

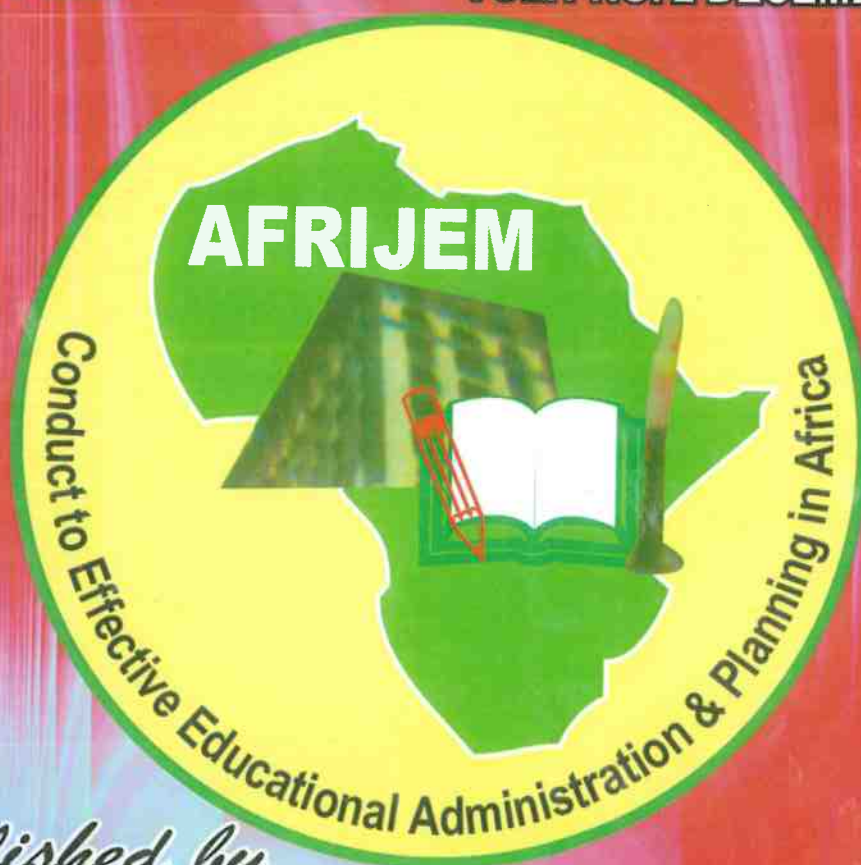


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SCHOOL-COMMUNITY RELATIONSHIP: CHALLENGES AND PROSPECTS

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Abstract

School-Community relationship is a two way symbolic arrangement in which people in the community and that of organization co-operate together to make education better for the realization of their mutual goals. The ultimate goal of any educational system is to produce an individual who is functional and useful to the community and society at large. Hence, no educational system should disregard the needs aspirations of the society. It is in light of the above this paper x-rayed the challenges and prospects of school-community relationship. The concept of school-community relationship, the agencies, strategies to facilitate effective school-community relationship and the factor affecting school community relationship were looked into. Recommendations were made on how to ensure and sustain healthy school-community relationship and these include: Transparency and accountability in the affair of the school, a strong, virile and functional PTA, showing sincere interest in the community activities and incorporation of community members in the affair of the school.

Introduction

Education is universally acknowledge as an essential tool in the process of national development. The fundamental purpose of investment in education is to empower people with knowledge, skills values and attitudes to improve their quality of life; enhance their productivity and their capacity to learn new skills and enable them participate more fully in the development process. So essential is education to human development that access to basic education considered as the right of everyone and not merely an ingredient in the recipe for economic development (Bately, 1996).

The right to education is recognized in the Universal Declaration of Human Rights, adopted by the United Nations General Assembly in 1984, and in a series of treaties including the International Covenant on Economic, Social and Cultural Right (1996) and the convention on the Right of the child (1990). So important is education that it constitutes a powerful, dynamic and viable instrument for achieving economic development and social transformation in every society. The launching of the Universal Primary Education in 1976 and Universal Basic Education in 1999 by the administration of Olusegun Obasanjo had led to the increase in pupils' enrolment in Nigerian Primary Schools and consequently in our secondary schools throughout the country, this is because secondary school consumers the product of the primary system and produces candidates for higher education.

More so, the passionate desire of common men and women to give her children a change in life has given rise to a high demand for secondary school throughout the country. As such there has been a large increase in the

number of secondary schools being established in Nigerian. The student's population has increased at the explosive rate which makes it almost impossible for the government to properly cater for them. Adebola and Atanda (2004) opined that the rapid expansion of students' enrolment in Nigeria since the attainment of political independence followed by enrolment explosion in recent years have made education a thorny responsibility for government to shoulder. The result of this unprecedented increase in students' population has been inadequate finance, failure to pay salaries, shabby physical facilities and repeated failures in Senior Secondary Certificate Examination, NECO and WAEC.

The fluctuating fortunes of oil which is the main-stay of our economy coupled with the global economic meltdown are now responsible for declining flow of funds from the Federal government. Furthermore, the economic policies of the past military regimes led to the growth of wide spread poverty and the attacks of the expenditure have made such problem even worse. Ahmed (2009) postulated growth rate and the available resources to manage education in the country. Education has become increasingly cost-intensive in a period of economic crises in which Nigeria and the world at large in, and when government has also got the heavy responsibility of catering for other social services. This put the burden on various communities in the country to join hand with the government in the efforts to resuscitate secondary school education.

