

Family Life and HIV Education Programme in Secondary Schools in Bauchi Central Senatorial Zone, Bauchi State

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Abstract

Risky sexual behaviours among adolescents are often associated with a lack of proper Family Life and HIV Education. The purpose of this study was to assess the Family Life and HIV/Education in Bauchi Central Senatorial District Bauchi State, Nigeria. Three specific objectives were formulated to guide the study. The study utilized the descriptive survey research design. The population of the study was 40,092 secondary school students and 384 FLHE teachers in Bauchi Central Senatorial District Bauchi State. The sample size consists of 408 students and 48 teachers selected using a multistage sampling procedure. Two instruments were used for the study, namely: "Assessment of FLHE Questionnaire for teachers – AFLHEQT", and "Assessment of FLHE Questionnaire for Students – AFLHEQS" The AFLHEQT and AFLHEQS were face validated by five experts from the Department of Human Kinetics and Health Education, University of Nigeria, Nsukka, and the reliability coefficient of the instrument was .78. Frequencies and percentages were used for answering the research questions. Of the 456 copies of the questionnaire 448 copies were duly completed and used for data analysis. The results of the study showed that there was high extent of course contents coverage for FLHE in secondary school while there was a very low extent of instructional materials usage by teachers. It was concluded among others, that adequate provision of different types of instructional material for FLHE is needed in the study area for effective teaching and learning in FLHE.

Key words: Family Life and HIV/Education, Course content, Instructional material, Teaching methods, Secondary school, Teachers, Students.

Introduction

The goal of any health education programme is to bring about positive change in learners' behaviour with a corresponding drop in risky health behaviours. Risky sexual behaviours among adolescents is often associated with a lack of proper Family Life and Human Immune Deficiency Virus Education– FLHE (Tripathi, 2021). Human Immuno Deficiency Virus and Acquired Immune Deficiency Syndrome (HIV/AIDS), continues to be a major public

health problem globally despite efforts being made to control it (World Health Organization, 2021). Though the number of global deaths due to AIDS-related illness is declining, the number of newly reported infections is on a slower increase. Joint United Nations Programme on HIV/AIDS (UNAIDS) had estimated about two-thirds of new HIV infections in West and Central Africa in 2019 to occur in Nigeria (Avert, 2018). The statistical report showed that Nigeria accounted for 41% of the people living with HIV. The prevalence of HIV in Nigeria (5.5%) is highest in the South-South Zone of Nigeria and lowest (1.8%) in the South East Zone. There are higher rates of HIV in rural areas than in urban ones (National Agency for the Control of AIDS, 2019). In the year 2021, there were 1.7 million People living with HIV in Nigeria. In the same year, 49,000 individuals including children and adults died from AIDS-related illness in the country. Among these, those aged 15 and above were 37,000 in number (Statista, 2022).

Family life and HIV education in schools is meant to reduce risky sexual behavior among young people. School-based HIV/AIDS education is an intervention strategy to provide information on HIV/AIDS to young people who are in school (Sarma & Oliveras, 2013). The Nigerian FLHE curriculum was developed by the Nigerian Educational Research and Development Council through a highly participatory and consultative process that involved a wide cross-section of experts, stakeholders, including nongovernmental organizations (NGOs) across the six geopolitical zones of Nigeria. The views and reviews by these stakeholders helped to shape and ensure national coverage and socio-cultural applicability of the FLHE curriculum to the diverse communities throughout the country (NERDC, 2003). The FLHE is a planned process of education aimed at acquiring factual information, the formation of positive attitudes, beliefs, and values, as well as development of skills to cope with biological, psychological, socio-cultural, and spiritual aspects of human life (NERDC, 2003). The goal of family life education is to teach and foster life skills including effective communication, interpersonal relationship skills, self-awareness, empathy, assertiveness, and negotiation skills, to enable individuals and families to function optimally. Toor (2012), defined FLHE as a lifelong process of building a strong foundation for sexual health through acquiring information and forming attitudes, beliefs and values about identity, relationship and intimacy. FLHE as an educational programme for adolescents help the adolescents to make correct and safe choices that would reduce their likelihood of contracting HIV/AIDS and other sexually transmitted infections. Unfortunately in Bauchi State, it was found that teachers were not enthusiastic in teaching students sex-related topics. Mohammed, Sadiq and Mohammed (2018) reported that teachers in Bauchi State considered sex education as inappropriate and unacceptable.

