



**COURSE  
GUIDE**

**EGC 815**

**SEX, FAMILY AND MARITAL COUNSELLING**

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## **INTRODUCTION**

EGC 815 is a post-graduate/masters degree course. As a student, it is one of the courses central to your profession of counselling. This is because at the heart of every educational or instructional activity learning is expected to occur. Therefore, you need to equip yourself with major aspects of life and how you can effectively help clients to manage situations related to the topic. You need to study it with all seriousness. The course is an important component in the programme of study that will enable you graduate. The course has been designed to consist of three modules of fifteen (15) units. It carries two (2) credit units.

The course, EGC 815, is an elective course and compulsory for all students undergoing a post-graduate programme in Guidance and Counselling. This is because it has been designed to give you a deeper understanding on the important aspect of and counselling which is 'learning'. Studying the course well implies that, you have attended to all your tutor-marked assignments and that you have the confidence to develop a good seminar paper you will be proud to present to other colleagues.

This Course Guide tells you briefly what to expect from reading the accompanying study material. It provides you with information on how to make the best use of the materials so that you can achieve good success. Make sure you read it very carefully and pay attention to the instructions and suggestions.

## **WHAT YOU WILL LEARN IN THIS COURSE**

This course, EGC 815, entitled Sex, Family and Marital Counselling, has been specifically designed to refresh your memory and sharpen your understanding of the Guidance and Counselling to the point that you should be able to discuss

confidently on issues concerning human learning, especially learning in educational classroom environment.

In this regard, the course will highlight the importance of investigations and research in resolving issues and challenges in the study of Sex, Family and Marital Counselling.

- You will learn about the various types of sexual disorders
- You will learn about the meaning, scope and type of family
- You will learn about counseling
- More importantly you will be exposed to some ways through which Guidance and Counselling can help to foster marriage stability

### **COURSE AIMS**

It is hoped that after your degree, you will rise to certain influential leadership position in the education sector, therefore the major aims of this course are:

- to refresh your memory on the concept of counseling
- deepen your understanding of sex, family and marital counseling
- prepare you to be able to discuss coherently on any issue or matter relating to sex, family and marital counseling.

### **COURSE OBJECTIVES**

At the end of this course, you should be able to select and discuss coherently through seminar presentations of any topic in the area of Sex, Family and Marital Counselling. Specifically you should be able to:

- define sex and sexual dysfunction
- describe the activities you will adopt to help your students retain information
- examine the meaning of family and the different types
- discuss and illustrate with examples types of counseling and importance of counseling in attaining marital stability.

## **WORKING THROUGH THE COURSE**

To complete this course you are required to read the study units, read books and other materials provided by the National Open University of Nigeria (NOUN). Each study unit contains Self-Assessment Exercises (SAEs) and Tutor Marked Assignments (TMAs) and at each point in the course you are required to submit assignments for assessment purposes.

In addition, you will be expected to prepare and present a seminar paper at the end of this course material. This will be graded to form part of your tutor-marked assessment. Certainly: There is an end of course final Examination.

You will also find listed all the components of the course, what you have to do and how you should allocate your time to each study unit in order to complete the course successfully and on time.

## **THE COURSE MATERIAL**

Major components of the course are:

1. Course Guide
2. Study Units
3. References
4. Presentation Schedule

## **STUDY UNITS**

The study units in this course are as follow:

### **Module 1**

Unit 1	Fundamentals of Sex and Sexuality
Unit 2	Sexual Dysfunctions, Causes, Symptoms and Types
Unit 3	Problems Associated with Mating
Unit 4	Premarital Sex
Unit 5	Adolescence and Agents of Information on Premarital Sex

## **Module 2**

- Unit 1            Concept of Family
- Unit 2            Types of Family
- Unit 3            Factors that Influences Family and Contribute to the  
Developmental Processes of Children in the Family
- Unit 4            The Role of Birth Order and Academic Performance among  
Children in the Family
- Unit 5            Conflicts in Families

## **Module 3**

- Unit 1            Marital Stability
- Unit 2            Marital Instability
- Unit 3            Counselling for Marital Stability
- Unit 4            Counselling for Managing Marital Conflicts to Foster Marital  
Stability
- Unit 5            Basic Foundations of Family Counselling

## **PRESENTATION SCHEDULE**

The presentation schedule included in your course material gives you the important dates of this year for the completion of tutor-marked assignments and for attending tutorial. Also included is the date for the seminar. Remember, you are required to submit all your assignments by the due date. You should guard against falling behind in your work.

## **ASSESSMENT**

There are three aspects of assessment of the course. First is a set of Self-Assessment Exercises (SAEs) second is a set of Tutor-Marked Assignments (TMAs) which includes the presentation of a seminar paper. The third is a written end-of -semester examination.

In tackling the assignments, you are expected to be sincere in attempting the exercise; you are expected to apply the information, knowledge and techniques gathered during the course. The assignments must be submitted to your tutor against formal deadline stated in the presentation schedule and the assignment file. The work you submit to your tutor for assessment will make up 40% of your course work.

At the end of the course, you will need to sit for a final written examination of two hours duration. This examination will make up the remaining 60% (postgraduate) of your course mark.

### **TUTOR-MARKED ASSIGNMENT**

There are tutor-marked assignments in this course. You are encouraged to submit all assignments. Assignment questions for the study units in this course are stated within the study units. You will be able to complete your assignments from the information and materials contained in your reading, study units. However, it is desirable in all degree level academic programmes to demonstrate that you have read and researched more widely than the required minimum. Using other references will give you a broader viewpoint and may provide a deeper understanding of the subject. You can select the seminar topic you wish develop and present. However, it must be an aspect of the Sex, Family and Marital Counselling. Your seminar paper is a compulsory assignment.

When you have completed each assignment, send it together with your TMA to your tutor. Make sure that each assignment reaches your tutor on or before the deadline given in the presentation schedule and assignment file. If, for any reason, you cannot complete your work on time, contact your tutor before the assignment is due to discuss the possibility of an extension. Extensions will not be granted after the due date unless in exceptional circumstances.



## **FINAL EXAMINATION AND GRADING**

The final examination for Sex, Family & Marital Counselling will be of two hours duration and it has a value of 70% of the total course grade. The examination will consist of questions which reflect the type of self-testing, practice-exercises and tutor marked assignments you have previously encountered. All areas of the course are assessed. Use the time between finishing the last study unit and sitting for the examination to revise the entire course. You might find it useful to review your self-tests, tutor-marked assignments and comments on them before the examination. The final examination covers information from all parts of the course.

## **COURSE MARKING STRUCTURE**

The following table lays out how the actual course marking is done.

Assessment	30% (Undergraduate) 40% (Postgraduate)
Final Examination	70% (Undergraduate) 60% (Postgraduate)
Total	100% of Course work

## COURSE OVERVIEW

The table below brings together the study units, the number of weeks you should take to complete them with the assignments that accompany them.

Unit	Title of Work	Time Frame	End of Unit Assignment
	Course Guide	1 Week	-
	<b>Module 1</b>		
1.	Fundamentals of Sex and Sexuality	1 Week	1 <sup>st</sup> Assignments
2.	Sexual Dyfunctions, Causes, Symptoms & Types	1 Week	2 <sup>nd</sup> Assignments
3.	Problems Associated with Mating	1 Week	3 <sup>rd</sup> Assignments
4.	<b>Premarital Sex</b>	1 Week	4 <sup>th</sup> Assignments
5.	Adolescence and Agents of Information on Premarital Sex	1 Week	5 <sup>th</sup> Assignments
	<b>Module 2</b>		
1.	Concept of Family	1 Week	8 <sup>th</sup> Assignments
2.	Types of Family	1 Week	7 <sup>th</sup> Assignments
3.	Factors that Influences Family and Contribute to the Developmental Processes of Children in the Family	1 Week	8 <sup>th</sup> Assignments
4.	The Role of Birth Order and Academic Performance among Children in the family	1 Week	9 <sup>th</sup> Assignments
5.	Conflicts in Families	1 Week	10 <sup>th</sup> Assignments
	<b>Module 3</b>		
1.	Marital Stability	1 Week	11 <sup>th</sup> Assignments
2.	Marital Instability	1 Week	12 <sup>th</sup> Assignments
3.	Counselling for Marital Stability	1 Week	13 <sup>th</sup> Assignments
4.	Counselling for Managing Marital Conflicts	1 Week	14 <sup>th</sup> Assignments
5.	Basic Foundations of Family Counselling	1 Week	15 <sup>th</sup> Assignments
	<b>Prepare Seminar Paper</b>	<b>1 Week</b>	<b>Present Paper</b>
	<b>Total</b>	<b>14 Weeks</b>	

## **HOW TO GET THE MOST FROM THE COURSE**

In Open and Distance Learning (ODL), the study units replace the University Lecture. This is one of the great advantages of ODL. You can read and work through specially designed study materials at your own pace, and at a time and place that suit you best. Think of it as reading the lecture. In the same way that the lecturer might set you some reading to do, the study units tell you when to read your other materials. Just as a lecturer might give you an in-class exercise, your study units provide exercises for you to do at appropriate points.

Each of the study units follows a common format. The first item is an introduction to the subject matter of the study unit and how a particular study unit is integrated with the other study units and the course as a whole. Next is a set of learning objectives. These objectives let you know what you should be able to do by the time you have completed the study unit. You should use these objectives to guide your study. When you have finished the study unit, you must go back and check whether you have achieved the objectives or not. If you make a habit of doing this, you will significantly improve your chances of passing the course.

The main body of the study unit guides you through the required reading from other sources. This will usually be either from a reading section or some other sources. You will be directed when there is need for it.

Self-Assessment Exercise (SAE) is interspersed throughout the units. Working through these SAEs will help you to achieve the objectives of the study units and prepare you for the assignments and examination.

You should do every SAE as you come to it in the study unit. There will also be numerous examples given in the study units. Work through these when you come to them too.

The following is a practical strategy for working through the course. If you encounter any problem, telephone your tutor immediately. Remember, that your

tutor's job is to help you. When you need help, do not hesitate to call and ask your tutor to provide it.

1. Read this Course Guide thoroughly.
2. Organise a study schedule: Refer to the course overview for more details. You should note that it is expected of you to devote at least 2 hours per week for studying this course. The number of hours to be devoted for intensive study stated above is outside other need driven academic activities like self help, group discussion and instructional facilitation. Note the time you are expected to spend on each unit and how the assignments relate to study units. Important information e.g. details of your tutorials, and the date of the first day of the semester is available. You need to gather together all these information in one place, such as in your diary or a wall calendar. Whatever method you choose to use, you should write in your own dates for working on each unit.
3. Once you have created your own study schedule, do everything you can to stick to it. The major reason why students fail is that they get behind with their course work. If you get into difficulties with your schedule, please let your tutor know before it is too late for him to help you.
4. Turn to unit 1, read the introduction and the objectives for the unit.
5. Assemble the study materials. Information about what you need for a unit is given in the table of content at the beginning of each unit. You will almost always read both the study unit you are working on and one of the materials for further reading on your desk at the same time.
6. Work through the unit. The content of the unit itself has been arranged to provide a sequence for you to follow. As you work through the unit, you will be instructed to read sections from other sources. Use the unit to guide your reading.

7. Keep in mind that you will learn a lot by doing all your assignments carefully. They have been designed to help you meet the objectives of the course and, therefore, will help you pass the examination. Submit all assignments not later than the due date.
8. Review the objectives for each study unit to confirm that you have achieved them. If you feel unsure about any of the objectives, review the study materials or consult your tutor.
9. When you are confident that you have achieved a unit's objectives you can then start on the next unit. Proceed unit by unit through the course and to pace your study so that you keep yourself on schedule.
10. When you have submitted an assignment to your tutor for marking, do not wait until you get it back before starting on the next unit. Keep to your schedule. When the assignment is returned, pay particular attention to your tutor's comments, both on the tutor-marked assignment form and also as written on the assignment itself. Consult your tutor as soon as possible if you have any questions or problems.
11. After completing the last unit, review the course and prepare yourself for the final examination. Check that you have achieved the unit objectives (listed at the beginning of each unit) and the course objectives (listed in the course guide).

## **SUMMARY**

This course has refreshed your memory on sex, family and marital counseling. The carefully organised units have also exposed you to:

- The importance of sex and the various types of sexual definition and research in psychology
- The different types of family

- Marital stability
- More importantly, the course has sharpened your focus on learning at the classroom level by applying the psychological findings of researchers to improve learning
- Marital instability
- Concepts in guidance counseling.

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## **MODULE 1**

### **UNIT 1                      FUNDAMENTALS OF SEX AND SEXUALITY**

#### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Meaning of Terms
  - 3.2 Purpose of Sex
  - 3.3 Styles in Sex
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References/Further Reading

#### **1.0 INTRODUCTION**

This unit presents the fundamentals of sex and sexuality dwelling on its meaning, purpose and styles involved in sex and sexuality. The wider knowledge of these would expose you to the nature of the course.

#### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- define sex and sexuality
- explain the purpose and functions of sexuality
- state the different aspects of sexuality
- define sexual dysfunction/disorder and list the different types.



### **3.0 MAIN CONTENT**

#### **3.1 Meaning of Terms**

Sex is the coming together of a matured man and a matured woman in love in coupling, mating or conjugal love. Sex is fun, and with feelings encourage bonding but without any feeling's lust satisfaction. Sex sometimes is a way to let out one's frustration, anxieties, relieve tensions and a times relief one of tiredness. Sex is an integral part of life. The concept of human sexuality is broad and complex. All humans are sexual beings from birth to death. Sexual health defined in 1975 by the World Health Organisation as "Integration of the romantic, intellectual and social aspects of sexual being in ways which are positively enriching and enhance personality, communication and love.

Human sexuality is the capacity to have erotic experiences and responses. A person's sexual orientation may influence his/her sexual interested attraction to another person.

Sexuality can have biological, emotional/physical or spiritual aspects. The biological aspect of sexuality refers to the reproductive mechanism as well as the basic biological drive that exists in all species which is hormonally controlled, the emotional or physical aspect of sexuality refers to the bond that exists between individual and is expressed through profound feelings or physical manifestations of emotions of love, trust and caring. There is also a spiritual aspect of sexuality of an individual or as a connection with others.

