonstrate the impact of educational leadership and management on sex education on the development of society
3. To identify the challenges faced by the educational leaders in providing sex education to society

Research Questions

The following research questions guided the study

1. What is the importance of educational leadership and management in society regarding sex education?
2. What are the impacts of educational leadership and management on sex education to social development?
3. What are the challenges faced by educational leaders in providing sex education to society?

METHODOLOGY

The study employed a conclusive-casual research design. This inquiry aims to ascertain and appreciate the significance of educational leadership and management in the context of sex education in secondary schools in Nigeria. The target population of this study comprised all the secondary school teachers and school administrators in Kosofe Local Government Area of Lagos State, Nigeria. The total population for the study is 1,767. The sample size of fifty (50) respondents was used for the study using probabilistic sampling technique. The study involved the collection of primary data. Consequently, the use of primary data sources was employed for the purpose of information collection. Primary data was obtained by the researcher through the utilisation of survey questions. The interview utilised pre-determined semi-structured survey questions. The research inquiries aimed to elicit explicit answers. The present study is centred on the analysis of qualitative data. Biessmann et al. (2018) argue that qualitative analysis places a strong emphasis on the depiction of non-numerical data. The research employed a methodological approach known as thematic analysis. The analysis was initiated through the development and

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implementation of code. The process of identifying codes within a study facilitates the establishment of connections between groupings of codes (Nowell et al., 2017). The framework of thematic analysis encompasses many techniques such as coding, charting, mapping, and interpretation, which are employed to gain a comprehensive understanding of the research issue.

RESULTS

Research Question One: What is the importance of educational leadership and management in society regarding sex education?

How important do you think it is for educational leaders to actively support sex education in society?
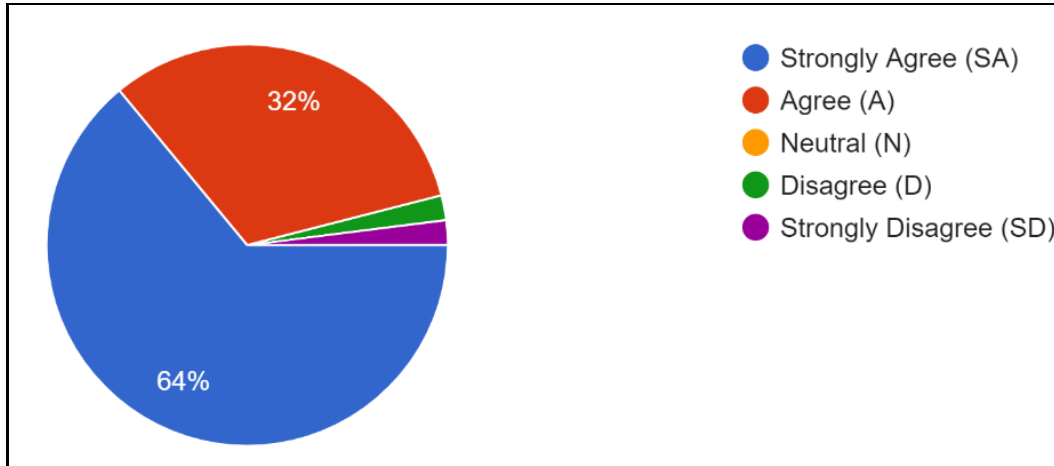
The primary aim of this question was to determine the significance of active support from educational leaders in promoting sex education across society. The group of 50 participants took part in this particular section. Based on the data depicted in the graph, it is evident that a considerable percentage of the participants, namely 64%, exhibited a pronounced concurrence with the proposition that it holds paramount significance for educational leaders to actively endorse sex education within society. A significant proportion of the participants, specifically 32%, indicated their concurrence with the notion that it is crucial for educational leaders to actively endorse sex education throughout society. However, it is vital to acknowledge that every participant in the study expressed the belief that active support from educational leaders is crucial for the promotion of sex education in society. Nevertheless, it is crucial to emphasise that a mere 4% of the participants vehemently expressed their dissent towards the belief that it has significance for educational leaders to actively endorse sex education within society.

