Eko Journal of Education Research (EKOJER)

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POPULATION AND FAMILY LIFE EDUCATION AN INTERVENTION ON SEXUALITY AND MORA} DEVELOPMENT OF ADOLESCENTS IN OGAN STATE SECONDARY SCHOOLS

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Abstract
This research investigated the possible impact of Population and Family Life Education on Nigerian populace, especially the adolescents, and the consequences of fast growing population and irresponsible family life. Quasi experimental design was adopted for the study. The population of the study comprised of all senior secondary school students in Ogun State public schools. Simple random sampling technique was adopted to select the public secondary schools from the four zones that make up the geographical regions in the state. The geographical zones were: Ijebu zone, Remo zone, Egba zone and Yewa Zone. To guide the study, five hypotheses were set up, which were: There is no significant intervention effect of population and family life education on the participants; there is no significant difference in the pre and post- intervention self-esteem of participants; there is no significant difference between the pre and post- intervention level of assertiveness of participants; there is no significant difference in the pre and post- intervention moral values of participants, there is no significant difference between the pre and post- intervention parenting styles of participants. A 40 item instrument tagged POPFLEESS was adapted to gather the necessary data needed for the intervention. The gathered data were analysed with chi-square statistics. Findings from analysis revealed that population and family life education intervention programme has significant effect on the participants; POP/FLE is not gender sensitive; nor age sensitive; POP/FLE intervention enhanced participants' self-esteem; it enhanced participants' assertiveness; it enhanced participants' moral values; but did not have impact on parenting styles. It was thus recommended that in order to improve participants' behaviour, POP/FLE should be introduced and sustained in secondary schools, and a long period of POP/FLE which focuses directly on parents should be introduced to modify parents' styles of parenting.

Key words: Population education Family life education. Parenting, Moral development, Self-esteem and Assertiveness.

Background to the study
Issues of population increase and family life have gained increasing attention in the contemporary times because of the alarming rate of the population growth which is disproportional to available resources. To control the population growth make it equivalent with available resources is an urgent task which must be done. This is the task of population and family life education. While UNESCO (1971) defines the former as “education programmes which provides a study of the population situation in the family, community, nation and the world, with the purpose of developing in the student rational and responsible attitudes”, NERDC (1993) defines the latter as an educational process “concerned with the study of attitudes and skills related to dating, marriage, parenthood, family health and later life of a family as a socio-cultural and economic unit in the society”. Both are processes designed to assist people in their physical, social, emotional, sexual and moral development as they prepare for adulthood, marriage, etc.
Population education is, however, a broad concept which is tied to so many fields of learning. With such a complex derivation, the ultimate content and scope of population education is dependent on a target group. What may be suitable for out-of-school adults may not necessary for young school pupils. In this study, attention is beamed on some important variables associated with population and family life education, such as responsible parenthood, moral development, child’s assertiveness and child’s self-esteem. Parenting is the process of caring for children, helping them grow socially, emotionally, physically, psychologically and mentally. Parents are the most important teachers a child can ever have. The mere fact that children have their first contacts with parents and also that the children spend more hours at home than at any other place, proves that parents exert a lot of influence on the children. It then behooves on every responsible parents to nurture responsible and healthy personalities. But sadly, contemporary Nigerian society seems rid of responsible parenthood, which explains the reason for the increasing crimes and violence perpetrated by children who have had poor parenting.

Moral education is a means to develop an individual in line with the principles of right and wrong conduct in order to endow him/her with the ability to use his/her knowledge to achieve a balance in interpersonal relationship with other individuals and groups. The aim of such education is to produce a complete man who would be useful to himself, his family, his immediate environment and the nation at large. In this vein, education is seen as the inculcation of the right type of values and attitudes at different stages of development.

This is in line with Nigeria’s policy on education document which reflects that the quality of instruction at all levels shall be oriented toward inculcating values such as respect for die worth and dignity of the individual; faith in man’s ability to make rational decisions; moral and spiritual principle in interpersonal and human relations, etc.

