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SENIOR SCHOOL AGRICULTURAL SCIENCE TEACHERS' AWARENESS AND UTILIZATION OF INNOVATIVE TEACHING STRATEGIES IN ILORIN METROPOLIS, NIGERIA

SHUAIB S. B.[1], OBA A. Ibrahim[2], JIMOH S. B.[1], ADESANYA E. O.[1] and AFOLABI K. O.[1]

[1]Department of Science Education, Faculty of Education, University of Ilorin, Ilorin Nigeria
[2]Department of Vocational and Technical Education, Ahmadu Bello University, Zaria, Nigeria
Corresponding author:danbat2013@gmail.com, shuaib.sb@unilorin.edu.ng +2348036278956.

Abstract

Poor student academic performance in both internal and external examinations has been attributed to a variety of factors, one of which is the teacher's teaching method, which is teacher-centered, and thus there is a need for teachers to employ various innovative teaching strategies that can assist them in effectively discharging their duties while also significantly improving students' learning. Therefore, this study assessed senior secondary school agricultural science teachers' awareness and utilization of innovative teaching strategies in Ilorin Metropolis, Kwara State, Nigeria. The study used a descriptive survey design approach. Two research questions and two hypotheses guided the study. The target population for this study was all the agricultural science teachers in public senior secondary schools. A simple random sampling technique was used to select 89 agricultural science teachers who participated in the study. A researcher designed questionnaire was used for data collection. Data were analyzed using percentages, mean, t-test and ANOVA. Result of the findings showed that the senior secondary school teachers' awareness of innovative teaching strategies and its utilization in teaching agriculture was high. The study revealed that there was no significant difference in the senior secondary school agricultural science teachers' awareness and utilization of innovative teaching strategies based on gender, years of teaching experience and qualification. It was concluded that senior school agricultural science teachers' awareness and utilization of innovative teaching strategies were high. Since agricultural science teachers are already familiar with the teaching strategies, workshops, seminars and symposia should be organized for in-service agricultural science teachers in order to sustain their level of awareness and utilization of innovative teaching methods.

Keywords: Innovative Teaching Strategies, Agricultural Science, Ilorin Metropolis, Senior School

Introduction

The Nigeria agricultural sector is still the major provider of employment, and it remains essential for economic development. Likewise, in most parts of the country, food security is still a serious issue and consequently food production will continue to be a major focus of training institutions and agricultural education. Education is said to be a strategic tool for social and economic change on a national and global scale. The development of human capital required handling current and future challenges of globalization and the information economy is the focus of education systems all over the world (Dike, 2014).

Education is also extensively regarded as the most operative method for transforming a people's social, psychological, physical, political, intellectual and developmental characteristics, and curriculum remains the goal for accomplishing this goal. In Nigeria, agriculture has been introduced in general school curricula at upper basic and senior school secondary education levels as an elective prevocational or optional vocational subject. The basis for offering agriculture to secondary school students is to curb negative or bad attitude to farming by many secondary school students, whose work-related choices are frequently limited and therefore exposing them to the knowledge and skills that they would need in agricultural production, should they choose to become farmers (Lencucha, *et. al.,* 2020).

Many Nigerian secondary school graduates are currently unemployed and unable to take on agriculture (Vanguard, 2019). Despite receiving secondary education, they remain oddly idle because they lack the prerequisites for job creation and expertise to survive social and environmental hazards (Africa Centre for Economic Transformation, 2020). It is evident in agricultural education literature and studies that the teaching and learning of agricultural science is faced with problems such as inadequate teaching and learning resources, inadequate qualified and competent agricultural science teachers, poor funding, lack of interest and motivation on the part of students, inadequate marketable skills acquisition by the students, majority of the teachers teach the subject theoretically and basically with the use of lecture method which is devoid of students involvement as active learners. In teaching, new methods and technologies adaptation are necessary to bring change in existing system for fulfillment of predetermined educational objectives (Vijayalakshmi, 2019).

