

Teachers' Perception of Teaching Family Life Education in Public Secondary Schools in Anambra State

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ABSTRACT

this study determined teachers' perception of teaching family life education in secondary schools in Anambra State. The study was anchored on Social Learning Theory (SLT). A descriptive survey design was used for this study. The population of the study comprised 2700 teachers drawn from the state public secondary schools in the six education zones in Anambra State. The sample size was 810 teachers drawn from 257 schools in the selected zones. A structured questionnaire was used for data collection. Face and content validity techniques were used in validating the instrument while Cronbach Alpha method was used in reliability test and a coefficient of 0.85 was obtained. T-test was used to test the hypotheses formulated at 0.05 level of significance. The result indicated that the difference in male and female teachers' perception regarding teaching family life education was significant and that the difference in the mean rating of male and female teachers' perception of the contents of the curriculum on family life education was also significant. It was therefore concluded that teachers in secondary schools in Anambra State perceive that family life education be taught. But that the teaching of family life education in secondary schools in Anambra state was hampered by various factors, including insecurity of parents, lack of training, religion and culture. Sequel to this, it was recommended that family life education should be taught from Junior Secondary School to Senior Secondary and the best ways of encouraging interest and commitment to this subject need to be devised.

KEYWORDS: Extra Marital Behaviours, Perception, Family Instability, curriculum and public secondary schools

INTRODUCTION

The need for family life education in schools has become indispensable in today's contemporary society. While many societies and cultures around the world are yet to consent to the introduction of family life education in schools mostly because of their socio-cultural background, belief system, political system, religion, among others, some countries see family life education as a gateway to deal with issues related to reproductive health and family life preference among teenagers. Family life health is one of five core aspects of the World Health Organization (WHO) global reproductive health strategy approved by the World Health Assembly in 2004 (WHO, 2004).

In Nigerian, children are expected to obey their parents' instruction without asking questions. It is assumed especially in the rural area that the best way to prevent family life immorality among youth and young adults is by keeping them almost completely ignorant of family life and family life matters, sometimes until their marriage night (Nwajei, 1993). Some anxious parents might only mention one or some warnings about their daughter's first menstrual experiences, while for the boys it is total black-out. In some Nigerian homes most especially in a rural set-up, children are shy at times to ask questions about family life and those who are brave enough to ask are often stigmatized and constantly watched (Nwajei, 1993). However, traditional

belief and taboos relating to assumption that family life education could lead to early knowledge of family life matter and practice has resulted in resistance to teaching family life education in schools (Dada, 2016).

Early family life activity among teenagers is on the increase in many societies of the world today including Nigeria. This may be as a result of ignorance, lack of appropriate guidance and counseling, faster biological development, indiscipline and lack of moral education, inadequate parental care, bad role model of parents, adolescent rebellious attitude, child abuse, certain cultural influences and practice and the likes (Akande & Akande, 2007). It has been observed that most parents seem to have neglected their family responsibility in imparting necessary information about family life to their children (Akande & Akande, 2007). Women tend to be scared when talking about family life with their off springs because they feel it will lead to family life experimentation. (Akande & Akande, 2007; Dada, 2016). However, it has been emphasized that the teacher could use their support, resources and expertise to impact family life education to young people to reduce the risks of potentially negative outcomes from family life behaviour and also to contribute to young people's positive experience of their family life by enhancing the quality of their relationships and their ability to make informed decision over their life time (Wright, 2005).

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Family life is a central aspect of being human throughout life and encompasses family life, gender identities and roles, family life orientation, eroticism, pleasure, intimacy and reproduction (WHO, 2004). It is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, and relationships. It is influenced by the interaction of biological, psychological, social, economic, political, ethical, legal, historical, religious and spiritual factors (WHO, 2006). Family life education, which can also be called family life education (SE) or family life and relationships education provides opportunities to explore one's own values and attitudes and to build decision-making, communication, dating, family life transmitted infections and how to avoid them, birth control methods and risk reduction skills about many aspects of family life" (UNESCO, 2009). It is the process of assimilating information and developing attitudes and perceptions about family life, family life inclination, relationships and intimacy (AVERT 2010). It is a major component of comprehensive health education and the goal is to help children and adolescents become healthy adults with responsible reproductive health behaviours (American College of Obstetrician and Gynaecologist, 2010).