Bello and Lawal-Ojibara (2011) opined that the growing appetite of the Nigerian society to give quality education to her youths calls for a joint effort of the government and all members of the society as it will go a long way to assist in solving the

parental problem of the poor provision and management of educational facilities. Another reason for community involvement is the fact that indiscipline has become the order of the day and mostly rampant among secondary school students' and the overcrowded classrooms and overpopulated schools have made it difficult for the school administrators to get the problem solved and pave way for effective teaching and learning that will lead to the attainment of educational goals. Hence, there is need for the community members to intervene and help in solving the problem of indiscipline in our secondary schools. Okorie (2002) opined that good discipline is absolutely essential to the success of any educational programme and is a joint responsibility of the school, the parents, the governments and the society at large.

Concept of School and Community

School is a formal setting where knowledge, skills, value, attitudes and culture of the society are being imparted on the children. It is a highly formalized experience of culture. School is a planned social institution which acts as an instrument of society for teaching the young, (Balogun, Okon, Musaaazi and Thakur (1981). One thing that is pertinent about the school is that school is a vehicle for transmitting knowledge.

Ojedola (2000) sees school as an open system that interacts with its environment, and within the school environment are members such as family, parents, pupils teachers and the community as a whole interacting with one another since in any social institution, there is bound to be interactions. School is a formal agency of education established by members of the macro-community, society to mould the habits, interests, attitudes and feelings of children and transmit the social norms, culture, value and tradition from one generation to another (Olaniyi, 2000).

Community is a group of people who may not necessarily belong to the same ethnic or religious group, but who live together and share common ideas. Community members interact with one another; contribute to the development of their area and share common objectives in bringing of people or organisms living together sharing the same interest and interesting with one another.

Concept of School-Community Relationship

School-community relation is an important aspect of school administration that deals with the deliberate and sustained effort to establish and maintain mutual understanding

between the school and the community. It is a purposeful effort to establish a good rapport between the school and the community in order to achieve educational goals. Jaiyeola (1994) described school-community relations as part of the operational areas of school administration in which the community surrounding the school, participate in school programs and activities.

School-community relation is regarded as the interaction between the school and the community which is aimed at bringing about mutual understanding and cooperation for the purpose of bringing up citizens which will be useful to their community and the society at large. School community relation, according to Olaniyi (2000) is a two way process, a two-way flow ideas and activities between the school and the community, which provide the basis for mutual understanding and effective teamwork. School-community relation is a way which the school relates with the immediate and large communities in which the school is located. If the school relates well, then the relationship between the school and the community will be cordial. It is also a way through which the school authority projects the school to the community either in good faith or in a bad light.

Ajayi (2010) opined that school community relation is a two-way interaction of give and take between the school and the community. The school receives its inputs from the community and sends it outputs back to the community. The inputs form the community include educational objectives and curriculum, students, teaching and non-teaching personnel, funds and facilities. The inputs are processed into outputs in the schools through teaching, assignments, exercises, research studies, guidance and counseling, etc. the output which consists of cultured, discipline and productive individuals are sent back to the community to serve it in various capacities. Where the outputs fall short of expectations, the investment made by the community in school will not be worthwhile.

Jaiyeola and Atanda (2004) opined that community and school are interrelated. A school is viewed as an institution set up to bring desirable changes in the lives of learners as well as the community as a whole. School gains from the community and vice-versa. Therefore, school system cannot be isolated from the community, its existence is to be justified. However, for the school-community relations to be upheld, active participation and involvement of the parents and community is required. There should be a cordial and open

relationship between the two. Williams (1992) and Black (1997) identified partnership between educational institutions and communities as one of the five partnership that occur in the institution. He stressed that education is a joint responsibility between the home (parents) and the school that links are needed with the local communities for there are many people in key adult roles in community. Similarly, Edem (1998) recognized the capacity of the school to interact and cooperate with other agencies in the community as an important factor in determining the success of the school.

Agencies of School-Community Relationship

1. **Parent Teachers' Association:** This is an association of the parents of pupils and school personnel as a way of bringing about improvement in the school activities. Ogundele (2000) opined that when the PTA operates in an atmosphere free of rancor or suspicions, the school administrator can be rest assured that bond between the school and the community will be strengthened. He further view the association as a vital force in interpreting the school to the community. Ojedele (2000) opined that healthy school-community relations should be the target of all school administrators and that is enhance by PTA.
2. **School-Based Management Committee:** This is another agency of the school-community relations. It is a committee constituted of community and school members in decision-making processes and the implementation of educational programmes and policies in schools improve productivity.
3. **Old Students' Association:** This is an association of ex-students of a school. This association is formed to see to the development of their Alma matter by the old students and to interpret the needs and aspirations of the community to the school and vice versa in order to build cordial relations between the two.
4. **MASS Media:** This can used to keep the general public informed about the progress an activities of the school (Ukeja, Akabogu and Ndu 1992). It is one of the agencies which keep the school and community together and bridge the communication gap between the two

5. Another agencies of the school-community relations is the Board of governors which comprises of people saddle with the responsibility of school administration in which its members are usually drawn from members of the community and the school head with a representative of school staff.