In the same vein, United Nations (2011) contended that to meet up with the swift scientific progress in technology requires the presence of informed, resourceful, well-trained and skillful teachers who are capable in carrying out their responsibility and duties. The persistent poor performance of students in agricultural science at senior school certificate examinations have given upswing to a notion that most agricultural science teachers in secondary schools in Nigeria, possibly do not make use of different method of teaching strategies to be able to deal with some precise problems related with the teaching of agricultural science (Ige, *et al.,* 2016). In order words, it infers that teachers are conversant in agricultural science contents but not in instructional aspects. Darko, *et al.* (2015) opines that most of the time, agricultural science is imparted to the learners using lecture or descriptive method instead of a hands-on approach.

The objectives of teaching agricultural science cannot be attained, unless teachers are fortified with a diverse method of teaching in order to instill the purposes of agricultural science in students. The learning of agricultural science in real-life context is necessary for personal development and also, the development of the agricultural sector of the nation (Food and Agriculture Organization, FAO, 2015). The use of multiple and relevant learning and teaching strategies and assessment practices will provide a basis for this. In an effort to secure result-oriented agricultural science knowledge transfer in secondary schools, Kaya and Akdemir (2016) proposed the use of activity-oriented strategies like cooperative learning, guided-inquiry, demonstration, use of analogy, thinks and do, and many others. Thus, research in education in Nigeria has persistent to seek better means of instruction to improve the academic performance of students (Olanipekun & Aina, 2014).

Furthermore, the causes of gender variances in educational outcomes have been the subject of widespread study and discussion. A particular contentious issue involves the likely role played by biological differences between male and female. Another hypothesis is that male and female teachers have exclusive biases concerning how they absorb boys and girls in the classroom, on teaching strategies. A study by Wood (2012), reveals that male teachers' awareness of the utilization of instructional materials in teaching is higher than that of the female teachers. El-Emadi, *et al.* (2019), discovers that female teachers are more aware and utilize innovative teaching strategies than male teachers. As such, this study investigated the influence of agricultural science teachers' gender, teaching experience and qualification on the awareness and utilization of the innovative teaching strategies in Ilorin Metropolis. It is therefore, expected to provide baseline information which can be used in formulating new policies and innovative teaching materials towards improving the agricultural science knowledge of students in the State and the world at large.

Research Questions

The following research questions were raised and answered in the course of the study:

i. What is the level of senior school agricultural science teachers' awareness of innovative teaching strategies in Ilorin Metropolis?

ii. What is the level of senior school agricultural science teachers' utilization of innovative teaching strategies in Ilorin Metropolis?

Research hypotheses

i. There is no significant difference in the senior school agricultural science teachers' awareness of innovative teaching strategies in Ilorin Metropolis based on gender, years of teaching experience and qualification.

ii. There is no significant difference in the senior school agricultural science teachers' utilization of innovative teaching strategies in Ilorin Metropolis based on gender, years of teaching experience and qualification.

Methods and Material

This research adopted the descriptive research of the survey type. The population for the study comprised all senior school agricultural science teachers in Ilorin Metropolis, Kwara State, Nigeria. A stratified sampling procedure was adopted, it involves categorizing the agricultural science teachers into private and public-school teachers. Two hundred agricultural science teachers in the senior secondary schools were listed as the sample frame. A simple random sampling technique was used to select 89 teachers from a pool of the 200 were used as sample for the study. A researcher-designed questionnaire was used as instrument for data collection. The instrument was titled "*Senior School Agricultural Science Teachers' Awareness and Utilization of Innovative Teaching Strategies Questionnaire (SSASTAUISQ)*. The questionnaire was divided into two sections A and B. Section A sought demographic characteristics of the respondents and consisted of four items (gender, teaching experience, qualification, and school location). Section B of the instrument was used to collect data on agricultural science teachers' level of awareness of innovative teaching strategies. Section B was also used to seek data on teachers' level of utilization of innovative teaching strategies. The face and content validity of the instrument was determined by three experts in the rank of senior lecturer from the Department of Science Education, Faculty of Education, University of Ilorin. Their suggestions were incorporated and used to produce the final copy of the instrument. The instrument was pilot tested and reliability of the instrument was ensured by using a test-retest method with a coefficient of 0.78.