Nowadays, family life education is being glamorized in books, television and movies. These places do not really encourage young ones to become chaste and also maintain conduct that gives them real happiness both now and in the future. Since they are curious to know about family life, it will really be damaging if they are not given family life education both at home and in the school (Nakpodia, 2012). Family life education is a very controversial area, often met with opposition. People have varied beliefs about it and its place in schools. The personal opinions that teachers hold have the ability to influence the ways in which they integrate the subject in their classroom.

The need for family life education in the school curriculum was justified by the needs assessment which had been carried out by various scholars (Lugoe, 1996; Mbeo, 1997). These scholars argued strongly that providing adolescents with family life education was needed because they are family life active and prone to various family life risks. The family life interest of learners is suppressed through the use of the hidden curriculum, as if family life can be removed from their bodies (Epstein, 2003). This argument is supported by Paechter (2003) who suggests that family life is "closeted" in schools, because of the sensitivity of family life issues. This puts learners at risk because, the more they are ignorant about their family life, the more they are in danger (Epstein, 2003). Thus, Nakpodia (2012) recommend that family life education programmes should be held for young people in secondary schools to help their self-worth, sense of responsibility, understanding and acceptance of diversity and family life health.

High prevalence of premarital and unprotected family life has been reported among adolescents in several settings and studies, resulting in adverse reproductive health outcomes (Fatusi & Hindin, 2010). Poor reproductive health knowledge could also contribute to early and unprotected family life and other risky adolescent family life behaviour (Amuyunzu-Nyamongo, Biddlecom, Ouedraogo & Woog, 2005). Although parents are still the primary agents for socializing children, schools play an important role as

secondary socialization agent especially in societies where a high proportion of adolescents attend schools (Walker & Milton, 2006). Teachers, therefore, occupy a central role in the lives of students not only because of the need to develop the academic potential of young people but also because of the influence they have in shaping and reshaping behaviour and life course in many areas of life. Hence, the need for this study to examine the perception of teachers on inculcating the knowledge of Family Life Education to students in secondary schools.

Statement of the problem

Physical, psychological, and social attributes of adolescents make them vulnerable to Human Immunodeficiency Virus (HIV) and other sexually transmitted infections (STIS). Adolescents often are not able to comprehend fully the exposure to risks. Societies often compound young people's risk by making it difficult for them to learn about family life education and reproductive health. Obviously, these family life health problems are without adequate family life education. For this to be possible, parents and teachers must give their consent for family life education to be inculcated into the school curriculum and taught as a subject in schools. Moreover, many youths are socially inexperienced and dependent on others, and peer pressure often influences them in a way that can make them to take risks. When the adolescents are not given or provided the necessary information about family life, it places them at risk of getting pregnant, abortion or even contracting a family life transmitted disease which makes it a problem. This has contributed to the poor health indices in Nigeria. Public secondary school students see teachers as role models and tend to emulate their life styles and listen to what they say. However, the needed knowledge about family life education seem not to be inculcated in students at the secondary school level, thereby exposing the students to precarious societal influences as they are left to find out on their own which could come at a cost due to various dangers associated with it like contracting diseases and unwanted pregnancies and deaths in some cases. Hence, it is within this context that this study was necessitated.

Purpose of the Study

The purpose of the study is to determine teachers' perception of teaching family life education in secondary schools in Anambra State. The specific objectives are to:

1. Determine teachers' perceptions in the teaching of family life education in public secondary schools in Anambra State.
2. Determine teachers' perceptions on the contents of the curriculum on family life education in public secondary schools in Anambra State.
3. Identify the strategies for effective teaching of family life education in public secondary schools in Anambra State.
4. Identify the factors that affect the teaching of family life education in s public secondary schools in Anambra State.

