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**FAMILY LIFE EDUCATION FOR IMPROVED QUALITY OF LIFE IN YEWA
NORTH LOCAL GOVERNMENT AREA OF OGUN STATE**

JUMOKE I. OLADELE (PH.D.)

DEPARTMENT OF SOCIAL SCIENCES EDUCATION, FACULTY OF
EDUCATION, UNIVERSITY OF ILORIN

OLUSHOLA A. IYEKOLO (PH.D.)

DEPARTMENT OF SOCIAL SCIENCES EDUCATION, FACULTY OF
EDUCATION, UNIVERSITY OF ILORIN

HELEN, VICTOR-AKINYEMI

DEPARTMENT OF CURRICULUM AND INSTRUCTION, FEDERAL COLLEGE
OF EDUCATION, OKENE

JIMOH A. ALABI (PH.D.)

DEPARTMENT OF ARTS EDUCATION, FACULTY OF EDUCATION
UNIVERSITY OF ILORIN

OLUFEMI ONWEAZU OKOJI (PH.D.)

DEPARTMENT OF ADULT AND PRIMARY EDUCATION, FACULTY OF
EDUCATION, UNIVERSITY OF ILORIN

Abstract

Family as an institution remains fundamental to the turnout of the society. This study aimed at assessing the impact of family life education on quality of life. The design for this study was a descriptive research design of survey type. The population of this study was all secondary school students while the target population is Secondary School One students in public schools in Yewa North LGA. The sample for this study was all students who have attained the age of puberty; purposive sampled. A researcher designed questionnaire for students was face and content validated by Sociology of Education experts to ascertain the suitability of the items to the research objectives while the reliability was ascertained by subjecting it to test of internal consistency using Cronbach's reliability method and a reliability co-efficient of 0.75 was obtained. Data collected were analysed using descriptive and inferential statistics. Findings revealed that though, family life education was functional, not all instructional resources needed for family life education was available while family education significantly impacted the quality of life of students in Yewa North LGA. The study concluded that family life education enhances the quality of lives of the people. It was therefore recommended that Teachers should support teaching of family life education with a variety of instructional materials complement existing ones, Curriculum planners should better position Family Life Education to make it more functional to raising the quality of life of citizens and Parents should leverage on family life education to curb societal vices.

Key Words: Family, Family life education, Quality of life.

Introduction

Education as the key to development has the capacity of unlocking all kinds of ignorance and suffering as well as equipping individuals from various family backgrounds with a brighter future. Education has been viewed to mean different things all over the world. To some, education is the ability to read, write and reproduce. Oladosu (2010) described education as a process by which knowledge, skills, attitudes, beliefs etc. of a society are transmitted from one generation to another through a well-defined method. This is done according to Jekayinfa and Kolawole (2010) to produce members that will imbibe society's religion, culture, social life and so on. Therefore, education is a lifelong process of stimulating the mind, feelings and directing mental energies towards general and specific goals of development and refinement of one's faculty. Thus, education encompasses all processes of human learning which enable the recipient to acquire, develop and cultivate new capacity to solve their peculiar problems and the problems that are common to the society in which they live.

The family as an institution is the basic unit of society and this connotes that what becomes of the society is a product of the quality of the families. It therefore means that the quality of the society is positively correlated to the quality of individual family. It is on this premise that it becomes imperative to assess the quality of such families to ensure the quality of an important institution called family. Society expects schools to assist in the education of children and youth in such ways as to prepare them to assume and practice responsible and positive roles in all aspects of personal, family, and community living as a prerequisite for national and regional development (United Nations Children's Fund, UNICEF, 2010).