Teachers' content knowledge of FLHE curriculum is crucially important to the teaching and learning of FLHE. Strong (2018) noted that teachers have strong influence on students. They directly affect what students learn, how they learn, and the way they interact with one another in the world around them. Content knowledge, includes knowledge of the subject and its organizing structures (Tandon, 2021). It is the understanding of the full range of programmes designed for the teaching of a particular subjects and topics at a given level and the variety of instructional materials available in relation to those programmes. It is however worthy to note that past studies by Isama'ila (2007) and Rosie (2005) found that there was lack of FLHE textbooks and other teaching aids for FLHE curriculum implementation in secondary schools in Nigeria. The teaching method employ by the teacher in FLHE is crucial to students' learning. Teaching is a complex process that not only involve conveying information to learners but also includes making sure that students understand what is being taught. This is even more crucial for FLHE that includes highly sensitive subjects such as the human sexuality. Jerotich (2017) noted that participatory or visual methods were found effective by teachers and the learners in the classroom and were used to navigate issues around sexuality, HIV and AIDS.

Family Life and HIV/Education is a comprehensive life skills-based form of education, intended to foster the development of knowledge, skills and attitudes in young persons to enable them become productive adults, live healthy family life, as well as increase their ability to make responsible decisions about social and sexual behaviour (King, 2018). For the purpose of this study FLHE is a type of formal education provided both at the school settings and homes to instill in the in-school adolescent's positive attitude and behaviour that will enable them desist from behaviours that will expose them to HIV/AIDS and other risky sexual behaviours. The present study intends to assess the FLHE programme in Bauchi central zone Bauchi State

Family Life and HIV Education (FLHE) programme was introduced to provide a framework for the acquisition of knowledge of self and family living from childhood to adulthood. It also reflects a comprehensive approach to HIV prevention education from primary to tertiary levels of education that provide individuals with information and skills necessary for rational decision making about their sexual health. The idea of school-based sexuality education is to infuse life skills and reproductive health information into the school curriculum for the benefit of adolescents most of whom are students. Hence it is expected that teachers have the proficient knowledge and necessary skills to teach FLHE in secondary schools.

Regrettably in Bauchi State, it seemed that teachers were generally uncomfortable in teaching FLHE in the secondary schools as some of them found it embarrassing to discuss issues related to sexuality education. Considering the magnitude of teachers' influence on students' learning, it is important to understand what FLHE teachers are doing to promote family life and sexual health in students since lack of sexual health information and services in Bauchi State will place adolescents at high risk for unwanted pregnancy, sexually transmitted infections (STIs) and HIV/AIDS.

It therefore became necessary to assess the quality of FLHE programme in secondary schools in Bauchi Central Senatorial District Bauchi State with the intention to identify the problem area. This is the crux of the present study.

Purpose of the Study

The purpose of the study was to assess the Family Life and HIV Education Programme in secondary schools in Bauchi central zone Bauchi State. Specifically, the study sought to assess the:

1. extent of course contents coverage of Family Life and HIV Education in secondary schools in Bauchi central senatorial District Bauchi State;
2. extent of using instructional materials for teaching Family Life and HIV Education in secondary schools in Bauchi central senatorial District Bauchi State; and
3. teaching methods used by teachers for Family Life and HIV Education in secondary schools in Bauchi central senatorial District Bauchi State.

Materials and Methods

Research design

The research design adopted for this study was descriptive survey design. The design permits the study of a sample from the population for the purpose of drawing generalization to the population. This design was adopted by Oranusi (2010) in a similar study on relevance of family life and HIV education (FLHE) to reproductive health needs of secondary school students in Rivers State.