REVIEW OF RELATED LITERATURE

Concept of Teacher

A teacher is a person who is capable of imparting knowledge and shaping the youths to the wider scope of knowledge. Teachers are capable of living and moulding the youths such that their power is paramount as they determine the fate of the society. Both teachers and parents live with the children

for a long time and hence they are capable of imparting knowledge, skills and values that cannot be easily challenged by the society (Nyerere in Zombwe, 2013). Teaching is an art undertaken with the intention of bringing about learning in another person. Teacher in the words of Onwuka (2014) is the creation or provision of experiences and guidance in the activity designed to promote learning on the part of the learner. He states that a teacher, therefore, is a conscious and deliberate effort by the teacher to provide directions, guidance, activities and materials in order to promote learning.

Hughes (2003) defined teacher as the creating or providing opportunity from which learners can gain experiences that will enable them acquire knowledge, skills, attitude and appreciation that will serve as tools in life. He maintained that teacher essentially consists of setting the stage so that someone can learn. Emeruwa (2008) described a teacher in two broad ways; firstly, teacher is used to designate a particular work, occupation or profession, which can be engaged in, by people for livelihood. Secondly, teacher refers to what one person does to pass on some knowledge, information, skills and attitude to another.

University of Academic Career (2008) describes teacher as the activity of facilitating learning. Teacher is motivating students to learn in a manner that is relevant, meaningful and memorable (Lebalnc, 2008). He opined that good teacher is about substance and treating students as consumers of knowledge. He stated that it is the bridging of the gap between theory and practice. He further explained that teacher plays an important role in the implementation of curriculum content. Similarly, Foster (2001) describes teacher as providing knowledge, coaching and it facilitates learning. He contends that teacher is communicating information in a clear, simple and interesting manner to the students for easy learning. Teacher in the present study is therefore as stated by Emeruwa (2008), is what one person does to pass some knowledge, skills and attitude to another. Teacher is directed at achieving some aims. Umeh (2004) states that the aim of teacher is to cause desirable change in the behaviour of learners for their better living. He further maintains that teacher aims at instructing the students to inculcate knowledge or skill to them as the learners.

Perception

Perception involves signal in the nervous system which in form result from physical or chemical stimulation of the sense organs (Goldstein, 2010). It is not the passive receipt of these signals, but it is shaped by learning memory, expectation and attention (Douglas, 2011). Perception is the organization identification and interpretation of sensory information in order to represent and understand the environments (Schacter, 2011). Nelson (2007) opines that it is the process of interpreting information about another person. Rao and Narayan (2008) define it as the psychological mechanism that enables people to understand their environment. Rao and Narayan further explain it as the process whereby people select, organize and interact sensory stimulations into meaningful information about their work environment. Therefore, perception is defined as an act of the teacher being aware of his/her school environment through physical sensation, which denotes his/her ability to understand family life education.

Family Life Education

Family life education developed as an educational specialty around the turn of the twentieth century in response to the changing social conditions of the time (Lewis-Rowley Singh & Darroch, 2013). Changes such as urbanization, industrialization, and the changing roles of women commonly resulted in family and societal difficulties, including increased parent-child strife, juvenile delinquency, shifts in marital roles, and an increased divorce rate. Families were inadequately prepared to deal with these changes, and the founders of family life education believed that providing educational programs in family life education would help to ameliorate or reduce these and other family-related social problems and thus improve family living and social well-being.

By the end of the twentieth century, the family life education movement had experienced considerable growth in the number and kinds of programs available and in the scholarship underlying these programs (Arcus 2005). These developments were not unique to North America, however, as other countries throughout the world have sought ways to help families deal with social and economic changes. Some examples of international family life education initiatives include the Marriage Encounter Movement, founded in Spain but present in other countries; the International Family Life Education Institute, Taiwan; Marriage Care (formerly Catholic Marriage Guidance), United Kingdom; the Australian Family Life Institute; and family planning and family life education programs throughout the world.

Family life education according to Abogunri (2003) is a process whereby information is given or imparted to a group of young ones and which takes into account the development, growth, the anatomy and physiology of the human reproductive system and changes that occur from youth all through stages of adulthood. Family life education is the acquisition of knowledge that deals with human family life. It consists of instruction on the development of an understanding of the physical, mental, emotional, social, economic and psychological phases of human relations as they are affected by family life. In other words, family life education involves providing children with knowledge and concept that will enable them make informed and responsible decisions about family life behaviours at all stages of their lives.