Sexuality impacts and is impacted by cultural, political, legal and philosophical aspects of life. It can refer to issues of morality, ethics theology, spirituality, or religion. Some cultures have been described as sexually repressive. Interest in sexual activity typically increased when an individual reaches puberty. Some researchers assert that sexual behavior is determined by genetics and others assert that it is molded by the environment. This is the nature versus nurture debate

when you look at nature versus nurture debate you can then state nature acts as those behavioural traits that are due to innate characteristics, such as instincts and drives nurture can be defined as environmental factors or external stimuli that influence behavior, emotions and thinking. Biological and physical differences include the human sexual response cycle among men and women.

Socio-cultural aspects of sexuality include historical development and religious beliefs including views on sexual pleasure within marriage and Christian views on avoidance of sexual pleasure.

### **SELF-ASSESSMENT EXERCISE 1**

- (a) What is human sexuality?
- (b) List at least five aspects of human sexuality.

### **3.2 Purpose of Sex**

There are several purposes and reasons for sexual activity among human beings which are as follows: companionship, procreation, and intimate relationship, physical attraction, as a means to an end to increase emotional connection and to alleviate insecurity.

- a. **Companionship** – sexual activity bond two partners together. It is through this act that men and women keep one another's company. They unite as one and when one is away the other feel the absence of his or her partner. Sigmund Freud write about the importance of interpersonal relationships to one's sexual partner companionship is very vital among humans. If a couple has been in a long-term relationship; though the frequency of their sexual activity may decrease but they still enjoy each other's company.

**b. Procreation or Reproduction**

Sexual activity is mainly engaged in for purpose of reproduction. Bringing up offspring is the single. Most spectacular result of sex. Without reproduction from sex then it would result in perversion. Reproduction is the primary natural purpose of sex in human being. The idea that sex is mainly for the purpose of reproduction is a model which probably originates in distinctly and decidedly make view of sex, one which denies the need for anything other than a physical function of sex. On the other hand, if a couple are medically infertile and procreation is impossible that means the procreation is not the primary purpose and therefore they continue to enjoy themselves in sexual activities and if God allows them to have children fine and if no children they should still remain grateful to God. Naturally, the purpose for sex is reproduction in the sense that offspring are single most spectacular result of sex. Though many people are bedazzled by that fact but if the notion is wrong that means sex without the possibility of reproduction will be described as selfish indulgence in the act and even seen as perversion.

**c. Another important reason for sexual activity is to alleviate insecurity**

When a woman has a sexual partner such an individual is under protection and secured from passes from men. To have a permanent sexual partner would save one of contracting sexually transmitted diseases and it would help couples to live a more fulfilled, blissful and long life. Having several sexual partners can become a disease vector. There are 19 million new cases of sexually transmitted diseases (STD) every year in developed countries such as America and worldwide, there are over 340 million STDs a year. More than half of all STDs occur in adolescents and young adults aged 15 – 24 years without approved partners.

**d. Furthermore, other purposes of sexual intercourse such as intimate relationship, physical attractive and to increase emotional connection can be combined together. Human sexuality is an avenue for intimate**

relationship both partners are bond together intimately during sexual act there must be prior physical attraction to each other during their first contact which could be as a result of love at first sight. When partners engage in sexual activity they would be able to increase their emotional connection.

- e. **Human Sexual Behaviour** which is usually driven by the urge and desire for pleasure would entail searching for a partner whether physical or emotional intimacy or sexual contact would lead to foreplay, masturbation and orgasm. From time to time people engage in variety of sexual acts for a wide variety of reasons one functions of sexual actively is sexual arousal which is emotional function. It helps partners to have personal bonding and share emotions during sexual activity. It helps partners to express their emotional feelings for one another, show their love and fidelity for each other.

**f. Biological and Physiological Functions**

Biological function of human sexuality includes physiological processes such as the reproductive system, the sex drive, sexual intercourse and sexual behavior in all its forms. Biologically, sexual intercourse and sexual activity produces health benefits such as improved sense of smell, stress and blood pressure reduction, increased immunity and decreased risk of prostate cancer. Sexual intimacy as well as orgasms increases levels of the hormone oxytocin also known as ‘the love hormone which helps people bond and build trust. The biological function of human’s sexuality deal also with sexual response cycle. It also deals with other aspects of sexuality, such as organic and neurological responses, heredity, hormonal issues, gender issues and sexual dysfunction.

**g. Physical Function**

Both men and women are anatomically similar except but different in reproductive system and genital. Both men and women have different physical mechanisms that enable, physical attraction to members of the opposite sex, same sex, or both sexes is as a result of sexual orientation embedded in the various individuals.

**Sexual Response Cycle**

The sexual response cycle is a model that describes the physiological responses that take place in men and women during sexual activity. This model was created by William Masters and Virginia Johnson. According to Masters and Johnson, the human sexual response cycle consists of four phases: excitement, plateau, orgasm and resolution.

The excitement phase is the phase in which one attains the intrinsic motivation to pursue sex. The plateau phase paves way for orgasm. Orgasm may be more biological for men and more psychological for women. Orgasm is the release of tension and the resolution period is the uncrossed state before the cycle begins again.

The male sexual response cycle starts out in the excitement phase where two centers in the spine are responsible for an erection. Vasoconstriction begins in the penis, the heart rate increases, scrotum thickens, spermatic cord shortens and the testicle becomes engorged in blood. The second phase, plateau, the penis increases in diameter and the testicles become even more engorged and the Cowper's glands secrete preseminal fluid. The third stage is characterised by orgasm during which rhythmic contractions occur even every less than 0.10 seconds. This third phase consist of two phases in men. Phase one of orgasm is the emission phase. There is contractions of the vas deferens, prostate and seminal vesicles which encourage ejaculation which is the second phase of

orgasm. Lastly, the resolution phase is when the male is now in an unaroused state which consists of a refractory period which entails resting before the cycle can begin. As a man increase in age, this rest period also increases. The female sexual response begins with the excitement phase which can last from several minutes to several hours. Characteristics of this phase include increased heart and respiratory rate and an elevation of blood pressure. Flushed skin or blotches of redness may occur on the chest and back; breast increase slightly in size while nipples may become hardened and erect. There is an onset of vasodilation which results in swelling of the woman's clitoris and labia minora and the woman's vagina begins to swell. The muscle surrounding the vaginal opening grows tighter and the woman's uterus elevates and grows in size. There is production of lubricating liquid in the vaginal walls. In the second phase, there is a primary characteristic made possible by intensification of all the changes that begins during excitement phase. There is extension to the brink of orgasm, which initiates the resolution stage, the reversal of all of the changes that occurred during excitement phase. During the orgasm stage, the heart rate, blood pressure, muscle tensions and breathing rates reach maximum peaks. The pelvic muscle near the vagina, the anal sphincter and the uterus contract. While muscle contractions in the vaginal area create a high level of pleasure, all orgasms are centres in the clitoris that can be as a result from direct manual stimulation applied to the clitoris or indirect pressure resulting from the thrusting of penis during sexual intercourse.

#### **4.0. CONCLUSION**

Human sexuality is broad and complex. All human beings are sexual beings from birth to death. As important as sex is to humans it should not be indulged in without the consent of the two partners involved. There are many laws and social customs which prohibit or have an impact on sexual activities. These laws and customs vary from country to country and have varied over time. Examples are a prohibition to non-consensual sex, to have sex outside of marriage that is

premarital sex, to have sexual activity in public or to make a trade out of sex that is prostitution, besides many others. Many of these restrictions are non-controversial but some have been the subject of public debate. Most societies frowns at forcing someone to engage in sexual acts or to engage in sexual activity with someone who does not consent , it is usually seen as a crime and it is called sexual assault and if sexual penetration occurs, it is called rape which is the worst kind of sexual assault.

## **5.0. SUMMARY**

This unit examined the fundamentals of sex and human sexuality. It also itemised the functions of human sexuality with explanation of each function. It further dwelt on the purposes for human sexuality and finally looked at sexual response cycle.

## **6.0. TUTOR-MARKED ASSIGNMENT**

- (a.) List and explain three purposes of sex.
- (b.) List and discuss three functions of sex.
- (c.) List and explain the four phases of response cycle.

## **7.0. REFERENCES/FURTHER READING**

Eden, K.J., & Wylie, K. R. (2009). "Quality of Sexual Life and Menopause" *Women's Health*, 5(4), 385 -396.

Masters, W.H. & Johnson, V. E. (1970). *Human Sexual Made-quancy*. Boston: Little, Brown & Co.

## **UNIT 2      SEXUAL DYSFUNCTIONS, CAUSES, SYMPTOMS AND                   TYPES**

### **CONTENTS**

- 1.0. Introduction
- 2.0. Objectives
- 3.0. Main Content
  - 3.1 Sexual Dysfunction
  - 3.2 Causes and Symptoms
  - 3.3 Types of Sexual Dysfunction
- 4.0. Conclusion
- 5.0. Summary
- 6.0. Tutor-Marked Assignment
- 7.0. References/ Further Reading

### **1.0. INTRODUCTION**

This unit presents sexual dysfunction focusing on the meaning of sexual disorders/dysfunctions, causes, symptom and the different types.

### **2.0. OBJECTIVES**

At the end of this unit, you should be able to:

- define sexual dysfunction
- explain the various causes of sexual dysfunction
- list and discuss difference kinds of sexual dysfunctions.



### **3.0. MAIN CONTENT**

#### **3.1. Definition of Sexual Dysfunction**

Sexual dysfunction or sexual disorders are problems men and women experience in sexual intercourse which arises because of other problems within a relationship or because of individual differences. These differences could be as a result of differences in expectations, assumptions, desire, preferred behaviours and relationship conflicts. The World Health Organisation's international classifications of diseases define sexual problems as "the various ways in which an individual is unable to participate in a sexual relationship as he or she would wish". Sexual disorders, according to the DSM-IV –TR, are disturbances in sexual desire and psycho-physiological changes that characterise the sexual response cycle and sexual dysfunction/disorder because of distress and interpersonal difficulty.

Sexual dysfunction when present in some people, such individual whether male or female, may be interested in sex at almost any time while others have low or seemingly non-existent levels of sexual interest. Some people have these experiences because of personal or relationship distress, disease or infection. Sexual dysfunction or sexual malfunction is difficulty experienced by an individual or a couple during any stage of normal sexual activity, including physical pleasure, desire, preference, arousal or orgasm. Sexual dysfunctions can have a profound impact on one's perceived quality or sexual life.

#### **TUTOR-MARKED ASSIGNMENT**

What are sexual problems referred to? Explain in your own words with examples.

### **3.2 Causes and Symptoms of Sexual Dysfunction**

Many factors of both physical and psychological natures are responsible for sexual dysfunctions in human beings. Injuries, ailments, drugs can affect sexual response and performance. Likewise, increasing evidence of chemicals and other environmental pollutants depress sexual function. Looking at psychological factors, sexual dysfunction may have roots in traumatic events such as rape or incest, guilt feelings, a poor self-image, depression, chronic fatigue certain religious beliefs or marital problems. Anxiety is another cause while misconception that all sexual activity must lead to intercourse and to orgasm by one's partner when such expectation is not met then there is failure which leads to sexual dysfunction.

Other causes of sexual dysfunction may result from emotional factors which include interpersonal or psychological problems as a result of depression, sexual fears or guilt, past sexual trauma, anxiety and disorders. Pain during intercourse is often a combination of anxiety disorders common among women.

Physical causes of sexual dysfunction include the use of drugs, such as alcohol, nicotine, narcotics, stimulants, antihypertensive, antihistamines, antihistamines and some psychotherapeutic drugs.

For women, sexual dysfunction can be as a result of physiological change that affects the reproductive system, premenstrual syndrome, menopause, pregnancy, postpartum can have adverse effect on libido. Injuries to the back may also impact sexual activity, nerve damage such as in spinal cord injuries. Diseases such as diabetic, neuropathy, multiple sclerosis, tumors, tertiary syphilis, endocrine disorder (thyroid, pituitary or adrenal gland problems, hormonal deficiencies (low testosterone, other androgens or estrogen and some birth defects. In aging women, vagina naturally becomes narrow and atrophied. A woman who has not been participating in sexual activity regularly in particular those activities involving vaginal penetration with her partner, if she fails to involve or engages in

penetrative intercourse, may not be able to immediately accommodate a penis without risking pain or injury.

Lastly among women, sexual desire can wane as one ages. Pain in the vaginal area may be due to infection, such as arthritis; also vaginal tissues may become thinner and more sensitive during breast feeding and after menopause. Pain can also have a psychological cause such as fear of injury, guilt feelings about sex, fear of pregnancy or injury to the fetus, pain of pelvic source such as endometriosis, pelvic adhesion or uterine abnormalities. Un-controlled blood sugar levels can lead to blood vessel and nerve damage that hamper sexual performance and enjoyment. This can cause diabetes-related sexual dysfunction in men as well as in women. Other factors that exacerbate sexual dysfunction include self consciousness and fear of failure.

### **Sexual Dysfunction in Men**

Diabetes can cause nerve and artery damage in the genital area, disrupting the blood flow necessary for erection. Most common among older men with diabetes for a long time is high cholesterol, high blood pressure and obesity while some men with diabetes experience retrograde ejaculation which means that the ejaculate goes backward into the bladder instead of being discharged during climax, this may not affect orgasm but it can hinder such man from becoming a father to a child.

### **Sexual Dysfunction among Women**

Diabetes related nerve damage can cause vaginal dryness that makes intercourse uncomfortable while nerve damage also can lead to loss of sensation in the genital area, making orgasm difficult or impossible to achieve.

### **3.3 Types of Sexual Dysfunction**

Sexual dysfunction disorders may be classified into four categories: sexual desire disorders, arousal disorders, orgasm disorders and pain disorders.

#### **Sexual Desire Disorders**

Sexual desire disorders or decreased libido are characterized by a lack of or absence for some period of time of sexual desire or libido for sexual activity or of sexual fantasies. The condition ranges from low sexual desire, general lack of sexual desire to a lack of sexual desire for the current partner. The condition may have started after a period of normal sexual functioning or person may always have had no/low desire for sex. This dysfunction may cause vary considerably a possible decrease in the production of normal estrogen in women or testosterone in both men and women. Other causes may related to aging, fatigue, pregnancy medication (such as the SSRIS) or psychiatric condition such as depression and anxiety, loss of libido from SSRIS usually reverses after SSRIS are discontinued but in some cases it does not. This has been called PSSO.