Population of the study

The estimated target population for the study was 40,092 secondary school students and 384 FLHE teachers in Bauchi central senatorial District Bauchi State making a total of 40,476 (annual school's census report 2017/2018 Ministry of Education Bauchi state). The population comprised all secondary school students and FLHE teachers in the 162 secondary schools in Bauchi Central Senatorial District Bauchi state.

Sample and sampling procedure

The sample size for this study was 456 comprising 48 FLHE teachers and 408 students. Junior secondary students were purposively selected for the study because the four subjects (that is Social Studies, Physical and Health Education, Basic Science, and Home Economics) that contain FLHE are only taught at the junior secondary level. Three local governments out of the six local government areas in the area of study were selected using simple random sampling technique. From the three local governments, 12 schools were selected using stratified random sampling technique. Proportionate random sampling was used to select 408 students from the selected schools. Purposive sampling was used to select 4 teachers (1 each for the 4 subject areas) from each of the selected schools to make a total of 48 teachers.

Instrument for data collection

Two instruments were used for the study, one for teachers one for students. The two instruments vary only in section A, which was used to collection demographic information of participants. Section B of the instruments were used to collect information on participants' response on the extent of teachers' course contents coverage, usage of instructional materials and teaching methods for FLHE. The instrument for data collection for teachers was a researcher-made structured questionnaire called "Assessment of FLHE Questionnaire for teachers" (AFLHEQT). The face validity of the instrument was established by giving the draft copies of the instrument accompanied with the title, specific objectives, research questions and hypotheses to three experts in Health Education from the Department of Human Kinetic and Health Education University of Nigeria Nsukka. In order to ascertain the reliability of the instrument, the instrument was administered to 20 students from government science secondary school Azare, Bauchi state which was not within the study area but shared similar characteristics with the study population. A reliability index of .70 was obtained and thus the instrument was adjudged reliable. Copies of the instrument were administered to the respondents in each selected schools by the researcher with the help of research assistants who happen to be teachers in the selected schools.

Method of data analysis

The returned copies of the completed questionnaire were studied thoroughly to determine the adequacy of the responses. All the uncompleted questionnaire items were treated as missing data. Analysis was done with available data. The copies of the questionnaire were coded and analyzed using Statistical Package for Social Science (SPSS) version 23. Frequencies and percentages were used to answer the research question. The extent of course contents coverage and the instructional materials limit was set as follows; 20 - 40 (very low extent), 40 - 60 (low extent), 60 - 80 (high extent), above 80 percent above (very high extent).

Results

The results of this study are presented below.

Table 1: Extent of course contents coverage of Family Life and HIV/Education (n=456)

Teachers		VHE		HE		LE		VLE	
S/N	Course contents	F	%	f	%	f	%	F	%
1	Human development	19	40.4	15	31.9	12	25.5	1	2.1
2	Sexual health	13	28.3	25	54.3	6	13.0	2	4.3
3	Sexual behaviour	7	14.9	10	21.3	17	36.2	13	27.7
4	Relationship	7	15.2	14	30.4	12	26.1	13	28.3
5	Personal skills	15	35.7	19	45.2	6	14.3	2	4.8
6	Society and culture	21	44.7	20	42.6	5	10.6	1	2.1
	Cluster percentage		29.8		37.6		20.9		11.5
Students									
1	Human development	151	36.7	143	34.8	33	8.0	84	20.4
2	Sexual health	88	21.6	103	25.3	88	21.6	128	31.4
3	Sexual behaviour	103	25.8	68	17.0	97	24.3	132	33.0
4	Relationship	228	56.3	85	21.0	26	6.4	66	16.3
5	Personal skills	159	39.8	138	34.6	72	18.0	30	7.5
6	Society and culture	260	64.0	87	21.4	29	7.1	30	7.4
	Cluster percentage		40.7		25.6		14.2		19.3
	Overall percentage		35.25		31.6		17.55		15.4

Data in Table 1 show that 37.6% of teachers reported that the course contents coverage of FLHE in secondary schools in Bauchi central zone was to a high extent while 40.7% of the students reported that the extent of course contents coverage for FLHE in secondary schools in Bauchi central zone was to a very high extent, Altogether 35.25% of the teachers and students indicated that the extent of course contents coverage for FLHE in secondary schools in Bauchi central zone is very high extent.