Myers-Walls, Ballard, Darling and Myers-Bowman (2011) explained that for more than 50 years family scholars have composed and stipulated definitions of Family Life Education (FLE) in terms of individuals, couples, and families; relationship development and maintenance; sexuality; personal development; problems and problem solving and so forth. National Council on Family Relations (NCFR) (n.d.) considerations of Family Life Education focuses on healthy family functioning within a family systems perspective and provides a primarily preventive approach. The skills and knowledge needed for healthy functioning are widely known as strong communication skills, knowledge of typical human development, good decision-making skills, positive self-esteem, and healthy interpersonal relationships. More recently, the definition of Family Life Education by NCFR (2018) for the FLE program presents the profession's function as using information about healthy family development within a preventive, family-systems perspective in order to teach knowledge and build skills so that individuals and families may function at their optimal levels. It includes recognition of the reality that all families face problems they must solve, as well as the idea that all families possess strengths they can employ to face these challenges. Therefore, the goal of Family Life Education is to teach and foster this knowledge and these skills to enable individuals and families to function optimally.

A school-based family life program can assist parents in discussions with their children on topics related to sexuality and other family life members. Family life education has its primary purpose to help individual and families to learn about human growth, development and behaviour in the family setting and throughout the life cycle. Learning experiences are aimed at developing the potentials of individuals in their present

and future roles as family members. Family life education is therefore, the core concept of relationship through which personality develops, about which individuals make decisions to which they are committed and through which they develop self-esteem (National Research Council (US) and Institute of Medicine (US) Committee on the Prevention of Mental Disorders and Substance Abuse among Children, Youth and Young Adults, 2009).

The earliest formal family life education programme for adults was parent education, provided for mothers who met in groups specifically organized to improve parent understanding and parenting practices (Lewis-Rowley et al. 1993). Fathers are increasingly involved, but most parent education is still provided to mothers. Important outcomes of parent education include more positive child behaviors, more positive perceptions of child behaviors, and improved parent-child interactions. Furthermore, early generic programs have been adapted to specific target groups, including parents with different backgrounds, different parenting needs, and children of different ages (Brock, Oertwein & Coufal, 1993).

Health and Family Life Education (HFLE) Programme was implemented in primary and secondary schools in Caribbean Community (CARICOM) comprises of fourteen (14) Member States and five (5) Associate Members. The fourteen-member States are: Antigua and Barbuda, Bahamas, Barbados, Belize, Dominica, Grenada, Guyana, Jamaica, Montserrat, St. Kitts/Nevis, St. Lucia, St. Vincent and the Grenadines, Suriname and Trinidad and Tobago. The programme was designed to address the numerous problems and challenges that young people in the Caribbean encounter on a daily basis as engendered by changing realities which have placed additional strains on children and young people, modifying their behaviour as well as putting their life and health at risk. At the Sixth Special Meeting of the Council for Human and Social Development (COHSOD) held in Trinidad and Tobago in April 2003, the Council, realizing the significant contribution that HFLE can make to help young people develop skills to build competencies and adopt positive behaviours, endorsed the need to develop a Life-Skills based HFLE Regional Curriculum Framework. This Framework, with Regional Standards and Core Outcomes, shifted the focus from what was a knowledge-based curriculum to one that was life skills-based.

Efforts on Family life Education in Nigeria can be noticed with the submission of Olawepo (n.d.) who opined that Population Education Programme is being popularized to be directly introduced into the Social Studies Curriculum at the Junior Secondary School level in Nigeria with elements of Family Life Education such as Family size and welfare, Delayed marriage and Responsible parenthood. According to Arlington Public Schools (2018), Family Life Education program will assist students to develop positive self-concepts and respect for others, form and maintain strong relationships with family and community, develop self-esteem, self-confidence, and responsibility, understand the importance of abstaining from sexual activity, manage stress and resist peer pressure, develop awareness and knowledge of mental health issues, prevent sexual assault and dating violence and recognize abusive relationships, and develop into responsible, productive and well-adjusted adults.

Duncan (2004) list some resources useful for family life education some of which are workshop curricula, newsletters, videos/video-based curricula, books, lay publications, support groups, and Web sites. The materials cut across many content areas from parenting and marriage education to individual development. Family life educators

(FLEs) are faced with the decision of whether to adopt and adapt existing resources or to create materials of their own. Many of these resources have been developed in educational outreach settings, such as land grant universities, while others have been developed and distributed commercially. However, these materials are of varying quality, not always following high development standards. The realities of today's world with it being faced with myriad of health and social challenges world over such as HIV/AIDS, violence and substance abuse leads to changes which magnifies the need for family life education. These changing realities have placed additional strains on children and young people, modifying their behaviour and putting their life and health at risk. There is a need for Family Life Education in respond to these changes to ensure that citizens lead quality lives despite these changes (Encyclopedia.com, 2003).