#### **Sexual Arousal Disorder**

Sexual arousal disorders were previously known as frigidity in women and impotence in men but these terms have been replaced with less judgmental terms. Impotence is now known as erectile dysfunction and frigidity has been replaced with a number of terms describing specific problems with such as desire or arousal. For both men and women, these conditions can manifest themselves as an aversion to and avoidance of, sexual contact with a partner. In men, the possibility of encountering partial or complete failure to attain or maintain an erection or lack of sexual excitement and pleasure in sexual activity. Some medical expert said that these disorders are decreased blood flow or lack of vaginal lubrication while chronic disease can contribute to cause and also nature of relationship between partners.

## **Erectile Dysfunction (ED)**

Erectile dysfunction or impotence is a sexual dysfunction characterised by the inability to develop or maintain an erection of the penis. Various underlying causes such as damage erection or diabetes as well as cardiovascular disease which simply decrease blood flow to the tissue in the penis, many of which can be reversed medically. One leading physical cause of ED is continual or severe damage taken to the nerve erigentes. These are nerves course besides the prostate arising from the sacral plexus and can be damaged in prostatic and colo-rectal surgeries.

Erectile dysfunction can occur when blood flows to the penis and is impaired, also hormones deficiency is a relatively rare cause while an individual with testicular failure like klinefelter's syndrome or those who have had radiation therapy, chemotherapy or childhood exposure to mumps virus, the testes may fail and not produce testosterone. Structural abnormalities of the penis such as peyrome's disease can make sexual intercourse difficult. The disease is characterised by thick fibrous bands in the penis which leads to a deformed looking penis.

Erectile dysfunction is commonly found amongst elderly men who have atherosclerosis which vascular disease is common among individuals with diabetes, peripheral vascular disease, hypertension and those who smoke. Drugs can also cause erectile dysfunction. Individuals who take drugs to lower blood pressure, uses antipsychotics, antidepressants, sedatives, narcotics, antacids or alcohol can have problems with sexual function and loss of libido.

Pianism is a painful erection that occurs for several hours and occurs in the absence of sexual stimulation. This condition develops when blood gets trapped in the penis and is unable to drain out. If the condition is not properly and promptly treated, it can lead to severe scarring and permanent loss of erectile

## **Sexual Pain Disorders**

Sexual pain disorders are also known as dyspareunia, painful intercourse or vaginismus (an involuntary spasm of the muscles of the vaginal wall that interferes with intercourse). These types of disorders affect women almost exclusively. Dyspareunia may be caused by insufficient lubrication (vaginal dryness) in women. Poor lubrication may result from insufficient excitement and stimulation or from hormonal changes caused by menopause, pregnancy or breast feeding. Irritation from contraceptive creams and foams can also cause dryness, fear and anxiety about sex.

Past sexual trauma such as rape or abuse may play a role in this kind of disorder. Another female sex disorder is called vulvodynia or vulvar vestibulitis. Women experience burning pain during sex which seems to be related to problems with the skin in the vulvar and vaginal areas. Dyspareunia which is painful intercourse among men is recurrent or persistent genital pain that causes significant distress or relationship problems which is as a result of physical problem. Men with dyspareunia problem should see an urologist or gynecologist who will attend to their medical concerns.

## **Orgasm Disorders**

Orgasm disorders are persistent delays or absence of orgasm following a normal sexual excitement phase. The disorder can have physical, psychological or pharmacological origins. SSRI antidepressants are common pharmaceutical culprit as they can delay orgasm or eliminate it entirely.

## **Premature Ejaculation**

Premature ejaculation is when ejaculation occurs before the partner achieves orgasm, or a mutually satisfactory length of time has passed during intercourse. There is no correct length of time for intercourse to last but generally, premature ejaculation is thought to occur when ejaculation occurs in less than 2 minutes

from the time of the insertion of the penis. The affected person must have a chronic history of premature ejaculation, poor ejaculatory control and the problem must cause feelings of dissatisfaction as well as distress the patient, the partner or both.

Other sexual problems are as follow:

- Anorgasmia
- Delay or absence of ejaculation despite adequate stimulation
- Inability to control timing of ejaculation
- Burning pain on the vulva or in the vaginal with contact to those areas
- Hypersexuality
- Inadequate vaginal lubrication preceding and during intercourse.

#### **4.0. CONCLUSION**

Sexual dysfunction, sexual malfunction or sexual disorders are terms used to describe difficulty experienced by an individual or a couple during any state of a normal sexual activity, including physical pleasure, desire, preferences, arousal or orgasm. Sexual dysfunctions can have a profound impact on affected persons and hinder such persons from having quality sex life.

#### **5.0. SUMMARY**

This unit discussed sexual dysfunctions stating the differences between male and female dysfunction. It defines the term, looked at some crucial causes of sexual problems and explained some examples of sexual disorders or sexual dysfunctions.

#### **6.0. TUTOR-MARKED ASSIGNMENT**

- (a.) Critically examine sexual dysfunctions with specific explanations of at least four types.

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## **UNIT 3      PROBLEMS ASSOCIATED WITH MATING**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Meaning of Mating
  - 3.2 Types of Problems Associated with Mating
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References and Further Reading

### **1.0 INTRODUCTION**

This unit is designed to dwell on problems associated with mating among human beings. It also defined and explained different problems in relation to mating.

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- define the term mating
- explain the different types of problems associated with mating.

### **3.0 MAIN CONTENT**

#### **3.1 Meaning of Mating**

Mating simply means sexual intercourse between a man and a woman. It is the legitimate pleasure between married individuals. It strengthens the mutual relationship between couples. To satisfy each other in sexual intercourse or mating, partners should remove misconception. Mating is a way through which couple can have offspring although in some exceptional cases, some couple are childless but that should not reduce their love for one another. Mating helps to release tension and download physical and emotional stress.

#### **3.2 Types of Problems Associated with Mating**

- **Addendum.** This means partial impotence in men. This problem can emanate from psychological reasons such as normal and sustained erection during foreplay but lost at the moment of intromission. There could be normal erection with some sexual partners but failure with others it is advisable for couples to be faithful to one another. There could be sudden onset of impotence in men under 40 years of age. Impotence can be caused by abnormality with blood vessels as a result of abnormal development in the blood vessel supplying blood to flow from the penis (venogenic) which may affect potency in males. Drug consumption can also affect potency in men such drugs include anti-hypertensive, alcohol psychotropic therefore men should shun alcohol for it is injury to health and it can impair their sexual pleasure.
- **Substance- induced Sex Problem**  
Substance induced sex problem can be caused due to substance abuse which can develop within a month of substance intoxication. Substance such as H<sub>2</sub> – receptor antagonistic, opiosids, sedatives, narcotics, anti-depressants should not be used to induce sexual urge or arousal instead let lovers stimulate one another for pleasurable sexual activity through kissing, romance, caressing etc.

- **Sexual Aversion**

Sexual aversion can be caused by persistent or recurrent aversion by avoiding all or almost all genital sexual with one partner. Couples should not avoid one another in mating for it can lead to a marked distress or interpersonal difficulties. Sexual aversion can also be caused by sexual trauma, incest that is sex between blood relations (father with daughter, uncle with niece, etc). Sexual abuse and rape can make some individual to become disinterested in sexual activities. Couples should please avoid repressive atmosphere in their relationship this could be as a result of orthodox religious indoctrination or rigid solid cultural belief. Partners should love one another, sleep on the same bed and avoid snubbing one another.

- **Physical Abnormal Sexual Problem**

Physical abnormal sexual problem is a situation whereby a person shows distinct deviation from socially desirable behaviour. He/she shifts from normal to sub/abnormal sexual methods. Examples are: fetish, voyeur, raping, exhibitumism, frigidity, homosexuality, lesbianism, prostitution and so on. There are also interpersonal problems which are closely related to physiological effects of physical problems which can be caused by hormonal imbalances some examples are hypogonelely, hyperprolactincemis, atrophic virginities which comes with advancing age, heart disease, condonvetrosis, general trauma diseases neurological problems multiple sclerosis, strokes and others.

- **Surgery**

Surgery can lead to sexual problems. Some men who were operated upon may become impotent when there is enlarged prostrate. There is no problem that has no solution or cure. Therefore, couples or sexual partners should find solution in whatever sexual problems they encounter.

- **Hypoactive Sexual Desire Problem (HSSP).** This is a disorder whereby sexual fantasies and desire for sex have persistently or recurrently

diminished or absent. This could cause marked distress or interpersonal difficulties. This type of sexual problem affects 20% of women and 10% of men. Hypoactive sexual desire can be caused by poorly defined hormonal environment, poor sexual aspiration, increased age, stress, poor appeal (spouse/environment), frigidity etc. could not deny one another sexual pleasure but submit to each other in sexual activity from time to time this will engender cordial relationship.

#### **4.0. CONCLUSION**

This unit delved into the issue of mating and the various problems associated with mating. Mating should be done naturally amidst couples. They should have sexual intercourse decently. Attaining orgasm together can be a heightened experience. Wives are advised not to push their husbands outside to other when due to sexual starving. It is God ordained right and privileges in relationship so they should enjoy themselves.

#### **5.0. SUMMARY**

This unit examined mating and the various problems partners encounter in mating. Couples should be temperate in sexual activities this would foster peaceful co-existence. Men/husbands should avoid being sex manic/machine. Women/wives should not be over stressed this could weaken them but when sex is done too frequently it could lead to unplanned or too many birth/children in the family.

#### **6.0. TUTOR-MARKED ASSIGNMENT**

- (a.) What is mating?
- (b.) List and discuss five problems associated with mating.

## **7.0. REFERENCES/FURTHER READING**

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## **UNIT 4      PREMARITAL SEX**

### **CONTENTS**

- 1.0. Introduction
- 2.0. Objectives
- 3.0. Main content
  - 3.1. Meaning of Premarital Sex
  - 3.2. Causes of Premarital Sex
  - 3.3. Effects Linked with Premarital Sex
- 4.0. Conclusion
- 5.0. Summary
- 6.0. Tutor-Marked Assignment
- 7.0. References/Further Reading

### **1.0. INTRODUCTION**

This unit presents the definition of premarital sex, causes of premarital sex, factors influencing youth involvement in premarital sex and problems linked with premarital sex.

### **2.0. OBJECTIVES**

At the end of this unit, you should be able to:

- define premarital sex
- explain some causes and factors influencing premarital sex among youths
- state and explain various linked with.

### **3.1. Meaning of Premarital Sex**

Premarital sex is physical sexual activity between two people, a man and a woman, in which they touch each other's sexual organ before marriage. It is observed that during adolescence stage of life, all young normal people change suddenly and become conscious of sex. Premarital sex means sexual immoralities among young people before marriage. Sexuality issues are one of the most fundamental aspects of human existence. Boys and girls achieve sexual maturity early in adolescence as they grow older, they notice in their body physically, biologically and physiologically. There is enatic feelings and fondness for the opposite sex.

Premarital sex is sexual activity practiced by persons who are unmarried. The prevalence of pre-marital sex has greatly increased in both developed and developing countries. Premarital sex may take place in a number of situations. For example, as casual sex with at least one participant seeking sex experience.

It may take place between unmarried persons co-habiting for a long time because of a long time/term relationship without marriage. It could also take place between a betrothed couple engaging in sexual activity before they actually get married.

Premarital sex is a word used instead of fornication because fornication had negative connotation. It refers to sex prior to marriage or intercourse before legal age of marriage.

### **SELF-ASSESSMENT EXERCISE 1**

What is premarital sex?

### **3.2. Causes of Premarital Sex**

1. Pressure - Pressure from parents, friends, peer group, lecturer, boss, future partners. Some men mount pressure physically on their partners while some ladies mount pressure on their partners by dressing carelessly

exposing their nakedness to seduce men. Some male bosses in places of work mount pressure on their female workers, they want female staff members to work for them and still satisfy them sexually.

2. Electronic media: television, film, radio and video have contributed immensely to the high rate of premarital sex. What many youth watch on the screen has influenced and determines their behavior and character. All products advertised on television are just promoting sex. Most home videos are sex promoters.
3. Curiosity-many youths have engaged themselves in premarital sex as a result of curiosity. They have the notion of searching for reality but on the other hand have ended up destroying themselves. They are not satisfied with the information they got from parents, pastors and spiritual friends about sex so they want to explore.
4. Ignorance – lack of good sex education has led many youth into premarital sex which has led some to knowing and practicing.
5. Books and magazines - some bad authors are so many nowadays in town with useless stories about sex. Many pictures that stimulate sex which make you think about sex are displayed. There are lots of phonographic pictures. The pictures, stories they read from books and magazines make youth restless and have sexual urge.
6. Environmental influence – the society is so corrupt nowadays that the youth see premarital sex as normal thing. Girls these days dress exposing their bodies. It is now seen as norms of the society.
7. Covetousness – Greed for money, wealth and position. These have led many ladies to use their bodies to get money by sleeping around with men. Idleness, loneliness, ignorance, bad association with peer groups, wrong information and broken homes.

## **SELF-ASSESSMENT QUESTION 2**

List and discuss five causes of premarital sex.



### **3.3. Effects of Premarital Sex**

Marital depression has affected many youths due to premarital sex. Many of them have been taken over by mental depression because of their mistake by involving themselves in premarital sex.

**Dilemma** – Many adolescents are in a state of dilemma and confusion as a result of being involved in premarital sex. Some have engaged in this act with more than a single partner and this has led to unwanted pregnancy and they cannot really pinpoint the rightful owner of the pregnancy so they are in dilemma.

**Possible exchange of disease** – Many youths that have indulged in premarital sex have contacted sexually transmitted diseases (STD) while some have got more deadly diseases such as HIV/AIDS. Engaging in premarital sex can be deadly so youths should be warned and counseled against involving in premarital sex.

**Pregnancy**– Premarital sex could lead to unwanted pregnancy and a times victims may want to abort and this could lead to complications which may affect the womb making such victims never to have children in the future. On the other hand it can lead to sudden death. Youth should shun premarital sex.

Emotional imbalance and guilty feelings are other effects of premarital sex so youth should avoid engaging in premarital sex.