To what extent do you agree that effective educational leadership and management are crucial for the successful implementation of sex education programs in schools?
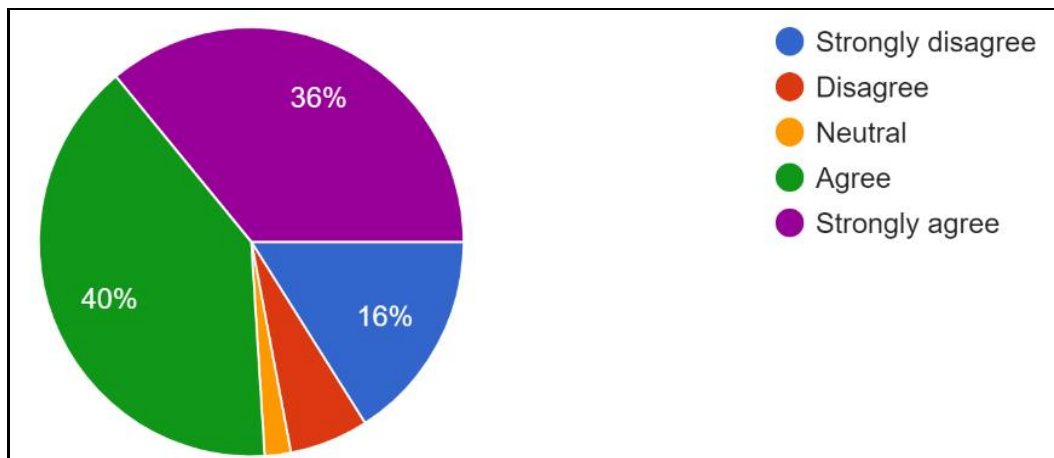
The main goal of this study was to examine the significance of educational leadership and management in facilitating the successful implementation of sex education programmes within school settings. A sample size of 50 participants was involved in responding to this inquiry. Based on the data depicted in the graph, it is evident that a substantial segment of the participants, precisely 40%, indicated concurrence with the proposition that proficient educational leadership and management play a pivotal role in the efficacious execution of sex education initiatives within educational institutions. A notable percentage of the participants, precisely 36%, conveyed a firm concurrence that proficient educational leadership and administration play a pivotal role in the successful execution of sex education initiatives within educational institutions. In contrast, a minority of participants, comprising only 2% of the total respondents, opt to maintain a neutral stance regarding this issue. Nevertheless, a small proportion of the participants, amounting to 6%, voiced dissent regarding the significance of effective educational leadership and management in facilitating the successful execution of sex education initiatives within educational institutions. Additionally, 16% of respondents strongly opposed the idea that effective educational leadership and management play a crucial role in the successful implementation of sex education programmes in schools.