Research questions were answered using an average mean score while research hypotheses were tested using the independent t-test and One-way ANOVA statistic at a 0.05 level of significance.

Results and Discussions

Research Question 1: What is the level of senior school agriculture science teacher's awareness of innovative teaching strategies in Ilorin Metropolis?

Table 1 indicates that 89 agricultural science teachers participated in this study. Responses to items that sought information on senior school agriculture science teacher's awareness of innovative teaching strategies in Ilorin Metropolis revealed that the senior school agriculture science teacher's awareness of innovative teaching strategies was high because the benchmark average weighted mean score stood at 1.50. Their average weighted mean score of 1.75 is above the benchmark average weighted mean score. To answer this research question, respondents' responses on the level agriculture science teacher's awareness of innovative teaching strategies questionnaire were collated. The data collected from the sampled teachers were analyzed using average mean rating. A total score between 1 – 1.49 = Low Level of Awareness, 1.50 – 2.0 = High Level of Awareness.

The summary of the results is as shown in **Table 1.**

Table 1: Average Mean of Senior School Agricultural Science Teachers' Awareness of Innovative Teaching Strategies in Ilorin Metropolis, Nigeria

S/N	Items	Mean	Remark
1.	Acronym Memory	1.60	HL
2.	Active Learning	1.97	HL
3.	Supervised Practice	1.94	HL
4.	Collaborative Learning	1.90	HL
5.	Experimental Learning	1.90	HL
6.	Jigsaw Learning	1.42	LL
7.	Computer-Assisted Instruction	1.73	HL
8.	Constructivism	1.69	HL
9.	Cooperative Learning	1.89	HL
10.	Demonstration	1.96	HL
11.	Field Trip	1.91	HL
12.	Individual Learning	1.96	HL
13.	Laboratory Method	1.93	HL
14.	Mind Map	1.48	LL
15.	Minimalism	1.34	HL
16.	Models	1.75	HL
17.	Multimedia	1.72	HL
18.	Problem Solving	1.97	HL
19.	Project-Based Learning	1.82	HL
20.	Role-Playing	1.88	HL
21.	Computer-Based Learning	1.76	HL
22.	Inquiry-Based Learning	1.80	HL
23.	Fish-Bowl	1.53	HL
24.	E-learning	1.67	HL
25.	Vee Mapping	1.25	HL
	Average Weighted Mean Score	**1.75**	**HL**

Key: LL= High Level of Utilization, **LL** = Low Level of Utilization

Research Question 2: What is the level of senior school agriculture science teachers' utilization of innovative teaching strategies in Ilorin Metropolis , Nigeria?

Table 2 shows that 89 agricultural science teachers participated in this study. Responses to items that sought information on the level of senior school agricultural science teachers' utilization of innovative teaching strategies in Ilorin Metropolis revealed that the senior school agriculture science teachers' utilization of innovative teaching strategies in Ilorin Metropolis was high because the benchmark average weighted mean score stood at 2.00 and their average weighted mean score is 2.18 which is above the benchmark average weighted mean score.

To answer the research question, respondents' responses on the level of agricultural science teachers' utilization of innovative teaching strategies questionnaire were collated. The data collected from the sampled teachers were analyzed using average mean rating. A total score between 0-1.49= Low Level of Utilization, 1.5-3.0 = High Level of Utilization. The summary of the results is shown in Table 2.

Table 2: Average Mean of Senior School Agriculture Science Teachers' Utilization of Innovative Teaching Strategies in Ilorin Metropolis, Nigeria

S/N	Items	Means	Remark
1.	Acronym Memory	1.89	HL
2.	Active Learning	2.75	HL
3.	Supervised Practice	2.62	HL
4.	Collaborative Learning	2.47	HL
5.	Experimental Learning	2.57	HL
6.	Jigsaw Learning	1.56	HL
7.	Computer-Assisted Instruction	1.83	HL
8.	Constructivism	2.06	HL
9.	Cooperative Learning	2.54	HL
10.	Demonstration	2.67	HL
11.	Field Trip	2.33	HL
12.	Individual Learning	2.71	HL
13.	Laboratory Method	2.53	HL
14.	Mind Map	1.74	HL
15.	Minimalism	1.72	HL
16.	Models	2.15	HL
17.	Multimedia	2.02	HL
18.	Problem Solving	2.55	HL
19.	Project-Based Learning	2.22	HL
20.	Role-Playing	2.28	HL
21.	Computer-Based Learning	2.03	HL
22.	Inquiry-Based Learning	2.12	HL
23.	Fish-Bowl	1.76	HL
24.	E-learning	1.83	HL
25.	Vee Mapping	1.44	HL
	Average Weighted Mean Score	**2.18**	**HL**