Emotional stress can be experienced when youth involves in premarital sex. Emotional stress is a state of discomfort tension or emotional pain which premarital sex would cause because it is a situation an individual who faces a challenging situation which he/she may find it difficult to cope with. For example, some youth who involve in premarital sex later discovers that their partner in the sexual activity does not really love them but just wanted to enjoy themselves. Some female victims after the act become ashamed when they discovered that they were fooled by the partner. (Bakare, 1986). Emotional stress can lead to

other problems such as ulcers, high blood pressure or even death (Odebunmi 2005).

#### **4.0. CONCLUSION**

This unit discussed premarital sex and explained some causes and effects on the victims. Those affected adversely are the female youths or young adult who have not formalised marriage in a legal way. Premarital sex can be very traumatic so it is not to be encouraged.

#### **5.0. SUMMARY**

You have learnt about the ill that premarital sex breeds. It should be discouraged. Parents should regularly talk to their children to avoid indulgence in the act. Sex under normal circumstances is good but premarital sex may harm the mental development of adults in several forms. It may lead to misconception that sex is to be enjoyed any time and in whatever way. Premarital sex could lead to so many problems, troubles and sorrow. Alternative terms for premarital sex include non-marital sex, youthful sex, adolescent sex and young adult sex.

#### **6.0. TUTOR-MARKED ASSIGNMENT**

- (a.) What are some possible causes of premarital sex?
- (b.) List four causes and expatiate on them.
- (c.) Explain briefly effects of premarital sex and state two effects.

#### **7.0 . REFERENCES/FURTHER READING**

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## **UNIT 5      ADOLESCENCE AND AGENTS OF INFORMATION ON PREMARITAL SEX**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Definition of Adolescents
  - 3.2 Pubertal Stages in Boys and Girls
  - 3.3 Agents of Information such as Parents, Counsellors, Religious Houses, Mass Media, and School etc.
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 Reference/Further Reading

### **1.0 INTRODUCTION**

Adolescence has been defined as a phase of life beginning in biology and ending in society. Puberty is the biological terms when body changes take place, that is when boys and girls move from childhood to adulthood. This is usually between 9 -16 years (Peterson 1988). Adolescence is defined as the period within the lifespan when most of a person's biological, cognitive, psychological and social characteristics are changing from childhood to adulthood. For adolescents, this period is associated with dramatic challenges.

According to Hendry (1999), adolescence can be defined as a transition period from childhood to adulthood which requires changes from child/parent relationship to young/adult/parent relationship. It is a period of identity crises, identity diffusion, identity force closure, and identity moratorium. This period is marked with complex behaviours such as excitement and anxiety, trouble,

discovery and confusion. Adolescents try to break off from childhood experiences to create link for future adult experiences.

Stacey (2003) defined adolescence as the bridge between childhood and adulthood. A time and period of development and sexual maturation, a time for self discovery, defining personal values and finding one's vocational and social directions. A time of testing, pushing against one's capabilities and the limitations as opposed by adults. Adolescence period begins with pubescence, the earliest sign of development of secondary sexual characteristics which continues until morphological and psychological changes to adult status usually near the end of the second decade of life (Abba 2003). Adolescents are not well understood in their day-to-day relationships with adults, they are misconstrued because adult lack awareness of adolescents' psychological and physical needs, general appreciation of changes and adjustment that they undergo and many of their positive outlooks are ignored. The social behaviour and development in an individual is a continuous and cumulative process. Adolescence period brings increasing social awareness which is reflected in their social behaviour. They strive to get approval for some of their behavior from peers. The emotional tensions characterised by this period often cause them to be anxious, insecure, fearful, suspicious and others.

### **SELF-ASSESSMENT EXERCISE I**

- (a.) What do you understand by the word adolescents?
- (b.) Adolescents get their approval for some of their social behavior from?
- (c.) List five characteristics traits of adolescence period.

### **3.2. Pubertal Stages in Boys and Girls**

There is a great amount of variation in the rate of changes that may take place in children before they enter into adolescent period. Some teenagers may experience these signs of maturity sooner or later than others. Adolescents on the average extend from thirteen years to eighteen years for girls and fourteen to eighteen for

boys. Sexual and other physical maturation that occurs during puberty is as a result of hormonal changes. When a child nears his/her puberty, a gland in the brain called the pituitary gland, increases the secretion of a hormone called follicle – stimulating hormone (FSH). This hormone causes additional effects. In females, FSH activates the ovaries to start producing estrogen. In males, FSH causes sperm to develop. Females nowadays start menstruating earlier than those of many years ago. There is no male puberty marker as distinct as menstruation but their voice becomes deep. Nowadays both sexes are growing more maturely.

### **Pubertal Stages in Boys**

Though it is difficult to know exactly when puberty begins in boys but there are some changes that may occur although the changes take gradual process over a period of time rather than immediately. Male adolescents have different time of maturing and average ages when puberty changes occur differs.

- Boys may begin puberty between ages 10 -13 years while some much later
- First pubertal change is enlargement of the testicles
- Penis enlargement begins approximately one year after the testicles begin enlarging
- Appearance of public hair from 13-15 years of age
- Hair under the arms and on the face begins to grow and also voice change occurs
- Nocturnal emissions (or ‘wet dreams’) starts from age 14.

**Male Anatomy** - Males have both internal and external (genitalia) structures that are responsible for sexual intercourse and procreation. The male genitalia are the penis with both internal and external structure and the scrotum which are the male gonads. This is where sperm and male hormones (androgens) are produced. Millions of sperm are produced daily in several somniferous tubules that measures over a quarter of a mile altogether. Leyden cells referred to as interstitial cells are between the tubules and they produce hormones called androgens and

they consist of testosterone and inhibini. The testicles are held by a tubelike structure called spermatic cord. It contains blood vessels, nerves, the vas deferens, and a muscle that helps to raise and lower the testicles when there is response to temperature changes and sexual arousal through which the testicles are drawn closer to the body (Wikipedia, 2007).

### **Pubertal Stages in Girls**

Girls similarly experience puberty as a sequence of events but their pubertal changes begin before that of boys. Each girl is different and a progress through these changes differently. The following are average ages when puberty changes occur.

- Puberty begins among girls from age 8-13 years
- First pubertal change is breast development
- Growth of public hair
- Hair under armpit starts from 12 years
- Menstrual periods from 10 – 16 years.

The female internal reproductive organs consist of vagina, uterus, fallopian tubes and ovaries. The vagina is the sheath-like canal in women that extends from the vulva into the cervix. The vagina receives the penis during intercourse and it serves as a depository for sperm. It is also referred to as birth canal for it can expand to 10 centimeters during labour and delivery. The vagina is located behind the bladder but in front of the rectum. During sexual arousal the vagina opens, lengthens and produces lubrication which allows the penis to be inserted. The vagina has three layered walls and is a self-cleaning organ with natural but important bacterium within it to keep the production of yeast down. There is the G-spot named after the German doctor who first reported it in 1950 which can be located in the front wall of the vagina and its main work is to cause orgasms. (Wikipedia, 2007).

## **SELF-ASSESSMENT EXERCISE 2**

- (1.) What name is given to the hormone that increases secretion? (a) What is male genitalia? (b) The testicles held by a tubelike structure are called what?
- (2.) What is the first pubertal change in girls? What is the sheath-like canal in women that extends from the vulva into the cervix?

### **3.3 Agents of Information to Adolescents on Premarital Sex**

- **Parents as agent of information**

A parent is one or a person (mother or father) who brings up and cares for his or children. Parenting as defined by Akinade (2005) as the process of moulding or training a child. Parenting if properly done can be rewarding. Parents should teach their children about morals and similarly give sex education so that their children will not fall prey or victim of premarital sex. Parents should give good grooming though it will demand discipline, good communication, and good self esteem. Sex education should begin at home. Parents ought to be the primary source of giving sexual education. Children should be exposed to love, affection from birth as parents talk to their children, dress them up, play with them and teach them names of the parts of their body. As children grow into adolescence they continue to receive messages about sexual behaviours, attitudes and value from their families. Parents should give vital information on sex from early stage of the children's life. If this is not done, children get sexual jokes and touching which can mar their lives. Parents are expected to use preventive sexuality education to tackle and teach adolescents changes in their bodies as they develop into adulthood.

- **Counsellors**

Counselling which is a helping relationship between counselee and counselors is a psychological process of helping adolescents to cope with various life situations.



Through counseling, an individual is assisted to outline developmental needs, educational and vocational aspiration (Omoegun, 1999). Counselling is very essential. Therefore adolescents should be exposed to counseling sessions during seminars and workshops. Talk should be delivered by counsellors to help youths who have wrong negative sexual behaviours change their orientation. Counselors should provide accurate information about human sexuality and much emphasis should be laid on premarital sex. Counselors should help young people develop relationships and interpersonal skills, help them exercise responsibility regarding sexual relationship including abstinence from sex. They should be made to develop and understand their values, attitude and belief about sexuality.

- **School**

School is a place of learning where adolescents are given formal education. It is a place where adolescents are moulded and prepared for future prospect. Adolescents are expected to be given adequate sex education in the school. It is preferable to include sex education in the curriculum. The school is a place for learning and a place where the child can socialise and have opportunities, instincts, drives and motives which would help him/her to develop his or her personality. The teacher plays a role on the learner's personality. The role of the teacher on the learner's personality cannot be over emphasised because the teacher's personality and character provides a role which the child tends to copy so teachers are role models. A teacher's actions, speech, behaviour can have a lasting influence on the learners. Apart from the teacher, learners are also influenced by their school mates and peer groups. These peer groups/mates play quite a significant role that would determine the status and role the child would later occupy in life in the society. The school is a place where discipline is instilled and learners are subjected to punishment when they disobey instructions. Discipline should be meted out immediately the child offends. Learners should not given too much freedom that would make them liberal and run into criminal activity. They should be well guided and directed. The school counselors should

guide them on selection of subject which will help them to choose right careers. Cultural programmes should be embedded in the school curriculum in order to expose them to cultural norms. They should have idea of vices they should avoid. All these would help to refine children's attitude which would pave way for them to take life challenges in future.

- **Religious Houses**

Religion plays a vital role on individuals in the sense that in our society, religious beliefs are founded on the fact that there is a supreme God with supernatural power responsible for creation of life. It is believed that God created the whole universe and He is high above watching all our actions on earth. Because of that, all man's actions on earth are on record. Religion is a total and whole way of life. Man is expected to live for God here on earth so that when he/she dies would be able to live eternally with God. Through religion, man is exposed to God's purpose for him. Prophets are sent to the world to teach worshippers how to fear and serve God. Through religion, we are aware of life after death, the importance of being saved through our Lord Jesus Christ and the importance of living a holy and decent life. There are different religions and people who share the same religious beliefs normally hold the same attitudes and opinions and behave in the same way. Demonstration of high level of morality, and holiness are expected from religious leaders such as pastor or imams. They are expected to serve as pacesetters and role models to their followers. They are expected to teach all the tenets of the faith.

- **Mass Media**

The role of the mass media is very crucial and important because of the present technological age. The present age is described as the generation of the adolescents who have high technological potentialities. There are two major types of mass media namely "print and electronic. The print media is the group of textbooks, bill board, newspapers, magazines, periodicals and other sources of

literature. Children should be guided on the type of print media they read and not those that can corrupt their mind. They should read printed materials that would widen their horizon and instill the fear of God in them. The electronic media includes the radio, television, video, projectors, computers and others. Electronic media are very useful for academic purposes. Radio and television programmes have many functions such as educating them on many things; also they can get news and information about the wider world through this avenue. The new innovation of computer is worthy of note as lessons can be taken online, video conferencing and so on. Children's leisure time can be spent using electronic media but they need to be guided in the wise usage of their leisure hours so that they can make something tangible out of life. Opportunity lost cannot be regained. Many books can be of help to youths. They should be careful with what they learn or see in the electronic media.

#### **4.0 CONCLUSION**

This unit examines adolescence and various agents of information on premarital sex.

1. **Meaning of adolescence:** Adolescence is a time when the young ones learn a great deal about themselves and adjust to rapid changes in their bodies. This period of adolescence is a bridge between childhood and adulthood when adolescents experience many physiological changes with variability of physical development.
2. **Puberty:** It is a period of development of secondary sexual characteristics which continues until morphological and psychological changes that moves children into adolescents and later adult status develops.
3. **Agents of information on premarital sex**  
Parents, counselors, school, religion's houses and mass media are agents on information to young people on sexuality and premarital sex. Young people should be well-directed and guided so that they would become better individuals of high repute in the future.

## **5.0 SUMMARY**

In unit five, the meaning of adolescence, puberty and agents of information to adolescents were discussed. You learnt that adolescence period is a transition period from childhood to adulthood and a time of crises. If youths are not guided, they can misplace their priorities. There are many agents of information to adolescents such as parents, counselors, school, religious leaders and mass media.

## **6.0 TUTOR-MARKED ASSIGNMENT**

- (a.) List and discuss three agents of information to adolescents.
- (b.) What are the two types of mass media? Explain the two.
- (c.) Do you agree that adolescence is a period of transition? Discuss

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## **MODULE 2**

### **UNIT 1 THE CONCEPT OF FAMILY**

#### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main content
  - 3.1 Concept of Family
  - 3.2. Roles/Functions of Members of the Family
    - 3.2.1 Roles of Parents in the Family
    - 3.2.2 Roles of Father in the Family
    - 3.2.3 Roles of Mother in the Family
    - 3.2.4 Roles of Children in the Family
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

#### **1.0 INTRODUCTION**

This unit presents the concept of family and the functions/roles of family members.

#### **2.0 OBJECTIVES**

At the end of this unit, you should be able to :

- define and explain the concept of family
- list members of family and explain their functions and roles.

### **3.0 MAIN CONTENT**

#### **3.1 Concept of Family**

Family and kinship are the most important of human society. They both play a central role in the social organisation of the people throughout the world. In human context, a family from latin means families which imply a group of people affiliated by consanguinity that is recognized by birth, by marriage or co-residence/shared consumption. Family is used metaphorically to create more inclusive categories such as community, nationhood, global village and humanism. Family in general term is a universal institution. It can be seen as a unit of people who have agreed to live together as father, mother and children. It is a single protective umbrella in the wider society.

