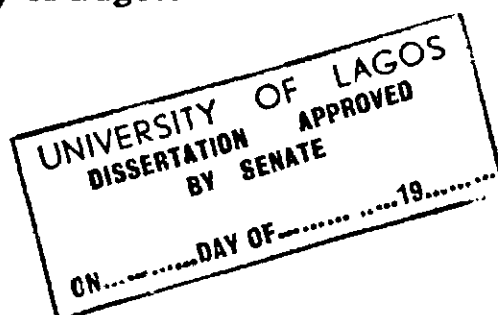


**STATUS OF POPULATION EDUCATION
PROGRAMMES IN SOME SECONDARY
SCHOOLS IN OYO STATE, NIGERIA**

Adunola ADEPOJU (Mrs)

**Being a Thesis Submitted in Partial Fulfilment of the Requirements for
the Award of the *Master of Philosophy Degree (M.Phil.)* in
the Department of Educational Administration,
School of Postgraduate Studies,
University of Lagos.**



1994

SCHOOL OF POSTGRADUATE STUDIES
UNIVERSITY OF LAGOS

CERTIFICATION

THIS IS TO CERTIFY THAT THE DISSERTATION -

STATUS OF POPULATION EDUCATION PROGRAMMES IN SOME

SECONDARY SCHOOLS IN OYO STATE, NIGERIA

SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES

UNIVERSITY OF LAGOS FOR THE AWARD OF THE DEGREE OF

MASTER OF PHILOSOPHY DEGREE (M.PHIL.)

IS A RECORD OF ORIGINAL RESEARCH CARRIED OUT BY

ADUNOLA ADEPOJU (MRS)

IN THE DEPARTMENT OF

EDUCATIONAL ADMINISTRATION

ADEPOJU ADUNOLA

AUTHOR'S NAME



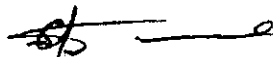
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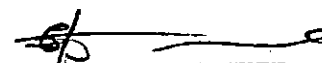
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DEDICATION

DEDICATED TO: MY LOVING CHILDREN

BIOLA, 'GBOYEGA, 'BOYEPE, 'GOKE AND

MY HUSBAND

PROFESSOR ADERANTI ADEPOJU

FOR THEIR GREAT SUPPORT

ACKNOWLEDGEMENT

I am greatly indebted to my supervisor Dr. S.C. Madumere whose interest and support made the starting and completion of this work possible despite her tight schedules of work within the department. I thank her for her indomitable support, guidance and direction, and even the personal sacrifices she made on my behalf.

I am also indebted to Dr. J.B. Bolaji, Dr. A.M. Ejiogu and Dr. A.O. Oguntoye for their invaluable advice and words of encouragement till the completion of this work. My sincere thanks goes to Dr. Joy Badekale for sisterly assistance and advice. The entire teaching and administrative staff of the department, especially Mr. C.A. Awojinrin are humbly remembered for the way they rallied round me to ensure the successful completion of this work.

I also recognise the contributions of my research assistants: Miss Olanike Adeyemi, Miss Abiola Adewemi and Mr. Adegboyega Adebayo Adepoju, Miss Shade Oladele and Bola Olaniyi for their help in the distribution, collection and coding of the questionnaires.

All the members of the Population Education Department (NERDC), especially Mr. Yisa and Mrs Oroge, deserve special mention for their help in supplying me with pertinent literature on the theme of Population Education.

My gratitude also goes to the Secondary School Principals and teachers who willingly participated in giving information for the success of this study. Without their cooperation this study would not have been possible.

Lastly, I owe a debt of unquantifiable gratitude to my family, my husband and children in particular, for their patience, forbearance and understanding.

All thanks and glory to the almighty God, who above all, gave me the opportunity, the health and life to carry out this study successfully.

I claim personal responsibility for any errors, criticisms or observations that may arise from this work.

Adunola ADEPOJU

ABSTRACT

The continued concern of population experts about the almost alarming rate of growth of Nigeria's population and its effect on the quality of life of Nigerians, calls for immediate attention, to be directed towards measures for sustaining security of life and good standard of living now and in the future. It was in realization of the above that Population Education Project was commissioned and introduced into the Secondary School programme in Nigeria.

The purpose of this study therefore is ^{to} determine the status of population education, by examining its mode of integration into the secondary school programme and problems and prospects associated with the implementation of population education programme in Oyo State of Nigeria. Thus, to enhance this study, a field survey was conducted and data were collected from school administrators and teachers of some selected secondary schools in Oyo State, Nigeria.

All the respondents (principals and teachers) admitted that the population of Nigeria is on the increase and that the introduction of population education into the secondary school programme is timely. Some variables such as age, sex and type of family were controlled to find if there would be differences in their opinion as regards the need for (vide Table 4.3). Population education in the secondary schools. No significant difference was observed among groups as to whether population education must be integrated in existing subjects or be given a separate (Table 4.7, item 24).

Also a significant proportion of the respondents agreed that population education when taught in the secondary school educates the people to guide against some social problems such as unemployment, inadequate supply of goods and services such as electricity, water, good food, medical services, and other social vices such as alcoholism, unwanted pregnancies, abortions, venereal disease, etcetera (ref Table 4.6, item 19).

The question on the teaching of population related topics such as family life education, reproduction and birth control in secondary schools generated positive response from the respondents.

Some problems at the implementation level of population education were identified by the principals and teachers. Such problems include religious, cultural, acceptability, lack of funds and facilities such as textbooks etcetera, and lack of trained personnel in population education (ref Table 4.6, item 2 and Table 4.11).

The study suggests that, a "crash training programme" for teaching of population education and the expansion of population education from its pilot stage to all secondary schools will go a long way at arriving at a better status for population education in the secondary schools.

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CHAPTER ONE

Introduction and Background

The subject of population has attracted the attention of planners and policy makers. This is probably due to the increasing awareness of the impact of rapid population growth on the deteriorating standard of living in developing countries, Africa in particular. Researches have amply demonstrated that rapid population growth results in a low per capita income growth and a loss of long term potential for higher economic growth and better standard of living (Ojo, 1981; Olusanya and Pursell, 1981; Orubuloye, 1983).

In Nigeria, analysis of growth and composition of the population is considerably hampered by poor data situation on population behaviour. It is remembered that the last census of 1963 is almost three decades old before that of 1991 was made available in 1992. Available evidence shows however that the rate of population growth of 2.5 per cent per year in the 70's has risen to 3.3 per cent in recent time (Federal Government, 1990). Consequently, the population size of 55.7 million in 1963 was projected to 113 million by 1988 and was expected to reach between 145 and 160 million by the year 2000 (Federal Government, 1990). However, the provisional figures of the 1991 census gave an enumerated figure of 89.5 million, which implied revisions of previous projections.

While the total population increases rapidly, urban areas are increasing at a much faster rate of 5 per cent. The growth of major cities, especially Lagos, is estimated at between 10 and 15 per cent per year (Arowolo, 1987; Sada, 1984). The high fertility and declining mortality has

led to rapid population growth in general; these, with migration from rural areas have exacerbated urban population growth. At the current growth rate, about 48 per cent of the population is less than 15 years old, resulting in a very young population.

Prior to the Universal Primary Education (U.P.E) programme of 1976, school enrolment rate was low at all levels of education. In 1990, for instance, less than 50 per cent of boys and 80 per cent of girls of school age (age 6-11) were enrolled in primary school. At the secondary school level, under 10 per cent and 5 per cent for boys and girls, respectively, aged 12-18 years were enrolled, indicating a sharp flop in proportion. In all, only 21 per cent of boys and 15 per cent of girls age 6-18 years were enrolled in the first and secondary levels in 1970 (Ebigbola, 1981).

Progress has been made over the years and by 1987 61.6 per cent of children age 6-11 years were enrolled in primary schools and 30 per cent of the secondary school age bracket were enrolled. However, the sheer increase in the number of school age children has drastically increased government investment in education. The education pyramid for Nigeria - a broad bottom with a conical shape - also reflects the population pyramid (Federal Government, 1990).

The rapid rate of population growth is a major determinant of the educational pyramid. In Nigeria, like most African countries, the age group 0-6 years constitute 18 per cent or more of the total population or 40 per cent of the persons under age 15 years (Ebigbola, 1981).

The Nigerian woman bears an average of 6 children: the socio-cultural value places a high premium on large family size.

This is especially the case in the rural areas where the economic contribution of children to family enterprises is higher in urban areas. The literacy status varies between urban and rural areas: the location bias of educational institutions which favour the urban areas enhances the literacy status of urban residents. Residents of rural areas tend to marry early and usually have many children. These children are often born very early, and too close to each other with adverse effects on the health of the mother and child (Babalola, 1983).. Some of these children, tend to be disadvantaged early in life and are often locked up in the vicious cycle of poverty. All these, and other considerations call for adequate population education at all levels.

Since the inception of population education in Nigeria 1982 it still seems difficult to identify the status of population education (Ukaegbu, 1985). The secondary schools are viable avenues for moulding the values, expectations and behavioral patterns of the future parents. There is need therefore for proper clarification of the status of population education in Nigeria.

One major factor in development is education. In order to effect fundamental transformation of the society, with respect to population issues, promotion of population education at the relevant levels of the educational ladder is paramount. Obviously, the role of the school system and the responsive role of school administrators and planners in managing population education at the secondary school level cannot be over emphasised. Meaningful solutions to population problem must start with awareness creation among the general public (Adewole, 1977).

Enhancing standard of living in Nigeria is important not only for children of school age but also for the entire populace. Education administrators by the nature of their service are placed in a unique position to serve the entire community in which these schools are located. They have the ability to enhance the teaching of the subject-matter on population education to both youth and adults through their supervisors skills, more so when Nigeria has recently adopted a population policy which incorporates elements such as fertility and maternal health, family planning, the role of women in development, population education, information and family welfare; attention to children and youth and the role of men in family life (National Population Policy, 1988). Hence, the role of education administrators in enhancing the success and status of population education is timely, for it is the education administrators who are in direct control of the supervisory processes at the implementation stage of population education in the secondary school.

The concept of "population" is the connection between the individual and the society in both "micro" and "macro" levels and population factors in the society at large in terms of social, political and economic forces that regulate the society (Yisa, 1988). The social and economic effects are most noticeable when population changes occur. Reciprocally, conditions of life in the influence the population related decisions taken by individuals, families and the small communities to which they belong. Recognition of the key role played by population factors has led to the adoption of various social measures of regulation.

As Yisa (1988) noted, "progress in solving our population related problems has been inhibited by lack of knowledge" of the factors responsible on the part of policy-makers and the citizens. To alleviate this problem therefore the country needs a well organised and comprehensive population education to sensitise individuals on the consequences of their actions as a pre-requisite towards the improvement of the quality of life of all.

Population Education

The definition for population, education was drawn from practical experiences. The Directors of National Population Education Programmes in African Countries drew up general principles upon which African population programmes may be based as follows:

1. the contribution which population education can bring to the socio-economic development of the community and the national;
 2. the importance of both individual decision-making on population matters, and the role of the family in collective decision-making;
 3. the importance of understanding the social and cultural context in which population education contents are to be integrated;
 4. the facts that low rates of school enrolment and high rate of drop-outs should lead to greater recognition of out-school programmes; and
 5. the need to sensitise the decision-makers in Africa on their countries' population situation and problems.
- (UNESCO), 1985).

Given these principles, a general definition of population education was formulated as "an educational programme designed to create awareness and understanding of population issues directly related to social, economic and cultural development of the individual, the family and nation; to enable decision-making on population matters in order to contribute more effectively towards the amelioration of socio-economic and cultural welfare of the individual, the family and the nation" (UNESCO, 1985).

The view of the Nigerian Education Research and Development Council (NERDC) is that population education in Nigeria is "an educational process which provides for an articulated and practical study of the population situation in the family, the community, the nation and the world, with the aim of developing in the individual a more rational attitude and responsible behaviour towards improving the quality of their life now and in some future time.

Whatever the argument, the introduction of population education into schools is tied to specific behaviour outcomes such as the acceptance of a small family norm. According to Yisa (op. cit. 1988), the emphasis was a "small family is a happy family". This assertion may not allowed to analyses, various alternative in order to make decisions according to their understanding of issues.

Goals of Population Education

The goals of population education derived from the National Policy on Population for development, unity, progress and self reliance of Nigeria (1982) are enumerated thus:

1. to assist the government in achieving its main national objectives and national policy thrust in population Policy

- that is, the formulation and implementation of measures to ensure the effective mobilization of our human and material resources for development and better quality of life; and
2. to assist the Federal Ministry of Education in realising its educational objectives of reforming the content of general education to make it more responsive to the socio-economic needs of the individual and the country as stated in the National Policy on Education (1981) and within the context of the new 6-3-3-4 educational system.

The National Population Policy on Education curriculum for Nigerian secondary schools was derived from the above goals and designed in 1982 to help the students to:

1. recognise the implications of the increasing gap between birth and death rates for the provision of basic facilities and services such as schools, health and productivity of members of the family;
2. relate growth and size of family to demand for available food and other facilities, health and productivity of the members of the family;
3. explain how population situation at the household and national levels affects the patterns of demand for and consumption of goods and services;
4. recognise the various ways in which population growth, the constraints on resources development and the pattern of consumption at the family level etcetera, have contributed to the present state of the economy and quality of life situation in the country;
5. compare and contrast the population/resources situation in Nigeria with that in other countries so as to have an

insight into the international dimensions of the population and family life problems;

6. highlight the importance of self-sufficiency in food production and the dangers of dependence on food imports and food aid; and
7. identify the various uses to which population data are put and therefore, develop an understanding of the importance and sense of responsibility towards population census enumeration and the registration of vital statistics.

Definition of Terms

Status of Population Education

In general terms, the word 'status' has several connotations and denotations. Status can refer to the general condition of a person or thing within a given situation and location. With reference to population education the word 'status' means the level of awareness of the target respondents, acceptability and adaptability of the people towards population education, institutionalization at various educational levels, teaching methods level and type resource materials and mode of evaluating population education in the school system (Jacobson, 1979). The study of the status of population education may lead to the identification of the problems and prospects of population education in Nigerian secondary schools.

"Traditional" Population Education

The title above is an allusion to the type of population control measures that was taught to the youth in some areas of Nigeria before the advent of formal education in Nigeria. Through the traditional system of education, boys were expected to perform a feat before attaining the age of manhood within a

particular age grade while the girls were also expected to have kept their virginity until the coming of age rituals are performed on them, thereby presenting them as ready to be married. During specific initiation periods, boys were taught the art of a responsible future husband and parent while the girls were also groomed to become responsible mothers and future parents, some of the attributes of population education in the school could be said to have been derived from such old systems.

Population Education Programmes

These may be referred to as the different components of population education such as the on stage drama, art, painting and posters, cinematography and other media through which population education is taught to the students.

Purpose of the Study

Prior to this study, there has not been serious effort made at determining how far population education policy in Nigeria has been developed. It is true that population studies had been on in schools, most especially in the Nigerian higher institutions for the purpose of projecting future enrolment targets to schools, projecting needs or demands in manpower planning for the nation or for private individual firms under demographic studies in economics, geography and especially in educational planning.

The study of population education in the Nigerian secondary schools is quite recent. This study therefore seeks to identify the status of population education in Oyo State secondary schools since its inception in 1984. In doing that, the study has looked at the number of schools offering population education in Oyo State. It has identified the different levels of enrolment, the type of teaching staff or trained personnel for population

education and has also identified population education objectives and problems both at the school and governmental levels in relation to the National Population Policy for Nigeria.