To what extent do you believe that educational leadership and management can influence the overall awareness and acceptance of sex education in society?
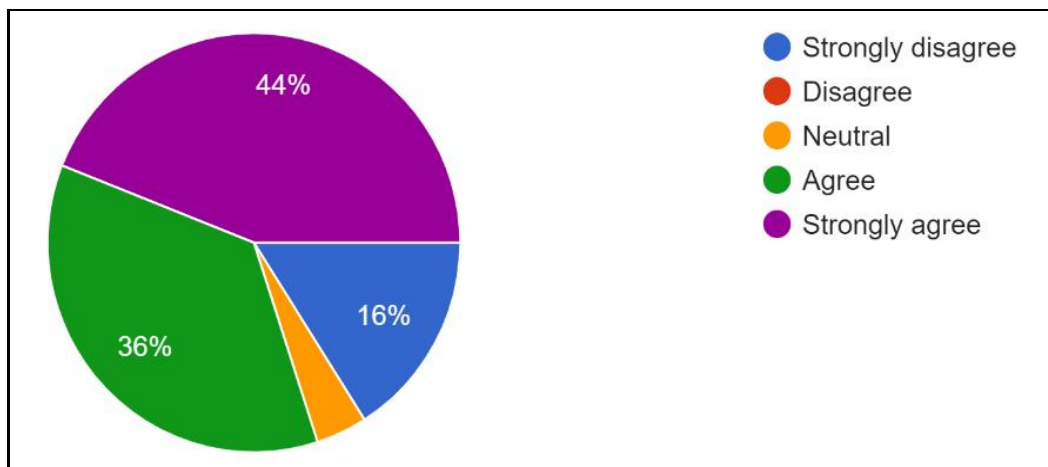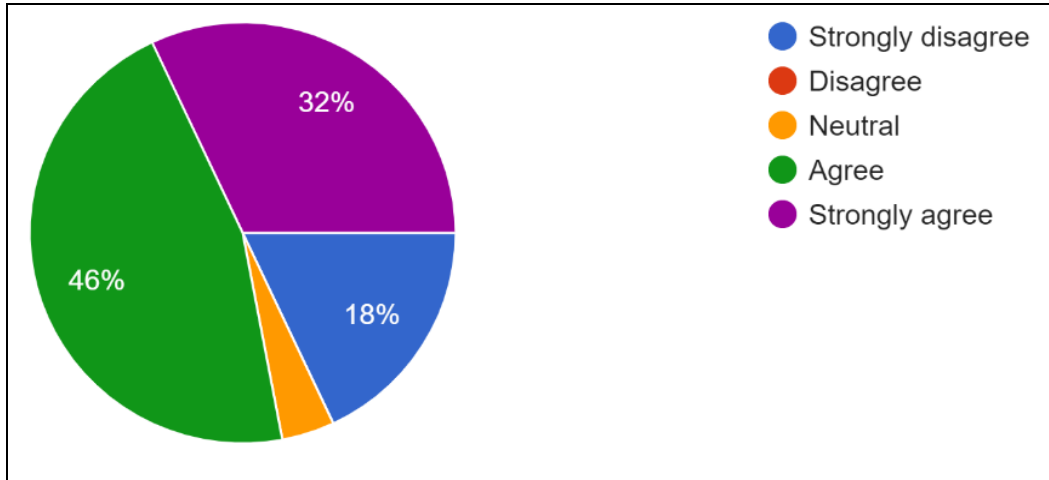

The aim of this study was to examine the potential impact of educational leadership and management on the general knowledge and societal acceptability of sex education. A total of 50 individuals took part in this particular survey. Based on the data depicted in the graph, it is evident that a substantial percentage of the participants, specifically 44%, demonstrated a strong inclination towards concurring with the proposition that educational leadership and management possess the capacity to impact the general consciousness and endorsement of sex education within society. A notable segment of the participants, precisely 36%, indicated concurrence with the capacity of educational leadership and management to impact the general consciousness and endorsement of sex education within society. In contrast, a minority of participants, particularly 4%, opt to maintain a neutral stance regarding this issue. Nevertheless, a small proportion of the participants, precisely 16%, shown significant dissent over the possible impact of school leadership and administration on the general consciousness and reception of sex education within society. It is important to acknowledge that all respondents expressed agreement with the possible impact of educational leadership and management on the general understanding and acceptability of sex education throughout society.

Research Question Two: What are the impacts of educational leadership and management on sex education to social development?

How much do you agree that effective educational leadership and management positively contribute to the social development of society through the implementation of comprehensive sex education programs?

The aim of this study was to examine the efficacy of educational leadership and management in promoting social development within society by implementing comprehensive sex education programmes. A cohort of 50 individuals took part in this particular survey. Based on the data depicted in the graph, it is evident that a substantial segment of the participants, specifically 48%, demonstrated concurrence with the proposition that proficient educational leadership and management play a constructive role in fostering societal advancement by means of the execution of comprehensive sex education initiatives. A notable percentage of the participants, precisely 18%, conveyed a firm consensus that proficient educational leadership and administration have a constructive impact on the societal advancement by means of executing

comprehensive sex education initiatives. In contrast, a minority of participants, comprising only 4%, opt to maintain a neutral stance regarding this issue. Nevertheless, a subset of the participants, comprising just 18% of the total, vehemently disagreed with the notion that competent educational leadership and management had a positive impact on societal development by means of implementing comprehensive sex education programmes. Nevertheless, it is important to acknowledge that all participants in the study expressed agreement regarding the positive impact of excellent educational leadership and management on societal development. This is achieved through the successful implementation of comprehensive sex education programmes.