Self-esteem is a psychological term used to describe a person’s overall of self-worth or personal value. It is a belief about the self, such as appraisal of one’s own appearance, one’s belief system, one’s emotion, one’s dispositions and behaviours. It confidence in one’s ability to think, to make appropriate decision and respond effectively to changes. Self-esteem involves emotional, evaluation and cognitive components. Itequally involves the disposition to move life forward rather than running away from it; a disposition to treat facts with respect rather than denial.

Assertiveness is closely related to self-esteem. Assertiveness is the ability to express oneself openly and honestly. It is about having confidence in oneself, being true to one’s values and beliefs, being courageous enough to speak when need be. Acting assertively can increase one’s chances for honest relationships, helps one feel better about oneself, and gives one a sense of control in everyday situations. The above variables, associated with population and family life education shall be given attention in this study. Attempts shall be made to intervene via responsible parents, moral development, and helping the child develop his/her self-esteem and assertiveness.

Statement of Problem
Various development plans for the enhancement of the Nigeria’s standard of living and welfare have been articulated, but a lackadaisical approach to population issue has often been adopted which has eventually favoured a rapid population growth with adverse consequences. The huge population in Nigeria is becoming a liability rather than an asset in qualitative terms. It has led to a situation where available resources are no longer matching with the fast growing population. Besides, there is an increasing wave of crime and violence in our world today, propelled by moral degeneration, bad parenting, inter alia, which have all affected the quality of life. Hence, there is an urgent need for POP/FLE to educate the populace, especially the adolescents, on the consequences of fast growing population and irresponsible family life.

Purpose of the Study
The purpose of this study is as follows:
- To determine if POP/FLE will have any significant effect on adolescents’ self-esteem.
- To assess the effect of POP/FLE on adolescents’ assertiveness.

Research Hypotheses
1. There is no significant training intervention effect of population and family life education on the participants.
2. There is no significant difference in the pre and post-intervention self-esteem of participants.
3. There is no significant difference between the pre and post-intervention level of assertiveness of participants.
4. There is no significant difference in the pre and post-intervention moral values of participants.
5. There is no significant difference between the pre and post-intervention parenting styles of participants.

Scope of the Study
This study covers all senior secondary school students in Ogun State public schools, that is, all senior secondary schools in the four geographical zones making up Ogun State. The zones are: Ijebu zone, Remo zone, Egba zone and Yewa zone.

Research Design
The research design employed for the study was quasi experimental design of pretest – posttest. The design allowed participants to be selected either randomly or non-randomly.

Population and Sample of the Study
The population of the study comprised of all senior secondary school students in Ogun State public schools. Simple random sampling technique was adopted to select the public secondary schools from the four zones that make up geographical regions in the state. The geographical zones were: Ijebu zone, Remo zone, Egba zone and Yewa zone.

Research Instrument
An instrument tagged POPFLEESS was adapted to gather the necessary data needed for the intervention.

Statistics for Data analysis
The statistical tool found suitable for this study was chi-square. Chi-square enabled the researchers to determine the influence of a variable over another variable.

DESCRIPTION OF DATA
Although, 600 participants were selected as sample for the study, only 564 participants completed the study and took part in the post-test. Hence, a total of 564 participants’ scores were used for the data analysis.