The family is the foundation and the basis of every human community and society founded on alliance that is characterised by love and the desire to spend life together for life. The family creates tradition and engenders values which are transmitted from one generation to the other (Beverly et al, 1995). The family has been viewed in different perspectives by different writers. It is a small group of people who consider themselves as bound by enduring ties. The psychologist view family as one which individual members utilise various ego processes to conserve self integration even if they defect fragment. It is more than the sum of its parts, rather, it is a corporate body distinct in its formal operations. Another definition by N.E.R.C. states that family is the basic social institution with members united by ties of marriage blood, adoption, and common consent and characterised by common residence and economic co-operation.

The family has always been patrilineal in most societies. This implies that it sees its members as interacting personalities with definite roles that must be carried out for peaceful co-existence and progress. The family is very important and there is no alternative for it. The family should therefore be maintained and kept intact.

### **SELF-ASSESSMENT EXERCISE 1**

- a. In your own word briefly explain the concept of family.
- b. List at least two members of family.

### **3.2 Function and Roles of Family Members**

Family life refers to the totality of the way and manner in which the members of a family live together and interact. It is basically the responsibility of the parents to prepare their children for a successful adult life while other agents of education in the society such as the school, church, mosque as well as significant adults also complement the role of parents. Children from the family who are the offspring's of parents in the family need to be rightly guided on matters relating to their growth, physical and mental adjustment as well as social, moral and spiritual life to enable them grow and develop meaningfully and realistically throughout the various stages of life.

A good family life is important because it is the condition not only of health and happiness but also of responsible citizenship, community life and prosperity (Olayinka & Omoegun, 2001). According to the Planned Parenthood Federation of Nigeria (PPF) family life describes the way in which members of the family live together develop their attitude of sharing and caring when a family is united. It helps to destroy selfishness and greed and also helps members of the family to achieve their own potential. Understanding family means understanding the relationship within the family and between the family and the society. Similarly, it means understanding the needs and responsibilities of each person in the family and of the family as a whole. It means understanding oneself. Characteristics of

human family as a group of people is been ancestry, residence in the same household or by legal bonds such as marriage and adoption

## **SELF-ASSESSMENT EXERCISE 2**

1. What is a family?
2. Who and who constitute a family?
3. List four roles of a father in the family (b) four roles of mother (c.) two roles of children.

### **3.2.1 Roles of Parents in the Family**

Families vary, the tasks are universal, parents or parent surrogates access all cultures responsibility for transmitting to their offspring requires social, economic and political forces of their society or social group.

Major responsibilities

- Domestic and healthcare, to meet the daily needs of food, clothes, health and medical care/safety
- Recreational responsibility to provide leisure environment and activities
- Economic responsibilities to generate income and provide financial support for living coats and related payment.
- Responsibility of self-identity to increase each family members' sense of belonging
- Educational and vocational responsibility to assist and support schooling and career, selection and preparation
- Affectionate responsibility to show and share love, care and emotional feelings and companionship
- Responsibility for socialization to develop social skills and enhance interpersonal relationships.

### **3.2.2 Father's Role in the Family**



A father's role in the family is very important. It is the duty of the father to provide for his family by working, disciplining and nurturing them. A father must not be lazy by not working, father should teach the children the importance of working and living a disciplined life. Father should be loyal to his wife, treat her with love and respect, father show their sons good example by their own lifestyle. Sons learn how to be men and how to treat women. Father can do this by the way he handles different situations and circumstances, he sets example by being honest and responsible. The behavior of fathers would guide daughter on what to look for in man. Father defends his family through what he earns. He strengthens competence in his children. Long term lifelong healthy attitudes to work are formed in children, he teaches them to have serious habits of work. He teaches respect for rightful authority. He encourages the children to respect and obey him and their mother. Father teaches the children ethics and gives final form to their lifelong conscience. Fathers teach the children how to comport themselves justly and honourably in the world and outside the home. He manifest fair dealing attitude, personal integrity. Father builds in his children self-confidence he corrects and encourages and makes his children to learn from their mistakes. Children are led to adult level sound judgment and shrewdness. Their brains are used like responsible adults to frame questions and answers logically, think ahead and foresee consequences in order to assess people character and value.

Father protects his children from forces that threaten them here and there such as drugs, bullies, criminals, unjust aggressor of all types and potential disasters which could arise as a result of their inexperience and impulsive mistakes like dashing out into traffic or playing with matches. Father provides attractive examples of responsible masculinity. He acts as a model for his sons' growth into manhood and on the other hand he conveys to his daughter the traits they should look for in judging the character of men of their age especially suitors for marriage.

### **3.2.3 Mother's Role in the Family**

Life of a woman in motherhood is multi-faceted. Unlike man, women have to handle different aspect of life. There are women issues they need to attend to such as their spouse, family, career, business, education, health, fitness and raising children. One good thing about mothers in the family is the fact that they are blessed with the powers that enables them to handle numerous women affairs at the same time. In pre-colonial era women played a major role in social and economic activities for division of labour was along gender lines. Women controlled such occupations as food processing, mat weaving, pottery making and cooking. Women were also in control of trade among Yoruba they were the major figures in long distance trade with enormous opportunities for accumulating wealth and acquiring title. The most successful among them rose to the prestigious chieftaincy title of Iyalode a position of great privilege and power. Mothers' role in the family cannot be overemphasized they have lots to offer. They control the children and influence men through this power. Kitchen is vital for it is used as personal domicile for interaction with their colleagues, friends and children.

Mothers are usually the foundation that home are built upon. A mother's primary role is often seen as providing a home for her husband in which to build a nest and start a family and also to provide safe and secure environment in which her children can grow and flourish, develop their personalities and talents and move out into the world where they blossom and mature into responsible adults. Mothers should teach their children about God, let them be taught the fear of God also obedience to God and their parents should be imbibed.

A mother acts as a teacher for her children. They enjoy contributing to better parenting. They work hard to educate their parents themselves. Mothers ensure they imbibe in their children sense of morality, they teach their children to show respect to aged, avoid telling lies, stealing or doing harmful things.

Mothers build strong relationships of unconditional love and care for their children. They play responsible role in children's health and complete wellbeing.

Child's life is mostly dependent on the mother especially during infancy and childhood. They protect the child from sickness

Mothers give their children good nutrition they prepare healthy food that would enhance faster growth and development for their children.

### **3.2.4 Children's Role in the Family**

Children are very important in the family. Every couple look forward to having children after a blissful marriage is conducted. Children are heritage from God. Their presence in the home makes it more lively and warm. The roles of children are many.

In pre-colonial era when we were primarily agricultural, children were needed to plow the fields, feed the animals, make butter, cook and so on. Children had sense of being a vital part of the survival of the family. Children should learn to honour their father and mother. Value parental instructions, respect them. Appreciate their parent for supplying their needs.

Children are able to help cook, set the table, fold the laundry, take out the garbage, dust, sweep vacuum and problem solve. Children should learn about God. Love God and live holy for him. Children are copycat whatever they see their parents or peer do they like to copy therefore moral values, attitudes and perceptions on life can be passed on during later years so as parents we should plant good seed in our children.

## **4.0 CONCLUSION**

One of the primary tenets of family systems theories is that families are complicated, interrelated systems that act as a unit to maintain internal balance and order (Goldenberg & Goldenberg, 2008). Families with young children focus on defining parenting roles and assisting children in developing early socio emotional skills while families with adolescents may be focused on promoting adolescent autonomy (Aderfer et al, 2008).

## **5.0 SUMMARY**

Five characteristics of family functioning common among family system theories are organisation, cohesion, communication, effective environment and problem solving (Alderfer et al, 2008). Well functioning families are generally defined as those with well-defined roles and structure, those whose family members are connected and supportive of one another. They demonstrate clear and open communication, help each other to control and express their emotions and create an environment with minimal conflict but on the other hand as stated by Lewandowski and colleagues (2010).

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. What are the five characteristics of family functioning roles?
2. List five major roles of mothers to their children.

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## **UNIT 2                      TYPES OF FAMILY**

### **CONTENTS**

- 1.0. Introduction
- 2.0. Objectives
- 3.0. Main Content
  - 3.1 Types of Family
    - 3.1.1. Conjugal (nuclear) Family
    - 3.1.2. Extended Family
    - 3.1.3. Matrifocal Family
    - 3.1.4. Blended Family
  - 3.2. Effects of Different Families on their Members
- 4.0. Conclusion
- 5.0. Summary
- 6.0. Tutor-Marked Assingment
- 7.0. Reference/Further Reading

### **1.0. INTRODUCTION**

In unit 1, you are given the definition of family where the fundamental and general overview of family was highlighted. This unit will take you a little further into details on different types of family. Families are who you love. Our various families all ‘look’ different and it’s always been so. A family care giving unit might consist of a couple; a mother, father and children; a single parent and child; grandparent and grand children; a sibling group, a circle of friends. Families are foundation of society. It is through the family that we come into the world, we are nurtured and given the tools to go out into the world, capable and healthy. Families have the greatest potential for raising healthy individuals; they can also wound their members in places that will never heal. When families’ breakdown and fail to provide the healthy nurturing needed the effects impact not only our lives but also our communities. Doob (1985) defined family as a social

unit comprising two or more persons who live together and are related by blood, marriage or adoption. This form of family she asserted could be nuclear, comprising the father, mother and their offspring living separately from other relatives or extended family. There are other types of families which would be dealt with extensively in this unit.

## **2.0 OBJECTIVES**

By the end of this unit, you should be able to :

- . Define different types of families
- . State the important attached to the different types of families

## **3.0 MAIN CONTENT**

### **3.1. DEFINITION OF DIFFERENT TYPES OF FAMILIES**

Family units take a variety of forms, all of which involve individuals living under one roof. The family form or structure does not indicate how healthy the family is how they function. The family form is merely the physical make up of the family members in relationship to each other without respect to roles and function. The variety of forms a family may take includes

Nuclear family

Single parent family

Extended family

Childless family

### **Types of Families**

Three types of family are: nuclear family, single-parent family and extended family

**Nuclear Family** is made up of father, mother and one or more children living together. Nuclear family means monogamous family. It is a practice where a man

married only one wife at a time. Lindgreen (1973) asserted that monogamous families are more likely to be cohesive, being held together by love, mutual dependence, larger number of shared experience. Each member of the family expresses love and care for one another in monogamous families, parents and their children are inseparable. Parents love their children and so wish the best for them. They take keen interest in their children's school work and the progress they make generally in life.

Ibanga (1986) supported this assertion and maintained that in monogamous family the couple is referred to as "A two parent family consisting of husband and wife united together to raise up their children, this is believed to be the best child rearing practice. The two parents complement each other and together they bring out the best in their children therefore such children perform well generally in life.

Similarly, Nwobi (1997) maintained that monogamous marriage creates little or no problems to all the members of the nuclear family and so helps to avoid very serious interpersonal conflicts. There is an intimate emotional attachment to one another. Both father and mother play their roles and there is love and mutual understanding which exists among them therefore, the children are well brought up and their interests is considered as priority in the family. Monogamy as we know is a custom that allows one man to be married legally to only one woman at a time. Rules exist in most countries that govern how in any person a man or woman may marry at any one time. For example, in Britain and America, a man is expected to have one wife. He can have another wife after he had divorced the first one. He cannot have more than one wife at any one time.

### **Extended family**

Extended family comprises of the husband, wife, children, other relatives such as grandparents, uncles, aunts, cousins, nephews, nieces and other related by blood. Extended family is common especially in United States and Africa. This term has two distinct meanings. First, it serves as a synonym of 'consanguine family'



(consanguine means “of the same blood”) Second, in societies dominated by the conjugal family, it refers to “kindred” (an egocentric network of relatives that extends beyond the domestic group) who do not belong to the conjugal family. These types refer to ideal or normative structures found in particular societies.

### **3.0 POLYGAMOUS FAMILY**

Polygamy is a practice whereby a man marries more than one wife at a time. A husband marries two or more wives. They live together or separately but the man exercises control and authority over the wives and the entire family. Lesile (1985), noted that a polygamous family produces the seed of conflict, bickering, intra-sex jealousy among wives and the fathers’ difficulty in balancing the love and interest shown to children of different mothers. In a situation whereby the wives are not capable of taking care of the financial needs of their own children, problems arises, their children may resort to hawking wares and food items so as to make ends meet thus it adversely affects academic performance or pursuit of such children thereby on the long run they might end up being drop out and become mediocre. Bakare (1981) observed that in polygamous home, the discipline is autocratic and authoritarian which results in a fearful, anxious and low self-concept in children breed in such families. Also there is continuous quarrel in such homes which is not pleasant for the character formation for their will be worries about the general situation surrounding the home

### **3.1 SINGLE PARENTHOOD**

Single parenthood is a situation where the upbringing of a child/children in a family is carried out by one parent. Single parents have to play the roles of two parents but unfortunately they do not possess the greater financial and psychological reserves at the disposal of two parents. Single parent may either be father living alone with child/children or the mother living alone with child/children. Some problems that leads to single parenting arises from the death of the other partner, separation or divorce, teenage pregnancy, sometimes, the

decision to have a child outside wedlock is voluntary especially when a woman considers herself to be on the wrong side of age and still not married. Osarenren (2000). Single parenthood is a new phenomenon affecting child rearing and upbringing the world over. It is a complete deviation from the norm of the two parents (mother and father) jointly bearing and bringing up the young ones either by choice or as a result of misfortunes (Saidu 2002)

Woman who become single parents by choice do not have financial problems because their economic status motivates them. They have enough money through their chosen careers since they are career oriented and have highly achieved they do not want to be under any husband. In most cases such woman value their career such much thus it remain the main priority in their lives thereby they neglect the psychological and emotional needs of their children. Although their children usually have more than enough provision of their physical needs but they are faced with greater denial of a father figure because most times this category of single parents do not relate or get in touch with the fathers of their children. Some of these children a times grow up not knowing who their father may be. This kind of single-parenthood should not be encouraged at all in our Nigerian society. Closely related to single parenthood is matrifocal family. A “matrifocal” family consists of a mother and her children. Generally, these children are her biological offspring, although adoption of children is a practice in nearly every society. This kind of family is common where women have the resources to rear their children by themselves or where men are more mobile than women.