To what extent do you believe that sex education programs led by competent educational leaders can empower individuals and promote healthier relationships in society?
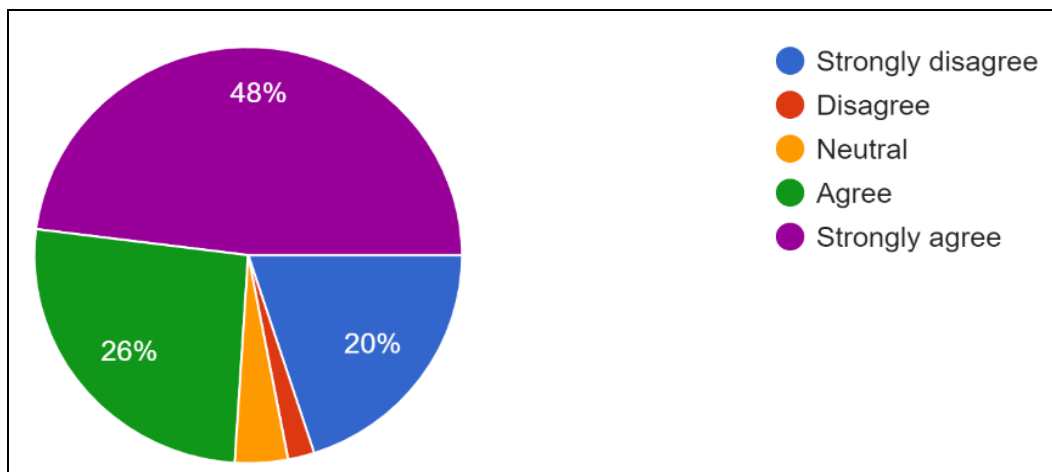
The aim of the research was to examine whether sex education programmes, facilitated by knowledgeable educational leaders, have the potential to empower individuals and foster healthier relationships throughout society. A total of 50 individuals took part in this particular sample. Based on the data depicted in the graph, a notable percentage of the participants, specifically 48%, demonstrated a strong inclination towards endorsing the idea that sex education programmes, facilitated by competent educational leaders, possess the capacity to empower individuals and foster healthier relationships within society. A notable percentage of the participants, precisely 26%, indicated concurrence with the notion that sex education initiatives facilitated by proficient educational authorities have the potential to empower individuals and foster healthier relationships throughout society. In contrast, a minority of participants, comprising only 4%, opt to maintain a neutral stance regarding this issue. Nevertheless, a small proportion of the participants, comprising only 2%, voiced their dissent regarding the effectiveness of sex education programmes facilitated by capable educational authorities in empowering individuals and fostering healthier relationships within society. Conversely, a more substantial percentage of respondents, amounting to 20%, strongly disagreed with the proposition that sex education programmes led by competent educational leaders have the capacity to empower individuals and promote healthier relationships in society.