The aims of family life education, according to British Medical Association Foundation for AIDS, are ambitious relating to the lifelong quality of relationships and personal behaviour. AVERT (2005) states that family life education is about developing young people's skills so that they may make informed choices about their behaviour and feel confident and competent about acting on these choices. Family life education does not just dump information onto the learner but, helps learners to develop a positive self-esteem, which permits them to view themselves as worthwhile beings, to accept and appreciate their bodies, to create their own values which will enable them to engage and maintain healthy relationships.

Family life education is the acquisition of knowledge that deals with human family life (Shuyler, 2006). Mueller (2008) avers that it is needful and necessary for our young ones. Being mindful of the exposure given to our young ones in

school, in the media and among their peers, family life education teaches our young ones about family life intimacy, but also enlightens them on their reproductive systems, birth control, and family life transmitted diseases. It also exposes them to their gender identity, gender role, family role, body images, family life expression (what it entails and how to time it), intimacy and the marriage relationship.

Basic family life concepts, attitudes, and skills that need to be learned during childhood include developing a sense of self, learning right from wrong, learning about family roles and responsibilities, making and keeping friends, respecting similarities and differences in individuals and families, and learning to make choices (Bredehoft, 2007). Although these may be learned within the family, they also receive attention in family life programs because some families may be unable or unwilling to educate their children about these concepts or their efforts may be unsuccessful or may not happen at the right time.

Theoretical Framework

This work is anchored on Social Learning Theory (SLT), developed by Albert Bandura (Bandura, Ross, & Ross, 1961). It theorizes that learning is obtained through people observation, imitation, and modelling. Four characteristics must be present in order for social learning to take place; the person must be attending to the stimuli, they need to retain the information of which they were paying attention to, mental reproduction of the image should take place, and lastly, the individual needs to have motivation and a good reason to imitate or demonstrate what they have learned (Bandura, Ross, & Ross, 1961). SLT has been applied to family life education as well as many other areas of health education, including tobacco use prevention, substance abuse prevention and violence prevention. Since SLT aims to change behaviour in participants, it is a good fit for prevention-based family life programs for example, those that aim to prevent pregnancy by preventing family life involvement or increasing condom use as opposed to more comprehensive family life programs. SLT is a particularly good fit for pregnancy, STI and HIV prevention programs because family life behaviour is influenced by personal knowledge, skills, attitudes, interpersonal relationships, and environmental influences. All of these factors are addressed in SLT. Secondly, teenagers receive few, if any, positive models for healthy family life behaviour. Modelling positive and healthy family life-related behaviour to youth is extremely important. Because family life behaviours often happen in private settings, much of what youth observe modelled about family life takes place on TV and in movies, popular music and magazines. The majority of this modelled behaviour early family life activity, violence combined with family life, no mention of protection, no discussions about risks is counter to what family life educators are trying to teach youths. Thirdly, it provides youth with behavioural skills practice. Youth actually practice the skills for example, saying "no" to pressure to have family life, or putting on a condom that they will use in their real lives. In the area of family life, teens often do not get a chance to "practice" these prevention skills before they are in the actual situations where they need them. Teaching youth specific behavioural skills is crucial in an effective prevention program. Unfortunately, many family life programs over emphasize cognitive learning and fail to address the behavioural aspects of becoming and staying family life healthy.

Review of Empirical Studies

Onongha (2016) conducted a study on perception of secondary school students on factors militating against the teaching of family life education in Calabar Metropolis, Cross River State, Nigeria. The study employed the descriptive survey research design. Participants were three hundred secondary school students. Face and content validity and Cronbach Alpha method were used to establish the validity and reliability of the study respectively. ANOVA and t-test were used as statistical tools. The study identified parental apathetic behaviour, wrong conception of childbearing and shyness among adult family members as factors militating against the teaching of family life education in secondary school. Results further showed no significant religious and gender differences in students' perception of the factors militating against the teaching of family life education in secondary school. The insignificant differences observed between religion and gender implied that both entities held similar viewpoints on the issue of family life education. Based on the findings, it was proffered that parents, teachers and students should be aware of the fact that family life education is a wide concept, which involves important aspects of the students' life, and not about family life only, therefore should not be seen as taboo. The study is related in one of the purposes of the present study- factors that affect and influence the teaching of family life Education in secondary schools in Anambra State.