Key: LL= High Level of Utilization, **LL** = Low Level of Utilization

Hypotheses Testing

Two research hypotheses postulated for this study were tested using the independent t-test and the ANOVA statistics at 0.05 level of significance.

H_{O1}: *There is no significant difference in the senior school agricultural science teachers' awareness of innovative teaching strategies in Ilorin Metropolis based on gender, Teaching Experience and Qualification.*

As shown on Table 3, male agricultural science teacher had a mean score of 44.62 with standard deviation 3.35, while female agricultural science teacher had a mean score of 43.12 with a standard deviation of 4.08, the calculated t-value was 1.85 while its calculated significance value is .07 at alpha level of 0.05. On this basis, null hypothesis one was therefore not rejected. This means that there was no significant difference in the senior school Agriculture Science teachers' awareness of innovative teaching strategies in the study area based on gender. The reason was that the calculated significance value (.07) was greater than 0.05 alpha level ($\rho > 0.05$).

Also, Table 3 shows an F-value .21 with calculated significant .82 at 0.05 alpha level. Since calculated significance .82 is greater than 0.05 alpha level, hypothesis three is thus not rejected. This implies that there was no significant difference in the senior school agricultural science teachers' awareness of innovative teaching strategies in the study area based on years of teaching experience.

Moreover, the table shows an F-value 1.43 with calculated significant .25 at 0.05 alpha level. Since calculated significance .25 is greater than 0.05 alpha level, hypothesis three is thus not rejected.

This implies that there was no significant difference in the senior school Agriculture Science teachers' awareness of innovative teaching strategies in the study area based on qualification.

Table 3: Analysis of Difference in The Senior School Agriculture Science Teachers' Awareness of Innovative Teaching Strategies in Ilorin Metropolis Based on Gender, Teaching Experience and Qualification

Variables	N	Mean	Std.	Df	Cal.t-Value	Sig. (2-tailed)	Decision
Male	37	44.62	3.35				H_{01}
				87	1.85	.07	Not
Female	52	43.12	4.08				Rejected

Variables	Source of Variance	Sum of Square	Df	Mean of Square	F	Sig.	Decision
Teaching Experience	Between Groups	5.98	2	2.99			H_{01}
	Within Groups	1297.08	86	15.08	.21	.82	Not Rejected
	Total	1303.06	88				
Teaching Qualification	Between Groups	41.86	2	20.93	1.43	.25	H_{01}
	Within Groups	1261.20	86	14.67			Not Rejected
	Total	1303.06	88				

ρ >0.05

H_{O3}: *There is no significant difference in the senior school agricultural science teachers' utilization of innovative teaching strategies in Ilorin Metropolis based on years of teaching experience.*

As shown on Table 4, male agricultural science teacher had a mean score of 56.76 with standard deviation 10.60, while female agricultural science teacher had a mean score of 52.73 with a standard deviation of 8.91, the calculated t-valuewas 1.94 while its calculated significance value is .06 at alpha level of 0.05. On this basis, null hypothesis two was therefore not rejected. This means that there was no significant difference in the senior school agricultural science teachers' utilization of innovative teaching strategies in study area based on gender. The reason was that the calculated significance value (.06) was greater than 0.05 alpha level (**ρ**> 0.05).

Also, Table 4 shows an F-value 1.29 with calculated significant .28 at 0.05 alpha level. Since calculated significance .28 is greater than 0.05 alpha level, hypothesis four is thus not rejected. This implies that there was no significant difference in the senior school Agriculture Science teachers' utilization of innovative teaching strategies in the study area based on years of teaching experience.