Factors that Influence School-Community Relationship

There are various factors that influence school-community relations. It is important for the school administrator to be conversant with the factors in order to promote healthy school community relations. Some of these factors according to Ajayi (2009) include:

Communication: Effective communication is very important in building a solid relationship between the school and the community, suspicious is removed and effective social interactive is ensured.

Behavior of the School Personnel: The way the school administrator and his staff behave to members of the community goes a long way in determining the disposition of the community to the school. If the school administrator and his staff are approachable, respective and fair in their dealing with members of the community healthy school-community relations will be enhanced.

Leadership Style: School community relationship is influenced by the leadership style of the school administrator. If the school administrator is democratic the community and consult them in decision making process in the school. The democratic style will facilitate healthy community relations.

School Location: If a school is located close to the community, parents are likely to visit such school regularly than where such school is located far away from the community.

Local politics: The relationship between the school and the community may be influenced by the local politics of the community in the appointment of school head. If the community succeeds in having an indigene as a head in the school, its members are likely to cooperate more with such school head.

School facilities: The community needs school facilities such as hall, classrooms and playground for some of its activities such as meeting, rallies, extra moral classes etc. where these facilities are made available be the school

administrator for the community use, there will be healthy relationship between the school and the community.

Strategies that Facilitate Effective School-Community Relationship

In order to facilitate effective and healthy school-community relations, the school head and his subordinates have much to do. Olaniyi (2000) highlighted the following as measures of ensuring positive school-community relations:

- accessibility to the community members;
- involvement of community members in school activities;
- establishment of functional Parents' teachers association;
- establishment of home visit;
- avoiding partisan politics and obnoxious religious matters;
- demonstration of flexibility;
- integrating community problems into school curriculum;
- parental commitment;
- establishing positive relationship between the school and community agencies;
- motivation of teachers and school personnel;
- bringing the community members closer to the school;
- encouraging community members to contribute toward the provision of school facilities;
- allowing the use of school facilities by community members; and
- organizing adult literacy programmes for the community members who are illiterate

Challenges of School-Community Relationship

Involving communities in the education delivery requires facing and tackling a number of challenges. In general, as Crewe and Harrison (1998) articulate, participatory approaches tend to overlook complexities and questions of power and conflict within communities. They are designed based on the false assumption that the community, group, or household is homogeneous, or has mutually compatible interests. Differences occur with respect to age, gender, wealth, ethnicity, language, culture, race and so on. Even though marginalized or minority groups (such as female, landless, or lower-caste people) may be physically present during discussion, they are not necessarily given a chance to express their views to the same degree as others. In attempts to understand factors that prevent communities

from being involved in formal education, Shaeffer (1992) found that the degree of community participation is particularly low in socially and economically marginal regions.

This is because such regions tend to have the following elements: [a] a lack of appreciation of the overall objectives of education; [b] a mismatch between what parents expect of education and what the school is seen as providing; [c] the belief that education is essentially the task of the State; [d] ignorance of the structure, functions, and constraints of the school. Challenges vary from one stakeholder to another because each group has its own vision to achieve the common goal of increasing educational access and improving its quality. The section below attempts to turn to specific challenges and problems that have been witnessed among teachers, and parents and communities. Teachers' Resistance among teachers-Not all teachers welcome parents' and communities' participation in education. They tend to feel that they are losing authority within schools, as power is taken by community and parents.

At the same time, they are encouraged to involve community members who sometimes are not willing to get involved in any school activities. Gaynor (1998) analyzes the complex relationship between teachers and parents in her study on teacher management with a focus on the decentralization of education. She argues that many parents in many countries would like to be more involved in selecting and monitoring teachers. However, analyzing impacts of the El Salvador's EDUCO project in which parents are responsible for school management and monitor teachers, Gaynor stressed that the teachers feel threatened by parental involvement, believing that it will diminish public regard for their professional status.

Parents and Communities

Not all parents and community members are willing to get involved in school activities. Some have had negative schooling experiences themselves, some are illiterate and don't feel comfortable talking to teachers, and getting involved in any kind of school activities. They feel they don't have control over the school. Some parents and families are not willing to collaborate with schools because they cannot afford to lose their economical labor by sending their children. Even though they see the benefits to send children to schools, opportunity costs are oftentimes too high to pay.

A World bank study of social assessment on EDUCO, community managed schools, in El Salvador (Pana, 1995) reveals that even though the parents value education and had a positive attitude regarding the teachers, they were suspicious about the government. This wariness, combined with lack of communication, fostered the fear that education would be privatized and parents would have to pay for education services. Parents are optimistic about the economic value of education, but their optimism decreases when they are asked to think about the role of education in their own lives. Furthermore, because of parents' relative lack of education and the way the traditional school systems are structured, parents and teachers perceive their roles as separate from one another, without substantial parental interaction with teachers or involvement in the school themselves.