Table 1: Distribution of the Respondents based on Gender and Zones

<table>
<thead>
<tr>
<th>Zones</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ijebu</td>
<td>70</td>
<td>78</td>
<td>148</td>
</tr>
<tr>
<td>Remo</td>
<td>68</td>
<td>74</td>
<td>142</td>
</tr>
<tr>
<td>Egba</td>
<td>68</td>
<td>76</td>
<td>144</td>
</tr>
<tr>
<td>Yewa</td>
<td>60</td>
<td>70</td>
<td>130</td>
</tr>
<tr>
<td>Total</td>
<td>266</td>
<td>288</td>
<td>554</td>
</tr>
</tbody>
</table>

Table 1 presents the distribution of the participants based on gender and the four geo-political zones of the state. Participants from the Ijebu zone were 148 (70 male and 78 female); Remo had 142 (68 male and 74 female); Egba had 130 (60 male and 70 female) while Yewa had 130 (60 male and 70 female). This is further illustrated in the figure below.
Table 2 revealed significant effect of the intervention on the participants. The following null hypotheses were tested for significance at 0.05 level.

- **H01:** There is no significant training intervention effect of population and family life education on the participants.
- **H02:** There is no significant difference in the pre and post-intervention self-esteem of participants.
- **H03:** There is no significant difference between the pre and post-intervention level of assertiveness of participants.

Table 2: Effect of population and family life education intervention on the participants

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>295346.024</td>
<td>9</td>
<td>32816.114</td>
<td>160.535</td>
<td>.000</td>
</tr>
<tr>
<td>Intercept</td>
<td>280.466</td>
<td>1</td>
<td>280.466</td>
<td>1.372</td>
<td>.242</td>
</tr>
<tr>
<td>Gender</td>
<td>109.837</td>
<td>1</td>
<td>109.837</td>
<td>.537</td>
<td>.464</td>
</tr>
<tr>
<td>Post-test</td>
<td>75199.062</td>
<td>1</td>
<td>75199.062</td>
<td>367.871</td>
<td>.000</td>
</tr>
<tr>
<td>Age</td>
<td>1085.410</td>
<td>2</td>
<td>542.705</td>
<td>2.655</td>
<td>.072</td>
</tr>
<tr>
<td>Gender * age</td>
<td>155.487</td>
<td>2</td>
<td>77.743</td>
<td>.380</td>
<td>.684</td>
</tr>
<tr>
<td>Post-test</td>
<td>360.643</td>
<td>1</td>
<td>360.643</td>
<td>1.764</td>
<td>.185</td>
</tr>
<tr>
<td>Age * post-test</td>
<td>114.516</td>
<td>2</td>
<td>57.258</td>
<td>.280</td>
<td>.756</td>
</tr>
<tr>
<td>Error</td>
<td>72363.580</td>
<td>364</td>
<td>204.417</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1701492.000</td>
<td>364</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>367708.604</td>
<td>363</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3: Difference between the pre and post-intervention self-esteem of participants

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Df</th>
<th>T</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-intervention</td>
<td>564</td>
<td>73.2145</td>
<td>4.42645</td>
<td>562</td>
<td>5.387</td>
<td>.001</td>
</tr>
<tr>
<td>Post-intervention</td>
<td>564</td>
<td>79.7132</td>
<td>3.81472</td>
<td>564</td>
<td>5.387</td>
<td>.001</td>
</tr>
</tbody>
</table>

Table 4: Difference between the pre and post-intervention level of assertiveness of participants

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Df</th>
<th>T</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-intervention</td>
<td>564</td>
<td>68.7132</td>
<td>5.16783</td>
<td>562</td>
<td>4.514</td>
<td>.001</td>
</tr>
<tr>
<td>Post-intervention</td>
<td>564</td>
<td>72.5482</td>
<td>5.33824</td>
<td>564</td>
<td>4.514</td>
<td>.001</td>
</tr>
</tbody>
</table>

Figure 1: Interaction effect of adolescents' gender and age with the treatment

Figure 2 showed that gender and age did not intervene with the treatment given to the adolescents. Hence, male and female students whose ages fall within the adolescence age could benefit from population and family life education programmes.

The following null hypotheses were tested for significance at 0.05 level.

- **H01:** There is no significant training intervention effect of population and family life education on the participants.
- **H02:** There is no significant difference in the pre and post-intervention self-esteem of participants.
- **H03:** There is no significant difference between the pre and post-intervention level of assertiveness of participants.