The Problem

Statement of the Problem

The general lack of knowledge about population related problems in Nigeria calls for the need to promote and enhance the status of population education in the Nigerian Secondary Schools.

Initially, Hane BA (1978) and other individuals such as school principals and teachers argued on the need for population education in the secondary schools. To them, the idea of introducing population education is long over-due in the secondary school system. They considered issues such as high rate of unwanted pregnancies among students claiming lives daily, the indiscriminate use of poisonous and dangerous drugs among students and the youth in general and high rates of various juvenile delinquent patterns among students both at the secondary and higher institutional levels.

The inception of population education by the Nigerian Government between 1980 and 1984 is therefore timely and since population education has come to stay in the secondary school for up to 10 years now, there is need to study how far and well the population policy for Nigeria is being understood by the youth who would constitute the future generations of the country, to avert the attendant ills of over population as mentioned before. By this, the status of population education in (Oyo State) secondary schools presently has been clarified for effective implementation of population education in the State.

Research Questions

Based on the problems identified and the general background to this study, the following research questions are posed:

1. Has population education taken off in all the secondary schools in Oyo State?
2. What provisions are there for teachers, books and other resource materials for the successful implementation of population education in Oyo State secondary schools?
3. What is the perception of principals and teachers about the integration of population education in the varied existing school subjects?
4. How is the 'sex education' aspect of population education being handled?, considering subject matters such as contraceptives, abortion and family planning amidst crisis in terms of religious bias and cultural differences.
5. What specific activities do ^{administrators employ in teaching} and teachers ^{teach} ~~technique~~ population education in the secondary schools ?
6. How is the learning outcomes on population education measured in the secondary school by principals and teachers? An important assumption worthy of notice here is the fact that the introduction of population education in the secondary schools resembles an attempt to deduct and bring together certain population items that already exist in other secondary schools subjects such as geography, economics, science (biology, physics, chemistry) and even some aspects of informal traditional education in order to give population education its 'rank' among secondary school subjects. The research questions constitute the major issues considered in the study. They serve as guide to the

study also. They have been summarised below as issues guiding the study in place of hypothesis:

Issues Guiding the Study

1. The scope of population education coverage in Oyo State.
2. Provisions for teaching and learning population education in Oyo State.
3. The relationship of population education with other school subjects as regards timing and curriculum.
4. The "sex education" aspect of population education.
5. The teaching methods of population education.
6. The measurement and evaluation of population education achievement in schools.
7. The perceptions and acceptability of population education.

The irrelevant need of hypothesis in this study is due to the fact that the study is concerned with determining the level of implementation that has actually taken place in the implementation stage of population policy. This study is therefore "exploratory, based on the state of art review" of available literature on population education, supplemented by a field study (Moser and Kalton 1968). It is exploratory because it aims at surveying the level of implementation reached and it is relatively new area of study in Nigeria both as a concept and as a field of investigation.

The introduction of population education is recent while the pool of knowledge is also limited both at the secondary school level and at the information base. The study made use of oral interview and questionnaire to acquire additional information in

assessing the current situation of population education in Oyo State secondary schools. This study has attempted to piece the pertinent information from disparate sources which directly or indirectly touch on the subject matter of the status of population education strictly defined.

Significance of the Study.

Since population education emphasises on the study of the population situation, trends and its impact on individual and economic development, the study of population education at the secondary school level is very crucial. Moreover, no school subject can be developed without considering the issues in population education. Population education is therefore very important and needs to be given a boost (political, financial and moral support) to enhance its status at the secondary school level.

Creating awareness among the youth about population factors and problems and how to limit the rate of secondary school drop-outs through unwanted pregnancies and untimely deaths, can be achieved through the study of population education in our schools.

It should be realised that an individual's ability to recognise and understand the implications and consequences of his or her own population behaviour is a big step towards the realization of the general objectives of population education in the school and the society at large.

Conceptual Perspective.

Several conceptual considerations emerge at the implementation stage of population education programmes. In perspective, the type of population education to be adopted by a particular country depends on the awareness, need and the level of resources both man and material of that country.

The acceptability of the programme by the government will lead to examination and standardization of the content of the population education to be adopted. The programme when adopted may be short-term or long-term depending on the type of frame given and other interest policy priority of the country such as transportation and food policies (Jones, 1975).

The mode of inclusion and time allocation come up at the implementation stage of which the setting (where) and levels (age group or school level) are also indicated. At the evaluation stage the population education programme would be expected to have fared well along with the other school subjects despite scarce resources in the educational system, and thereby promote the status of population education in the school system. It is also assumed on perspective that education administrators possess the strategy of providing for the full participation of the teacher and learner in promoting population education as a "new emphasis of change and awareness of the significance of population circumstances and events" (Arellano-Reyes and Villanueva, 1975)

The extent to which the nations have faith in and rely on the school system has been demonstrated by the great increase in the Nigerian enrolment within the last thirty years. This is demonstrated in the Federal Government's financial commitments

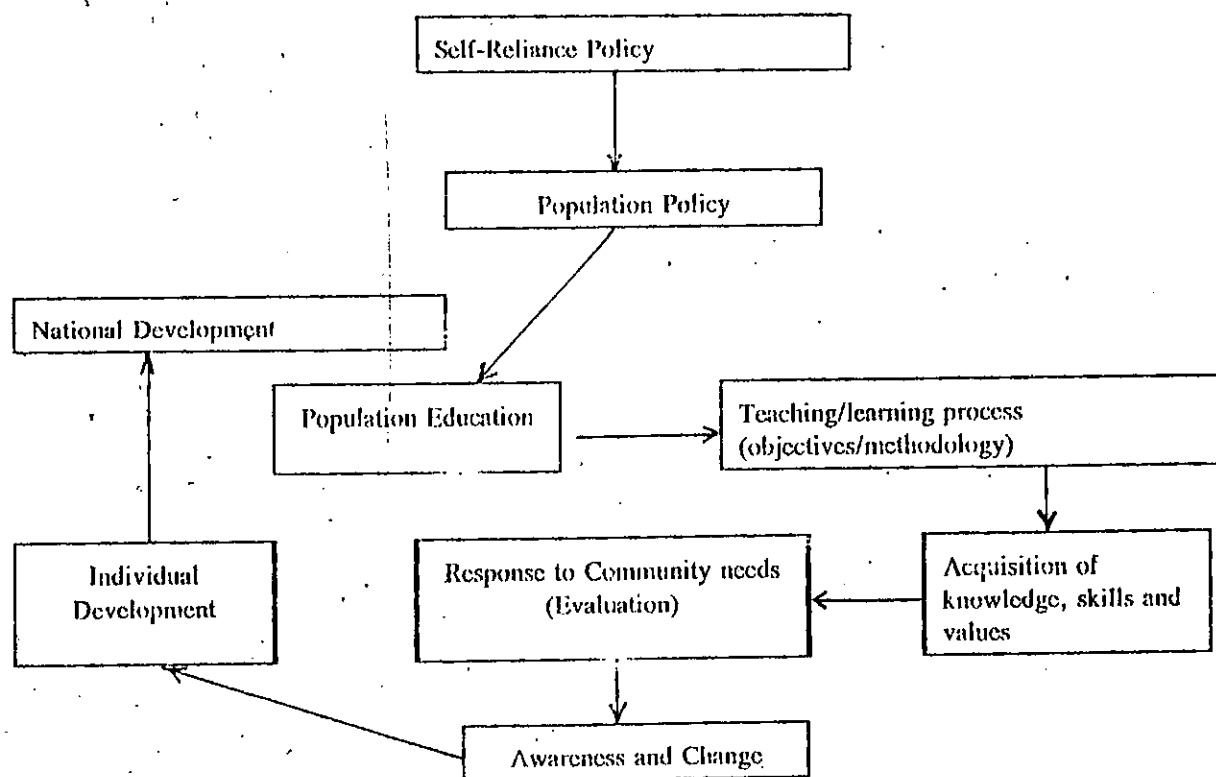
to education in the national budget. However, though the school system has been accused of being relatively unresponsive to the needs of socio-economic development and slow in promoting change (UNESCO, 1978, p.75), it can still be considered as a locale for the implementation of population education programmes.

One task facing population education is to explore ways and means of using the potentials of the school to serve broader educational goals. The diagram below (Fig.1) gives a conceptual model of population education programme implementation in relation to the school.

The policy of "education for self-reliance" adopted in 1984 within the framework of population policy for Nigeria set the stage for the status of population education in Oyo State. It called for popular participation in education as the prime force in national development, stressing on the provision of knowledge, skills and values which responds to developmental needs of the community.

In practice, the status of population education in the secondary school can be built ^{on} three essential elements: the objectives of learning; the activities by means of which these objectives might be achieved and the evaluation measures which would show the learner and the teacher what progress has been made as shown in Fig.2. The extent to which the conceptual design and the operational design has been reflected in the schools would be identified in the study.

Figure 2: Operational Framework or Model for Status of Population Education



Source: Field work.

CHAPTER TWO

LITERATURE REVIEW

2.1 The Importance of Population Education in the Society

In developing countries, the upsurge of technological innovation is radically altering life styles, and education has become increasingly the main-stay and instrument for social mobility and survival, since it helps people to understand and benefit from change, and to persevere in attaining their economic rights.

Education can also be viewed as a means of meeting societal needs in terms of adequate nutrition, primary health care, drinking clean water, living within clean environment etcetera, due to the fact that it provides the necessary knowledge for change in current societal practices and skills to better use of the services provided.

Coombs (1968) observed that the "full output and subsequent impact of an educational system in a society is very difficult to determine". However, three separate but interrelated perspectives can be made to illustrate the significance of basic learning to societal development. Education is a basic human need. It equips people with fundamental knowledge, skills, values and attitudes and enhances their capacities to change and their willingness to accept new ideas.

The education system is an agent of change which is internally flexible and can enhance the power of choice among alternative responses to both internal and external pressures in its bid to change the society. Increased productivity, reduction of infant mortality, healthy labour force and greater longevity arising directly out of basic education raise the demand for better housing, more food, cleaner water and more educational and health facilities toward better quality of life for the people. The satisfaction of each of these felt needs and conversely, the lack of meeting any one places greater importance on realizing the others (World Bank, 1981).

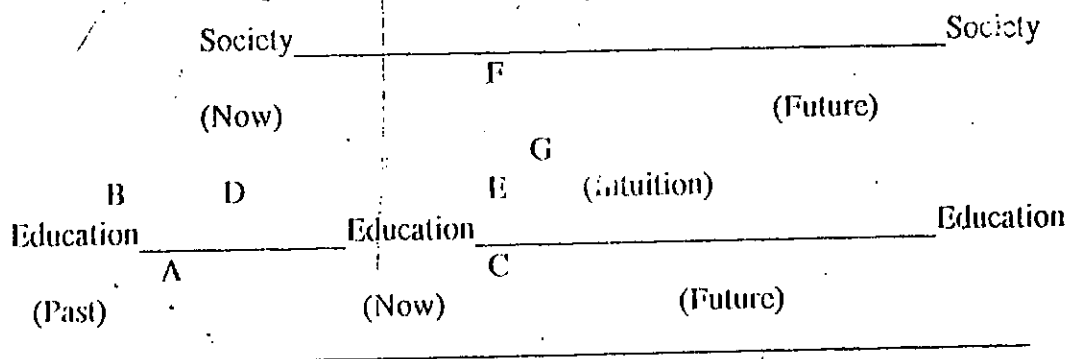
Education can also play a critical role for social change by infusing in an individual the ability to identify with his/her changing culture and environment, and to seek a constructive role in his/her society. It seems therefore that there exists a strong relationship between the level of education of an individual and his/her propensity to migrate than between education and fertility, though it appears that highly educated women tend to have fewer children due to late marriages, and the opportunity cost of having children. In fertility, however, education delays marriage for women, partly by increasing the chances of employment, and the fact that educated women are more likely to know about, and use contraceptive (World Bank, 1980).

However, the educational life of a society contains elusive qualities, and an attempt to grasp the nature of education and society and its inclusive functions can be illustrated in Figure 1.

As educational innovation is a difficult and long-term process, education becomes one of the sectors of society that changes relatively slowly. It is, therefore, very likely that "Education in the Future" will, to a large extent, be a function of "Education Today" in the society. Most educational policies in both developed and developing countries are often formulated not as direct consequence of quantitative forecasting outcomes, but in a complex process of dialogues between producers and consumers of educational services in which forecasting (quantitative and increasingly qualitative in nature) finds its proper place.

Consequently, there has been a persistent tendency in the past two decades for education's share of gross national product and of government budget to increase. This has been true of both developed and developing nations, but the rise has been particularly remarkable or sharper in the developing countries.

Figure 1: Education and Society in a Future Perspective



Source: Memo ED/EPP/79. 1924 "DD and Literacy (CCI Working Group) Hans Reiff (1984).

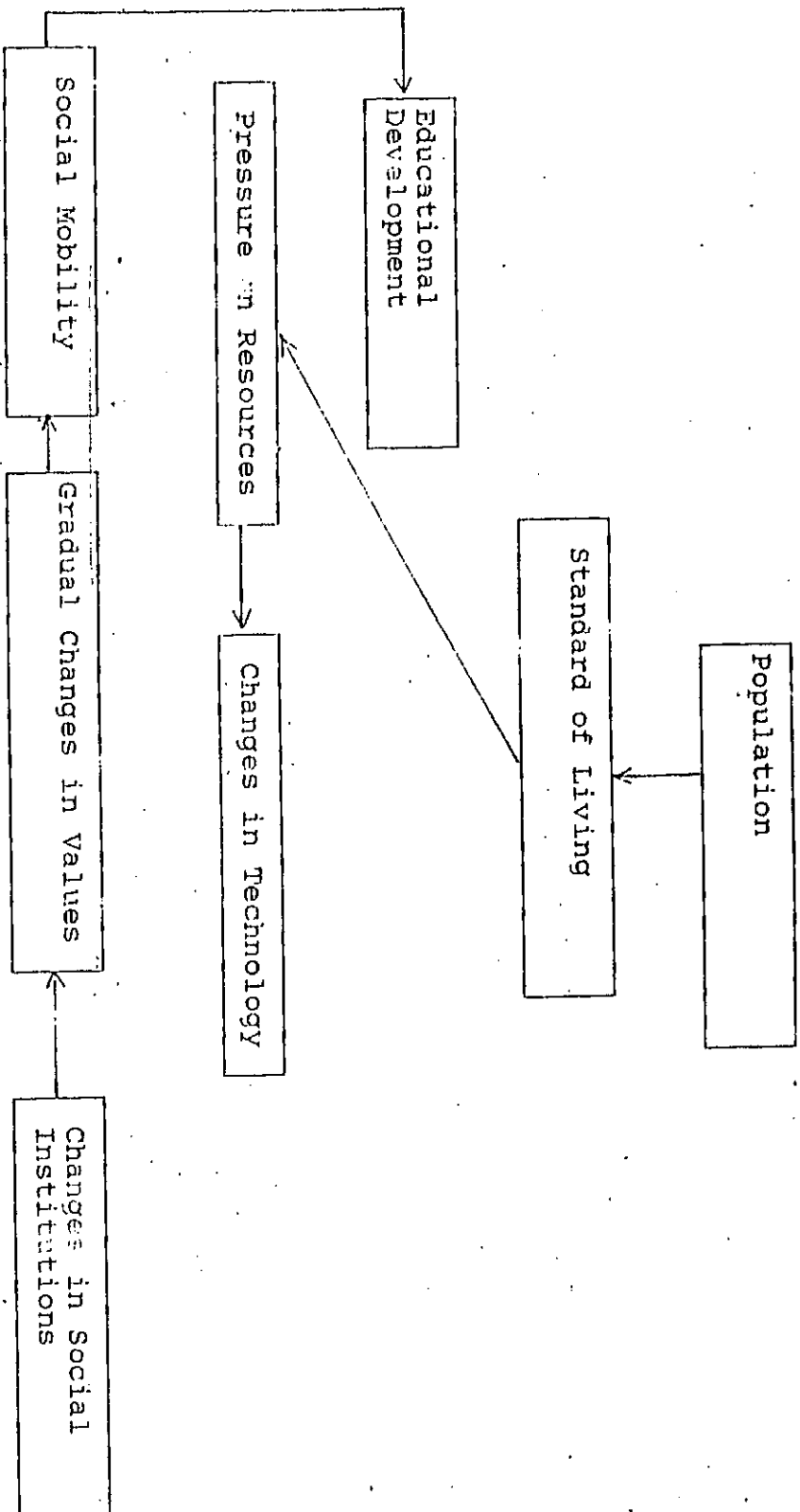
- A: Trend analysis in Education (Time series).
- B: Measuring the effect of past educational trends on such other societal variables like employment, equity etcetera.
- C: Forecasting educational trends.
- D: Critical analysis of the role of education in society today (e.g. Works of Faure, Il Freire, Caltung, Coombs).
- E: Effects of decisions in society today (level of participation, resource allocation to different types and levels of education) on the future of education.
- F: Social engineering (forecasting); largely outside the frame of reference of our educational planners.
- G: Effect of Education (today) on the society of the future.