According to Ochai (2012), the following challenges are associated to school-community relations:

- ❖ **Inadequate Awareness Creation:** One common challenges to school-community relations is poor awareness creation. Awareness creation is what Paulo Freire called conscientization. This is nothing other than arousing people's critical consciousness so that they will see their deplorable conditions and actively take part in their own development to make life more meaningful for them and their community. When the community relations that could bring about development to the community, blames could be shifted to the poor rural populace.
- ❖ **Lack of Motivation:** When people are not adequately motivated, they will not participate in school community activities and educational agencies to embark on developmental projects such as providing necessary agencies to embark on developmental projects such as providing necessary incentive, access road, pipe borne water, electricity, hospitals, market and transportation which would make the rural community know their welfare are being protected. It has been observed that communities in Nigeria are not mobilized or motivated as in communities that surrender their land for the purpose of establishment of schools through change agents.
- ❖ **Untrained Community Development Agents:** inexperienced community development agents constitute challenge to school community relations. Esenjor (1992) rightly notes that the villagers' sense of effectiveness, political efficiency and sense of duty as citizens are by and large, at a low web. This to a large extent depends on experienced community development personnel. This is manifested in the ability of the change agent to arouse people interest on school community relations. Participation in school-community activities is possible if the community understand the nature of the school.
- ❖ **Illiteracy:** majority of rural communities are predominantly illiterates. They are most of the time apathetic to school programmes. Illiteracy post great problem to successful school-community relations. Akpaam (2000) concluded that illiteracy ignites and fuels conservations, superstition and apathy to full participation in economic, human, social, technology and education development programme. Thus, educational level of people matters a lot in school community relationship.
- ❖ **Poverty:** The community must see the school as theirs and prepare to be involved in the administration of the school in the interest of their children that constitute the population of the school. The following strategies, if adopted could promote school community relations.
- ❖ **Parents' Teachers Association:** Parents Teacher Association is a formal establishment in the school system. It comprises of parents whose children are currently registered as students ion the school, together with the teachers in that school. The members elect their own chairman and the principal is the secretary. It is an appropriate forum for disseminating official policies for explaining needs, problems and explanations militating against the school and satisfy identified school needs.
- ❖ **Conferences:** The school can occasionally invite the leaders of the community to discuss some specific issues that concern the school and its community. Such issues as land and security and serious for the school to ssk community cooperation and to invite them for a conference. At such a conference, each party will have the opportunity to air its own views on the matter and they eventually arrive at a workable solution.
- ❖ **Communication:** Communication can be made by the school as the need arises. Such communications are usually made to the various groups like church, age grade

meetings, clubs and other groups that interest in the affairs of the school. They in turn deliberate on it and send their reaction back to the school.

- ❖ **Public Entertainment:** The school could occasionally organize public enlightenment (play and concerts), exhibitions (art and crafts), demonstration (acrobatics or laboratory techniques symposia or public lectures. Such programmes attract specific segments of the community and offer them the opportunity to see the school more closely.

Benefits accruable from healthy school-community relations

Both the school and the community can benefit each other in the use of physical facilities. Also, benefits can be derived from economic activities, acquisition of knowledge, curriculum development and management practice (Musaazi, 2002). These are:

Physical Facilities: In a school, classrooms and assembly halls can be used for residential courses during vacation period while school farms can be used as models for agricultural demonstration works to community members. On the other hand, community physical facilities such as hall, clinics, wells, pieces of land can be very useful to the school.

Economic Activities: members of the school can be useful in community development project such as building of bridges, provision of wells, and construction of roads and youth services. These project can boost the economic activities of the area. Moreover member of the community can provide labour for execution of school projects. They can also render financial assistance for school programme and provide school materials at little or no cost.

Acquisition of Knowledge: Both the school and the community have useful avenues for acquisition of knowledge. The schools conducts researchers into local history, assists in teaching adult and young members of the community member benefit. Community also contributes the works of arts and crafts to the school museum for study, while local people can be invited as instruction or resources person in the school programme.

Curriculum Development: The school provides information and new ideas for use in the community. It transmits the culture of the community to younger generation. Also courses offered in school are geared towards specific needs of the community. For example,

the community needs a language for communication. Hence, subjects like Yorubas, Igbo, and Hausa are included in the curriculum. In the process of curriculum implementation, the community makes local facilities available to the school.

Conclusion

The relationship between the school and the community where the school is located becomes important in the attainment of the school's goals. The school is established by the community to serve its purpose while the school will equally strive to meet the needs of the school. The extent at which the school is able to meet the need of the community will determine its effectiveness, hence, the school and the community should come and work together mutual relation to meet their goals.

Recommendations

Considering the enormous benefits of school-community relation, the school should take the following steps in building healthy school-community relationship.

1. A strong, virile and functional PTA should be ensured.
2. There should be transparency, accountability and frequent reporting of school's activities to the community members.
3. Members of the community should be made to realize that the school is meant for them and that their cooperation is needed always.
4. School should always strive to improve the economic life and activities of the community members.
5. School staff should always show interest in the community activities.