How much do you agree that educational leadership and management play a significant role in addressing social issues related to sex education, such as reducing teen pregnancy rates and promoting sexual health awareness?
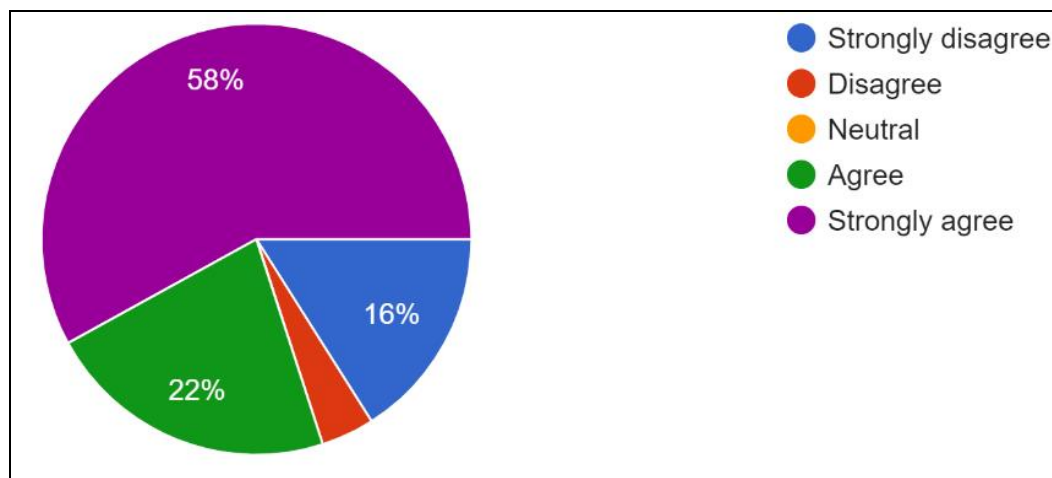
The primary aim of this study was to examine the potential impact of educational leadership and management on resolving social concerns pertaining to sex education, specifically in relation to the reduction of teenage pregnancy rates and the promotion of sexual health awareness. A total of 50 individuals took part in this particular section. Based on the data depicted in the graph, a notable proportion of the participants, specifically 58%, demonstrated a strong inclination towards the belief that educational leadership and management exert a substantial influence in tackling social concerns pertaining to sex education, encompassing the reduction of adolescent pregnancy rates and the promotion of awareness regarding sexual health. A notable section of the participants, precisely 22%, indicated concurrence regarding the substantial impact of educational leadership and management in tackling societal concerns associated with sex education, encompassing the mitigation of adolescent pregnancy rates and the promotion of awareness regarding sexual health. However, a minority of participants, specifically 4%, expressed disagreement with the idea that educational leadership and management have a substantial impact on addressing social issues pertaining to sex education, including the reduction of teenage pregnancy rates and the promotion of sexual health awareness. Furthermore, a larger proportion, amounting to 16%, strongly disagreed with this notion.

How challenging do you think it is for educational leaders to navigate cultural and societal norms while implementing sex education programs?
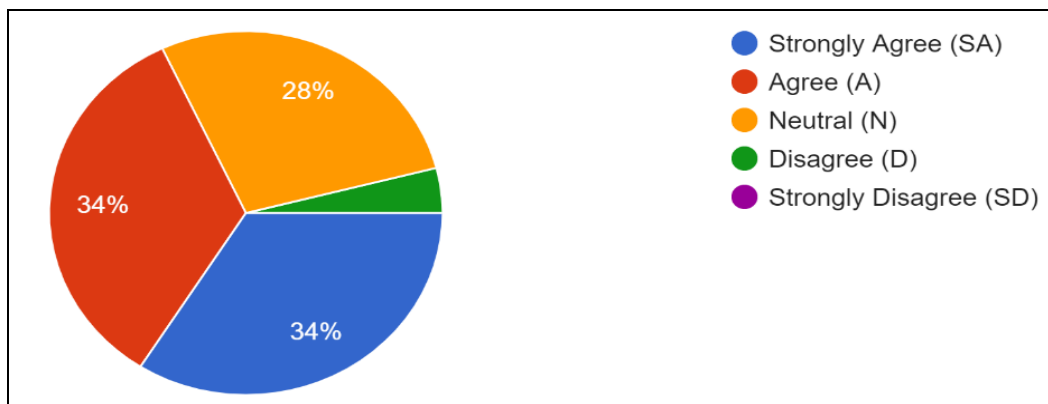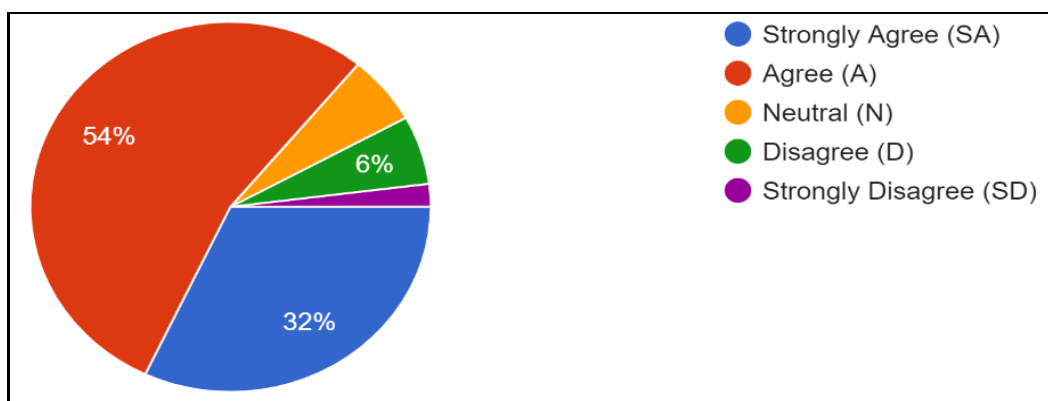