Esohe and Inyang (2015) conducted a study on parents' perception of the teaching of family life education in secondary schools in Ado-Ekiti, Nigeria. The population of the study were parents of secondary school students. A sample of 400 parents was randomly selected for the study. The instrument used for the study was a questionnaire which was validated by experts and has a reliability coefficient of 0.76. Data collected was analysed using frequency counts and percentages. The result showed that most of the Parents wanted family life education to be taught at all levels in secondary schools. They perceived that family life education will expose children to experimentation with family life but will also reduce the rate of teenage pregnancy and abortion. A higher percentage of the respondents wanted areas of family life development and reproduction, delayed family life activity and abstinence. Based on the findings, it was recommended that parents should receive orientation on the issues to be included in the curriculum. The studies differ in purpose and method but related in one of the variable- family life education.

Bilinga and Mabula (2014) conducted a study on teaching family life education in primary schools in Tanzania: challenges and implications. The study used mixed method design, where both quantitative and qualitative approaches were utilized. The study population was drawn from a total of 120 teachers and 204 pupils. Data collection methods included questionnaires and interviews. The study found out that although family life education seems to be integrated in subjects, pupils' source of family life knowledge seems to be not from schools teaching and learning rather other sources out of schools. On the other hand, there was evidence of inadequate training for teachers on how to teach and handle family life classes in primary schools. Furthermore, pupils face difficulties in learning family life topics due to different factors such as cultural barrier, religious beliefs and personal background, teachers with relevant teaching skills and

learning facilities. The study recommended several approaches to improve family life education in schools which include training for teachers to improve the content and methodology for teaching family life education, providing teaching and learning facilities relevant for improving family life education teaching. The studies differ from the present study in scope, method- population, area and method of data analysis.

Eko, Abeshi, Osonwa, Uwanede and Offiong (2013) conducted a study on perception of students’ teachers’ and parents’ towards family life Education in Calabar South Local Government Area of Cross River State, Nigeria. A cross sectional survey was employed and a structured questionnaire was used to generate both qualitative and quantitative data from 850 respondents using the multi-stage stratified sampling technique. Most students were within the age bracket of 13-18 teachers were mostly within 25-29 years and parents were mostly 40-44 years of age 22 (22.0%). Most study participants shared similar opinion that family life education should cover areas such as abstinence, HIV/AIDS, family life transmitted diseases, basis of reproduction etc. Masturbation, abortion and contraceptives were unanimously agreed not to be included in family life education content. A substantial proportion of the respondents agreed that abstinence-plus should be the main message of family life education in schools. Training for both parents and teachers should be provided by government and NGOs for accessibility of appropriate resources to develop capacity and confidence to deliver effective family life education to school adolescent. Policy makers need to formulate a definite, explicit, and workable family life education policy. The study is related in one of the purpose

of the study- determine teachers' perceptions in the teaching of family life in schools’ secondary schools in Anambra State, but differ in other purpose of the study, scope, and area of the study.

METHOD

The area of this study is the whole of Anambra state Nigeria. A descriptive survey design was used for this study. The population of the study comprised 2700 teachers drawn from state public secondary schools in the six education zones in Anambra State. This figure is based on records from Post Primary School Service Commission, Awka 2018. The sample size for this study is 810 teachers drawn from 257 public secondary schools in Anambra state. The researchers used simple random sampling and proportionate stratified sampling techniques in the course of this work. The instrument which was used in collecting the data for the study is a structured questionnaire developed by the researchers titled “Teachers Perception of the Teaching of Family Life Education in Secondary Schools in Anambra State Questionnaire” (TPTFLESSASQ). The TPTFLESSASQ is made up of 47 items which consisted of two Sections. The instrument was validated using face and content validity through the help of experts in Measurement and Evaluation and Guidance and Counselling, The reliability of the instrument was established using Cronbach Alpha method and a coefficient of 0.85 was obtained. T-test was used to test the hypotheses formulated in the study at 0.05 level of significance. 810 copies of questionnaire were administered and 799 were duly completed and returned. The analysis was based on these numbers, which represent over 95% of the total questionnaire.