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TEACHERS' VIEWS ON PROBLEMS ENCOUNTERED IN THE TEACHING OF SEX EDUCATION IN SECONDARY SCHOOLS IN ILORIN METROPOLIS, KWARA STATE, NIGERIA

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ABSTRACT

The paper examined the views of teachers on the problems encountered in the teaching of sex education in secondary schools in Ilorin metropolis. In all, three hundred (300) respondents were systematically sampled among teachers of health subjects in secondary schools in Ilorin metropolis. Descriptive survey design was adopted for the study. The instrument used for the study was structured questionnaire that had been thoroughly scrutinized by experts on the field and reliability coefficient of correlation of 0.80 was obtained with the use of test-retest method. Data collected were analysed with the use of frequency counts and percentages. The result shows that there are numerous problems confronting effective teaching of sex education. Religion teaching and doctrine as well as parental stance on issues concerning reproductive health affect the teaching of sex education in secondary schools. The study recommends that all religious groups should endeavour to mount effective marital guidance and counselling programmes and services to prevent all forms of sexual vices among people. It is also recommended that all parents should endeavour to devote considerable time for teaching their children and wards desirable sexual behaviour necessary for prevention of sexual vices.

Introduction

Reproductive and sexuality health is a recently focused field in general medicine. It is currently a topical issue dominating some of the discourses on reproductive and family health. The scopes of sexuality and reproductive health extend rapidly to all the nooks and crannies of human experience.

One of the distinctive characteristics that distinguish human beings from all other animals is our sexuality and reproductive behaviour. Almost all other animals with exceptions of our closest relative (the primates) mate for the sole purpose of producing young one. Most of these animals confine mating to a brief breeding season and others may only be sexually receptive for one or two days in the year. Hence, in these animals, sexual behaviour simply does not take place outside these clearly defined periods of time.

Sexual response behaviour at every stage of life is often developed to enhance reproductive success and sexual piquancy. Abubakar (2008) stated that human being engaged in sexual activity not only for procreation alone, but also for pleasure. In spite of numerous pleasurable moments inherent in sexual activities, there are many problems impeding attainment of effective sexuality and reproductive health of people. Absence of enabling laws to serve as back up for teaching of sex education in schools is another impediment against the subject.

In the past, the problems of human sexuality have not been accorded the greater attention they deserved. Many couples in

Nigeria lived in solitude because they do not understand each other. Even, some parents and couples found it difficult to discuss the issue of sexuality among themselves. The ethical aspect of sexuality as perceived by them means that "sexuality" can only be discussed in relation to marriage and rearing of children. Ikpe (2004) vividly expressed historical "silence on sexuality and silence of sexuality" as follows:

"In several Nigeria societies, even up to the modern time, there exist some reluctance or perhaps difficulty in directly discussing issues of sexuality particularly between parents and their children. This difficulty or reluctance is probably responsible for the historical silence or paucity of historical materials on sexuality in the country. The moralization of sexuality means that it could only be discussed in the context of marriage and upbringing of children"

The wrong impression of culturally minded people is that sex education provides sex information that encourage sexual activities, and promotes sexual promiscuity among students and young people. Bamigboye (2007) stated that most of the sexual problems that exists in our society, such as population that leads to poverty, hunger, famine, war, disease, sexually transmitted diseases and abortion are direct result of lack of sex and sexuality education. Lack of appropriate information available to students on acceptable sexual behaviour and sexuality health. There is problem of inadequate development of sex education contents of curriculum. This often explain the different aspects of sexuality education incorporated into subjects like biology, health science, health

education, integrated science etc. (Bruess, 1990).

The effective teaching and preaching of sexual morality and healthy reproductive behaviour in typical Nigeria society have been hindered by both intrinsic and extrinsic factors. Oniyangi (2008) noted that the issue of sex education in Nigeria is highly controversial, mainly because of cultural and religion beliefs of people. For instance, children are not allowed to discuss sexual matters freely with their parents or teachers or teachers and parents do not consider it important to guide their students on the issue of sex education. Some religion teaching and doctrine often impede effective teaching and learning of sex education in schools. Here, the question of how far should schools go? Should schools demonstrate how to use contraceptive or use other materials such as C-D's movies/baby dolls to explain the positive and negative aspects of sexual acts.

It has been observed that there are many inherent problems militating against effective teaching of sex education in contemporary Nigerian societies. Some of these problems fall into either school made problems or societal made problems resulting from needs to maintain the norms and values of society. Wellings (2000) said that it has been extremely difficult to teach sex education in schools because many teachers are not adequately equipped to teach it and controversies surrounding its introduction in schools. Opposition to sexuality education is another problem hindering effective teaching of sex education in school. The opposing side believe that children should not be exposed to any form of sex education, because they are more hurt than helped by the family life education or information available to them. Family life education or sex education they believe leads to early instances of youth coitus, thus leads to higher rates of teenage pregnancy.

The teaching of sex education in schools is also hindered by the misgivings and wrong notion perpetuated by people within the society. Benjamin (2002) posited that the common belief of some people is that teaching of sex education promotes sexual immorality and pervasiveness. These people always frown at any attempt at discussing issues relating to the subject. Parental influence is another problem impeding effective teaching and learning of sexuality healthy behaviour. Some parents are indispense to teaching of sex education both at home and school setting because they believe that it generate sexual pervasiveness among young people.

There are many misconceptions generated in the course of teaching sex education in secondary schools. Some people see it as inappropriate and a dirty issue to be discussed. Samuel, Fasuyi and Njoku (2008) reiterated that there are many misconceptions and superstitious about sex. Many people consider sex as something dirty and as such resist its teaching and practice. They failed to realize that it is an essential part of life and a pleasurable thing to enjoy by married couples.