Table 2: Extent of Using Instructional Materials for Teaching FLHE (n=456)

Teachers		VHE		HE		LE		VLE	
S/N	Instructional materials	f	%	f	%	f	%	f	%
1	Chalk board	21	45.7	18	39.1	6	13.0	1	2.2
2	Posters	9	19.6	19	41.3	11	23.9	7	15.2
3	Projector	6	12.8	4	8.5	9	19.1	28	59.6
4	Radio programme	4	8.7	5	10.9	17	37.0	20	43.5
5	Tape recorded cassette.	3	6.7	6	13.3	17	37.8	19	42.2
6	Pictures	15	31.9	15	31.9	10	21.3	7	14.9
7	Television screen	2	4.3	6	12.8	15	31.9	24	51.1
8	Film strips	4	8.9	6	13.3	12	26.7	23	51.1
9	Contents of FLHE curriculum	19	40.4	15	31.9	9	19.1	4	8.5
10	Text books	25	54.3	14	30.4	6	13.0	1	2.2
11	Chalk	21	44.7	18	38.3	7	14.9	1	2.1
	Cluster percentage		25.2		19.4		23.4		26.6
Students									
1	Chalk board	339	83.1	30	7.4	32	7.8	7	1.7

2	Posters	114	28.1	197	48.6	76	18.8	18	4.4
3	Charts	136	33.7	149	37.0	69	17.1	49	12.2
4	Projector	47	11.8	53	13.3	65	16.3	234	58.6
5	Pictures	141	35.3	58	14.5	111	27.8	89	22.3
6	Radio programme	29	7.2	50	12.4	135	33.4	190	47.0
7	Tape recorded cassette	24	6.0	60	15.1	100	25.1	214	53.8
8	Film strips	35	8.8	35	8.8	125	31.5	202	50.9
9	Television programme	47	11.8	68	17.0	86	21.5	199	49.8
10	Text books	257	64.4	81	20.3	21	5.3	40	10.0
11	FLHE curriculum books	183	46.2	97	24.5	77	19.4	39	9.8
12	Chalk	283	70.4	50	12.4	21	5.2	48	11.9
	Cluster percentage		33.9		19.3		19.1		27.7
	Overall percentage		29.55		19.35		21.25		27.15

Data in Table 2 show that 26.6% of teachers reported that usage of instructional materials for FLHE in secondary schools in Bauchi central zone was to a very low extent while 33.9% of the students reported that usage of instructional materials for FLHE in secondary schools in Bauchi central zone was at a very high extent. Altogether, 29.55% of the teachers and students indicated that instructional materials were used for FLHE in secondary schools in Bauchi central zone to a very high extent.

Table 3: Teaching Methods Used by Teachers for Family Life and HIV/Education (n=456)

Teachers		Yes		No	
S/N	Teaching methods	f	%	F	%
1	Demonstration method.	40	87.0	6	13.0
2	Discussion method.	37	80.4	9	19.6
3	Dramatization method.	18	38.3	29	61.7
4	Singing method.	14	31.1	31	68.9
5	Role-play method.	31	66.0	16	34.0
6	Excursions or field trip method.	20	42.6	27	57.4
7	Stories telling method.	36	78.3	10	21.7
8	Brainstorming method.	25	55.6	20	44.4
9	Group work method.	32	69.6	14	30.4
10	Lecture method.	27	60.0	18	40.0
11	Conference/workshops/symposia.	15	32.6	31	67.4
	Cluster percentage		58.3		41.7
	Students' Response				
1	Demonstration method.	341	83.4	68	16.6
2	Discussion method.	326	79.3	85	20.7
3	Dramatization method.	280	69.0	126	31.0
4	Singing method.	233	57.5	172	42.5
5	Role-play method.	182	44.5	227	55.5
6	Excursions or field trip method.	264	65.7	138	34.3
7	Stories telling method.	155	38.2	251	61.8