Table 2 revealed significant effect of the intervention on the participants ($F = 367.871; p < .05$). Therefore, the postulated null hypothesis is rejected in favour of the alternative hypothesis. This means that the population and family life education interventon programme had significant effect on the participants. The implication of this finding is that to improve participants' behaviour population and family life education should be sustained in secondary schools.

The table also revealed no significant gender interaction effect with the population and family life education intervention ($F = 1.764; p > .05$). This means that participants' gender did not intervene with the treatment. The implication of this finding is that population and family life education is not gender sensitive; male and female adolescents benefited equally from the intervention.

Furthermore, the table revealed no significant age interaction effect with the population and family life education intervention ($F = .280; p > .05$). This means that participants' age did not intervene with the treatment. The implication of this finding is that population and family life education is not age sensitive; adolescents within the adolescence age benefited equally from the intervention. The interaction effects of gender and age are further illustrated in the following figure.
the population and family life education intervention enhanced participants' assertiveness.

**H04:** There is no significant difference in the pre and post-intervention moral values of participants.

**Table 5:** Difference between the pre and post-intervention moral values of participants

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Df</th>
<th>T</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-intervention</td>
<td>564</td>
<td>71.1948</td>
<td>4.72592</td>
<td>562</td>
<td>5.723</td>
<td>.000</td>
</tr>
<tr>
<td>Post-intervention</td>
<td>564</td>
<td>78.2728</td>
<td>4.32470</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5 revealed significant difference between the pre and post-intervention moral values of participants ($t = 5.723; p < .05$). Therefore, the postulated null hypothesis is rejected in favour of the alternative hypothesis. This means that the pre and post intervention moral values of participants differed significantly. The post-intervention mean score is higher than the pre-intervention mean score suggesting that the population and family life education intervention enhanced participants' moral values.

**H05:** There is no significant difference between the pre and post-intervention parenting styles of participants.

**Table 6:** Difference between the pre and post-intervention parenting styles of participants

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Df</th>
<th>T</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-intervention</td>
<td>564</td>
<td>26.3627</td>
<td>2.93371</td>
<td>562</td>
<td>1.162</td>
<td>.471</td>
</tr>
<tr>
<td>Post-intervention</td>
<td>564</td>
<td>26.4876</td>
<td>3.15258</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 6 revealed no significant difference between the pre and post-intervention parenting styles of participants ($t = 1.162; p > .05$). Therefore, the postulated null hypothesis is retained. This means that the pre and post intervention parenting styles of participants remained the same. This suggests that the intervention did not impact on parenting styles. This is plausible because many of the parents did not attend the intervention sessions. Besides, parenting style is imbibed over many years and it may require long period of population and family life education directly focusing on parents over a long period of time to modify parents' styles of parenting.

**SUMMARY OF FINDINGS**

- Population and family life education intervention programme has significant effect on the participants.
- Population and family life education is not gender sensitive; male and female adolescents benefited equally from the intervention.
- Population and family life education is not age sensitive; adolescents within the adolescence age benefited equally from the intervention.
- Pre and post intervention self-esteem of participants differed significantly. Population and family life education intervention enhanced participants' self-esteem.
- Pre and post intervention assertiveness of participants differed significantly. Population and family life education intervention enhanced participants' assertiveness.
- Pre and post intervention moral values of participants differed significantly. Population and family life education intervention enhanced participants' moral values.
- Pre and post intervention parenting styles of participants remained the same. This suggests that the intervention did not impact on parenting styles.

**DISCUSSION OF FINDINGS**

The findings of this study revealed that the population and family life education intervention programme had significant effect on the participants. The project improved the participants' behaviour and family life had significant effect on the participants. The result of first hypothesis showed that the education should be sustained in the secondary schools. The result of second hypothesis showed that the education should be sustained in the secondary schools. The result of third hypothesis showed that the education should be sustained in the secondary schools. The result of fourth hypothesis showed that the education should be sustained in the secondary schools.