Quality of life is the degree of satisfaction or dissatisfaction felt by people with various aspects of their lives, the provision of the necessary conditions for happiness and satisfaction. Quality of life in a rural setting, as a multidimensional phenomenon determined by the interactive and cumulative impacts of various factors such as infrastructure, housing conditions, standard of living, income, access to various amenities and satisfaction about the social and physical environment (Phillips, 2006; Zaid, & Popoola, 2010). Akinyemi, Owoaje, Popoola and Ilesanmi (2012) posited that quality of life has a substantial overlap with social functioning, disability, social support and well-being and regarded the subjective nature of the quality of life assessment as problematic. The World Bank described the quality of life using absence of poverty and unemployment; earnings growth; health and life expectancy; decent housing; educated population; high levels of cultural participation and low rate of crime; equity in social opportunities and the absence of political corruption (World Bank, 2018). Costanza et al. (2007) reasoned that quality of life is the extent to which objective human needs such as subsistence, reproduction, security and affection are achieved with respect to personal perceptions of subjective wellbeing. Zaid and Popoola (2010) further viewed quality of life as values that play an important role in the experience of qualitative living because they represent the needs, aspirations and goals of individuals. Eurostat (2015) explained the quality of life as a broad concept encompassing a number of different dimensions by which the elements or factors making up a complete entity of quality of life can be understood. The measurement and assessment of the Quality of Life has hence become a popular research topic. However, no uniform measurement instrument was established and reproduced across multiple population groups with consistency. Hence, the measurement of the Quality of Life depended on standards set by the research team (Schalock, 2016).

Life in the 21st century requires people to be prepared to fill a variety of roles; as workers, parents, citizens, and consumers, in which they will need to apply their knowledge and skills effectively to rapidly changing situations. Quality of life being a multi-dimensional concept has been researched into in the aspects of Family incomes and quality of life (Hill, Morris, Gennetian, L. Wolf & Tubbs (2012); Gennetian, Rodrigues, Hill & Morris (2018); Family size and Quality of life (Sahoo, 2014); Family life education and well-being (Harris, 2013); Health and Family life (Brage, 2014); Population and Quality of life (Miranda, Mendes & Silva, 2016) among others. However, there seem to be gap that this study is poised to fill. It is against this backdrop that this study assesses the

extent to which family life education impacts the quality of life lived by students in Yewa North Local Government Area which is the central purpose of this study. Specifically, the purposes of this study are to:

1. assess the available resources for family life education in secondary schools in Yewa North Local Government Area of Ogun State;
2. assess the functionality of family life education in Yewa North Local Government Area of Ogun State;
3. assess the quality of life of students in Yewa North Local Government Area of Ogun State; and
4. determine the extent to which family life education impact on quality of life in Yewa North Local Government Area of Ogun State.

Research Questions

The following research questions guided the study:

1. What are the available resources for family life education in secondary schools in Yewa North Local Government Area of Ogun State?
2. How functional is family life education in Yewa North Local Government Area of Ogun State?
3. What is the quality of family life of secondary schools' students in Yewa North Local Government Area of Ogun State?
4. To what extent does family life education impact on quality of family life in Yewa North Local Government Area of Ogun State?

Research Hypothesis

There is no significant impact of family life education on quality of family life in Yewa North Local Government Area of Ogun State.