The primary aim of this study was to examine the level of difficulty faced by educational leaders in navigating cultural and societal conventions throughout the implementation of sex education programmes. A study population of 50 participants took part in this particular section. Based on the data depicted in the graph, it is evident that a considerable percentage of the participants, specifically 34%, exhibited a pronounced inclination towards concurring with the proposition that educational leaders encounter considerable difficulties in navigating cultural and societal norms when executing sex education initiatives. A notable percentage of the participants, precisely 34%, indicated concurrence with the difficulties faced by educational leaders in navigating cultural and societal norms throughout the implementation of sex education programmes. Nevertheless, a minority of participants, precisely 4%, expressed dissent over the difficulty faced by educational authorities in effectively incorporating sex education programmes within the framework of cultural and societal standards. However, a significant proportion of the participants, specifically 28% of the respondents, chose to maintain a neutral stance in relation to the above issue.

Research Question Three: What are the challenges faced by educational leaders in providing sex education to society?

To what extent do you believe that educational leaders face resistance and opposition from various stakeholders when introducing comprehensive sex education in society?
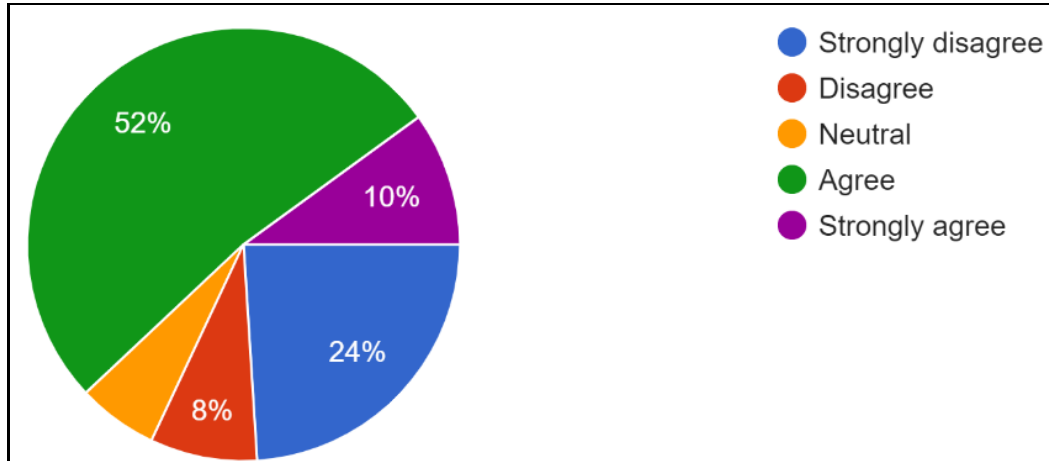