This lends credence to NERDC (1993) that educational processes are concerned with the attitudinal and skills related to dating, marriage, parenthood, family health, later life of family as a societally cultural and economic unit in the society. It was also revealed that there was no significant gender difference in the parenting styles of the participants.

This is interaction effect with the Population and Family Life Education intervention. The implication of this is that Population and Family Life Education intervention did not impact on parenting styles. Besides, parenting style is imbibed over many years and it may require long period of population and family life education directly focusing on parents over a long period of time to modify parents' styles of parenting.

**FINDINGS**

Findings on the second hypothesis revealed significant difference between the pre and post-intervention self-esteem of participants. This means that the pre and post-intervention self-esteem of participants differed significantly. This showed that the population and family life education intervention enhanced participants' self-esteem. These findings corroborate UNESCO (2009) that identifies the primary goal or purpose of sexuality education as follows: that children and young people become equipped with the knowledge, skill and values to make responsible choice about their sexual and social relationship in a world affected by HIV. The Population Family Life Education intervention enhanced their participants' self-esteem where all necessary information and training were given towards this.

Findings from third hypothesis revealed no significant difference between the pre and post-intervention moral values of participants. This means that the pre and post-intervention moral values of participants differed significantly. The post-intervention mean score was higher than the pre-intervention mean score which suggested that the population and family life education intervention enhanced participants' moral values. These findings corroborate Kellough and Kellough (2008) opine that young adolescent start to consider complex moral ethical questions, they tend to be unprepared to cope with them. Consequently, young adolescent struggles with making sound and moral ethical choices. The participants' assertiveness have been enhanced through different lectures and training received during the intervention.

Findings from fourth hypothesis revealed no significant difference between the pre and post-intervention parenting styles of participants. This means that the pre and post-intervention parenting styles of participants differed significantly. The post-intervention mean score was higher than the pre-intervention mean score which suggested that the population and family life education intervention enhanced participants' moral values.

This research was concealed by Walsh (1999). He viewed that moral training should assist students in understanding moral knowledge and mental ability thereby creating moral awareness among secondary school students in Nigeria. This suggested that the Population Family Life Education has improved the moral values of the participants.

Findings from the fifth hypothesis revealed significant differences between the pre and post-intervention parenting styles of participants. This means that the pre and post-intervention parenting styles of participants differed significantly. This is plausible because parents did not attend the intervention sessions. Besides, parenting style is imbibed over many years and it may require long periods of Population and Family Life Education directly focusing on parent over a long period of time to modify parent's styles of parenting. The finding however revealed a departure from Wilson and Ranphele (1989) that found that the disorganization of the family, overcrowding and poor living environment plays major role in the development of morality of adolescent. Since the findings on this hypothesis revealed no significant differences between the pre and post intervention parenting styles of participants, this implies that before parenting style could influence on the adolescents, it may require long period of Population and Family Life Education to modify parenting style.
Conclusion
The findings of this study led to the conclusion that Population and Family Life Education had positive impact on sexuality and moral development of adolescents in Ogun State public Secondary Schools. The intervention made tremendous contribution to the behaviour of both male and female adolescents. It also enhanced participants’ self-esteem and finally the intervention enhanced participants’ assertiveness and moral values.

Recommendations
The following recommendations are considered necessary based on the findings of the study:
- Population and Family Life Education should be expanded to cover other secondary schools in the State and the country.
- Schools that have benefited from the intervention should endeavour to encourage their students in sustaining the gains.
- Similar intervention should be carried out from time to time to assist the future leaders of our country.
- Government should try to work hand in glove with other development partners in carrying such interventions regularly.
- Secondary School teachers should go through training and re-training programme so as to assist the adolescents in Secondary Schools. Population and Family Life Education may be included in their curriculum.

REFERENCES


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