This is because of the close relationship between population dynamics, the dynamics of the education system and rapid social change as illustrated in Figure 2. Here, educational development is pictured as a function of different dynamic processes in the environment of education over a specific period of time.

In developing countries, it is found that birth rates and rates of population growth are substantially higher. One consequence of high fertility is that the proportion of the population aged 5-14 varied from 34.4 per cent in European countries to 1 per cent in African countries, 78.2 per cent in Latin American countries and 73.7 per cent in Asian countries, in relation to the working ages 16-64 (U.N., 1982), the outcomes of whose labour must finance educational development efforts.

On the average therefore, the developing countries devote substantial proportion of their national product to education than do developed or wealthier countries as a result of the age structure consequently creating the greatest barrier to further education progress. It is now clear that the inhibiting effects of age structure on educational development of a country can be greatly reduced if a rapid decline in fertility can be induced through concerted efforts via population education processes (Jones, 1975). That is, population education with other measures will be an important policy instrument in reducing rates of population growth of a nation. Whether population education should be expected to change population (fertility) related behaviour is a debatable question, since the goals of population education are often set in terms of educational objectives such as gaining knowledge, understanding and skills rather than in terms of behavioural objectives (Davies, 1979).

Figure 3: Impact of Population Pressure on Society



Source: Field work.

An additional and important point favouring an early input at the secondary school level is that this group includes future community leaders and potential teachers, who will soon be working with youngsters at all age levels in both rural and urban areas. The leadership potentials and the multiplier effects of this group are particularly high in rural areas where the various Local Governments or State Governments require teaching and community development personnel to begin their careers. Thus, according to UNESCO, population education symbolises a body of knowledges, concepts and theories which describe and attempt to explain the flexibility of the human population in relation to social, cultural, economic, political and biological environments.

The foregoing gives a clear picture of the intentions of population education. One can see that population education is not a propaganda against how many children an individual or a household may want to have as people generally believe; rather, it is a concept prompted by the relationship between human development and the ways of life of people (be it cultural, economic or political) in different situations and locations (Davies, 1979). The concern of population education in these objectives is how an individual could be developed (mentally, physically and skill-wise) in order to be of great use to himself/herself and of greater use to the society at large. Each student will thereby be able to see, think and rationalise on the relationship between available goods and services and how to share the goods and services among the existing number of people for maintenance of good quality of life within the society. It is the ability to make rational decisions when such population problems emerge that population education attempts to impart to the students.

Issues in Population Education

A number of issues have been debated among population educators over the years. These issues, one discovers, are not in isolation or tied only to population education; rather they are shared in varying degrees with educators in other areas. Some of the issues are as follows:

The Role of Ideology and Cultures

The entire educational programmes are usually influenced by political and ideological orientation as can be found with population education which is influenced by the views held in a particular society concerning the nature and significance of population matters in social, economic and political development and by the character and function of educational systems. Ideological theories and cultures provides framework for setting goals and filters for selecting content (UNESCO, 1978).

Maryland (1972) asserts that, family, kin, peers and community play a dominant role in the acquisition of a "folk demography" that is, the knowledge, attitudes, norms, systems of belief that people come to hold about population related matters such as marital and family relationships, social customs, the status and role of women and children and the choice of residence.

Decision Making

It has been observed that few people are able to make population-related decisions and most of the time such decisions are made in a group context such as in family units or committee meetings. The group can also influence decisions made by individuals or within families. In most cases, the aim is to create interaction between the macro and micro units of the society. However, in reality, options or alternatives that are theoretically open to individuals and groups may be limited, due to ignorance, lack of equity and social justice to the existing cultural rules, traditions and taboos.

Relevance and Participation Issues

This is a most practical concern. The challenge facing population educators is to ensure that, in translating this goal into action, the programme retains its focus on the needs of learners,

their families, communities and societies (UNESCO, 1978). It has been observed that learners are not allowed to practise or participate in the various planning and implementation stages of population education. Their participation is more spoken of than practised, knowing fully well that these learners are various individuals with different perceptions and that educators should not super-impose their perceptions of need on them.

Methodological Issues

One question that comes to mind at this stage when emphasis on relevance and decision-making are considered is: are certain methods particularly suited to population education? Since it is recommended that learners' participation during a learning process can yield the results desired by population educator, it seems that effective decision-making can best be learned through a process which actually involves the making of decisions. There can also arise the problem of reinforcement and the transfer of learning from one context to another.

Today, many educators argue that the goals of population education require teaching/learning methods which will be innovatory or renovatory in most educational systems. In the case of education or learning systems which are not being significantly changed, it is unlikely that introducing a population education programme would in itself greatly modify the system. However, in educational settings undergoing change in organisation and content, population education can contribute to these changes particularly where innovation or renovation is directed toward interdisciplinary organization or integration of content, increased relevance, increased learner participation and the acquisition of skills which will be useful in later life.

Programme Management Issues

In essence, the purpose of management is to ensure that each discrete activity occurs in the right quantity, at the right time, is of acceptable quality and of reasonable cost. Management can also be perceived as dealing with three types of resources, viz: people, facilities and funds,

through a series of functions such as planning, training, supervising, personal management, material production, logistics, budgeting and evaluating.

Allocating personnel, material, financial and time resources and ensuring their coordination is a major focus for the head of any population education unit - a position in which the principal of a secondary school can find himself. However, management problems may arise out a lack of resources, facilities and poor management as enumerated below:

1. A few country programmes in population education in Asia, for example, are lagging behind in the realization of project objectives, partly because the organizational structure has been taken for granted. The management unit of the population education programme usually contains a very small number of personnel and must rely on the various other units of the ministry to implement its activities. Some of these units are even run by part-time personnel only and not given sufficient clout, influence and budget to run an efficient population education programme.
2. Project reviews have also revealed that often, even after the approval of external funding support, the much needed facilities, equipment and staff are not always made available, causing delay in the implementation of project activities. One of the reasons for this is the lack of experience by population education staff in selection and procurement of equipment from abroad.
3. People appointed as population education programme/project directors are often-times specialists in certain disciplines or experts in certain components of programme operation. Although they may have some experience in planning and management at varying degrees, very often they lack formal training in scientific planning and management. This is also accompanied by a fast turn-over of both project directors and personnel.
4. There exists a proliferation of agencies which appear to compete with each other as co-ordinating bodies resulting in overlapping and confusion.
5. Although national authorities are generally committed to their population education programme, many countries in the region have limited resources to institutionalize it. They find it difficult to match the commitment at policy and technical levels because of

resource constraints as a result of which population education programmes tend to suffer in cases when re-allocation of budgetary provision becomes necessary (UNESCO, 1987).

Management matters were the object of four meetings undertaken during the last ten years to assess the emerging needs and requirements in population education and to co-operatively develop forms of action to meet the requirements of new thrusts and developments to make the programme more relevant and effective. According to UNESCO (1987) the "core issue" of these meetings were based on "the management of the population education programmes." Problems and strategies for overcoming them were presented, derived mostly from country experiences, together with new suggestions forwarded by the participants during the meetings.

From what has been said so far, it is obvious that overcoming management obstacles or constraints is a major function of programme management, and the issue of managing population education in secondary schools in Nigeria can not be exempted from the afore-mentioned constraints.

Population Education Projects in Other Countries

The continued concern about the need for population and family life education has pushed many African countries to raise issues which in turn have spurred the UNESCO to sponsor and support many projects on population related matters. One of such projects was "The First Sub-Regional Training Course in Population Education", which was held in Nairobi, Kenya in September 1986.

Also in May 1986, about 200 African Parliamentarians held an All African Parliamentary Conference on "Population and Development" in Harare, Zimbabwe. This meeting called for global support for population and related development issues in Africa. Apart from other things, the Parliamentarians resolved to:

- i) provide effective leadership;
- ii) support the life of citizens in terms of production of adequate goods and services;
- ii) educate and promote programmes on health care and family planning; and
- iv) inculcate in the people, population and family life education within all stages of the formal education system and outside it (UNESCO/BREDA, 1986).

Other developing countries such as Morocco, Peru, Rwanda and Tanzania have carried out research work and programmes for the advancement of population education in their areas. The socio-cultural situation of these countries were examined, based on a "need" that was found common among these countries. Findings of research work on these areas brought to lime-light the importance of population education as an integral part of formal education (Johuston, 1993).

Although different research techniques were used in the different countries due to cultural differences, it was consistently found that knowledge of population education could facilitate changes that correspond to the perceived present and future needs of the various people.

Sherris and Quillin (1982) found that, countries such as Tunisia, Philippines, Egypt, Korea, Singapore, India, Sierra Leone etc. where population education is already in place are similar in objectives and orientation but are integrated into the various school curricula in a way that each individual country deems fit.

Gnannarajah and Frazer (1981) found that, though population education is accepted and integrated into the school curriculum in Asia, the "Sex education" aspect of population education is hardly mentioned in the school. This has eventually emerged as a problem and may cause a bottle-neck in the success of population education in Asia. They further asserted that in Sri Lanka, Singapore and Indonesia, population policy is subject to religious, cultural and political views, most especially family planning. They therefore summed up that population related activities are more of political ventures, rather than an educational enterprise.

In Latin America and the Caribbeans, the problem of over-population and high human density have been recorded. Studies have shown that programmes on sex education and family planning are major points of focus of population education because, the population of Latin America was "on the rise", a problem which called for a concrete and immediate remediation.

Though the people of Latin America were richly blessed with natural resources, the standards of living became gradually and progressively complicated due to moral laxity which lead to over-population and various health hazards among the people. This brought about a kind of awareness in Latin America and the Caribbeans in respect of the need to intensify programme about population education.

Scope and Content of Population Education in Nigeria

In 1980, the United Nations Fund for Population Activities (UNFPA) sponsored a Needs Assessment Mission to visit Nigeria. It was discovered that there was no federally supported programme of population education in Nigeria and no attempts were made to organise such programmes though the need for population education became apparent due to the fact that there are many youths in Nigeria. These youths who are the future adults need to be educated on how to make better-informed decisions regarding themselves and their families. The then National Education Research Council (NERC) which became National Education Research and Development Council (NERDC) in 1987, started to implement the population education project in mid 1984.

The project focused on the in-school population and by September 1987 a Comprehensive Population Education was approved. The long-term objectives of the programme include:

1. Assisting the government in realising its main policy thrust in the population sector, namely to formulate measures to ensure the objective mobilization of the country's human and material resources for development.

2. Making the Nigerian people aware of the benefits and other consequences of their population behaviour; and
3. Incorporating population education into the different levels and sectors of education (formal and informal).

The immediate objectives were stated as activities, and did not include any measurable indications to enhance proper evaluation of the desired result therefore it was advocated that the objectives be clearly defined thus:

At the end of two weeks training course the classroom teachers should be able to:

1. demonstrate how population education will be integrated in the school;
2. develop comprehensive lesson plans in subject for one school term;
3. give five reasons to advocate population education in schools.

During the 1987 project (Phase 1), five research studies on population-related topics were conducted, curriculum materials were prepared and approved to be incorporated into 21 subjects at junior and senior secondary school while orientation workshop (public education awareness) for policy and decision makers were also conducted.

The project document was based on five programme areas viz research and evaluation, population awareness, curriculum development, teacher training and production of teaching and learning aids. The programme extended through 1989 and the strategy proposed during phase 1 (1987) was extended to phase 2 (1989). This included training only five per cent of secondary school teachers due to lack of funds, socio-cultural and religious factors. There was also the problem of inadequate time to test and edit the teaching and learning materials.

The awareness campaigns to gain support, understanding and co-operation of both government and non-governmental officials at both federal and state level were successful.

National Population Education Committee was set up and the members were briefed in population education definition, needs, scope and implications. Each State was then expected to set up State Population Education Committee (SPEC) and organise and orient the SPEC in population education.

The country was divided into five zones and one teacher training centre was earmarked in each zone towards the establishment of bases where population education could be institutionalised in the teaching curriculum.

However, during the implementation stage it was found that apart from the big size of the country, the perceptions of population education by the various tribes and ethnic groups that form Nigeria differ from the North to the West and the East generating misconceptions and mixed reactions about the subject. While some people saw population education as a form of family planning, other took it for sex education or lessons on migration and population studies. The mission therefore took solace in the fact that the materials produced and training of teachers will help in removing these misconceptions.

Research

NERC (NERDC) commissioned research on population education in 1983. The studies were reviewed by the University of Lagos and the researchers were fed back with suggestions and comments by December 1984. In January 1985, 1000 mimeographed copies were printed and circulated. Seven studies were conducted out of which five have been published. The result of these studies gave the mission a valuable clue and insight, and helped them to form the guideline for general programme planning and implementation.

Material Production

Materials produced include the population education sourcebook, the self-learning modules, the students texts in population education, posters, plays and selected readings. The

process adopted was planning and writing workshop, critique workshop, editing workshop, production and distribution. The mission found this process time-consuming but effective and that care should be taken in the production materials to avoid controversy over sensitive issues and interpretation of population education.

i) Population Education Curriculum

Curricula have been produced and approved by the Government in 21 subjects for junior and senior secondary school. The design is meant to assist teachers and makers of instructional materials to develop population education materials.

There are 15 items in the curriculum showing population education units by subject and by year and how each unit under each theme can be integrated in the subjects taught and evaluated. The curriculum items were prepared by reputable scholars and philosophers belonging to various schools of thought from the Universities' Faculty of Education, Social Sciences, Law, Cultural and Environmental Research, Sociology, Social and Creative Art, etcetera, in collaboration with NERDC staff, UNESCO and representatives of the various ethnic and religious groups.