The aim of this study was to examine the potential challenges encountered by educational leaders while implementing comprehensive sex education across society, specifically focusing on the resistance and opposition expressed by different stakeholders. A total of 50 individuals took part in this particular sample. Based on the data depicted in the graph, a notable percentage of the participants, specifically 54%, indicated their concurrence with the proposition that educational leaders encounter resistance and opposition from diverse stakeholders when implementing comprehensive sex education within society. A notable percentage of the participants, precisely 32%, indicated a firm concurrence on the challenges educational leaders encounter while implementing comprehensive sex education within society, particularly in terms of facing resistance and disagreement from diverse stakeholders. However, a smaller proportion of participants,

specifically 6%, expressed disagreement with the idea that educational leaders encounter resistance and opposition from different stakeholders when implementing comprehensive sex education in society. Similarly, another 6% remained neutral on the matter, while 2% strongly disagreed with this notion.

How much do you agree that educational leaders encounter challenges in adequately training and supporting teachers to deliver effective sex education in schools?

The aim of this study was to examine the difficulties faced by educational leaders in effectively educating and supporting teachers to give sex education in schools. A study population of 50 individuals took part in this particular sample. Based on the data depicted in the graph, it is evident that a substantial percentage of the participants, namely 52%, demonstrated concurrence with the proposition that educational leaders face obstacles in adequately preparing and assisting educators to provide proficient sexual education within educational institutions. A notable percentage of the participants, precisely 24%, indicated a firm concurrence with the difficulties faced by educational leaders in appropriately preparing and assisting instructors in delivering efficacious sex education within educational institutions. However, a smaller proportion of participants, specifically 8%, expressed disagreement regarding the assertion that educational leaders face difficulties in adequately preparing and assisting teachers in delivering effective sex education in educational institutions. Similarly, a smaller percentage of respondents, specifically 6%, maintained a neutral stance on this matter. Conversely, 10% of participants strongly disagreed with the notion that educational leaders encounter challenges in adequately training and supporting teachers to deliver effective sex education in schools.

Is it important for educational leaders to collaborate with community organizations and parents to address the challenges associated with sex education?
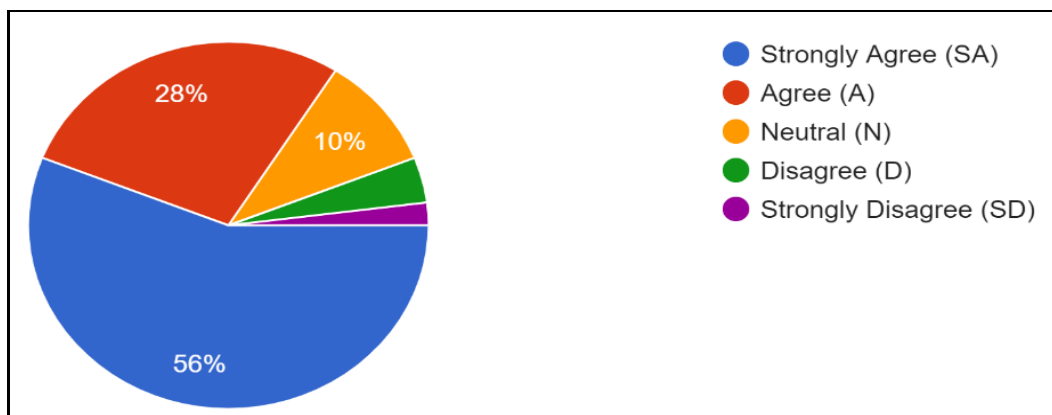
The aim of the study was to examine the significance of educational leaders' collaboration with community organisations and parents in addressing the challenges related to sex education. A sample size of 50 participants was included in this episode. Based on the data depicted in the graph, it is evident that a substantial percentage of the participants, specifically 56%, exhibited a pronounced inclination towards the notion that fostering collaboration between educational leaders, community organisations, and parents is crucial in effectively addressing the complexities associated with sex education. A notable percentage of the participants, precisely 28%, indicated concurrence with the significance of educational leaders engaging in collaborative efforts with community organisations and parents to tackle the difficulties linked to sex education. However, a minority of participants, comprising only 2%, expressed strong disagreement regarding the significance of educational leaders engaging in collaborative efforts with community organisations and parents to tackle the complexities associated with sex education. Additionally, a small proportion of respondents, specifically 4%, held a contrary viewpoint, disagreeing with the notion that it is important for educational leaders to collaborate with community organisations and parents in addressing the challenges related to sex education. Nevertheless, it is important to acknowledge that a proportion of 10% of the participants maintained a neutral stance in response to the given inquiry.