Moreover, Table 4 shows an F-value .36 with calculated significant .70 at 0.05 alpha level. Since calculated significance .70 is greater than 0.05 alpha level, hypothesis six is thus not rejected. This implies that there was no significant difference in the senior school Agriculture Science teachers' utilization of innovative teaching strategies in the study area based on qualification.

Table 4: *Analysis of Difference in the Senior School agricultural science Teachers' Utilization of Innovative Teaching Strategies in Ilorin Metropolis based on Gender, Teaching experiences and Qualification*

Gender	N	Mean	Std.	Df	Cal.t-Value	Sig. (2-tailed)	Decision
Male	37	56.76	10.60				H_{02}
				87	1.94	.06	Not Rejected
Female	52	52.73	8.91				

	Source of Variance	Sum of Square	Df	Mean of Square	F	Sig.	Decision
Teaching Experience	Between Groups	245.58	2	122.79			H_{02}
	Within Groups	8197.86	86	95.32	1.29	.28	Not
	Total	8443.44	88				Rejected
Teaching Qualifications	Between Groups	69.45	2	34.72	.36	.70	H_{02}
	Within Groups	8373.99	86	97.37			Not
	Total	8443.44	88				Rejected

ρ >0.05

Discussion

Five main findings can be deduced from this study. First, senior school agriculture science teachers' awareness of innovative teaching strategies in Ilorin Metropolis was high. This finding may be due to the fact that respondents have been taught about these innovative methods during their teacher training or have read about these innovative strategies from literature or from internet or they might have been taught during in-service trainings attended. This finding is in supports of Oyelekan, *et al.* (2017) who asserted that science teachers' level of awareness of the innovative teaching strategies in Ilorin, Nigeria was high.

Second, the senior school agriculture science teachers' utilization of innovative teaching strategies in Ilorin Metropolis was high. The finding may be due to the fact that the teachers being aware of innovative strategies were prompted to use the innovative teaching strategies in their teaching. This finding incongruent with that of Oyelekan, *et al.* (2017) who reported that science teachers' level of utilization of the innovative teaching strategies in Ilorin, Nigeria was high. On the contrary, Achor, *et al.,* (2010) concluded that science teachers do not utilize most of the strategies they are aware of, this is an indicator that certain concepts in science have probably not been taught using the appropriate teaching strategies.

Third, there was no significant difference in the senior school agriculture science teachers' awareness of innovative teaching strategies in Ilorin Metropolis based on gender. This may be due to the fact that both male and female agricultural science teachers were given equal opportunity to attend the in-service training by their various schools and both genders were well aware of these innovative teaching strategies. This finding is in contrary with that of Achor, *et al.,* (2010) who found that there was a significant difference in teachers' awareness of innovative teaching strategies in secondary school science in Benue State, Nigeria based on gender. Also, it was found that there was no significant difference in the senior school agriculture science teachers' utilization of innovative teaching strategies in the study area based on gender.

Fourth, there was no significant difference in the senior school agricultural science teachers' utilization of innovative teaching strategies in the study area based on years of teaching experience. These findings suggest that both fewer experienced teachers and more experienced teachers make more effective use of these innovative teaching strategies. This finding is in line with that of Oyelekan, *et al*., (2017) who reported that there was no significant difference in science teachers' level of utilization of the innovative teaching strategies based on experience. This negates the findings of Achor, *et al.,* (2010) who reported that experienced teachers effectively used these strategies than less experienced teachers.

Fifth, there was no significant difference in the senior school agriculture science teachers' awareness of innovative teaching strategies in the study area based on qualification. This finding is in agreement with that of Khurshid and Zahur (2013) who reported that teachers with more professional qualifications were more aware of the innovative teaching methodologies than teachers with less professional qualifications. the study also revealed that there was no significant difference in the senior school agricultural science teachers' utilization of innovative teaching strategies in the study area based on qualification. This finding aligns with that of Oyelekan, *et al.,* (2017) who asserted that there was no significant difference in science teachers' level of utilization of the innovative teaching strategies based on qualifications.