These items were found to be appropriate for the integration of population education into the school curriculum and it was also believed that the method will enable the teachers to push-in the concept in an appropriate spot in the existing subject curriculum without any problem.

ii) Sourcebook on Population Education

Monographs based on the themes of population education curriculum chapters were produced as sourcebook containing 16 chapters. Many printed copies have been distributed to the SPEC members, SPEC Co-ordinators, master-trainers and the Principals of pilot schools who have received some training on population education. It is believed that these sourcebook will enhance the teachers and trainers' knowledge and competencies.

iii) Teachers Guides in Population Education

In 1988, booklets were printed based on secondary school subjects such as Mathematics, Home Economics, English Language, Geography, Biology, Social Studies, Integrated Science, etcetera. The booklets contain specific units of population education, illustrative lesson plans and glossary of terms used by population education.

iv) Self Learning Modules in Population Education

This modular approach was designed to provide possibility of training many trainees within a limited period. They can be used as a form of modules for independent study, as a guide during a training session or used by the school-based trainers to train other colleagues within the school environment.

The modules have a common format. They have a pre-assessment that helps the reader to understand the various parts as he reads on. At the end of the modules are exercises that enable the reader to evaluate himself and reinforce his learning. These modules for secondary school teachers are trial editions which are to be revised after they have undergone proof by the classroom teachers.

v) Teacher's Training Manual for Secondary School Teachers

This is a resource material for the use of teacher trainers from Colleges of Education, Secondary Schools, University Lecturers etcetera. It is a guide in the process of planning, implementation and management of training programmes and helps in the formulation of training objectives, planning methodology, evaluation and production of training materials.

vi) Population Education Posters

These are desirable in terms of creating awareness among the populace but unfortunately no use has been made of existing corrected posters printed and distributed to the various SPECS. There is also the fear of messages on posters appearing negative to some segments of the country.

Population Education and Fundamental Theories

Although, literature on population education are quite few due to the fact that population education is a relatively new concept especially in Africa, certain fundamental theories still exist which can be used as limelight in describing what population education 'is' or 'is not'.

According to UNESCO (1981) the greatest problem here lies in the "interpretation of the socio-economic, cultural and demographic transition phase" which the majority of developing countries is currently moving. Change is to be perceived in the different geo-cultural areas in various ways and according to ethnic patterns indicating a kind of move from the basic agrarian ways of life to a technological oriented culture. Europe underwent its "demographic transition" in the 19th century when technological changes affecting particularly food and health brought the mortality rate sharply down whilst natality continued returning high coefficients (UNESCO, 1981). This problem was amply combated when a series of social and socio-cultural adjustments resulted in introducing the great majority of the people to a new life-style.

The 'demographic transition theory' can only be applied bearing in mind the level of development and industrial transformation of a particular country. The demarcation between traditional models and modernization models leading from the rural to the urban, from the agrarian to the industrial and from the non-market to the market economy, brings about a situation of conflict in developing countries where two modes of regulation co-exist, and often block each other, thereby causing underdevelopment.

Another discussion indicates that, no new international economic order can come about without a new social and cultural order which will emerge only when the conflicts between dominations and models have been overcome (UNESCO, 1976). Although judgements vary as to the meaning and importance of the impact of population events, it is clear that all people and nations face problems that have population components. At the individual level, some people's perception of a particular problem may result in a decision to have fewer children or no children, to marry or to postpone marriage until after completion of education, to live in or outside the country, to take advantage of government health services or attend private clinics etcetera.

At the national level, a country may decide that its population is growing too rapidly and it may therefore formulate policies which could directly - such as family planning programmes - or indirectly - such as raising the marriage age - influence these trends. Other countries may encourage higher fertility if there is need for expansion but will be careful to develop ways to determine the desired rate of growth in order to maintain quality social services for all citizens.

Within a population context, population education may help people recognise and define the nature of problems which have population components. It can help them realize better how problems arise and what consequences their actions and decisions will have (UNESCO, 1978). Within a development context, population education may be designed to help people comprehend that social and economic development can be influenced by population processes which in turn can affect their decisions.

Seltzer and Horsley (1972) postulate further that population education programmes within the educational context, can contribute in many ways to the general development of education and to innovation and renovation. It is believed that, since most population issues have economic, social and political components, population education, in seeking to deal with these interactions, can contribute to the re-organization of curricula along interdisciplinary lines and aid in selecting content which is relevant to the lives of learners and contribute to the development and use of learner-centred methods.

Also, Dube (1975) asserts that programmes of population education "can contribute to solve both population and educational problems facing individuals and the nations". An Indian educator, Hehta (1973) also observed that "by itself, education cannot bring about social change. It is necessary but not sufficient condition for change until the potentials of education as an instrument are fully exploited".

In relation to the Nigerian situation, the subject of population education is relatively new and since its inception, efforts have been directed mainly on curriculum design, organisation of workshops and production of self learning modules etcetera as mentioned earlier. The theory on which population education in Nigeria is based can not be totally divorced from the theory of "demographic transition" which Europe underwent earlier. As Adesina (1988) rightly observed, that population education can enable the student see "the connection between the limits of available resources and the number of people who avail of those resources", and it is this ability to decide on how to react to certain situations that the student learns from population education.

It is important to keep in mind that people as a resource only become a formidable asset and wealth of a nation when such people are healthy and knowledgeable and have access to basic necessities of life. The major question to be asked here is not "How many Nigerians?" but "What is the quality of life enjoyed by Nigerians?" (Makinwa-Adebusoye, 1988).

On the contrary, Hane Ba (1985) asserts that, the status of population education in our present day educational system is questionable. According to her, if traditional population education in population issues is still a living practice, "why is it necessary today to promote it in the educational system?". She further argues that the recently adopted population education is a transmission of imported concepts which are often in contradiction with the social ideas and values pertaining to the milieu. Consequently, African countries are confronted with problems of democratization in learning, unemployment due to inadequate creation of jobs, imbalance between training and needs of the economy. This is true not only in rural areas but also in the urban centres where living conditions are more difficult (Olusanya: 1967).

Faced with these problems, Hane Da later agrees that it is urgent to work out coherent development policies corresponding with the present level of development of the societies and embracing all aspects: ideology, economics, politics, environment, culture and ethics, that is, "a matter of finding a new balance corresponding with the present condition". In this connection, the introduction of population education in the educational system as an answer to present educational problems appears to be timely.

From the foregoing discussions, it is obvious that, the concern of population education is how an individual could be developed (mentally, physically and skill-wise) to be of a great use to himself and a greater use to the society at large as mentioned before. In the words of UNESCO (1985) population education symbolizes a body of knowledge, concepts and theories which attempt to "explain and enhance the flexibility of the human population" in relation to social, cultural, economic, political and biological environments.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 The Research Design

This study is exploratory and largely descriptive. This orientation greatly influences the research design, the research sample, especially the choice of the respondents, as well as the research instrument used - its content and nature. In particular, it also determines the method of analysis of the results obtained in the study.

The research design for the study was a field survey method. It required analyses of activities of those directly concerned in implementing population education policies in the state. They consist of principals, teachers and students. The field survey was therefore undertaken in stages.

A stratified design was adopted in selecting respondents for the study. At the apex of the school system are the secondary school principals of all schools in the state.

In the second stage are secondary school teachers of all schools in the state. Within these schools, there are those which have participated as pilot schools in the population education scheme and several others that have not. Hence two strata were identified - population education pilot and non-pilot schools. There were ten in the first category.

The first stage involved all secondary school principals in the state. At a meeting of all secondary school principals in the state, all the principals present were appealed to respond to questions regarding their schools' involvement in population education. On the whole, 340 principals who were physically present responded out of 350 for the state as a whole.

The second stage involved only ten schools noted to have been pursuing population education since the launching of the population education policy in 1984. Documents in support of oral evidence and documented answers to questions posed were received from the principals, teachers and students. The selection process of respondents from the various stages is outlined below.

3.2 The Research Sample

The sample involved 340 randomly selected principals of schools at the state level, and 10 principals of schools reputed to have been implementing population education scheme since 1984, whose selection was purposive. Thirty teachers (30) and 50 students from each of the 10 pilot schools were also used giving a total of 300 teachers and 500 students. The population sample for this study was thus made up of all the principals, teachers, and students of secondary schools in Oyo state above. However, the study is based on the first group whose response rate went as high as (91.2%) while the students' low response rate component (56.2%) is reserved for a larger study.

3.3 Instrumentation

The instrumentation used to collect data for the study was questionnaire. It was designated principal/Teachers Questionnaire (P.T.Q) and Student Questionnaire (S.Q). The instrument was modelled along those used by a group of population education researchers who worked on the Co-ordinated Action Programme for the Advancement of Population Education (CAPAPE)

in Morocco, Peru, Rwanda and Tanzania, UNESCO (1981), and was moderated and redesigned to measure the awareness and perceptions of secondary school principals, vice principals, teachers and students all over the state about the status of population education in the secondary schools. The instrument was equally seen and adjusted by the supervisor to enable the instrument to measure the status of population education in Oyo State.

The P. T. Q. and S. Q. contained 38 number of items and 24 items respectively. Both the P. T. Q. and the S. Q. sought for personal information in respect of age, sex, marital status, academic qualifications, years in school years in teaching service or experience, socio-economic background, type of residence and religion. Both the P. T. Q. and S. Q. were used to assess population education's status in terms of objectives, content, context, methodology, awareness, degree of importance and relativity.

The P. T. Q. and S. Q. included the following response patterns: Option response or Yes or No answer type; ranking scale type and the open ended question type, to ascertain the respondents' degree of perception of the questionnaire items. The use of oral interview additionally encouraged a rapport between the researcher and the respondents to enable the researcher provide further explanation on questionnaire items concerning the status of population education in the secondary school.

The questionnaire administered for this study is thus in three parts: the background characteristics of the respondents; opinion questions on population education issues; and situational questions on the status of population education in the schools.

**Characteristics of Secondary Schools in Old Oyo State by Local
Government Area In the Sample (NON - PILOT SCHOOLS; N = 340)**

S/NO	LOCAL GOVT AREA	NO. OF SEC SCHOOL	TOTAL ENROLMENT
1	AFIJIO	18	5,941
2	AYEDADE	20	6,598
4	EGBEDA	14	5,780
4	IBADAN CENTRAL	26	18,205
5	IBADAN NORTH EAST	15	4,612
6	IBADAN NORTH WEST	9	7,559
7	IBADAN SOUTH EAST	23	
8	IBADAN SOUTH EAST	25	33,620
9	IBARAPA	19	25,832
10	IDO	8	5,857
11	IFELODUN	15	7,626
12	KAJOLA	16	8,916
13	LAGELU	18	4,259
14	ODO-OTIN	11	5,408
15	OGBOMOSO	25	9,360
16	OLUYOLE	11	6,260
17	ORIGBO	13	7,146
18	ONA-ARA	12	14,158
19	ORANMIYAN	18	16,943
20	OYO	20	13,420
		340	

SOURCE: Oyo State Ministry of Education, Statistics Department

Table 3(b)
Characteristics of Secondary Schools in Oyo State:
Population Education Pilot School In the Sample. (N = 10)

S/No	Name of School	Local Govt Area	Status	Enrolment
1	African Church Grammar School	Ibadan	Mixed	1,735
2	Anglican Commercial Grammar School	Oshogbo	Mixed	567
3	A.U.D High School	Ejigbo	Mixed	899
4	Baptist Grammar	Iwo	Mixed	603
5	Islamic High School	Ibadan	Mixed	748
6	Methodist Grammar School	Ibadan	Mixed	842
7	Ogbomoso Girls Grammar School	Ogbomoso	Girls Only	726
8	Olivet Height Grammar School	Oyo	Boys only	11,022
9	Our Ladies High School	Ile-Ife	Girls only	947
10	Queens School	Ibadan	Girls Only	1,246

Source: Oyo State Ministry of Education, Youth and Culture; Statistics Department.

The background questions include sex (male, female); age; educational qualification; level of instruction; marital status; years of teaching experience, and number of children the

respondents had. These sets of questions are important as they provide information on the respondents some of which might shape their perception of population education issues (eg. sex; number of children).

The opinion question set covers a wide variety of topics. It begins by soliciting information on the extent to which children are future assets, and viable resources of the nation, when these become parents and leaders of tomorrow; followed by the role of the school in child development hence the need for sound education as an end in itself and as an investment in human capability.

Of interest is the question on the ideal family size. In the Nigerian community, children are perceived as economic assets, as source of joy, pride and prestige and as insurance in old age. In view of the recently promulgated national population policy, which encourages couples to have four children, this question is pertinent to solicit from the moulders of students in educational institutions their perceptions of what number of children they regard as ideal.

Given the prevailing discussions on legalising the minimum age of marriage, the question on the ideal age for boys and girls to marry was inserted to find out respondents' own perception of the subject matter.

Other pertinent opinion questions are more general, relating to the interlinkages between population parameters and a host of sectoral development issues. Knowledge of population issues in relation to development at local and national levels was the umbrella question introducing these interlinkages at the macro-level.

The respondents were then required to express the strength of their agreement with the question on the relationship between population growth and social development, stating whether they strongly agree, strongly disagree or disagree with the postulation. The section ends with a question as to whether the respondents thought that youth unemployment is likely to worsen in the near future or not, in view of the large number of youths in the country and the deteriorating economic situation.

The respondents were then asked to indicate what type of education is best to address population matters: ethnical, general or population education and whether respondents themselves have any knowledge of population education, and whether in their view, boys and girls are responsible for and contribute to population growth singly or jointly. In the sense the question was followed closely by another seeking to know the extent of agreement as to whether or not it is ideal to teach contraceptives/birth control at schools, holding lessons on reproduction, family welfare and other population issues as well as including topic on the causes and consequences of venereal diseases, abortion, drug abuse in subjects taught at school.

Following upon these opinion questions, attention shifted to finding out how many responding teachers have actually introduced topics like family welfare, reproduction, abortion drug abuse etc to students in the teaching modules. This question was followed by another on the extent to which population education was taught as separate subjects, as distinct modules, or integrated into existing subjects.

Attention then focused on the background training of the teachers in the form of books, posters, etc., was our next question before the questionnaire proceeded to seek information to evaluate the expected behavioral changes respondents attribute to population education.

Question on the extent and nature of contact between the teachers and students' parents was inserted to assess the interaction between parents and teachers with respect with respect to the students' welfare.

The nature of political and religion opposition to

population education was a particularly pertinent question in the Nigeria context, often strongly divided along religious lines as it happened during the launching of the national population policy document.

In view of the recency of the concept, we also solicited information on the level of education at which is taught in the schools as well as the management problems encountered in handling population education in schools. Following on these issues, respondents were asked to indicate the perceived similarity between "traditional" and "view" population education. Finally, we requested the teachers to assess the extent of shift of responsibility for "education" the youth from the home to the school and its consequences.

3.4 Administration of the Research Instrument

The Principals, vice principals, teachers and students' records were examined at the Ministry's office at Ibadan with the proforma form before moving to the schools as a way of confirming the information about the schools.

This afforded the researcher the opportunity to know that officially, only ten schools in the state are implementing the population education programmes but all schools were sampled in the case of their principals and vice principals to test their aware-ness and level of perception of the programme for Oyo State.

The researcher employed two research assistants full-time, who helped in the administration of the questionnaires. Many trips were made to the state and each school was visited for a minimum of three times. During one of the visits, some of the respondents, mainly teachers and principals refused to fill the

questionnaires. Their main reason was that, they perceived population education as "sex" education and did not see the need for its incorporation into the school syllabus, talk less of its being given a distinct, visible status. The researcher and the assistants therefore had to explain the concept of population education to these set of respondents who eventually agreed to fill the questionnaires the following day.