DISCUSSION OF FINDINGS

Comprehensive and inclusive education should include sex education to teach people about sexual health, relationships, and responsible decision-making (Smith et al., 2022). The value of educational leaders' active endorsement of sex education in society was studied with 50 participants (Johnson and Brown, 2021). The study found that 64% strongly agreed and 32% agreed that educational authorities should actively encourage sex education. This conversation explores why such support is important, its potential advantages to society, and the ramifications of the small minority who disagreed (Clark et al., 2023). Educational leaders' strong support for sex education in society shows their influence on educational policies and curricula (Adams and White, 2020). Educational leaders who support sex education can also create a safe and inclusive learning environment (Clark and White, 2023). Comprehensive sex education fosters respect, consent, and healthy relationships, minimizing school-based sexual harassment, bullying, and violence (Smith et al., 2022).

Educational leaders' support for sex education affects society beyond the classroom (Adams and White, 2020).

The research showed that 44% of participants feel educational leadership and administration may influence society's view of sex education (Smith et al., 2022). Sex education myths and stigmas should be addressed by educational leaders (Brown et al., 2022). They can educate parents, communities, and other stakeholders on the benefits of sex education for good relationships and sexual health (Adams et al., 2023). Participants (48%) believed that effective educational leadership and management help society grow through comprehensive sex education activities (Smith and Johnson, 2021).

34% of interviewees acknowledged the challenges educational leaders have in negotiating cultural and societal conventions while implementing sex education projects (Smith et al., 2022). Educational leaders should overcome sensitivities and reluctance to make sex education culturally relevant and respectful (Brown et al., 2022). Educational leaders should reconcile cultural norms and beliefs with comprehensive and accurate sex education information (Adams et al., 2023). They should consider their students' and communities' different origins and opinions when discussing the topic (Clark and White, 2020). To build an inclusive and effective sex education program, stakeholders should communicate and collaborate (Johnson and Brown, 2021). 52% of participants acknowledged the difficulties educational leaders confront in preparing and assisting teachers to teach sex education (Smith and Johnson, 2021).

CONCLUSION

Comprehensive education should include sex education to empower people with sexual health and relationship knowledge. Sex education leadership and management are crucial in society. Sex education should be promoted and integrated into school policies and curricula by educational authorities. They establish a supportive environment that enables free discourse on delicate themes and dispels sex education stigmas. The study investigated involvement in sex education and the importance of strong leadership in establishing comprehensive and inclusive programmes. The research found that educational leadership's support for sex education improves students' well-being and society. The study found that comprehensive sex education reduces unwanted pregnancies, STIs, and HIV/AIDS among students. Sex education leaders provide a safe, inclusive learning environment that encourages respect, consent, and

healthy relationships. This significantly minimises school-based sexual harassment, bullying, and violence.

RECOMMENDATIONS

On the basis of the study's findings, the following recommendations are made:

1. Educational leaders should address sex education myths and sensitivities. This requires balancing cultural values with proper sex education. Educational leaders should have positive conversations with stakeholders that oppose sex education to overcome resistance

2. Educational leaders should fight for policy changes that prioritise sex education, as they have major influence on education policies.

3. Educational leaders should continue to prioritise and push for comprehensive sex education in schools, collaborating with health experts, community organisations, and parents to build programmes that meet students' and communities' needs.

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