Methodology

The descriptive research design of survey type was adopted for the study. The population for this study was all secondary school students in Yewa North Local Government Area while the target population is SS I in public schools in Yewa North LGA. The sample for this study was 94 SS I students who have attained the age of puberty and the purposive sampling technique was employed. The instrument used in this research was a researcher designed questionnaire for students. The students' questionnaire was a four-sectioned instrument. Section A was designed to elicit demographic information, Section B was designed to elicit information on the resources available for family life education in secondary schools, Section C had 12 items to elicit information on functionality of family life education and Section D had 15 items to elicit information on Quality of life of students. Section B was on a Yes/No categorical scale while Sections C and D of the instrument was on a four-point scale-type from strongly agree (SA), agree (A), disagree (D), strongly disagree (SA).

The instrument was face and content validated by Sociology of Education and Measurement experts to ascertain the suitability of the items to the research objectives while the reliability was ascertained by subjecting it to test of internal consistency using Split-half method (Section B) and Cronbach's reliability method (Section C and D). The reliability co-efficient of 0.69, 0.75 and 0.81 were obtained respectively. Descriptive statistics of percentage was used to analyse the demographic information of the respondents and research questions one, two and three. A percentage response of 50% and

above indicates availability (questions one) and functionality (questions two). For research questions three, a minimum score of 44 and maximum score of 51 was obtained. With a cut score of 15(51-44/3), a mean response of 41 to 43 indicated a low quality of family life, 44-46 indicated a moderate quality of family life while a mean response of 47 to 51 indicates a high quality of family life. Research question four was translated to hypothesis one tested with inferential statistics of chi-square at 0.05 levels of significance. All the analyses were carried out using SPSS 23.0.

Results

Research Questions

Research Question One: *What are the available resources for family life education in secondary schools in Yewa North Local Government Area of Ogun State?*

To answer research question one, responses were analyzed using descriptive statistics of percentages. A percentage response of 50% and above indicates availability as shown on Table 3.

Table 3: Available Resources for Family Life Education in Secondary Schools

S/N	Resources	Available Freq. (%)	Not Available Freq. (%)
1	Family Life Education teachers	59(62.8)	34(37.2)
2	Family Life Education books	59(62.8)	34(37.2)
3	Family Life Education counselors	56(59.6)	38(40.4)
4	Internet connectivity	70(74.5)	24(25.5)
5	DVC/CDs on Family Life Education	56(59.6)	38(40.4)
6	Illustrative birth Control pills	68(72.3)	26(27.7)
7	Pamphlets/posters on STDs	33(35.1)	61(64.9)
8	Pamphlets/posters on early pregnancy hazards	59(62.8)	35(37.2)
9	Pamphlets/posters on early marriage hazards	33(35.1)	61(64.9)
10	Family Life Education Laboratories	68(72.3)	26(27.7)
11	Family Life Education Counseling units	21(22.3)	73(77.7)
12	Family Life Education school clubs	15(16.0)	79(84.0)

As shown on the table 3, Family Life Education teachers, Family Life Education books, Family Life Education counselors, internet connectivity, DVC/CDs for Family Life Education, Illustrative birth Control pills, Pamphlets/posters on early pregnancy hazards and Family Life Education Laboratories were available while Pamphlets/posters on STDs, Pamphlets/posters on early marriage hazards, Family Life Education Counseling units and Family Life Education school clubs were not available.

Research Question Two: *How functional is family life education in Yewa North Local Government Area of Ogun State?*

To answer research question two, responses were transformed and categorized as functional and non-functional and analyzed using descriptive statistics of frequency and percentages. A percentage response of 50% and above indicates functionality as shown on

Table 4.

Table 4: Functionality of Family Life Education

Family Life Education	Frequency	Percent
Functional	73	77.7
Non-Functional	21	22.3
Total	94	100.0

As shown on the table 4, 73(77.7%) of the respondents indicated that Family Life Education was functional while 21(22.3%) indicated that it was not functional. This shows that family life education is functional in in Yewa North Local Government Area of Ogun State.

Research Question Three: What is the quality of family life of students in Yewa North Local Government Area of Ogun State?

To answer research question three, responses from a quality of family life questionnaire on a 4-point scale with 15 items was used. A minimum score of 44 and maximum score of 51 was obtained. With a cut score of 15(51-44/3), a mean response of 41 to 43 indicated a low quality of family life, 44-46 indicated a moderate quality of family life while a mean response of 47 to 51 indicates a high quality of family life as shown on Table 4.