They were also cases of principals who every away from the school for the one reason or the other either with in the town where the schools were located or to Central or to Central Schools Board in Ibadan. On the long run, the researcher and the research assistants were able to collect 593 number of questionnaires out of a total of 650 administered, bringing about 91.2 per cent success or response rate in the data collection for this study.

3.5 Validation of the Instrument

A pilot study was undertaken using a proforma type of instrument to validate the instrument and to make sure that it was reliable enough to measure the perceptions of principals and teachers about the status of population education. The instrument was then given to other population experts in UNESCO for West African countries for moderation. Four of the - two from Nigeria and two from Senegal - were in agreement in the assessment as regards the content of the instrument.

In addition, the structure of the questions were discussed with psychologists to avoid leading, ambiguous or vague questions. This was particularly the case for opinion questions. Consequently, some of the questions were revised, streamlined and approved by the supervisor.

3.6 Method of Data Analysis

The data was analysed in two stages: firstly, summary of tables was prepared for all the variables based on frequency distributions. Secondly, cross tabulation of key variables were prepared to present simple interrelations between the variables.

Accompanying the cross-tabulation of variables were information on the Chi-Square test of significance of variables, where appropriate. In those cases, the degrees of freedom, and level of significance are specified.

The simple array of data or summary of tables allows us to present a frequency distribution of variables using both units of observation and corresponding percentages. While some of the variables are dichotomous (e.g. sex: male or female), others, especially continuous variables like ages, years of experience, number of children etc. are grouped.

Since the study is a survey, descriptive method of analysing data was applied by the researcher, to give a picture of the interrelations between perceptions of the principals, vice principals, teachers and students about the status of population education in the secondary schools. Data collected were processed with the aid of the computer using the Statistical Package for Social Sciences (S.P.S.S.).

CHAPTER FOUR

RESULTS

4.1 The Background Characteristics of the Respondents

The target respondents made up of principals and teachers have their responses presented in Tables 4.2 and 4.3 consisting of both males (N = 350) or 59.0 per cent and females (N = 243 that is, 41.0 per cent). Among the principals and teachers two hundred and sixty three (263) have National Certificate of Education (N.C.E.) or Higher National Diploma (HND) while three hundred and thirty-three (333) have university degrees (Hons) B.A. Education and Post Graduate Diploma in Education as shown on Table 4.1a. None of the respondents (N=0) has got a qualification in population education one hundred and fifty-three (N=153) of the respondents that is 25.8 per cent of them teach at the JSS level only, two hundred and thirty-seven (N=237) of them, 40.0 per cent, teach at SSS level only while two hundred and three (N=203) or 34.2 per cent teach at both JSS and SSS levels. Most of the respondents are married (two hundred and fifty six of them). One hundred and ninety-six (N=196 or 33 per cent) are single, forty of them are widowed (N=40 or 6.9 per cent) while one hundred and one of them (N=101 or 17.0 per cent) claim not to have married.

One hundred and fifty-eight (N=158 or 26.2 per cent of them) have up to 5 years teaching experience; two hundred and seventy two (N=272 or 45.9 per cent) have up to ten years of teaching experience while one hundred and sixty three (N=163 or 27.5 per cent) have more than eleven years teaching experience. 24.6 per cent (N=146 of the respondents have up to three children, 53.3

per cent (N=316) have between four and six children, forty-five (N=45 or 7.6 per cent) have more than seven children while eighty-six respondents (N=86 or 14.5 per cent) claim to have no children.

On the other hand Table 4.1(b) shows that most of the student respondents (N=196 or 60.1 per cent) are in the SSS level while one hundred and twelve of them (N=112 or 39.9 per cent) belong to the JSS level. Seventy of them (N=70 or 24.9 per cent) have parents who do white collar jobs such as teaching, administration, managing or other clerical jobs. Most of the students' parents are either traders or farmers (N=196 or 69.8 per cent). Most of the student respondents come from the Yoruba ethnic group (N=188 or 66.9 per cent) three from the Hausa ethnic group (N=3 or 1.1 per cent); fourteen (N=14 or 5.0 per cent) of Igbo ethnic group while seventy-six (N=76 or 27.0 per cent) belong to other ethnic groups. One hundred and eighty students come from polygamous homes (N=180 or 64.0 per cent), fifty-six or 20.0 per cent) come from monogamous homes while forty-five (N=45 or 16.0 per cent) belong other types of family. Though only 281 students' questionnaires were retrieved from the students out of 500, most of the responses were not properly put despite the researcher's effort to educate the students before the commencement of their response. Hence the researcher saw the need to shelve the students' responses for a larger study in the future.

Table 4.1 (a)
Characteristics of Principals and Teachers
used for the Study (N=593)

Variables	Frequency	Percent
1. Sex		
1. Male	350	59.0
2. Female	243	41.0
2. Age Range (in years)		
1. 20-30	172	29.0
2. 31-40	197	33.2
3. 41 and above	224	37.8
3. Educational Qualification		
1. NCE/HND	263	44.1
2. University Graduate/Post Graduate	330	55.6
3. Qualification in Population Education	000	000
4. Level of Instruction		
1. JSS	153	25.8
2. SSS	237	40.0
3. Both	203	34.2
5. Marital Status		
1. Married	256	43.2
2. Single	196	33.0
3. Window/er	40	6.7
4. Others	101	17.0
6. Number of Children		
1. 1-3	146	24.6
2. 4-6	316	53.3
3. 7+	45	7.6
4. None	86	14.5
7. Years of Teaching Experience		
1. 0-5 years	158	26.6
2. 6-10 years	272	45.9
3. 11 years and above	163	27.5
8. Years of Teaching Population Education		
1. 0-4 years	124	21
2. 5-9 years	60	10.1
3 10+ years	0	0
Total (each variable group)	593	100

Note: NCE = National Certificate of Education
HND = Higher National Diploma
JSS = Junior Secondary School
SSS = Senior Secondary School

Table 4.1(b)
Characteristics of Secondary School Students in the Sample

Variables	Frequency	Percent
1. Sex		
1. Male	166	59.1
2. Female	115	40.9
2. Age Range		
1. 0-10 years	40	14.2
2. 11-20 years	225	80.1
3. 21 and above	16	5.7
3. Present Class		
1. JSS 1-3	112	39.9
2. SSS 1-3	169	60.1
4. Parent's Occupation		
1. White collar job	70	24.9
2. Trading/Farming	196	69.8
3. Others	15	5.3
5. Ethnic Group		
1. Yoruba	188	66.9
2. Hausa	3	1.1
3. Igbo	14	5.0
4. Others	76	27.0
6. Type of Family		
1. Polygamous	180	64.0
2. Monogamous	56	20.0
3. Others	45	16.0
Total	281	100.0

Table 4.2 contains responses to questionnaire to items one to five (1-5). Item one shows that all respondents, male and female alike, agree with the fact that children are the future resource of a national and the youths of today will become parents and leaders of tomorrow who will be in various decision-making position.

Item two on table 4.2 indicates that, though self-development is also important, it is a stepping stone to national development. This is shown by the great number of respondents who agree that a child must be given adequate and sound education to enable him become useful both to himself and to the nation in future.

On the question of the type of family that is ideal including parents, item three shows that, most of the respondents believe that a large family is an economic asset most especially in the rural areas. The disappointing aspect here is the fact that most of the enlightened respondents (N=585 or 98.8 per cent) who are expected to know better about their population behaviour, believe in having a family that is more than five in number. This is a call for more action on population education in our country especially Oyo State of Nigeria.

Item 4 indicates that, a large number of respondents (N=503 or 84.8 per cent) agree that a young boy should grow up to the age of at least twenty-six before getting married, while 15.2 per cent (or N=90) believe that a young boy should marry at the age of 31 years or more. The larger group of respondents believe that between the age group 26-30 years a boy is likely to have received a minimum of JSS 3 education which could enhance his chances of securing some kinds of job for living thereby facilitate his setting up of family without much problems. In the Nigerian situation a boy of twenty-six to thirty years old is regarded as a man and in most cultures he can be held accountable for his own actions. On the issue of the appropriate age for a girl to get married in item 5, most of the respondents

(N=489 or 82.5 per cent) agree that the age from twenty-one to twenty-five is ideal. It is generally believed that girls are ready both physically and psychologically to settle down with a life partner at this point while research has also demonstrated that health wise, they are still within the best part of their reproductive age with less complication at child-birth.

Table 4.2
Responses on Future Resources, Child Development, Family Size and Ideal Age of Marriage (Questionnaire Items 1-5)

Value Label	Value	Frequency	Per Cent
Item 1: Children are future resource			
Yes	1	593	100
No	2	0	-
Not Sure	3	0	-
Item 2: The role of the school in child development			
Self Development	1	93	15.6
National Development	2	500	84.4
Others	3	0	0
Item 3: Ideal family size perceived by respondents			
1-4	1	8	1.2
5-7	2	585	98.8
8 or more	3	0	0
Item 4: Ideal age for girls' marriage			
15-20 years	1	0	0
21-25 years	2	0	0
26-30 years	3	503	84.8
31 or more	4	90	15.2
Item 5: Ideal age for girls' marriage			
15-20 years	1	0	0
21-25 years	2	459	82.5
26-30 years	3	102	17.2
31 or more	4	2	0.3
Total		593	10

Table 4.3 contains responses on questionnaire items 6-10 dealing with knowledge of population education in relation to development, relationship between population growth and Social development, youth unemployment, population matters and knowledge of population education. With respect to knowledge about population issues and its interrelations with development, most of the respondents (N=480 or 81.0 per cent) had to be told ab-

initio what population matters are. They then realised that they know mostly about population matters concerning the areas or communities in which they live than that of the whole nation per se, showing the need for an intensive campaign and proper dissemination of facts about population and development (Table 4.3: Item 6).

It can be assumed lack of adequate classroom space and the current population explosion in the existing schools in one indication of relationship between population growth and social development. Research has also shown that, the problem of heterogeneity of the school population brings about social deviants which affect general development of individuals and the nation at large (Item 7).

Unless something drastic happens, a large number of the respondents under item eight (28.3 per cent), foresee the problem of youth unemployment in the near future. The implication of this may go a long way to enhance more juvenile delinquents and irresponsible attitudes among the young unemployed in the future.

The high number of respondents in item 9 of table 4.3 (N=397 or 67.0 per cent), who believe that population education can serve as a viable tool in addressing population issues are a combination of teachers/principals of population education pilot schools and other non-pilot schools. They argued that if population education is streamlined and given a more defined syllabus, it will be very effective for teaching issues concerning population.

Unfortunately most of the respondents (N=403 or 68.0 per cent) have no knowledge of population education per se as defined in item 10, table 4.3 as some of them cannot differentiate the

content of population education from that of the subject they teach at school. They nevertheless have across subjects that have relationship with it such as health, economics, reproduction, government, psychology, etcetera, but up till now population education is still a new concept which they are trying to piece together. This calls for the need for population education in all secondary schools both in Oyo State and the country as a whole.

Table 4.3
Responses on Population Issues and National Development, Youth
Unemployment and Knowledge of Population Education

Value Label	Value	Frequency	Per cent
Item 6: Knowledge of population issues in relation to development at local and national levels			
Community	1	480	81.0
Country	2	6	1.0
None	3	107	18.0
Item 7: Relationship between population growth and social development			
Strongly agree	1	540	91.1
Agree	2	48	8.1
Strongly disagree	3	5	0.8
Disagree	4	0	0
Not sure	5	0	0
Item 8: Youth unemployment is likely to worsen in the near future			
Yes	1	581	98.0
No	2	0	0
Not sure	3	12	2.0
Item 9: Type of education for population matters			
Technical education	1	166	28.3
General education	2	30	5.0
Population education	3	397	67.0
Others	4	0	
Item 10: Distribution of respondents by knowledge of population education			
Yes	1	190	32.0
No	2	403	68.0

Source: Field Work

Responses on items 11-15 relating to sex and demographic growth, contraceptives and birth control, reproduction/family welfare and population issues, venereal diseases, abortion and drug abuse are laid out in Table 4.4. On item eleven of the questionnaire, a large number of the

respondents (N = 558 or 94.2 per cent) agreed that both boys and girls are responsible and connected with population growth. There are many cases of both wanted and unwanted pregnancies among the youth today which is probably due to lack of knowledge of the consequences of such pregnancies and of children on the growth of the population and the distribution of goods and services.

A large percentage, 68.5 % (N = 406) of the respondents (item 12, Table 4.4) agree that lessons should be taught on the use of contraception and the need for birth control at the secondary level. This group of people are found to have become more curious and adventurous in the quest for civilization. The impact of various types of technological vices on this group of people today cannot be over-estimated, bringing about moral laxities among the youth of today.

Lessons on reproduction, family welfare and other issues such as migration (rural-urban/urban-urban) needs to be taught in the secondary schools to enable the students to understand the need for correct reproductive patterns, good quality of life and responsible methods of shifting from place to place within the country. The large number of respondents (N = 560 or 94.4 per cent) who posed the above argument believe that, it will help to reduce population pressure within some specific areas of Oyo State and the country at large (Table 4.4, Item 13).

A great number the respondents also agree that, cases of venereal diseases, criminal abortion and drug abuse are quite high among the secondary school students (item 14, Table 4.4). Therefore teaching the students about the bad effects of these things on the health of the students and the country as a whole should be reinforced, to help reduce the rate of untimely deaths, criminal offences and health hazards within Oyo State and the country as a whole. In fact, 66.0 per cent (N = 391) of the respondents strongly agreed to the above fact.

From the responses in item 15, Table 4.4, (N = 373 or 63.0 per cent), it is obvious that population education has not been introduced in many schools in Oyo State. At the moment there

are only ten pilot schools and a few non-pilot schools teachers (N = 190 or 32.0 per cent), who according to them teach subject matters that can be related to population education.

Table 4.4
**Responses on Sex and Demographic Growth,
Contraceptives and Birth Control, Reproduction/Disease/
Welfare and Population Issues**

Value Label	Value	Frequency	Per cent
Item 11: Sex closely involved in demographic growth			
The boy alone	1	24	4.0
The girl alone	2	5	0.8
Both	3	558	94.2
None	4	6	1.0
Item 12: Teaching of contraceptives/birth control at school			
Strongly agree	1	158	26.6
Agree	2	405	68.5
Strongly disagree	3	29	4.9
Disagree	4	0	0
Item 13: Holding lesson on reproduction, family welfare/population issues			
Strongly agree	1	560	94.4
Agree	2	33	5.6
Strongly disagree	3	0	0
Disagree	4	0	0
Item 14: Subjects on venereal diseases, abortion and drug abuse be taught at schools			
Strongly agree	1	391	66.0
Agree	2	200	34.0
Strongly disagree	3	0	0
Disagree	4	0	0
Item 15: Respondents who have introduced population issues, family welfare, reproduction, abortion, drug use etcetera to students			
Yes	1	190	32.0
No	2	373	63.0
Not sure	3	30	5.0

Source: Field Work

From the study undertaken, schools do not have a separate subject called 'sex' education rather it is assumed to be embedded within other subjects such as Bible Knowledge, Social Science, Geography, Biology, etcetera.

Table 4.5 consists of items 16-18 dwelling on the status of population education in relation to other subjects in the school syllabus, type of teachers handling population education and the type of instructional or resource materials used by teachers of population education.