### **3.2. BLENDED FAMILY**

The term blended family or step family describes families with mixed parents: one or both parents remarried, bringing children of the former family into the new family. For some children, this expanded family network is a positive turn of events that brings with it greater adult attention. But for most children, it poses difficult adjustments (Berk, 2000). It is very clear that there are many difficulties in accepting a step-parent into the family, especially one who may have different

child rearing practices from which the child is used to children find it difficult to deal with the loss of a primary parent to acceptance of a new one this could lead them to have divided loyalties, confusion in households and unreasonable expectations due to the whole adjustment process.

### **3.3. ADOPTIVE PARENT FAMILIES**

Adoptive parent families mean families where children in such homes were adopted not biologically born into such families. There are a number of different reasons for the emergence of adoptive parent families. In some cases, some parents are infertile but there are situations where parents don't want to risk passing on a genetic disorder or some parent because of age that is older and single but want a family. Limited numbers of healthy babies are available for adoption in Australia and because of this more people are adopting from foreign countries. Adoptive families cannot be categorized as they are all very highly diverse and each family can face a multitude of common challenges. "It is noticed that Different heredity means that adoptive parents and children are less alike in intelligence and personality than are biological relatives- resemblances that can contribute to family harmony" (Berk, 2000, pg 575). All adopted children and adolescents whether born in a foreign country or the country of their adoptive parents experience some degree of emotional stress. Feelings include those of abandonment and not knowing exactly where their origins are. "Adoption is a satisfying family alternative for most parents and children who have experienced it. Generally speaking, the outcomes are usually good in the sense that in adoptive families there is pairing of children with parents and guidance (Berk, 2000, pg576).

### **SELF ASSESSMENT EXERCISE 2**

1. In what way is nuclear family different from extended family?
2. Mention three causes of single parenthood

### **4.0. CONCLUSION**

Family can be described as a social unit comprising the father, mother, children and in some cases other relatives who live together and are related either by blood, marriage or adoption. Saidu (2002) defined a family as an agent of socialization the first place human beings are born into: It comprises father, mother, children and other relatives. The family she opined plays a central role in the social organisation of the people throughout the world.

### **5.0. SUMMARY**

In summary, family units takes a variety of forms, all of which involve individuals living under one roof. The family form, type or structure does not indicate how stabilized each family would be . the family still stands out to be very unique and important for mutual love and understanding is still very important in every form of family.

### **6.0. TUTOR MARKED ASSIGNMENT**

1. What Is Nuclear Family?
2. Mention four different forms of Family
3. Who is the Head of the Family?

### **7.0. REFERENCES/FURTHER READING**

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**UNIT 3      FACTORS      THAT      INFLUENCES      FAMILY      AND  
CONTRIBUTE TO  
                                 THE DEVELOPMENTAL PROCESSES OF CHILDREN IN  
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1.0      INTRODUCTION

2.0      OBJECTIVES

3.0      MAIN CONTENT

3.1      INFLUENCE      OF      FAMILY      ON      EDUCATIONAL  
                                 ATTAINMENT OF THE CHILD

3.1.1	SOCIAL LEVEL OF PARENTAL EDUCATIONAL ATTAINMENT
3.1.2	EFFECT OF SOCIO-ECONOMIC STATURS OF PARENTS ON CHILDREN'S EDUCATIONAL ATTAINMENT
3.2	EFFECT OF FAMILY SIZE ON EDUCATIONAL ATTAINMENT
4.0	CONCLUSION
5.0	SUMMARY
6.0	TUTOR-MARKED ASSIGNMENT
7.0	REFERENCES

## **1.0 INTRODUCTION**

The family as earlier discussed is a social unit which comprises of two or more persons living together and is bloody related. It is in the family that children get warmth, they are readily accepted, and they enjoy love and cordial relationship from other members of the family. The family is the first agent of socialization a child gets in contact with and it is from the family children develop their characteristics traits therefore the family acts as role model and is very important to the children. Children have a lot to gain from their parents and siblings and it is very important the atmosphere is warm, conductive and friendly. Certain factors within the family and even outside the family can contribute to developmental processes of a child, the intelligent quotient and general emotional stability of the child is very important in overall development of a total child. The effect of parental modes on children is enormous Khell and Devereux (2005), opined that parents who are extremely upright and stern in behavioural pattern to child rearing would raise an emotionally stable child

## **2.0 OBJECTIVES**

By the end of this unit, you should be able to

- Identify some factors that influences and contributes to members in the family.
- Explain why family size has significant role in the life of children in the family
- Relate family size with other factors such as educational attainment and academic performance

### **3.0. MAIN CONTENT**

#### **3.1. INFLUENCE OF FAMILY ON EDUCATIONAL ATTAINMENT OF THE CHILD**

The family is the first place from where learning starts. The educational aspirations and attainment of a child cannot be successfully discussed without a linkage to the child's family. The child takes so much after the parents genetically and from the parents he leaves therefore, parents are first and closest teachers. The input of parents from the very beginning goes a long way to determine the child's success in life both educationally and otherwise. For a child to develop cognitively, certain skills should be imbibed and inculcated in him/her at every states of development.

An emotionally stable child stands acceptable and can cope with educational challenges. A mother who is extremely dominant and strict, cold and punitive has a detrimental effect on the child and this could led to the child developing a feeling of dejection and inferiority complex in the presence of his companion, he feels ashamed because of the physical punishment by his mother which paralyses his power and assertion. A family where parents are not living in peace with each other and the child watches the parent exchange words and blows such a child would live in perpetual fear, distorted coordination and unhappiness. Parents should not be too strict allow children freedom, create an atmosphere where love exists, children need independence, they crave for authority and wants to be heard. Educational attainment is predicted by cognitive development and skills

## **SELF ASSESSMENT EXERCISE 1**

What are some negative effects of parental strictness on children in the family?

### **3.1.1 SOCIAL LEVEL OF PARENTAL EDUCATIONAL ATTAINMENT**

The closely related factor to educational aspiration of a child is the matter of the social level of parent educational attainment. In the family either the father or mother who knows the benefit derivable from higher educational attainment would willingly sacrifice to give the same or even more to his or her children. Values of different social positions are important on levels of educational aspirations and attainment of children. There is a positive relationship and correlate between educational aspiration and social status of parents this can be similar to the relationship that exists between educational aspiration and social status of a child. Dust man (2004) analysis the association between parents' education and profession and secondary track school choice and career prospects of the child. In his research, he stated that parental background is strongly related to the secondary track choice of the child and subsequently the educational achievement.

### **3.1.2 EFFECT OF SOCIAL ECONOMIC STATUS ON CHILD/REN'S EDUCATIONAL ATTAINMENT**

In a family where there is higher economic advantage, there may be television set, radio, pictures, reading and writing materials and a learning friendly environment which could help the child and prepare him for learning better and faster in school. Children with parents of higher socio-economic status have more positive attitudes towards their children's schooling and have high expectations and standards for them. It could be deduced that educational aspirations and attainment of children reflect not only on those of their family but also the achievement and aspirations which parents hold for their children.



Children from upper class homes are exposed to values right from their homes they could adjust easily to school life whereas children from a lower class may be handicapped as a result of fewer facilities at home to prepare them for satisfactory adjustment at school. The values for the intellectual achievements of children are related to that of their parents and parents show a strong tendency to apply their own values and expectations to their offspring for success in their academic pursuit. Parental ability to adequately provide books and equipment for school combined with a positive attitude, stimulates the children to learn. Children's educational attainment could be differently influenced if given equal educational opportunities and learning materials. The role the family plays in the educational attainment of a child therefore cannot be undermined.

### **3.2. EFFECT OF FAMILY SIZE ON EDUCATIONAL ATTAINMENT**

Generally, in Africa and Nigeria in particular, we have the nuclear family and the extended family. We also have two types of marriages namely: monogamy and polygamy. These determine the family size at a particular time. In most places in Nigeria, polygamy is commonly practiced and is encouraged mostly by customs, tradition and religion of those communities. The mechanisms through which family size increases depend on these and issues such as the preference of sex composition of children, twin birth. In most traditions the more children a man has determine his wealth because these children could be used for labour on the farm but Becker introduced one popular model known as quantity-quality model. It was expanded by Becker and Lewis 1976. This theory was introduced to explain the observed negative correlation

between family income and family size. It is often cited and is used as the basis for many macro growth models. A key element of the quantify-quality model is an interaction between quantity and quality in the budget constraint that leads to the rising marginal costs of quality with respect to family size. This generates a trade off between quality and quantity and the causal evidence suggest that children from larger families have lower coverage education level. Children from

lower socio economic families could engage in child labour, child trafficking, cultism, drug abuse, armed robbery, teenage pregnancy, prostitution, school dropout. Young girls are more vulnerable and are left at the mercy of some persons who abuse them simply because of benefit promised. The larger the family size, the lower the sharing ratio of whatever share resources that are available in the family. The boys are used as thugs during election, bus conductors and cult members. The right moral values were not inculcated into the lives of such children. Reasons can be as a result of either parents were too busy attending to the needs of the new and younger children leaving older ones to cater for themselves or they were busy running around trying to make ends meet so that the needs of the ever increasing number of children could be well catered for. The end result lead to children being carried away by peer group negative influence.

On the other hand, most fathers have preference of the sex composition of their children. Some men believe that they must have a male child and until they have such a child, no matter how many females the wife has given birth to they will keep trying, this situation leads to the family size increase without the father, socio-economic status increase directly proportional to family size. Some men believe that a man without a male child has no family and no heir. Some parents believe that no serious investment should be made on female children because they will get married and be more useful to their husbands.

Rosenzweg and Wolpin (1980), Lee (2003) and Conley (2004) all attempted to use exogenous variation in family size to determine the causal relationship between family size and child 'quality'. Rosenzweig and Wolpin (1980) using data from India and Lee used data from Korea examined the effect of increase in fertility induced by twin births and sex of first child respectively. On child quality benefit perspective, sibling competition and parent-child competition are opposite sides of the same biological coin where as parents on the average are equally related to their biological children. Disparities in biological relatedness would

make parents to sometimes invest on future children at the expense of the earlier children though earlier children will resist which could cause negative influence on the psychology of earlier children which could lead to instability in intelligent quotients. Larger families have some positive benefits too for older child assumes the role of a teacher and instructor to the younger siblings they learn from him though he may niche and crave for dominance but in a family where an only child exist no siblings competition and rivalry. No older sibling to teach him/her some house chores, assist in academic work etc. cognitive skills are easily developed in children from larger families. An only child adult language because he would prefer the company of adult.

#### **SELF ASSESSMENT EXERCISE 2**

- 1a. What is family size? (b) list two types and expanciate on each one
2. List some reasons for different family sizes

#### **4.0 CONCLUSION**

Many children have been deprived of the educational fulfillment because of family size which realistically is none of their faults and even some have thrown their children into child labour and abuse. A child who hawks around town after school just to be able to pay his or her school fees, no matter how brilliant such a child is cannot be compared to a child who has all educational facilities and opportunities at his disposal

#### **5.0. SUMMARY**

Family influence on educational attainment, aspiration and parental socio economic status are all interwoven. The issue of family size on children's academics is the concern of Nigerian government. The government has established the UBE program with almost free education strategy to tackle this problem but this has not controlled the effect of family size since children have little or no say in the choice of a family size desired by their parents. The

government is crying out bitterly over the increase in population of Nigeria from 140 million in 2006 to 157 million in 2009 and even higher as at 2014.

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. What are the effects of socio economic status of parents on their children's educational attainment?
2. List six negative effect of low socio economic status of parents on their children

## **7.0 REFERENCES/FURTHER READING**

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## **UNIT 4 THE ROLE OF BIRTH ORDER AND ACADEMIC PERFORMANCE AMONG CHILDREN IN THE FAMILY**

### **CONTENTS**

- 1.0 INTRODUCTION
- 2.0 OBJECTIVES
- 3.0 MAIN CONTENT
  - 3.1 BIRTH ORDER ORDINAL POSITION OF CHILDREN IN THE FAMILY
  - 3.2 ACADEMIC PERFORMANCE OF CHILDREN IN THE FAMILY
- 4.0 CONCLUSION
- 5.0 SUMMARY
- 6.0 TUTOR-MARKED ASSIGNMENT
- 7.0 REFERENCES

### **1.0 INTRODUCTION**

Birth order simply means ordinal representation or position of each child in the family. In the family we have firstborn, middle born and lastborn. There could also be second born, third born, fourth born and so on depending on the size of the family. Birth order could lead to preference depending on attachment, talents or endowments of each child. These, if not properly addressed and managed, could cause friction both psychologically and emotionally among the children. Birth order has long been an important factor in certain social cycles, customs and life experiences. These include choice of profession, opportunities for reproduction, emigration decisions, inheritance practices and rules of royal succession.

### **2.0 OBJECTIVES**

By the end of this unit, you should be able to

- define birth order
- describe the role and position of different children in the family
- explain the significant roles of ordinal position of each child in the family.

### **3.0. MAIN CONTENT**

#### **3.1 EFFECTS OF BIRTH ORDER**

Within the family, the role of birth is so important due to its significant importance. Birth order effects in health, intellectual performance and behavior, the magnitude of these effects and the nature of the domains in which they express themselves are of great importance. The role of birth order appears to be considerable in the expression of personality, social attitude and family sentiments. Mostly, birth order effects appear to be environmental in origin. You need to realize that there are no genes for being a first born or a later born. If you want to assess birth order differences in human behavior, it is important to distinguish between functional and biological birth order.

According to Adler (1989), large gap in age between a first born and an immediate younger sibling can create friction and problems. Only child needs to be distinguished psychologically from children of other birth order. Only child represent a controlled experiment in birth order research because children in such categories experience childhood without the effects of either sibling rivalry or sibling dominance hierarchies. Since they have no siblings, they tend to identify closely with their parents. Only child do resembles first borns in attributes that are related to conscientiousness including the attainment and high level of intellectual achievement.

#### **SELF ASSESSMENT EXERCISE I**

- a. What is birth order?
- b. List at least three Birth positions and explain their roles

##### **3.1.1. ORDINAL POSITION – FIRST BORN**

First borns are the first product of any fruitful families where there are two or more children. There is high premium placed on the first born whether his or her birth came easily after the very first year of marriage or along awaited child. There is always much expectation placed on the first born. The birth of first born or the oldest child is usually characterized and advantaged by a good deal of attention and warmth during the early stage of life which he enjoys alone before the arrival of other siblings. It has been observed and also discovered through studies that more attention and time are usually accorded the first child but the parental attention declines as the number of sibling increases. In some customs and practices birth order influences inheritance and parental investment. In some customs, primogeniture (leaving all parental property to the first born or to the oldest male is practiced. First born are socialized by adult.