Table 4: Quality of Life of students in Yewa North Local Government Area of Ogun State

Quality of Life	Frequency	Percent
Average	82	87.2
High	12	12.8
Low		0.0
Total	94	100.0

As shown on the table 4, 82(87.2%) had an average quality of family life while 12(12.8%) had a high quality of family life. This shows that most of the respondents in Yewa North Local Government Area of Ogun State had an average quality of life.

Hypothesis

There is no significant impact of family life education on quality of family life in Yewa North Local Government Area of Ogun.

To test hypothesis one, Family Life Education was categorized into Functional/Non-functional while Quality of life was categorized as Low, Average and High. Chi Square Test of Independence was used analyse the collated data on impact of family life education (FLE) on quality of life among students as shown in Table 7.

Table 7: Impact of Family Life Education (FLE) on Quality of Family life (QFL)

			QFL	Average	Total	Chi	P	Decision
FLE			High					
FFE	Functional	Count	12	61	73			
		Expected Count	9.3	63.7	73.0			
	Non-Functional	Count	0	21	21	3.957	0.04	Reject H_{01}
		Expected Count	2.7	18.3	21.0			
Total		Count	12	82	94			
		Expected Count	12.0	82.0	94.0			

As shown on Table 7, with the chi-square 3.957 value significant 0.05, and p-value: 0.04 less than the significant value 0.05, H_{01} is rejected. This connotes that there is a significant impact of family life education on quality of family life in Yewa North Local Government Area of Ogun State.

Discussion of Findings

The finding of study revealed that Family Life Education teachers, Family Life Education books, Family Life Education counselors, internet connectivity, DVC/CDs for Family Life Education, Illustrative birth Control pills, Pamphlets/posters on early pregnancy hazards and Family Life Education Laboratories were available while Pamphlets/posters on STDs, Pamphlets/posters on early marriage hazards, Family Life Education Counseling units and Family Life Education school clubs were not available. This shows that there was dearth of instructional resources for family life education in Yewa North LGA. This finding is in line with Duncan (2004) who submitted that many of the resources developed in educational outreach settings are of varying quantities which are not always following high development standards. This finding may be as a result of poor funding and monitoring and evaluation of family education programmes among others.

This result also shows that family life education in Yewa North Local Government Area of Ogun State is functional. This finding is in line with Olawepo (n.d.) who explained that efforts have been geared towards directly introducing elements of Family life education such as Family size and welfare, delayed marriage and responsible parenthood into Social Studies Curriculum at the Junior Secondary School level in Nigeria. This might have engendered the functionality of family life education in Yewa North LGA of Ogun state.

The study further revealed that Students in Yewa North Local Government Area of Ogun State had an average quality of life. This finding is in line with Kuvalekar, Kamath, Ashok, Shetty, Mayya, and Chandrasekaran (2015) whose findings show a dent on the quality of life of persons with physical disability. Finally, there is a significant impact of family life education on quality of family life in Yewa North Local Government Area of Ogun State. According to Sahoo (2014), several of the ingredients of the quality of life, particularly the satisfaction of material needs, are dependent on the income of the family and the manner of family expenditure which necessitates family life education for all age

groups. As such, family characteristics such as family income, family size, and family life education as one of the basic needs of a functional family have a bearing on several, if not all, aspects of the quality of family life.

Conclusion

Based on the findings from this study, it was concluded that while not all instructional materials were available for family life education, quality family life education enhances the quality of family life.

Recommendations

1. Teachers should support teaching of family life education with a variety of instructional materials available on the internet to complement existing ones.
2. Curriculum planners should better position Family Life Education to make it more functional to raising the quality of family life of citizens.
3. Students should leverage on family life education to curb societal vices such as substance abuse, domestic violence, pre-marital sex, early marriage, indiscriminate abortion, child abuse among others which all impact the quality of life lead by families and the society at large.

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