8	Brainstorming method.	240	60.5	157	39.5
9	Group work method.	301	75.1	100	24.9
10	Lecture method.	199	48.8	209	51.2
11	Conference/workshops/symposia.	93	22.7	316	77.3
	Cluster percentage		58.6		41.4
	Overall percentage		58.4		41.6

Data in Table 3 show that demonstration (87.0%) and discussion (80.4%) were the most used teaching methods by teachers. The least teaching methods used by teachers for FLHE were workshop (32.6%) and singing (31.1%).

Discussion

Result in table 1 revealed that based on teachers’ perspectives there was a high extent of course contents coverage for FLHE in secondary schools. While based on students’ perspectives there was a very high extent of course contents coverage for FLHE in secondary schools. The difference in teachers’ and students’ response could lie in the fact that the students often are not aware of the course content of subjects. Their judgment of the coverage of the course content may just be based on their assessment of the magnitude of the topics covered. Findings in the table also indicated that society and culture, human development, sexual health, and personal skills were thought at a very high extent, while sexual behaviour and relationship were thought at a low extent in teaching family life and HIV/Education based on teacher’s perspective. This is not surprising because it has been shown in literature that teachers in the area of study were not enthusiastic about teaching sex-related content of subjects (Mohammed, Sadiq & Mohammed, 2018).

Result in table 2 revealed that based on teachers’ perspectives there was a very low extent of use of instructional materials by teachers for FLHE in secondary schools. On the other hand, students reported that usage of instructional materials for FLHE in secondary schools in Bauchi central zone was at a very high extent. The students varied with the teachers in the use of instructional materials probably because the students lack knowledge of all that constitute appropriate instructional materials. The teachers’ perspective in this regards is therefore more reliable. The findings in the table reveal that from the teachers’ perception, the following instructional materials were used at a very low extent for family life and HIV/Education: projector, film strip, television screen, and tape-recorded cassette. This finding may be as a result of lack of the needed instructional material. This is unfortunate since instructional materials are concrete or physical objects which provide sound, visual or both to the sense organs during learning. This finding however agrees with that of Isama’ila (2007) and Rosie (2005) who found that there was lack of FLHE textbooks and other teaching aids for FLHE curriculum implementation in secondary schools. If instructional materials are not available, teachers will not be constrained to use them. There is therefore need for adequate provision of instructional materials for FLHE in secondary schools to enable FLHE teachers make use of them.

Result in Table 3 revealed that from both teachers’ and students’ perspectives, teachers used many of the teaching methods for teaching FLHE in secondary schools. Furthermore, the table showed that demonstration, discussion, stories telling, and group work methods were mostly used for teaching FLHE. The students equally indicated that demonstration was the

most used teaching methods by teachers (83.4%) and workshop was the least used method (22.7%). This was expected because participatory or visual methods of teaching have been shown to be very effective ways of teaching. These methods can be useful for teaching FLHE to facilitate students learning and satisfaction. It was therefore not surprising that in a similar study conducted by Jerotich (2017), participatory or visual methods were found effective by teachers and the learners in the classroom and were used to navigate issues around sexuality, HIV and AIDS. Since participatory methods of teaching are learner-centred, they make learners producers of knowledge, while at the same time encouraging optimism in teaching and learning.

Conclusions

The course contents coverage for FLHE in government secondary school in Bauchi central zone is high. Teachers were deficient in use of instructional materials in teaching family life and HIV/Education. Participatory methods of teaching were mostly used by teachers for teaching FLHE in government secondary schools.

Recommendations

1. We therefore recommend that the government and parents should support the school in the teaching of FLHE education by making available necessary teaching and learning materials.
2. The school should provide adequate moral support to FLHE teachers by making available conducive learning environment, to boost their morale and effectiveness.

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