TEST OF HYPOTHESES

Hypothesis 1: There is no significant difference in the mean rating of male and female teachers on their perception of teaching family life education in Anambra State.

Table 1: z-test comparison of Male and Female Teachers’ Perception of Teaching Family Life Education

Source of variation	N	Mean	SD	df	z-cal	z-crit	Decision
Male	103	3.50	.17	797	8.96	1.96	Sig
Female	696	3.36	.15				

Source: Field Survey, 2019

The result in Table 1 shows that the calculated z-value (8.96) is greater than the critical value (1.96) at alpha level of 0.05 and degree of freedom (df) 797. This is an indication that the difference in male and female teachers’ perception regarding teaching family life education in secondary schools Anambra State was significant. The null hypothesis therefore was rejected.

Hypothesis Two: There is no significant difference in the mean rating of male and female teachers’ perception of the contents of the curriculum on family life education in secondary schools in Anambra State.

Table 2: z-test Comparison of Male and Female Teachers’ Perception of the Contents of the Curriculum on Family life Education

Source of variation	N	Mean	SD	df	z-cal	z-crit	Decision
Male	103	3.41	.19	797	24.01	1.96	Sig
Female	696	3.13	.09				

Source: Field Survey, 2019

As indicated in Table 2, the analysis shows that the z-cal value of 24.01 is greater than the critical value of 1.96 at alpha level of 0.05 and degree of freedom (df) 797. This shows that the difference in the mean rating of male and female teachers’ perception of the contents of the curriculum on family life education in secondary schools in Anambra State was significant. Therefore, the null hypothesis of no significant difference between the groups was rejected.

Summary of Findings

The major findings of this study are:

Teachers in secondary schools in Anambra State agree that family life education be taught. The hypothesis testing indicates that the difference in male and female teachers' perception regarding teaching family life education in secondary schools Anambra State was significant. The null hypothesis therefore was rejected.

Teachers in secondary schools in Anambra State agree that the following are the contents of the curriculum on family life education: Family life development, contraceptive and birth control, Family life related problems and issues, Abstinence and delay of family life activities, Relationships and family life interactions. The hypothesis testing indicates that the difference in the mean rating of male and female teachers' perception of the contents of the curriculum on family life education in secondary schools in Anambra State was significant. Therefore, the null hypothesis of no significant difference between the groups was rejected.

Teachers agree that the following factors affect the teaching of family life education in secondary schools in Anambra State. They include that: culture discourages students to learn family life education; most community's issues relating to family life behaviours are not discussed openly; insecurity of parents about teaching family life education; family life intercourse is only meant for marriage partners; discussion of family life matters amongst friends and age mates and that church teaches that family life education is meant for married people.

Teachers agree that the three listed methods are effective in teaching family life education in secondary schools in Anambra State. The methods include: Implementing and improving the family life education Program and Policy Action, Teachers are provided with adequate training on family life education and more workshops on family life education are needed for educators as well as parents.

CONCLUSIONS

In the light of the findings from the study, the following conclusions are drawn:

Teachers in secondary schools in Anambra State perceive that family life education be taught. Teachers in Anambra State support that the following contents should be in the curriculum. They include: Family life development, contraceptive and birth control, Family life related problems and issues, Abstinence and delay of family life activities, Relationships and family life interactions. The teaching of family life education in secondary schools in Anambra state was hampered by various factors, including insecurity of parents, lack of training, religion and culture. It is unthinkable to expect teachers to bring out positive output in teaching while they face all these problems. Hence, improving the family life education Program and Policy Action, Teachers are provided with adequate training on family life education and more workshops on family life education are needed for educators as well as parents.

RECOMMENDATIONS

Based on the findings and conclusions drawn from this study, the study recommended as follows:

- Family life education should be taught from Junior Secondary School 1 to Senior Secondary 3 and the best

ways of encouraging interest and commitment to this subject need to be devised.

- Parents and teachers should give their consent for family life education to be included in the school curriculum and taught as a subject in schools.
- There is need for professionals like counselling psychologists, psychologists, Non-governmental Organizations and Doctors to carry out health promotion programmes to empower teachers, parents, students and the society at large.
- In-service training programmes should be put in place to empower teachers with the skill to handle the subject (family life education) with confidence.

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