### **3.1.2 SECOND BORN OR LATER BORN**

A second born are most of the time expected to become more successful in innovative endeavours. They possess competitive drive against their older sibling. The first born (Bohmer & Sitlon, 1993). They never expect complete parental attention. The second born consistently outshines a weak or slow first born, second child strives to achieve where the first born could not achieve. Second child would like to dethrone the first born from his position. Second child could be the middle children in a small family and often they are thought to struggle with finding their place in the family and gaining recognition (Richardson & Richardson, 1990)

### **3.1.3 ONLY CHILD**

Because he/she is an only child there will be no sibling around to grow together and learn from one another. An only child does not experience competitions and rivalry since there is no sibling he or she is the only child closer to parents. Only child has all attention, affection and warmth of the parent. Investment is not shared with any other person for that all needs are met. Though no siblings to play



and interact with but dependent on parents. Only child(ren) most of the time are over protected. Only child(ren) need to be distinguished psychologically from children of other birth order. They represent a controlled experiment in birth order research because they experience childhood without the effects of either sibling rivalry or sibling dominance hierarchies. They have the benefit of growing in a small family with rich environment. Only child attempts to fulfill all their parents' expectations (Morjor Banks, 1997)

#### **3.1.4. LAST CHILD**

Last child or youngest child(ren) are believed to be accustomed to receiving attention and thought to be misbehave if they feel a lack of attention (Nims, 1998). They are believed to be more successful in social endeavours experience greater enjoyment during risk taking behaviour and are more independent of authority (Laxton, 1974) Younger children or last born successfully pace themselves against older siblings without experiencing psychological exhaustion as the middle child may encounter (Buckley, 1998). The last born develops good social skills fostered by constant peer interaction individuals occupying this position in the family dynamics have been founded to be secured, yet dependent on older siblings.

#### **TWINS**

Twins are two babies born at the same time to same mother. They share the birth order that they could occupy. If they are the only two children, they will each share some characteristics of the oldest and the youngest child. Twin birth places more responsibilities on the family. Twins are an extreme case of later borns, since there is no child-rearing interval between them. They are often treated as a united set. Twin have intense emotional bond which may result in difficulty achieving individuation later in life (Richard & Richardson, 1990). Siblings atime actively seek to be different from one another in order to establish their own

identities but this issue may be different in the case of twins and can be distressing to them.

### SELF ASSESSMENT EXERCISE 2

- a. Which is the first in Birth order?
- b. List four different Birth orders

#### 3.1 Birth order characteristics overview of Alfred Adler

S/N	POSITION	FAMILY SITUATION	CHILD'S CHARACTERISTICS
1	Only Child	Birth is a miracle. Parents have no previous experience. Retain 100% attention from both parents. Many become rival of one parent can be overprotective and spoilt.	Like being the centre of adult attention. Often has difficulty sharing with siblings and peers. Prefers adult company and uses adult language
2	Oldest child	Dethroned by next child. Has to learn to share. Parental expectations are usually very high. Often given responsibility and expected to set an example	May become authoritarian or strict. Feels power is his right. Can become helpful if encouraged
3	Second child	He/she has a pace setter. There is always someone ahead	Is competitive, wants to overtake older child. May become a rebel or try to outdo everyone. Competition can deteriorate into rivalry
4	Middle child	Is "sandwiched" in May feel squeezed out of a position of privilege and significance	May be even tempered, "take or leave it" attitude finding a place or become a fighter of injustice
5	Adopted child	Parents may be so thankful to have a child that they spoil him. They may try to spoil him. They may try to compensate for the loss of his biological parents	Child may become very spoiled and demanding. Eventually, he may resent or idealize the adopted parents.
6	Youngest/Last child	Has many mothers and fathers. Other children try to educate him. Never dethroned.	Wants to be bigger than the others. May have huge plans that never work out. Can remain the "Baby" and be a spoilt child.

7	Twins	One is usually stronger or more active. Parents may see one as older	Can have identity problem. Stronger one may become the leader.
8	“Ghost child”	Child born after the death of the first child may have a “ghost” in front of him. Mother may become over protective	Child may exploit mothers. Over concern for his well being or he may rebel or protest the feeling of being compared to an idealized memory.
9	Only boy among girls	Older sisters may act as his protectors	Can become very feminine or a tom boy and out do the brothers. May try to please the father
10	All boys	If mother wanted a girl, can be dressed as a girl	Child may capitalize on assigned role or protest vigorously
11	All girls	May be dressed as a boy	Child may capitalize on assigned role or protest it vigorously

Source : The more the merrier by Sandra and Blake (2000)

#### 4.0 CONCLUSION

Family roles govern much expectations and responsibilities placed on children by their parents and siblings. Children’s perception of their position in the

family constellation influences how they feel about themselves and how they interact with others (Kottman & Johnson, 1995 in Nims 1998)

#### 5.0 SUMMARY

It is noteworthy that many genetic and environmental factors contribute to differences between siblings, some differences in behavior of siblings have been attributed to the effects of birth order (Claxton, 1994). The view that birth order is the sole predictor of development across the lifespan has never been widely accepted, an individual’s birth order is a possible influence on relationships with parents and siblings this could affect personality formation and social behavior across the lifespan (Buckley, 1998). Birth order research very crucial and

controversial. First to address the influence of birth order on personality development across lifespan was Alfred Adler in the 1920s. according to Claton, (1994) in his description of the effects of ordinal position of birth on personality many theories have readdressed ordinal position with apparent difference.

## **6.0. TUTOR-MARKED ASSIGNMENT**

1. Who propounded birth order?
- 2 State two characteristics of a first born.

## **7.0. REFERENCES/FURTHER READING**

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## **UNIT 5: CONFLICTS IN FAMILIES**

### **CONTENTS**

- 1.0 INTRODUCTION
- 2.0 OBJECTIVES
- 3.0 MAIN CONTENT
  - 3.1 CONFLICTS IDENTIFIED IN FAMILIES
  - 3.2 CONFLICT RESOLUTION IN FAMILIES
- 4.0 CONCLUSION
- 5.0 SUMMARY
- 6.0 TUTOR-MARKED ASSIGNMENT
- 7.0 REFERENCES

### **1.0 INTRODUCTION**

Family is expected to be a place surrounded by love, warmth, sense of belonging noticeable, being a peculiar unit of its kind it has been given renewed attention both locally, nationally and in the international arena. Oniye (2008) stated that a socially recognized family is established through socially approved kind of marriage. Conflicts occurs when members of the family have different ideas that clash which would be as a result of people mis-understanding themselves and thereby jump to hasty conclusion. (Better Health Channel, 2003). It is important to attest to the biblical view that the family was created by God. At creation, the family that is union of man and woman was made to be a stable institution in which parents father, mother and their children were expected to live in peace and harmony in order to fulfill the purpose and injunctions of God which are enormous which include multiplying, filling the earth and establishing more Godly families. The family is the cornerstone through which society is built, developed and sustained.

## **2.0 OBJECTIVES**

By the end of this unit, you would be able to:

- See some root causes of conflicts in families
- List some problems conflicts in families can lead to

## **3.0. MAIN CONTENT**

### **3.1.1. CONFLICTS IDENTIFIES IN FAMILIES**

The sources of family conflict include identity problems, conflict in marital roles, betrayal of trust, faulty communication, influences of wrong models, inability on the part of the couple to settle the list issues could lead to some problems also immaturity on the part of the couple the list is inexhaustible.

Other dimensions to family conflicts include the following: insecure attachment, arrogance, jealousy, anger, greed, poor communication/understanding, ill health, poverty improper marriage arrangements, no formal marriage before living with a man etc.

Simmel in Turner and Beeghly (1981) argued that human beings have a prior fighting instinct which means that human beings have natural tendency for hostility towards one another. This is seen as actual cause to social conflict. Conflict is envisaged as means to goals rather than mere instinctual reaction to external stimuli. Simmel in Turner and Beeghly (1981) viewed conflict as “means through which people fulfill their life purpose as in marriages, work, politics and even religion. He referred to cases in intimate relations as in families.

### **3.1.2 IMPROPER MARRIAGE ARRANGEMENTS**

It is very wrong for a man and a woman to start cohabiting together before formal marriage. Cohabitation according to Cherlin (2002: 259) is a living arrangement in which two adults who are not married to each other but who have a sexual relationship share the same house or apartment. There are many reasons for this

kind illegal act this include inability to settle bride pride refusal of parents to give their approval to the couple to be joined together as a result of cultural difference or religious difference between a Christian and a non Christian or between a muslim and a non muslim. Atimes list from wife to be's family could be so high with so many items that marriage rite is avoided or post phone and they cohabit.

Running away to a man. In some cultures in Nigeria, it is believed that when a girl is properly sent off to her husband's house she will die modo (1992). These makes some families of the bride and groom to arrange for the bride to run to the husband's home without official send forth. Women settling down with men unceremoniously have lead to marital conflict such family do not last for they sometimes lead to total collapse or separation.

### **3.1.3 FAULTY OR POOR COMMUNICATION:**

Most family problems emanates and stern from the inability of the couple to talk to each other. Some factors known to inhibit effective communication between couples are explosion tears especially by women and unnecessary silence. Certain principles are important to achieve effective interpersonal communication in families. People are mind readers so that they judge you by your behavior not your intent. Whether you speak or you are silent even if you use gestures, posture, facial expression, even tone of voice makes sure you communicate so that family members would appreciate one another. Avoid hostility, threat, inflammatory statement for it can escalate a conflict in families. Avoid secrecy and deception. Communication effectively is not only in counseling relationship but it is needed in our day-to-day living and interactions with spouse and children also with people around us/the world at large. In communication couples in family should have respect for one another they should deliver their speech with respect and tart (Knap, 2007). Family members should exchange their information among themselves through common systems of symbols, signs and behavior successfully they could express their feelings through conversing, speaking out, corresponding, writing, listening and exchanging. Couples want to be heard and



appreciated for true communication among family members, there must be a transmission of thoughts, ideas and feelings from one mind to another.

### **SELF ASSESSMENT EXERCISE I**

1. What is conflict in family?
2. Identify four areas conflict can arise in a family explain two

## **3.2 CONFLICT RESOLUTION IN FAMILIES**

Blissful family life is not where there has never been conflict but those in which conflict has served a useful purpose. In order to foster conducive atmosphere in families' couples should learn to be objective and realistic in assessing and interpreting one another's behavior also they should be fair to one another. Partners should bear one another's short comings as a natural by-product of every human interrelationship where nobody can be perfect at all times and in all things. Family members should ask for clarification from one another when there is misunderstanding and confession which could degenerate into conflict and if not settled amicably promptly it could brew into more complications. External bodies/parties should not be allowed to involve in the management of family conflict.

### **3.2.1 EFFECTIVE COMMUNICATION:**

Good communication brings understanding that leads to unity and harmony in the family. In every communication, couples should strike a balance. They should bargain to love but should avoid hunting and hurting each other no matter how enraged, disturbed, discouraged and offended they should adopt love when they speak and they should be transparent. In communication among family members, there should be self-disclosure. It is seen as a useful strategy for sharing information with others when information is shared among couples and their children, they become more intimate, interpersonal relationship is strengthened.

Though it involves risk and vulnerability on the part of the person sharing the information. Mutual self-disclosure has been described as a natural part of the communication stream (Knapp, 2007). Parents and children should communicate freely and respect each other's opinions. Give room for coercion.

### **3.2.2 RELIGIOUS COMPATIBILITY:**

Religious is a very crucial issue nowadays. It is very important that couples are sensitive on this vital issue. Family should as much as possible agree on a particular religion. The chance of peace and harmony is more feasible if the spouses come from the same religious belief and ideology because if there is similarity in religious background there is likelihood of similarity in many beliefs and patterns of life. Religious difference could lead to stress for the family and possible inrote to family conflict. A situation where the husband and wife do not belong to the same religious belief or a situation where the two are of the same faith but one is more observant in the practice of faith while the other may not be religious this could lead to conflict. All members of the family should discuss and agree on place of worship. Couple could do this if prior to their marriage in order to avoid having problems in decision making, problem solving on daily bases in relationship to practices and fulfillment of religious obligations.

### **3.2.3 CULTURAL DIFFERENCE**

Culture is seen as the way of life of people from different setting and background. Norms and beliefs even food eaten and language differs in different cultures. In families where couples are from different background, this should not be allowed to cause conflict in the family. Let couples agree on the language to be spoken by all members at home including couples and their children. Mode of dressing should be agreed upon while food to be taken should be discussed. The wife should learn how to prepare food loved by the husband who may be from another culture. Couples should accept their in-laws and also love and care for them.

### **3.2.4 FINANCE AND ECONOMIC RECESSION**

This is a veritable source of family discord why because of present global economic recession which has affected many homes. In some families, the husband is unemployed while the wife may be underemployed. The couple could have poor money management and budgeting skills may be there are additional expenses incurred as a result of child care demand, sicknesses, children's education, insufficient income could led to debt, poverty, famine, closure of business, starvation. Financial crises are mere trying periods. Godly couples should trust in the living God for divine intervention. Family members should come together and discuss the problem plan how to improve their financial situation.

#### **SELF ASSESSMENT EXERCISE 2**

1. What is effective communication?
2. How can family members solve cultural difference?
3. List three areas of difference in culture

#### **4.0. CONCLUSION**

Simmel's theory of social conflict (1910) identified three types of conflicts in which the opposing parties possess commission personal qualities

- conflicts in which the opposing parties perceive each other as a threat to the existence of the group and
- conflicts in which the opposing parties recognize and accept each other as legitimate opponents. This means that people who have many common features often do one another worse wrong than complete stranger

#### **5.0 SUMMARY**

Conflicts in families should be resolved and future occurrences discouraged. Families should reason with one another and avoid problems from overwhelming them. Family members should note that human beings have a prior instinct to

fight there is natural tendency of hostility towards one another. This can cause events known as list syndrome to ignite this instinct if not properly managed. Turner and Beghley's (1981). Three things are very important before a marriage can be established to become a family approval and involvement of families of spouses, the bride wealth payment and religious blessing. Otite and Ogionwo (1997)

## **6.0. TUTOR-MARKED ASSIGNMENT**

1. Discuss causes of conflict in families supporting your answer with five major areas.
- 2 How can conflict be resolved among family members?