It can be deduced from item 16 of Table 4.5, that at the moment, population education is fragmented and diffused into existing school subjects such as mathematics, biology, economics, social studies, etcetera. There are twenty-one of such subjects. The respondents with the highest score (N=494 or 83.4 per cent) on item sixteen indicated that the fragmentation of population education items is affecting the teaching of population education. Most of the time, it is just like there is no "new thing", complained one of the teachers in a pilot school.

The high response of 74 per cent (N=439) on item 17, Table 4.5 became questionable since population education has not been introduced in all Oyo State secondary schools. It was found that most of the teachers who were given sandwich training on population education in Oyo State now categorise themselves as "specialists" while 95 claimed that various teachers handle population education. This goes to reinforce the fact that population education should be streamlined and given a proper plan in the curriculum.

The response to item 18, Table 4.5 shows that teachers use

mostly posters and other resource instruments in teaching population education (N=471 or 79.4 per cent). There are no specific books on population education yet except population education teachers' guide and monographs related to existing subjects such as mathematics, health science, biology, social studies, english language, etcetera.

Table 4.5
Responses on Status of Population Education, Type of
Teachers and Type of Resource Materials Used

Value Label	Value	Frequency	Per cent
Item 16: Status of subjects in school syllabus			
Difuse into existing subjects	1	494	83.4
Taught as separate subject	2	0	0
Grouped under "population education"	3	69	11.6
Not sure	4	30	5.0
Item 17: Type of teachers handling population education			
Various teachers	1	95	16.0
Specialist in population education	2	439	74.0
None of the above	3	59	10.0
Item 18: Types of instructional materials used by teachers of population education			
Books on population education	1	37	6.3
Posters and instruments	2	471	79.4
Books on individual subjects	-	-	-
Other than population education	3	85	14.3
None of the above	5	0	0

Source: *Field Work*

The items in table 4.6 include measures of evaluating the outcome of population education where it is taught, contact between teachers and parents and problems and prospects of population education in terms of the religion and culture of the people. A great number of the respondents (N = 343 or 58.0 per cent) strongly agree that population education can help to give proper orientation in the promotion of rational reasoning, responsible parenthood and improved quality of life. An ability to make a correct choice among alternatives will lead to right step to effective distribution of goods and services and peaceful living.

Most of the respondents (N=572 or 96.4 per cent) indicated in item 20 of Table 4.6 have contacts with students' parents. The parents visit the schools to check on the progress of their children and at times to attend Parents/Teachers' Association meetings where issues affecting the welfare of the students and teachers are discussed. Interestingly, it was found that most of the visiting parents are peasant farmers despite the fact that a large proportion of the students' parents are enlightened people. This action of the peasant farmers may be attributed to the fact that, parents who are farmers regard their children's education more as an investment and an economic asset in the future.

Over four fifths (82.4 per cent) of the respondents (N=489) complained about religious/cultural problems from the parents on the inception of population education in Oyo State. The parents' complaints ranged from misconceptions and mixed-feelings to religious conflicts. Even some of the respondents themselves (principals/teachers) were vehemently against the introduction of population education until a proper orientation was given them which they later on passed to the parents as their meetings (item 21, Table 4.6).

Table 4.7 contains items 22-24 in which level at which population education is taught at the secondary school, evaluation of learning outcomes of population education and the need for distinct modules of population education are identified.

Where population education is being taught, item 22, Table 4.7 indicates high percentage (N=144 or 24.3 per cent) of teaching at both JSS/SSS level of the pilot schools in Oyo State.

Table 4.6

Responses on Expected Behavioural Outcomes of Population Education, Contact between Teachers and Parents and Problems of Religion/Culture against Population Education.

Value Label	Value	Frequency	Per cent
Item 19: Expected behavioural outcomes of population education: rational reasoning, responsible character, improved quality of life, etc.			
Strongly agree	1	343	58.0
Agree	2	95	16.0
Strongly disagree	3	63	10.6
Disagree	4	43	7.2
Not sure	5	49	8.2
Item 20: Contact between teachers and parents			
Yes	1	572	96.4
No	2	21	3.6
Item 21: Problems of religious/cultural nature against population education			
Yes	1	489	82.4
No	2	81	13.7
No response	3	23	3.9

Source: *Field Work*

The response to item 23, Table 4.7 indicates that theoretical examination, practical explanation and observation of change in students attitudes form the basis of evaluation of population education at the secondary school at the moment (N = 225 or 38.0 per cent. The high response of "None" (N = 296 or 50.0 per cent) shows that population education does not exist in many secondary schools in Oyo State.

On the question of the need for distinct modules on population education thereby giving it a "status", the respondents complained that the diffusion of population education into other subjects is creating problems of overloading and inconsistencies in handling population education,

hence population education should be given its own "place" in the school syllabus. Therefore 178 respondents or 30.0 per cent strongly agree, while 348 or 58.7 per cent of the respondents agree that population education should have a distinct status in the school curriculum (item 24, Table 4.7). The overloading problem may be relieved through the training of more teaching personnel for population education.

Table 4.7
Responses on Type of Secondary School Level for
Population Education, Evaluation Methods and the Need
for Status for Population Education

Value Label	Value	Frequency	Per cent
Item 22: Level at which population education is taught in the school			
JSS	1	83	14.0
SSS	2	102	17.2
Both JSS/SSS	3	144	24.3
None	4	264	44.5
Item 23: Evaluating learning outcomes in population education			
Theory/examination	1	65	11.0
Practical work	2	0	0
Change in students' attitude	3	6	1.0
All of the above	4	225	38.0
None of the above	5	296	50.0
Item 24: The need for distinct modules or status of population education in the school curricula			
Strongly agree	1	178	30.0
Agree	2	348	58.7
Strongly disagree	3	30	5.1
Disagree	4	18	3.0
Not sure		19	3.2

Source: *Field Work*

The analysis on methods adopted by school administrators in determining the success or failure of population education in secondary schools show that there were no coherent method of assessing or evaluating population education programmes in the schools (item 23, Table 4.7).

About four respondents in five (N=479 or 80.8 per cent) complained about lack of funds, moral support instructional materials, textbooks on population education and lack of experienced personnel in population education. Some of the principals complained about carefree attitudes of some teachers towards population education because these type of teachers find it difficult to convince themselves about the need for population education in the schools (item 25, Table 4.8)

Table 4.8, item 26 also indicates that although population education is more than ten years old in Nigeria, 21.0 per cent (N=124) of the respondents indicated that it has been in their school for up to four years while 10.0 per cent (N=60) claimed that population education has been introduced in their schools for up to six years only. The 0-9 years range was used to measure the distance between the introduction of population education programmes in Nigeria and its inception into the secondary school curricula. A vast number of the respondents (N=409 or 69.0 per cent) claim no existence of population education in their schools.

Item 27, Table 4.8 seemed to have generated lot of discussion between the researcher and the respondents, but at the end 72.0 per cent of the respondents (N=427) strongly disagreed with the assumption that population education is similar to

Table 4.8

**Responses on Management Problems, Number of Years of
Population Education in the School and the Similarity between
Population Education and Traditional Population Education**

Value Label	Value	Frequency	Per cent
Item 25: Management problems in handling population education			
Socio-Economic problems	1	89	15.0
Psychological Problems	2	25	4.2
All of the above	3	0	0
None of the above	4	479	80.8
	5	0	0
Item 26: Introduction and teaching period of population education			
0-4 years	1	124	21.0
5-9 years	2	60	10.0
10+ years	3	0	0
None of the above	4	409	69.0
Item 27: similarity between "traditional" population education and the "new" population education			
Strongly agree	1	12	2.0
Agree	2	89	15.0
Strongly disagree	3	427	72.0
Disagree	4	6	1.0
Not sure	5	59	10.0

"Traditional Population Education", 15.0 per cent (N=89) agreed while 2.0 per cent (N=12) strongly agreed that there are similarities. This argument may be used as a basis for another research on the status of population education in Nigeria as a whole.

4.2 Analysis of Cross-Tabulated Data

A cross-tabulation of key variables in the questionnaire for principals and school teachers was run in order to measure the difference between the male and female perceptions and reactions to the introduction of population education in Oyo State secondary schools and to generate answers to the various issues guiding the study, especially when population education is assumed to be that type of education that can lead to attitudinal change, socio-economic development and individual's contribution to the improvement of the quality of human life. The following tables 4.9 - 4.18 are used to determine the differences between the male and female principal and teachers responses regarding some of the basic research questions.

Table 4.9
Analysis of Responses to Question: Is There a
Relationship between Population Factors and
Distribution of Goods and Services

Sex	Count	Strongly agree	Agree	Strongly disagree	Disagree	Not sure	Row total	Per cent %
Male	1	218	98	12	0	0	328	55.8
Female	2	196	50	0	0	14	260	44.2
Column total		414	148	12	0	14	588	100.0
Percent		70.5	25.2	2.0	0	2.3	100.0	

Chi square D.F. Significance Min. E.P. Cells with E
29.80444 3 .000 1.863 8
Number of missing observations = 5

Source: Field Work

Table 4.9 shows that a total of five hundred and eighty-eight respondents answered the question above: three hundred and twenty-eight males (55.8 per cent) and two hundred and sixty females (44.2 per cent). Two hundred and eighteen males (66.4 per cent) strongly agree; ninety-eight males or 30.0 per cent agree while twelve males or 3.6 per cent of them strongly disagree with the fact that there is a relationship between population factors and distribution of goods and services. On the other hand, one hundred and ninety-six females or 75.4 per cent strongly agree fifty females or 19.2 per cent agree, while fourteen of them, 5.4 per cent, are not sure about the question above. The disparity between the male and female responses to the above question is not highly significant hence it is popularly agreed that population factors can affect the distribution of goods and services, family welfare and good quality of life.

Table 4.10 shows that, the knowledge of population education can shape the learners' attitude towards social vices such as smoking, alcoholism and drug abuse. The table indicates that a total of five hundred and seventy-nine respondents answered the question, three hundred and forty-seven males (N = 347) or 59.5 per cent while two hundred and thirty-two of them were female (N = 232 or 40.1 per cent); 11 per cent (N = 38) of the male respondents believe that population education will generate only theoretical response of the learners while 89.0 per cent

(N = 309) of them believe that it can promote behavioral response in terms of shaping learners or attitudes towards social vices as mentioned above. The female respondents (N = 71) or 30.6 per cent believe that population education will generate theoretical response among learners the type of which will be reading, listening, learning and forgetting only while 69.4 per cent of them believe that population education will mould the attitudes of the learners for the better. The difference in perception between the male and the female group is not significant - meaning that population education can open the eyes of learners to the negative side effects of some social vices.

Table 4.10

Responses to the Assumption: Population Education can Shape the Attitudes of Learners towards Social Vices: Smoking, Alcoholism, Drug Abuse, etcetera

Sex	Count	Theoretical response	Attitudinal change	Both	None	Total	Per cent %
Male	1	38	309	0	0	347	59.9
Female	2	71	161	0	0	232	40.1
Column total	-	109	470	0	0	579	100.0
Percent		18.8	81.2	0	0	100.0	

Chi square D.F. Significance Min. E.F. Cells with E
 15.42310 1 .0001 21.768 None
 16.70586 1 .0000 (Before Yates correction)
 Number of missing observations = 14

Source: Field Work

The issue on the provision of resource materials on population education on Table 4.11 attracted all the respondents (N = 593 or 100.0 per cent): two hundred and seventy-one males (59.0 per cent) and three hundred and forty-three females (41.0 per cent). Ninety-eight males (N = 98) or 20.0 per cent and ninety female (N = 90) or 37.0 per cent indicated that there is provision for instructional materials on population education but the materials are not adequate (especially text-books on population education are not available) and that the teachers depend on other teaching aids such as posters, drama, that is stage demonstration, etcetera. One hundred and forty-nine males (N = 149 or 42.6 per cent) and one hundred and twenty-six females (N = 126 or 51.8 per cent) responded that instructional materials on population education are not available in their schools. The remaining respondents both male and female (N = 130) or 2 per cent were jointly not sure. It was obvious that the last group of respondents were not aware of or did not understand what population is about.

Table 4.11
Responses to the Question: Are There Resource Materials for the Teaching and Learning of Population Education in Your School

Sex	Count	Available	Not available	Not sure	Row total	Per cent %
Male	1	98	149	103	350	59.0
Female	2	90	126	27	243	41.0
Column total	-	188	275	130	593	100.0
Percent		31.7	46.4	21.9	100.0	

Chi square D.F. Significance Min. E.F. Cells with E
 51.83110 4 .0000 5.739 None
 Number of missing observations = 0

Source: Field Work

Table 4.12 contains the responses on the reaction of the respondents towards the "sex" education aspect of population education be it religious or cultural oriented. A total of three hundred and forty-five males (N = 345 or 59.3 per cent) and two hundred and thirty-seven females (N = 237 or 40.9 per cent) responded to the question. Two hundred and forty-six males (N = 246 or 71.3 per cent) and one hundred and seventy-three females (N = 173 or 73.0 per cent) agreed that the "sex" education aspect of population can bring about religious/cultural problem and therefore needs to be tactfully handled, due to its importance in teaching the learners about the possible consequences of the demographic behaviour at that level of their educational career. One hundred and sixty-two (N = 162) of the respondents both male and female (27.8 per cent) do not agree that sex education can create any problem of any form or nature. They believe that teaching subject matters on contraception and abortion is long overdue in our secondary schools due to the susceptible age-range of the learners. At this stage, the learners psychologically become more exploratory and adventurous. They want to practise everything they have been hearing and reading about when they were much younger. It is the consequences of this adventurous and curious nature of the learner at this state that "sex" aspect of population education aims at teaching the learner.

Table 4.12

Responses on the Assumption: "Sex" Education, Abortion, Contraceptive, etcetera can Create Religious/Cultural Problems

Sex	Count	Yes	No	Row total	Per cent %
Male	1	246	99	345	59.3
Female	2	173	64	237	40.7
Column total	-	419	163	582	100.0
Percent	-	72.2	27.8	100.0	

Chi square 9.889750 D.F. 1 Significance .0017 18.792 Min. E.F. Cells with E None
10.98276 1 .0009 (Before Yates correction)

Number of missing cases = 11

Source: Field Work

On the issue of the rate at which parents of learners visit the school as contained in Table 4.13, a total of five hundred and ninety-three respondents both male and female answered the question. Three hundred and forty males (N = 340 or 97.1 per cent) and two hundred and eight females (N = 208 or 85.6 per cent) claim to have contacts with students' parents within the school community and the outside society and these group of parents are mainly peasant farmers or traders. Ten men (N = 10 or 2.9 per cent) and thirty-five females (N = 35 or 14.4 per cent) also claim to have contacts with parents who are mainly government workers such as administrators; teachers, office workers in different organisations and so on. According to the respondents, the parents use these visits as a way of monitoring their children's welfare but complained that most of the visiting parents are peasant farmers who seem to cherish education more than the educated or enlightened parents.

Table 4.13

**Responses to the Question: What Type of Parents do you
Come in Contact most at the School or Outside?**

Sex	Count	Types of parents			Row total	Per cent %
		Office workers	Farmers and traders	Others		
Male	1	10	340	0	350	59.0
Female	2	35	208	0	243	41.0
Column total	-	45	548	0	593	100
Percent		7.6	92.4	0	100.0	

Chi square D.F. Significance Min. E.E. Cells with E
51.8410 *4 .0000 5.719 None

Number of missing observations = 0

Source: Field Work

The misconception that was held by some of the respondents about whether population education today is not a "new thing" per se but rather the same as old subjects such as biology, government, economics, health science, etcetera, is clarified in Table 4.14. A total of two hundred and eighty males (N = 280) and two hundred and eighty-eight females (237) answered the question. Ten men or 3.6 per cent strongly agree, one hundred and twenty-nine or 46.1 per cent males agree; one hundred and eighteen males or 42.1 per cent strongly disagree while twenty-three males or 8.2 per cent disagree with the assumption that population education is not new. On the other hand, thirty females or 12.6 per cent strongly agree, one hundred and twenty-four females or 52.3 per cent agree, seventy-three or 30.2 strongly disagree while ten females or 4.2 per cent disagree with the above assumption.