It has been reliably gathered that insufficient knowledge of the right approach to teaching and conduct of sex education programmes is one of the problems hindering effective teaching and learning of the subject. Barner (1995) emphasized that many adults who wish to help children form sound ideas about sex are uncertain of how to go about it. An awareness of the fact that each day is full of natural opportunities for sex education may make their task easier. There is problem of insufficient of competent teachers to teach sex education. There is need to make a distinction between health teachers and other teachers to teaching the subject. Some teachers are always uncomfortable with sexuality curriculum, so they cannot be forced to teach the subject in a manner they do not find appropriate;

The problems confronting teachers or health care providers in teaching of sex education are multifarious. The problems are further compounded by ineptitudeness and non-challant attitude of some influential elements within the society, most especially the parents and religion groups. Olayinka (2002) stated that as parents neglect their legitimate duty of imparting knowledge to the youths on sex education, many religious priests hardly consider it worthwhile to mount up marital guidance programmes for adolescents in their mosques, churches and other religion gathering. Thus leaving teenagers to acquire sex information through trial and error techniques with adverse consequences.

The feelings and attitudes of teachers towards the teaching of sexuality education are important elements to be considered. Turner (2010) concluded that the teacher who presents sex education at the secondary school Level should be emotionally matured and accepted by the students, other teachers and members of the community. The teacher should know the standards of the community in which he is working and recognize individual differences in the people of that locality as well as their culture, historical background and creeds. I expect that authors will end this introduction on

education, integrated science etc. (Bruess, 1990).

The effective teaching and preaching of sexual morality and healthy reproductive behaviour in typical Nigeria society have been hindered by both intrinsic and extrinsic factors. Oniyangi (2008) noted that the issue of sex education in Nigeria is highly controversial, mainly because of cultural and religion beliefs of people. For instance, children are not allowed to discuss sexual matters freely with their parents or teachers or teachers and parents do not consider it important to guide their students on the issue of sex education. Some religion teaching and doctrine often impede effective teaching and learning of sex education in schools. Here, the question of how far should schools go? Should schools demonstrate how to use contraceptive or use other materials such as C-D's movies/baby dolls to explain the positive and negative aspects of sexual acts.

It has been observed that there are many inherent problems militating against effective teaching of sex education in contemporary Nigerian societies. Some of these problems fall into either school made problems or societal made problems resulting from needs to maintain the norms and values of society. Wellings (2000) said that it has been extremely difficult to teach sex education in schools because many teachers are not adequately equipped to teach it and controversies surrounding its introduction in schools. Opposition to sexuality education is another problem hindering effective teaching of sex education in school. The opposing side believe that children should not be exposed to any form of sex education, because they are more hurt than helped by the family life education or information available to them. Family life education or sex education they believe leads to early instances of youth coitus, thus leads to higher rates of teenage pregnancy.

The teaching of sex education in schools is also hindered by the misgivings and wrong notion perpetuated by people within the society. Benjamin (2002) posited that the common belief of some people is that teaching of sex education promotes sexual immorality and pervasiveness. These people always frown at any attempt at discussing issues relating to the subject. Parental influence is another problem impeding effective teaching and learning of sexuality healthy behaviour. Some parents are indispose to teaching of sex education both at home and school setting because they believe that it generate sexual pervasiveness among young people.

There are many misconceptions generated in the course of teaching sex education in secondary schools. Some people see it as inappropriate and a dirty issue to be discussed. Samuel, Fasuyi and Njoku (2008) reiterated that there are many misconceptions and superstitious about sex. Many people consider sex as something dirty and as such resist its teaching and practice. They failed to realize that it is an essential part of life and a pleasurable thing to enjoy by married couples.

It has been reliably gathered that insufficient knowledge of the right approach to teaching and conduct of sex education programmes is one of the problems hindering effective teaching and learning of the subject. Barner (1995) emphasized that many adults who wish to help children form sound ideas about sex are uncertain of how to go about it. An awareness of the fact that each day is full of natural opportunities for sex education may make their task easier. There is problem of insufficient of competent teachers to teach sex education. There is need to make a distinction between health teachers and other teachers to teaching the subject. Some teachers are always uncomfortable with sexuality curriculum, so they cannot be forced to teach the subject in a manner they do not find appropriate;

The problems confronting teachers or health care providers in teaching of sex education are multifarious. The problems are further compounded by ineptitudeness and non-challant attitude of some influential elements within the society, most especially the parents and religion groups. Olayinka (2002) stated that as parents neglect their legitimate duty of imparting knowledge to the youths on sex education, many religious priests hardly consider it worthwhile to mount up marital guidance programmes for adolescents in their mosques, churches and other religion gathering. Thus leaving teenagers to acquire sex information through trial and error techniques with adverse consequences.