Conclusion

From the result of the study, it can be concluded that the findings revealed that senior school agricultural science teachers' awareness and utilization of innovative teaching strategies in Ilorin Metropolis was high. It is also concluded that there was no significant difference in the senior school agricultural science teachers' awareness and utilization of innovative teaching strategies in the study area based on their gender, years of teaching experience and qualification.

Recommendations

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

1. The Kwara State Government, relevant agencies and school proprietors should organize workshops, seminars and conferences on innovative instructional strategies as in-service training for agricultural science teachers irrespective of their experience or qualifications.
2. School administrators should always encourage agricultural science teachers to use the innovative teaching strategies while teaching different concepts in agriculture lessons.
3. Agricultural science teachers should avail themselves of the opportunities that will be provided by the government and agencies on innovative strategies to improve the performance of their students.
4. Teachers training institutions in the Kwara State and Nigeria at large should modify their curriculum to inculcate and also make the use of innovative techniques a prerequisite for graduation.

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KNOWLEDGE AND ATTITUDE TOWARDS SEXUAL AND REPRODUCTIVE HEALTH RIGHTS AMONG REPRODUCTIVE-AGE WOMEN (RAW) IN MALETE, KWARA STATE

[1]AJARA, T. A., [2]GIADE, A. Y., [2]HUSSIENI, I. M, and [2]AKOREDE, A. A

[1]Department of Public Health, Kwara State University, Malete, Nigeria

[2]Department of Human Kinetics and Health Education, Ahmadu Bello University Zaria

Corresponding Authour: ajarataofiq12@gmail.com Tel: +234(0)8060886033

Abstract

Sexual and reproductive health rights are essential human rights which are indisputable globally and therefore should be well known and embraced by all individuals. This study was carried out to assess the knowledge and attitude towards sexual and reproductive health rights among Reproductive-Age Women (RAW) in Malete, Kwara State. A descriptive research design of cross-sectional study of survey type was employed for the study. The sample for the study was drawn from the 5,467 RAW in the study area using a multi-stage sampling technique.A Sample of 360 respondents were used for the study was Researcher-developed structured questionnaire which was validated by experts in related fields and tested for reliability using split-half technique was adopted for data collection. Frequency counts and percentages were used to analyse the data collected. This study showed that the knowledge of RAW about sexual and reproductive health rights was very low (17%); knowledge of sexually transmitted infections among RAW was moderate (56%); and knowledge of RAW about the benefits of family planning was low (35%). It was also revealed that RAW in Malete showed negative attitude to sexual behaviours like socializing with opposite sex, premarital sex etc. Based on these findings, increasing the knowledge of RAW in Malete through intensive awareness and advocacy campaign on sexual and reproductive health rights was recommended.

Keywords: Knowledge, attitude, sexual and reproductive health reproductive-age women, Malete.

Introduction

Across all cultures, sexual and reproductive health is basically fundamental to individuals, families and their social, spiritual and psychological well-being. This could actually be related to the fact that sexual and reproductive health is strongly perceived to be very important throughout the life course of every individual. According World Health Organisation (WHO) (2015) sexual health is fundamental to the physical and emotional health and well-being of individuals couples and families; and ultimately to the social and economic development of communities and countries.Mercer (2014) submitted that sexual health is essentially important at every stage of life because sexual health is no longer restricted solely to sexually transmitted infections (STIs) or prevention of unplanned/unintended pregnancy but it is increasingly recognized as an additionally encompassing elements of broader reproductive health, sexual function and non-volitional sex.

Sexual and reproductive health is a state of complete physical, emotional, mental, and social well-being in all matters relating to sexuality and reproductive system, its functions and processes (United Nations Population Fund, 2016). It indicates that people are able to have a satisfying and safe sex life and that they have the capability to reproduce and the freedom to decide if, when and how often to do so. Cartwright (2008) described sexual and reproductive health as enjoyment of sexual relation without exploitation, oppression or abuse; safe pregnancy and childbirth, and avoidance of unintended pregnancies; and absence and avoidance of STIs, including HIV. This simply means the ability to have informed, consensual, safe, respectful and pleasurable sexual relationships and healthy reproductive