The question of similarity between the "new population" education and the "old" population education generated some arguments hence the small disparity between the respondents who agree and those who disagree as indicated in Table 4.14. This means that quite a lot of people in the education sector are not aware of population education as a new concept which demands new techniques which only the school is relied upon to handle at the moment.

This can be used to determine the kind of responsibility shift on the part of the home to the school. The full responsibility of child upbringing is equally shared between the home and the school today as could be found when there existed a regular and appropriate traditional systems of education in the olden days.

Table 4.14
Responses to the Assumption: Population Education is similar to old' population education and can be found in subjects such as biology, economics, government etcetera

Sex	Count	Strongly agree	Agree	Strongly disagree	Disagree	Row total	Per cent %
Male	1	10	129	118	23	280	54.2
Female	2	30	124	73	10	237	45.8
Column total		40	253	191	33	517	100.0
Percent		7.8	48.9	36.9	6.4	100.0	

Chi square 13.77541 1 D.F. .0032 Significance 1.399 Min. E.F. 4 Cells with E

Number of missing observations = 76

Source: Field Work

With reference to the administrative problems and prospects in handling population education as shown in Table 4.15, a total of three hundred and thirty males or 66.2 per cent and two hundred and eighteen females 39.8 per cent answered the question.

Twenty-five males or 7.6 per cent visualised the problem as socio-economic only, another twenty-five males or 7.6 per cent visualised the problem as psychological, twenty males or 6.1 per cent saw it as political only while two hundred and sixty males (N = 260) or 78.8 per cent saw the problem as not socio-economic but also political and psychological. On the other hand, thirty-four females saw the problem as socio-economic, fifty-four females or 24.8 per cent saw it as psychological while fifteen females or 6.9 per cent saw the problem as political. One hundred and fifteen females (N = 115) or 52.7 per cent also viewed the problem to be more than socio-economic. The respondents, both males and females who viewed the problem beyond

the socio-economic level went ahead to suggest that these management problems need immediate attention of the authorities concerned, for, the effectiveness and success of any programme depends on regular evaluation, monitoring and adequate funding.

Table 4.15
Responses on the question: What type of problem do you come across in handling population education at the secondary school level?

Sex	Count	Problems type				Row total	Percent %
		Socio-economic	Psychological	Political	All of the Problems		
Male	1	25	25	20	260	330	60.2
Female	2	34	54	15	115	218	39.8
Column Total	-	59	79	35	375	548	100.0
Per cent	-	10.8	14.4	6.4	68.4	100.0	

<u>Chi-square</u>	<u>D.F.</u>	<u>Significance</u>	<u>Min. E.F.</u>	<u>Cells with E</u>
11.52982 1	.0007	5.764		None
13.62742 1	.0002	(Before Yates correction)		

Number of missing observation = 45

Source: Field Work.

4.3 General Discussion

Innovatory Aspects of Population Education

In the field of education, most specialists agree to consider innovations as being the result of a deliberate intent to adapt education to the changing requirements of the environment. According to Census (1985) environment means the complex and dynamic, social, economic, natural and cultural settings that constitutes a given society. Societies with large population such as Nigeria exert pressure on the educational system in meeting the contemporary or pressing problems of development. Apart from transmitting tradition and scientific knowledge, the school also facilitates change in an attempt to prepare students for a future society, that is, facilitating

changes that correspond to the perceived present and future needs of a society. It is difficult here to develop in detail some issues identified in relation to curriculum development and the strategies for the conduct of innovation. Population education if well perceived, by nature of its content and the learning methods required, can and has become a major source for the renewal of education in Oyo State and Nigeria as a whole.

Training Needs:

There are a variety of factors for arguing strongly for training needs in the field of population education in Oyo State, Nigeria.

1. The subject is recent in the educational curricula.
2. It has not been introduced in all secondary schools in Oyo State.
3. The general public is not quite certain about the objectives of population education in Oyo State.
4. The content strategies and skills of population education to be developed in the learners are not yet clear. This becomes glaring when it is recalled that concepts of population/family life education are misconceived by some principals and teachers to mean contraceptive and abortion information to the students.

Also the perception of population issues differ between male and female populace as much as between policy makers and policy implementors. Fortunately, however, the problem of inhibition that the perception problem could cause has been overcome population education is already institutionalised in Oyo State.

Most of the issues and problems studied in population education involve systems of values, sometimes challenging to

traditionally held beliefs, customs and practices (UNESCO 1985). Hence it is hoped that the population educator has skills which has inculcate in him value clarification to ensure or promote objective in presenting population issues during presentation of classroom lessons and decision-making, and thereby enhancing the status of population education in the secondary school.

Apart from the training given to teachers in pilot schools, there is need for in-service training courses for teachers in schools to enable them know concepts such as:

- the philosophy of population education;
- the definition and rationale of population education;
- technology/methodology of population education;
- the concept of demography and population situation; and
- the use of field trips and preparation of teaching aid in population education.

Lectures on the above may be given by project staff and resource persons from the University or other higher institutions.

Material Needs:

Programmes of population education have relied on curriculum experts and media units only in the development of population education texts, visual and audio-visual materials. This has minimised the possibility of using other means such as allowing learners or users to produce their own materials. The use of art-work, stage drama and writers can be useful in the production of learning materials. The advantages include educational impact, quality and cost that could be obtained through more innovative approaches. Field workers should be encouraged to develop their own teaching aids from local resource materials, since most of the time the capability and the ability of such workers to develop useful materials are ignored.

There is much that needs to be done in Oyo State secondary schools to increase the diversity of technologies, relevance of materials and innovative use of learning resources in programmes of population education. Population educators should be taught how to use media in handling issues on population education. They should know how to maintain and service sophisticated equipments, and to generate low-cost technologies for the production of visual and audio-visual materials at the local level. Efforts are being made by the population educators to find ways of

producing their own materials and these can help turn some of the promising beginning into reality.

Stability

Irrespective of the present stage of population education in Oyo State, it is facing other numerous difficulties, shortfalls and constraints, which reduce its effectiveness, threaten its continuity and delay its expansion. These problems include poor financial support, shortage of resource materials and staff and lack of co-ordination of subject matter of population education as mentioned earlier. Stability of population education in Oyo State secondary schools may remain a night-mare. According to UNESCO, one of the major problems that population education is facing in developing countries is that of "conflicts between certain aspects of population education and cultural values and religious beliefs".

Values (Religion/Culture)

Presently, population education is facing cultural/religious opposition in Oyo State. These are the product of social and moral responsibilities attached to culture and religion respectively. Religious/moral values include the problems of 'sin' against God and obedience to religious injunction. For example responses such as "large families are God's blessings", "Children are God's gifts not given to all who need them" or "God will punish me for adopting family planning", when compared with the assumption that 'a' person who has more children than he can decently bring up is morally irresponsible makes the religious problems more complex.

Culturally too, attributes of status and prestige in having many children and the tradition of looking down on families with smaller number of children create conflict in the promotion of population education in Oyo State secondary schools, unless there appears on the scene an intensive campaign on the adverse effect of overpopulation on individuals, their communities and the nation.

Future Trends:

The infusion of population education content into existing courses has been too expensive, involving material preparation in multiple areas and teacher training across a wide range of different subject areas and specialities. The idea of shifting population education towards the use of units of study or a separate course may be a welcome solution to a more integrated study which will be relevant to life. As UNESCO (1978) rightly puts it, "The education of one generation is, to a large extent, the education of successive generations". The ability or failure of this present adult generation to educate the youth of today with regard to population and development, inculcating a new social and economic order and promoting good quality of life will be demonstrated in the well being of the Oyo State's population and indeed that of the whole country in the not-too-distant future.

CHAPTER FIVE

SUMMARY, IMPLICATIONS AND CONCLUSIONS

Review of Status of Population Education:

The study has portrayed that the status of population education in Oyo State is quite low. Out of a total number of 350 secondary schools at the time of the study, only 10 were offering population education in Oyo State (vide Table 4.7 item 24). Secondary education covers children from about 11 - 18 years. Only about 30 per cent of the secondary school age bracket children are enrolled. Under the new 6-3-3-4 system of education in Nigeria, it can be assumed that several children are likely to terminate formal schooling at the end of junior secondary (JSS3) that is three years post primary, depending on various reasons ranging from inability to pass the JSS3 final examinations, lack of funds, unwanted pregnancies etcetera.

The ratio of the secondary school leavers at the end of the senior secondary school level is not known, but it could be assumed to be as low as 20 per cent, meaning that whereas only about 1 in 3 young persons aged 11-18 entered secondary school, only 1 in 5 completed. In general the proportion for boys who complete secondary education in Nigeria would be higher than for girls especially in the northern parts of the country. The situation may be different in the eastern part of Nigeria where boys have the tendency to go into commerce and income generating ventures at an early age due to worsening economic circumstances.

Since population education has begun in the secondary school on a pilot basis, a small percentage of enrolled students are being reached. Since 1986 NERDC has engaged in series of activities leading to the creation and integration of a population education curriculum for secondary school level instruction. An extensive teacher training programme and orientation of key educational leaders, resource persons and school administrators was put in place.

According to NERDC, a total of 700 teachers have been trained by state "master trainers" in collaboration with each state's population education committee. This number was found by the researcher to be a representative of 70,000 secondary school teachers in the federation amounting to only 10 per cent of the total number of teachers.

In Oyo State, the number of population education pilot schools has been increased from 5 to 10, bringing about increase in the number of teachers per school from 7 to 10 (each teacher for each designated subject).

Population education in Oyo State still remains at its pilot phase. It has been suggested that the curriculum which is being tested in classrooms be reviewed and revised so that it can be generalised and used by all secondary schools in the State and beyond. This can only be successful if an intensive crash teacher training programme is implemented. There is need for audio-visual packages using cost effective educational technologies for ensuring training of the large numbers of teachers required.

The need for provision for teacher supervision and classroom instruction cannot be overlooked. This calls for adequate transportation of supervisors who are expected to visit areas both inside and out Ibadan.

Student learning results from the kinds of resource material available to, and expertise of, the teacher hence teacher motivation should be put into consideration because at present no special rewards are envisaged for the extra workload entailed in their participation in population

education activities. It is also that teaching materials are adequate, appropriate and effective to enhance output of the teachers.

Efforts are being made by teachers to attract and focus the attention of students through regular tests and examination on population related issues, in order to enhance the possibility of commercial publishers to print texts connected with population education as they would then be sure to be purchased by students.

NERDC maintains linkages with the Population Information Network (POPIN Africa) in Addis Ababa, Ethiopia and the John Hopkins University Population Communication Services in the United States of America. The latter is involved in the production and documentation of population related issues through the Nigerian Family Health Services Project (FHS).

Today, population education in Nigeria has gone beyond the issue of population studies or family planning; it is now an important subject on the school curriculum and it embraces content from a wide range of topics (Oluwole, NERDC, op. cit, 1991).

Population Education-Achievements

The achievements of population education as portrayed by the study are enumerated thus;

1. population education has successfully taken off in Oyo State and is being successfully implemented;
2. principals, teachers and students all embrace the population education programme; where there have been problems of misconception, efforts have been made to correct such negative reactions;
3. the programme has been extended to both the Parent/Teacher Association and the various communities where the pilot schools exist;
4. part of the school library has been organised for population education materials and for reading sessions by students; and

5. posters containing population education messages displayed in strategic and conspicuous locations all around the schools;
6. Means of measurement/evaluation of population education in the secondary schools are yet to be well defined..

Constraints

Obstacles militating against the successful implementation of population education programmes in the school due to a variety of factors:

- a. instructional materials are insufficient;
- b. the course content is too wide and needs to be streamlined;
- c. teachers trained to handle population education are quite few in number;
- d. the existing pilot schools are not enough to be able to promote the programme throughout the state;
- e. methods in programme evaluation are not adequate and effective as expected.

Implications for Practice

Presently, the needs of population education in Oyo State and Nigeria as a whole include further development of the population education conceptual framework in human resource development, instructional and material development and a strong out-of-school programme development. The conceptual framework will enable the body in charge of population education in Nigeria to determine the precise content management of population education in the secondary school. UNESCO (1978) identified, various framework for building population education as a body of knowledge as follows.

- (a) a population and family welfare framework;
- (b) a population and socio-economic development framework;
- (c) a determinant and consequences of population behaviour framework;

- (d) a population and quality of life framework;
- (e) a population, sexuality and responsible parenthood framework; and
- (f) a population and ecosystem environmental framework.

A combination of all or some of the above mentioned framework can be utilized in determining the content of population education in Nigeria, instead of the present eclectic approach that is used to bring relevant information from various subjects together, an approach that led to the birth of social studies syllabus by merging information from subjects such as history, civics, geography etcetera.

The need for concept re-formulation for the building of an acceptable body of knowledge for the Nigerian culture and demographic situation is also identified by this study, for, the availability of knowledge in terms of available data can go a long way to re-shape population education.

More schools and teachers should be exposed to the programme for cross fertilisation effects. Instructional materials should be made available to promote greater assimilation and effective learning processes in population education, and, as was emphasised earlier, there is need for a definite syllabus for population education in each subject to be integrated in the school syllabus.

Implication for Research:

Various problems and situation either in isolation or in combination come together to form population pressures on individuals, communities or a country as a whole. Such population pressures could surface in the form of socio-economic, environmental, food crisis or health problems. It can also be in the quality of life or population explosion perspective. The ability to identify these various forms of population pressure can mostly be achieved through research. For example, presently, there is lack of knowledge on the effectiveness of the present conceptualisation of population education.

Continuous collection of information and research about interrelationships between population dynamics, cultural, social, economic and political processes is needed as a means to promote a better understanding of population issues in Nigeria. Research has amply demonstrated that a rapid growth of population without corresponding growth in national resource development can lead to reduction in the quality of life of the people.

There is need for continuous screening of school curricula for areas through which population education concepts could be effectively taught, considering the fact that population education is not given a separate, distinct status but rather diffused into existing school subjects. Research will help at this point to examine whether this integration approach is ideal and would be appropriate for all levels of education.

This study has identified also the need to train two categories of population education programme personnel. The first category will constitute programme planners and programme implementors who will be directors, managers and programme officers who will be responsible for the conceptualisation, designing, part implementation, monitoring and evaluation of population education programmes. This category of people are often decision makers responsible for research, curriculum development, instructional materials development, training of trainers and so on.

The second category are those involved in the implementation stage such as classroom teachers, community health workers, media personnel etcetera. These people are those that have direct interaction with people within a given setting. They help to pass down or disseminate information to students in the school and parents at home. The second category of personnel can easily influence their audience with their personal or acquired views hence their opinion should be respected and they should be given proper orientation and training in handling population education programmes.

The Oyo State case shows that local training may be more important and relevant since country situations can determine the concept, scope, content and approach to population

education. Given the large population of the state and the country as a whole, there is need to move fast, therefore training methodology must allow for reaching a large audience at a time, hence long distance training through radio, television and newspaper media needs to be stepped up.