The feelings and attitudes of teachers towards the teaching of sexuality education are important elements to be considered. Turner (2010) concluded that the teacher who presents sex education at the secondary school Level should be emotionally matured and accepted by the students, other teachers and members of the community. The teacher should know the standards of the community in which he is working and recognize individual differences in the people of that locality as well as their culture, historical background and creeds. I expect that authors will end this introduction on

the views that teachers hold of the various points that were made:-

Research Questions

In carry out this study, the following research questions have been raised to establish the nature of problems encountered by teachers in teaching of sex education in schools:

1. Does religion teaching and doctrine affect teaching of sex education in secondary schools?
2. Does parental stance on issues concerning reproductive health affect teaching of sex education in secondary schools?
3. Does teacher's knowledge and understanding of reproductive health affect teaching of sex education in secondary schools?
4. Does inadequate information on acceptable sexual behaviour affect teaching of sex education in secondary schools?
5. Does quality of curriculum content on sexuality and reproductive health affect

teaching of sex education in secondary schools?

Methodology

The study was carried out with the use of descriptive research survey. The sample for the study was made up of three hundred (300) respondents systematically drawn among an estimate of three thousand and fifty (3050) health and health related teachers in Ilorin metropolis.

The instrument used in gathering information for the study was a self developed and structured questionnaire. The instrument was thoroughly scrutinized by experts in the field and reliability coefficient of correlation of 0.80 was obtained. The analysis of data collected was done with the use of frequency counts and percentages. The results obtained from data analysis are tabulated below:

Result

Research Question 1: Does religion teaching and doctrine affect teaching of sex education in secondary schools?

Table 1: Responses on how religion teaching and doctrine affect teaching of sex education

S/No	Item	Agreed	%	Disagreed	%
1	Sex education teaching is often opposed by religion groups on the ground that it promote sexual immorality.	288	96.0	12	4.0
2	Almost all the religion group oppose to teaching of sex education, because their religion doctrines do not give room for open discussion of human parts.	290	96.67	10	3.33
3	Teaching of sexuality issues and mounting of marital counseling programmes have been discouraged by all the religion groups because it promote sexual vices.	286	95.33	14	4.67

Item 1 in table 1 reveals that 288(96%) of respondents agreed that some religion groups opposed to teaching of sex education because it promote sexual immorality 29(96.67%) of respondents agreed that some religion groups denounce teaching of sex education because their religion doctrines did not give room for

open discussion of human reproductive system. While 286(95.33%) of respondents agreed that teaching and mounting of marital counselling programmes on sexuality issues have been seriously opposed because it engender sexual vices.

Research Question 2: Does parental stance on issues concerning reproductive health affect teaching of sex education in secondary schools?

Table 2: Responses on how parental stance on reproductive health issue affect teaching of sex education

S/No	Item	Agreed	%	Disagreed	%
1	Parents often oppose the teaching of sexuality issues with the children because they consider it a dirty exercise.	294	98.0	6	2.0
2	Some parents believe sex education promote sexual pervasiveness.	290	96.67	10	3.33
3	Some parents think sex education usually lead to teenage pregnancy and other social vices.	292	97.33	8	2.67

Fromtable 2, item 1 shows that 294(98.0%) of the respondents agreed that parents opposition to discussion of sexuality issues often impede effective teaching of sex education 290(96.67%) of respondents agreed that some parents believe sex education promote sexual pervasiveness. While 292(97.33%) of respondents agreed that some parents think sex education usually lead to teenage pregnancy and other social vices.

Question 3: Does teacher's knowledge and understanding of reproductive health affect teaching of sex education in secondary schools?

Table 3: Responses on how teacher's knowledge and understanding affects teaching of sex education

S/No	Item	Agreed	%	Disagreed	%
1	Sexuality education is not taught in schools because many teachers are not adequately equipped on sex or family life education as a subjects.	285	95.0	15	5.0
2	Most teachers teaching sex education are not core specialists in reproductive health.	295	98.33	5	1.67
3	The limited knowledge of some teachers of sex education often lead to ineffective teaching of the subject.	290	96.67	10	3.33

It was observed that 285(95%) of respondents agreed that sexuality education is not taught in schools because many teachers are not adequately equipped on sex or family life education as a subject. In item 2 on the table above, 295(98.33%) of respondents agreed that most teachers teaching sex education are not core specialists in reproductive health. While 290(96.67%) of respondents agreed that inadequate knowledge of some teachers teaching sex education often impede effective teaching of the subject.

Research Questions 4: Does inadequate information on acceptable sexual behaviour affect teaching of sex education in secondary schools?

Table 4: Responses on how inadequate information on acceptable sexual behaviour affect teaching of sex education

S/No	Item	Agreed	%	Disagreed	%
1	Some people believe that sexuality education should not be taught in school because it exposes students to sexual information that encourage them to practice sexual activities.	288	96.0	12	4.0
2	Some students or young girls and boys in the course of seeking to know and understand human reproductive health in the face of death of information often result to trial and error techniques with adverse consequences.	296	98.67	4	1.33
3	Inadequate information available on reproductive and sexuality health to people often impede effective teaching and understanding of sex education.	294	98.0	6	2.0

The result of analysis of item 1 on the above table shows that 288(96%) of respondents agreed that some people believe sex education should not be taught in schools because they feel it furnishes students with information that encourage practice of sexual vices 296(98.67%) of respondents agreed that an attempt by students to know and understand the working of reproductive system often result to trial and error techniques with adverse consequences. While 294(98%) of respondents agreed that inadequate information available on reproductive and sexuality health to the people often impede effective teaching and understanding of sex education.