Interaction amongst specialists (especially administrators, school principals and teachers) in terms of sharing experiences and developing theoretical framework based on what goes on in the field is crucially important. Furthermore, the lack of action oriented research may constitute a barrier to the development of conceptual framework, because, while there may be researches in population studies, demography and related fields, there is no specific research on population education to guide decision making and direction of population education programmes in Nigeria. For example the effectiveness of the present mode of implementing population education at the secondary school level needs to be studied. The knowledge obtained from research, monitoring and evaluation activities are crucial to the continuous existence of population education in our schools.

Conclusion

The study set out to identify the status of population education and the importance attached to its tenets in relation to population issues in some secondary schools in Oyo State of Nigeria. From the results of the study some conclusions have been reached.

1. There is political support to population education by the current government but support must be institutionalised and strengthened to enhance continuous growth of population education in our schools.
2. At the state level, there is need for a strong structural form of population education to prevent the programme from being an "ad hoc" and passing programme.
3. The principals and teachers of the selected secondary schools in Oyo State agree that population education is a subject of prime importance that needs to be taught in our schools.

4. The respondents also agree that both boys and girls are responsible for population growth and therefore advocate for the teaching of subject matters on contraceptives and birth control, though a few of them strongly feel that matters on contraceptives and birth control can promote promiscuity among the students.
5. It was found that lesson on sexuality and venereal diseases would be very useful to the student by serving as a measure of moral control among teachers, principals and students alike.
6. The study also showed that many parents visit the school to follow-up their children's welfare.
7. The principals and teachers also indicated that population education should be give a specific status within school syllabus.
8. The teachers also expressed their views about their excessive workload and suggest that specific personnel (class teachers) be trained to handle population education in all secondary schools.

Finally, statistics show that 47 per cent of the population of Nigeria today are youths; almost 70 per cent of thi population also live in rural area. While sharing of fi resources amongst increasing population poses a problem, is also evident that drug abuse, AIDS. problems, high maternal mortality and environmental degradation also constitute formidable problems. Population education has been introduced in Nigeria in part to tackle these problems. This is currently gaining recognition and acceptance. Its sustain ability and growth will however depend on both financial and political

support by the Government. Also the efficiency of the programme in assisting individual persons assess their micro-level population problems and take possible remedial actions to correct them will determine the attainment of an improved quality of life in the country now and in the future.

Population education therefore appears to be an accepted curriculum innovation introduced into our school system, in order to prepare the new generation to understand population related issues and problems and thereby bring them in contact with reality unless enquiry and investigation leading to a marked improvement in the quality of life but adequate action is taken, the present low status of population education, caused by lack of finance, inadequate resource materials and population education trained personnel will continue to obstruct the growth and expansion of population education in Oyo State and Nigeria as a whole.

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APPENDIX

University of Lagos Department of Educational Administration

Dear Respondent,

Population education is aimed at helping people understand the nature, causes and implications of population process as they affect and are affected by groups or individuals. Since population issues affect all aspects of life, they have to be treated as an integral part of school education, enabling children to function better and play active role in the society. This move is evidenced by the launching of population education programmes in the Nigerian System of education programmes in various States including Oyo State of Nigeria.

This study is therefore focussed on the objectives, the status and the management of population education programmes in some Secondary Schools in Oyo State of Nigeria. The study is purely an academic exercise for the award of a Degree in Education Administration and Planning.

It is hoped that the findings may go a long way towards keeping policy makers and school administrators more informed about the problems and prospects of population education in the country.

The anonymity of respondents is guaranteed so kindly give a frank information as possible.

Thank you for cooperating.

You can now turn to the questionnaire.

Yours Sincerely,

Adepoju A. Mrs.

INTERVIEW GUIDE

SECONDARY SCHOOL PRINCIPALS/TEACHERS' QUESTIONNAIRE (P.T.Q)

Kindly mark X against the answers of your choice:

Personal Information:

Age:	0-9	Sex:	Male
	10-19		Female
	20-29		
	30-39		
	40-49		
	50+		

Marital Status:

Married
Single
Widow/er
Divorced

Educational Qualification:

NCE/HND
University Degree/Post Graduate
O.N.D./Diploma
Others

Years of Teaching Experience:

0-9
10-19
20-29
30+

Occupational Status:

Principal
Teacher (class)
Teacher (auxiliary)

Number of Children:

0-2
3-5
6-8
9+

Ethnic Group:

Yoruba
Hausa
Igbo
Others

Religion:

Christian

Muslim

Other: Specify

SECTION I: SOCIALIZATION

- | | | |
|----|---|---|
| 1. | Do you consider children as an asset for: | Parents future demands
Family/Society/Parents demands. None not sure. |
| 2. | Do you see schooling as a way of preparing the children to serve in the future for: | Themselves only
Parents and community only
Immediate family only
None
Not sure. |
| 3. | What do you consider as an ideal family size?
(including parents) | 0-4
5-9
10-14
15+ |
| 4. | At what age did you marry? | 0-19
20-39
40+
Not sure
None. |
| 5. | What do you consider as the ideal age at marriage for girls? | 0-19
20-39
40+ |
| 6. | What do you consider as the ideal age at marriage for girls? | 0-9
10-19
20-29
30-39
40+ |
| 7. | Who in your opinion is more closely involved in demographic (population) growth? | Boy
Girl
Not sure. |

- | | | |
|------|---|---|
| 8.a | You live in one of the following areas: | High density area
Medium density area
Low density area
Not sure. |
| 8.b | Are you happy with the area where you live? | Yes
No
Not sure. |
| | If No why | |
| | | |
| 9. | Are you aware about the number of people living in your area? | Yes
No
Not sure |
| 10. | Are you aware about the number of people living in Nigeria? | Yes
No
Not sure |
| 11 | Were you aware of the last population census in Nigeria | Yes
No
Not sure. |
| 12. | Do you agree that there is a relationship between population growth and social development? | Strongly agree
Agree
Strongly disagree
Disagree. |
| 13. | Have you ever heard or read about the National Population Policy in Nigeria? | Yes
No
Not sure. |
| 14.a | Do you think that women should have 4 children only? | Strongly agree
Agree
Strongly disagree
Disagree
Not sure. |
| 14.b | In your opinion, how many children do you think a man should have? | 0-4
5-9
10-14
15+ |

14.c	How many children do you have?	0-4
		5-9
		10-14
		15+

SECTION II: AWARENESS AND TEACHING OF POPULATION EDUCATION

Population education is a means of developing in the students a more rational attitude and responsible behaviour towards improving the quality of life now and in the future:- responsible parenthood and better quality of life.

15.	Are you familiar with the above definition?	Yes No Not sure
16.	Have you ever read or heard about population education through the following:	Radio/Television Drama/Concert Literature (reading) Not sure.
17.	Which of the following population related issues do you know?	Fertility/Mortality Migration Reproduction/Sexuality Family welfare Population census None Not sure.
18.	Has population education been introduced in your school?	Yes No Not sure.
19.	Do you teach any aspect of population education? Tick one or more of the following.	Family welfare Fertility and Mortality Sexuality Health Migration
20.	What is the status of population education in your school?	A subject on its own Integrated in another subject Fragmented into other subjects None Not sure.

- | | | |
|-----|---|---|
| 21. | How many lessons on population education on the school timetable per lesson? | 25 mins
30 mins
35 mins
40 mins
45 mins
50+ mins
None
Not sure. |
| 22. | How many lessons on population education are taught per week? | 0-4
5-9
10+ |
| 23. | At what class level is population education taught in your school? | JSS 1-3 only
SSS 1-3 only
Both JSS and SSS 1-3 levels
None
Not sure |
| 24. | Are you especially trained to teach population education? | Teacher by qualification.
Teacher through crash programme/Workshop.
Teacher by type of subject originally qualified for e.g. Economics, Biology or Geography.
None.
Not sure. |
| 25. | Are there enough resources materials books, magazines and tools for handling population education in your school? | Yes
No
Not sure. |
| 26. | How effective, are the resource materials? | Very effective
Effective
Less effective
Non-effective
None
Not sure. |

If non-effective, why?.....

.....

The content of population education includes family welfare, reproduction, abortion, family planning, physiology and health

27. How would you rate the above?

	1st	2nd	3rd	4th	5th
Sex education/Physiology					
Family planning educ/abortion					
Responsible parent-hood education.					
None					
Not sure.					

28. Which of these do you enjoy teaching most?

Physiology
Reproduction
Sexuality
Health problems
Nutrition problems.

29. Do you have any religious or cultural bias against the teaching of population education in the school?

Yes
No
Not sure.

SECTION III: MEASUREMENT AND EVALUATION

30. For how long has population education been going on in your school?

0-2 years
3-5 years
6-8 years
9+ years.

31. How successful is population education in your school?

Excellent
Very good
Good
Fair
Unsatisfactory
None
Not sure.

- | | | |
|-----|--|--|
| 32. | How do you evaluate the success of population education in your school? By, | Written examination
Practical work/observation
Community response
None
Not sure. |
| 33. | Do you agree that population education will enable the student to be able to define their own population behaviour and problems? | Strongly agree
Agree
Strongly
Disagree
Not sure. |
| 34. | What type of comments do you receive from students when teaching population education? (Tick the one that outweighs). | Positive comments
Negative comments
No comments
Not sure. |
| 35. | How do the students participate during population education lessons? | Very active
Active
Partially active
Inactive
Not sure |
| 36. | Were you enumerated during the last population census in Nigeria? | Yes
No
Not sure. |
| 37. | What role did you play during the census? | Enumerator
Information disseminator
Organiser/Co-ordinator
None
Not sure. |
| 38. | Do you agree that population education should be given a separate name/status in the school syllabus? | Strongly agree
Agree
Strongly disagree
Disagree
Not sure. |

Thanks for your cooperation.

Interview Guide

Target Group 2: Students

Personal Information

Age: Sex:

Present Class:

No. of years successfully completed

Repeated:

No. of brothers:

No. of sisters:

Profession of father:

Profession of mother:

Ethnic group:

Changes of residence: Reasons for change:

.....

Section 1: Socialization

1. Do you consider yourself as being prepared to serve in the future for;

Yourself?	<input type="checkbox"/> 1	Yes	<input type="checkbox"/> 2	No
-----------	----------------------------	-----	----------------------------	----

Your parents?	<input type="checkbox"/> 1	Yes	<input type="checkbox"/> 2	No
---------------	----------------------------	-----	----------------------------	----

Your community?	<input type="checkbox"/> 1	Yes	<input type="checkbox"/> 2	No
-----------------	----------------------------	-----	----------------------------	----

Your family?	<input type="checkbox"/> 1	Yes	<input type="checkbox"/> 2	No
--------------	----------------------------	-----	----------------------------	----

2. Who takes care of your schooling?

Father

☐ 1

Mother

☐ 2

Other/Scholarship

☐ 3

Why?

.....

.....

3. (a) Does school seem necessary to you?

☐ 1

Yes

☐ 2

No

Why?

.....

(b) In what way will school be useful to you in the future?

.....

.....

4. (a) Do you hope to have a particular job?

☐ 1

Yes

☐ 2

No

If so, which one?

.....

(b) Did your parents go to school?

Father

☐ 1

Yes

☐ 2

No

Mother

☐ 1

Yes

☐ 2

No

If not, are they regretting that they did not go to school?

☐ 1 Yes ☐ 2 No

(c) Why?.....

.....

5. (a) Do you have problems at school with people?

Teachers ☐ 1 Yes ☐ 2 No

Boys ☐ 1 Yes ☐ 2 No

Girls ☐ 1 Yes ☐ 2 No

(b) Why?

.....

(c) Do you find it easy to relate with people at home?

☐ 1 Yes ☐ 2 No

The community?

☐ 1 Yes ☐ 2 No

(d) Why?

.....

6. (a) Which problems do you talk to your parents about?

.....

.....

(b) If you do not talk about any, why?.....

.....

.....

7. (a) If your parents do not like to talk about such things, would you do so if you were a father (or a mother)?

☐ 1 Yes ☐ 2 No

(b) Why?

.....

8. (a) Would you like to have the same job as one of your relatives?

☐ 1 Yes ☐ 2 No

Father ☐ 1 Yes ☐ 2 No

Mother ☐ 1 Yes ☐ 2 No

(b) What type of job?

.....

9. (a) Do you live with your parents?

☐ 1 Yes ☐ 2 No

(b) If not, why did you leave them?

.....

10. (a) Do you think you know everything about the physiology of your sex?

☐ 1 Yes ☐ 2 No

(b) Have you had any sexual experiences?

☐

Yes

☐

No

(c) Do you know about venereal diseases?

☐

Yes

☐

No

11. (a) Would you like to receive instruction in the above, sexual experiences and venereal diseases?

☐

Yes

☐

No

(b) Where?

At school

At home

☐☐

(c) From whom would you like to receive the instruction?

Parents

Teacher

Friends

Others

☐☐☐☐

12. (a) Which of the following topics interest you most?

Physiology Reproduction Sexuality Health problems Pop. Problems

☐☐☐☐☐

(b) Arrange the topics in the order in which you will want them to be explained to you..

.....

.....

13. What is the ideal size of a family in your view?

(a) At what age would you like to marry?.....

(b) Why?

.....

14. (a) Describe the ideal husband/wife for you.

.....

(b) Why?

.....

15. (a) When you fall sick, do you do the following:

Go to the hospital?

☐ 1

Take traditional medicine

☐ 2

(b) Are there nutritional problems in your community?

☐ 1

Yes

☐ 2

No

And in your family?

☐ 1

Yes

☐ 2

No

(c) Why?

.....

Section 2: Teaching and Population

Education

16. (a) Would you like your parents to come to see you at school?

☐ 1

Yes

☐ 2

No

Father

☐ 1

Yes

☐ 2

No

Mother

☐ 1

Yes

☐ 2

No

(b) Why?

.....

(c) What for?

.....

17. (a) Do you accept all the actions (punishment/reward) your teacher takes concerning you?

☐ 1

Yes

☐ 2

No

(b) Why?

.....

(c) Do you see punishment or reward as part of your education?

☐ 1

Yes

☐ 2

No

18. (a) Do you think that it is more important to acquire general knowledge than practical skills?

☐ 1

Yes

☐ 2

No

(b) If so, which subjects seem best for this?

1. 2.

3. 3.

19. Do you think they prefers;

Boys to girls ☐ 1 Yes ☐ 2 No

Girls to boys ☐ 1 Yes ☐ 2 No

Why?

.....

20. Is the school of equal importance to both boys and girls?

☐ 1 Yes ☐ 2 No

If not, why?

.....

21. (a) Would you like the teacher to teach subjects that are strictly inside the syllabus alone?

☐ 1 Yes ☐ 2 No

(b) Why?

.....

22. (a) Would you like the teacher to make use of examples of daily life activities while teaching in the class?

☐ 1 Yes ☐ 2 No

(b) Do you think your parents would agree to such a move?

☐

Yes

☐

No

Why?

23. (a) Would you like to learn about the following population issues?

☐

Yes

☐

No

Family welfare

☐

Yes

☐

No

Reproduction

☐

Yes

☐

No

Veneral diseases

☐

Yes

☐

No

Abortion

☐

Yes

☐

No

Birth control

☐

Yes

☐

No

(b) Do you consider the above issues as very important in your daily life?

☐

Yes

☐

No

(c) Why?

24. (a) Have you ☐ heard ☐ or ☐ read ☐ about population education?

☐

Yes

☐

No

(b) Write two short sentences about population education.

1.

2.

I thank you for your kind cooperation.

Researcher