Research Question 5: Does quality of curriculum contents on sexuality and reproductive health affect teaching of sex education in secondary schools?

Table 5: Responses on how qualities of curriculum contents on sexuality and reproductive health affect teaching of sex education

S/No	Item	Agreed	%	Disagreed	%
1	Lack of standardized sexuality education curriculum is one of the problems facing the teaching and introduction of sex education in schools.	292	97.33	8	2.67
2	The contents of reproductive health and acceptable sexual behaviour are not clearly entrenched in curriculum designed on issues relating to the subjects.	295	98.33	5	1.67
3	Most of sexual behavioural experiences and reproductive health issues taught by sex education teachers are incidental and not properly planned and documented	295	98.33	5	1.67

The result of analysis of item 1 in the above table shows that 292(97.33%) of respondents agreed that lack of standardized sexuality education curriculum is one of the problems facing teaching and introduction of sex education in schools. 295(98.33%) of respondents agreed that the contents of reproductive and acceptable sexual behaviour are not clearly entrenched in curriculum designed for teaching of the subject. While 295(98.33%) of respondents agreed that most of sexual behavioral experiences and reproductive health issues taught by sex education teachers are incidental and not properly plan and documented.

Discussion of Findings

The finding from analysis in table one (1) shows that religion teaching and doctrine affect teaching of sex education in secondary schools. This finding is in line with Bruess (1990) assertion that some religion teaching and doctrine often impede effective teaching and learning of sex education in schools. This finding further confirmed Olayinka (2002) remark that many religions priests hardly consider it worthwhile to mount up marital guidance programmes for adolescents in their mosque, churches and other religion gathering.

The result of analysis in table two (2) revealed that parental stance on issues concerning reproductive health affect teaching of sex education in secondary schools. Olayinka (2002) and Bruess (1990) corroborated that some parents neglect their legitimate duty of imparting knowledge to the youths on sex education. This non-challant attitude impede effective teaching and learning of sexuality health and behaviour. Some parents are indispose to teaching of sex education both at home and school setting because they believe that it generate sexual pervasiveness among young people.

The finding from analysis in table three (3) shows that teacher's knowledge and understanding of reproductive health affect teaching of sex education in secondary schools. This finding confirmed Barner (1995) assertion that many adults who wish to help children to form sound ideas about sex are uncertain of how to go about it. Turner (1982) and Bruess (1990) corroborated the finding that the teacher who presents sex education at the secondary school

level should be emotionally matured and accepted by the students, the other teachers and the community. The teaching of sex education is further hindered by inadequate of competent teachers of sex education. Some teachers are always uncomfortable with sexuality curriculum so they cannot be forced to teach the subject in a manner they do not find appropriate.

The result of analysis in table four (4) shows that inadequate information on acceptable sexual behaviour affect teaching of sex education in secondary schools. This finding is in line with the finding of Wellings (2002) that it has been extremely difficult to teach sex education in schools because many teachers are not adequately equipped to teach it. Lack of appropriate information available to students on acceptable sexual behaviour and sexuality health is another impediment to effective teaching of sex education in secondary schools.

The finding from the table five (5) above show that the quality of curriculum contents on sexuality and reproductive health affect the teaching of sex education in secondary schools. The finding is in line with Bruess (1990) early finding that there is problem of inadequate development of sex education contents of curriculum. This often explain the different aspects of sexuality education incorporated into subjects like biology, health science, health education, integrated science e.t.c.

Conclusion

This study has revealed that teachers submit to the view that there are numerous problems confronting effective teaching of sex education. It is necessary to say that effective teaching and learning of sexuality education can be achieved, if all impediments are totally eradicated. Based on the finding of this study, the following conclusions were drawn:

1. Religion teaching and doctrine hinder teaching of sex education in secondary schools.
2. Parental stance on issues concerning reproductive health does not encourage teaching of sex education in secondary schools;
3. Teacher's knowledge and understanding of reproductive health affect teaching of sex education in secondary schools;

4. Inadequate information on acceptable sexual behaviour limit effective teaching of sex education in secondary schools;
5. The quality of curriculum content on sexuality and reproductive health hinders the teaching of sex education in secondary schools.

Recommendations

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

1. All the religion groups should endeavour to mount effective marital guidance and counselling programmes and services to prevent all forms of sexual vices among the young adolescents, adults and married couples;
2. All parents should endeavour to devote considerable time for teaching their children and wards healthy and desirable sexual behaviour necessary for preventing sexual vices;
3. Competent and specialized teachers should be engaged in teaching of sex education. This is due to the technicality involve in it. All schools should desist from usual practice of assigning the subject to general science teachers. The subject should be given to core health teachers to ensure result oriented outcome;
4. Government should endeavour to organize seminars, workshops and symposia to update the knowledge of teachers of health most especially those teaching sex education.
5. Teachers and school authority should try as much as possible to provide relevant and current journals, textbooks and all other print materials on sexuality health are available in the library. Students should also have access to internet on the subjects.
6. All experts and specialists in teaching of sex education should be brought together for

planning and evolving a standard sex education curriculum for secondary schools. This will forestall the persistently incidental learning and students resulting to trial and error method of acquiring knowledge on sexuality health.

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