## **7.0 REFERENCES/FURTHER READING**

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### **Module 3**

#### **UNIT 1                    MARITAL STABILITY**

#### **CONTENTS**

- 1.0 INTRODUCTION
- 2.0 OBJECTIVES
- 3.0 MAIN CONTENT
  - 3.1 MEANING OF MARITAL STABILITY
  - 3.2 INFLUENCES ON MARITAL QUALITY & STABILITY
    - 3.2.1. THE IMPORTANCE OF MARITAL STABILITY IN NIGERIAN SOCIETY
- 4.0 CONCLUSION
- 5.0 SUMMARY
- 6.0 TUTOR MARKED ASSIGNMENT
- 7.0 REFERENCES/FURTHER READINGS

#### **1.0. INTRODUCTION**

The last unit dwelt on roles of family members. We shall look at marital stability in this unit. The meaning, purpose and importance of marital stability in Nigerian context. The ideal family is that, where members are at peace with one another not just because they have food to eat and cloth to wear. It is typified by what Confucius described as a family where members behave 'correctly' members knows what is expected of them and they all maintain and ensure its stability. Each member plays his or her role to the best knowledge and make sure they do not hurt or damage each other's feelings and reputation. The family exists to perform the principal function which is, to cater for child's need. Care must be given to every child born into such family because the child is born helpless in the first few years of life. There are several other reasons but needs being meant would enhance stability in the family.

## **2.0. OBJECTIVES**

By the end of this unit, you should be able to:

- (a.) Define the meaning of marital stability
- (b.) State the purpose of marital stability and
- (c.) List vital importance of marital stability

## **3.0. MAIN CONTENT**

### **3.1 MEANING OF MARITAL STABILITY**

The family is the basic unit in the society. Remimling and Campbell (1997) stated that the family is a socially sanctioned group which extends the rights and obligations of marriage to those of parenthood thereby uniting the marital partners with one or more children who are theirs by virtue of blood or adoption. Minnet (2000) opined that members of family have a special relationship with each other based on some or all of the following:

- Blood – they know and believe that they have the same ancestors.
- Affection- have genuine love for one another
- Duty due to traditional sense of obligation
- Shared experience and
- Common interests.

The above points are like knots that hold the family together which makes it the most stable human society. Every society starts from the family which is the smallest unit of the society. The earliest moral and ethical writings suggest that a society loses its strength if people fail in their family obligations (Goode, 1964). The family as a constituent unit will be able to define the health of the society through the health of the family. A stable family would enjoy the following:

- Provision of food majorly assigned to the father.

- Love and companionship very vital and important as expressed by Abraham Maslow in his hierarchy of needs
- Procreation and support
- Care and training practiced in the Nigerian society in the past before the existence of formal education
- Warmth and clothing necessary for extreme weather e.g. rainy and dry seasons and for social reasons
- Shelter with enhance security for all members of the family members can develop into young adult. In any family where all the above points mentioned exist, there would be marital stability.

Effective execution of role expectation by members of the family is an important ingredient of family stability. Therefore every members of the family should know his or her role and therefore discharge their responsibilities without giving room for envy and grumbling. No member of the family should shirk away from his or her responsibilities especially the principal members such as the father and mother. They need to take up their responsibilities with seriousness for they are the pacesetters for other members that is the children. It is worthy of note that stability which hitherto characterized the Nigerian family of recent time is wanning and since the family is the 'building block' from which every human being is made, for the society to be happy and stable there must be stability in the family. Orientations and experiences in one's family of origin influence decisions about marriage and attitudes towards marriage that in turn affect marital outcomes. While women whose mothers were separated, divorced or never married have substantially higher rate of marital dissolution than women who are raised in intact families (Bumpass, Castro Martin, & Sweet, 1991). Women's educational attainment and marital stability are interrelated. After marriage, women with more education may have some skills that contribute to stability so education expansion may play a role in greater marital stability.



People who marry at a more mature age and who take more time to select a spouse are able to endure and establish a lasting relationship.

### **SELF ASSESSMENT EXERCISE I**

- a. What is marital stability?
- b. Mention five duties of family members that would strengthen marital stability
- c. Who and who are the principal members of the family.

### **3.2 Influences on Marital Quality Stability**

A variety of factors contribute to stable and happy marriage for instances couples who attend church together have a strong commitment to marriage. Wives who regularly attend religious services with their husbands are reported to have higher levels of happiness in their marriage.

#### **Factors that tend to influence marital stability:**

- Attitudes: A democratic attitude where both seek to cooperate and compromise is most functioned.
- In-Laws are important if couples live close to them get along with them.
- Common interests. Both couple with shared interest is more likely to participate in activities together and develop greater understanding and empathy for each other.
- Children- children in the family will strengthen already strong marriage but may only hold together a poor one.
- Roles – couples should maintain similar expectation of work roles, housework roles and spouse roles. If both of them are traditional that would work wonderfully.
- Communication – Happily married couples tend to (a) talk to each other more often (b) are more sensitive to each other's feeling (c.)use non-verbal communication more effectively.

- Personality – Traits such as emotional stability, self control, affection, responsibility, favourable self perception and optimism are correlate with good marriage adjustment.
- Religious participation – religiosity and marital success are related regardless of denomination.
- Parenthood – Marital quality of older married couples with children tends to be more stable than peers without children. Parenthood status among older married couples appeared to be associated with the quality of their marriage in such a way that those with adult children who lured away from them are reported to enjoy marital stability quality which older married couples without children tend to experience significant declines in marital quality over a period of eight years (Wilcox and Nock, 2006)
- Leisure time – when couple spend more time together at the early stage of their marriage, it encourages healthy and cordial relationship and even when the wife is expecting a baby and couple spend leisure time together even after the birth of the baby they would still enjoy greater closeness after the child is born (Claxton and Jenkins, 2008)
- Pre marital Education – spouses who received pre marital education services before marriage are reported to have stronger marriages. Random sampling of couples who received pre marital education had, on average, higher levels of satisfaction with their marriages, less conflict with their spouses, more commitment to their marriages and lower odds of divorce than peers who did not receive pre marital education.
- Family background- marriages in which both spouses come from intact families tend to be the most enduring.

### **3.2.1. IMPORTANCE OF MARITAL STABILITY IN NIGERIAN FAMILIES**

In Nigerian culture across its diverse cultures and ethnicity, the extended family kinship system is highly respected. In pre colonial era, in most traditional African societies, the coming of a matured man for a ripe girl for marriage was highly celebrated. Marriage was arranged by parents based on relationship and integrity. In some cultures, the family background's Litmus test was virtues of hard work, moral upbringing and community approbation of traditional cleanness. The union of husband and wife even till date is faced with great anticipation which is the major unction of a young family. There was marital stability due to understanding that existed among couples which was extended to their children.

In the family, provision of basic necessities of life such as shelter, food, clothing and security was provided for its members, the father went to farm or did the family trade such as carpentry, gold'smithing, black smithing etc while the mother sat at home, cooked food and cared for the children. On the other hand, children were brought up according to the norms of the society, the elders and significant others were counsellors then children were well behaved not ruly or heady.

If and when conflict arises, the couples were brought before the extended family and the erring partner was reprimanded (Hall and Zhao, 1995).

For marital stability, in those days women could be sent home to their parents for advice, rebuke and proper training. Some difficult cases were sometimes referred to the community elders and king even to the high priest who mediates between the people and their gods when oracles are consulted. It could result on passing judgment on the offenders. The family then was more stable because within acceptable cultural provisions, partners knew their limits in terms of powers, rights and they operate within their limits. The husband had all the power being the head of the family and an erring wife could be brought to the community square and chastised but very stubborn ones were sent away back to their parents. This decision was greatly abhorred and parents considered it very shameful, a reproach and taboo to their family.

#### **4.0. CONCLUSION**

Patterns for age and educational attainment heterogamy are less consistent. Marriages are more likely to be stable if husband is older more matured and more educated but not if the wife is older and more educated. Marriage trends are nowadays influenced by a set of counter balancing forces. Some of which increase the rate of dissolution others of which lower it. Rising age at marriage is the primary force behind lower dissolution. Marriages nowadays are becoming more stable.

#### **5.0. SUMMARY**

There are indications that some changes in life course experience continue to be associated with marital stability. Education is a yardstick for marital stability for it suggests a need to reevaluate the role women's status plays in marriage. Improved status may allow flexibility in leaving an undesirable relationship on the other hand, it may also promote union stability. Goldscheider & Waite, (1991) opined that more egalitarian relationships may improve the quality of marriage for women. More educated women are better able to enter marriage under circumstances that promote marital stability also women's economic contribution can enhance marital stability (Ono, 1998). Love between couples is a strong tie that enhances marital stability.

#### **6.0. TUTOR MARKED ASSESSMENT**

1. Discuss marital stability?
2. List and expanciate on five factors that can positively influence stability

#### **7.0. REFERENCES/FURTHER READING**

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## **UNIT 2**

## **MARITAL INSTABILITY**

### **CONTENTS**

- 1.0 INTRODUCTION
- 2.0 OBJECTIVES
- 3.0 MAIN CONTENT
  - 3.1 DEFINITION OF MARITAL INSTABILITY
  - 3.2 PERCEIVED CAUSES OF MARITAL INSTABILITY
    - 3.2.1 WAY OUT OF MARITAL INSTABILITY
- 4.0 CONCLUSION
- 5.0 SUMMARY
- 6.0 TUTOR MARKED ASSIGNMENT
- 7.0 REFERENCES/FURTHER READINGS

### **1.0 INTRODUCTION**

The changing realities of recent time in the society have greatly affected the family frame work all over the world including Nigeria. The family is a very small unit but has powerful influence on the society. In the developed countries most especially in this millennia age, family instability is on the increase for a lot of families are characterized by incessant crises and there is great decline of family roots, beliefs and values. Wang and Reynolds (1995) observe that the internal and external demand on families has significantly increased. According to Musgrove (1997), many families though still living under one roof eating and sleeping together yet there is dissolution because no more understanding and love tie between the couples. Love is a vital ingredient in marriage where there is not love the couple may frequently quarrel which may result in irreconcilable differences. Lack of love could lead to incompatibility. Lass well and Lass well

(1987) observed that 'compatibility is an important factor that foster agreement where conference incompatible there will be marital instability.

## **2.0 OBJECTIVES**

By the end of this unit, you should be able to:

- a. Clearly define marital instability
- b. State some perceived causes of instability
- c. Explain in detail way out of marital instability

## **3.0 MAIN CONTENT**

### **3.1. DEFINITION OF MARITAL INSTABILITY**

Marital instability implies when family unit is disintegrating and there is no more mutual understanding between couples due to some factors and circumstances they could no longer control. Marital stability manifest when family problems emanate and members such as husband, wife and even children are no longer able to tackle the problems thereby destabilizing peace in the home. When there is marital instability it poses social problems to the society because such families become unstable and unhappy. According to Nadir (2003) marital instability manifestation in families from persistent conflict between married couples and this could lead to low rate of mutually exchanged benefits, no more agreement on the major issues of marriage such as handling the family income and dealing with members of the extended family (Nwobi,1997). When there is family instability, there would be decline in family members' happiness and satisfaction.

Nwoke (2004) observed that a lot of factors both internal and external operate in and on the family, to exert inexplicable pressures which if care is not taken, destabilize the fabrics of the family such as individual psychological makeup of the spouses that affect individual adjustment and adaptation patterns in the relationship since marriage is the union of two different individuals with most times differing attitudes, ideologies and idiosyncrasies there is need for blending

in attitudes and ideologies. Both couples would need to adapt, forebear with one another in order to enjoy family stability but where couples are not ready to adjust, compromise with one another there would be instability, stress and storms in the marriage.

An intricate cause of family instability which may not be too glaring to many sociologists is the substitution of parental influence and power of the child. In most advanced nations of the world and of recent in some African countries, the United Nations charter on the child's right is subtly ending the parental influence and power over the children. The power of parents has been radically curtailed in law and the rights and interests of the child protected. This protection had constrained parental intervention in matters concerning their children especially those that have passed the age of independence as provided by law and venture into different interest areas and relationship. The world is seen now as a global village and the intrusion of foreign influence permeates our society and influences our way of life. The realization of the child's rights and the limited power of parents over their children have continued to fuel children's resistance of parental influence and authority resulting to the widening gap. Assertive behaviours and conflicting interests and ideologies which are detrimental to the family stability (Mulgrove, 1979)

### **SELF ASSESSMENT EXERCISE I**

In your own word, explain what marital instability is all about?

### **3.2 PERCEIVED CAUSES OF MARITAL INSTABILITY**

Marital instability which has become worrisome issue in the society has several perceived causes which are as follows:

- Financial problems
- Religious incompatibility
- Cultural difference



- Lack of parenting skills
- Poor communication
- Childlessness
- Unsatisfactory sexual relationship
- Cohabitation prior to marriage
- Divorce
- Financial problems: the issue of money is very important in every family for it is a veritable source of marital discord why either because the husband or wife is unemployed, or under employed or because of the couples poor money management and budgeting skills. Financial problems breed quarrels which usually causes marital instability. Money is very important and necessary to 'grease' the love otherwise friction will set in. when needs of family members are not met, it leads to unhappiness.
- Religious incompatibility – religious belief is very crucial and important issues couples should endeavour to discuss where to worship before they get married. The place of God and worship is a paramount issue both husband and wife should put God first in their lives. Level of religious practice will affect definitely affect couples decision making, problem solving and fulfillment of religious obligations.
- Cultural differences- when couples are from different divergent cultural background where their upbringing are completely different, their way of life would be different and if care is not taken to study one another and try to adjust, it could lead to marital instability.
- Lack of parenting skills- Marital instability is likely to arise between couples as a result of parenting styles, lack of knowledge of effective parenting for examples how to take care of new baby, how to accommodate step children. Women especially may not be able to cope with the stress of adjusting to this new problems
- Poor communication – Most marital problems result from inability of the couples to talk to each other. Amongst some couples there is ineffective

communication some couple easily explodes as they are discussing vital issues while some women will easily burst into tears while some into unnecessary silence. Premature conclusions and interpretation of the other partners' expressions could also interfere with spousal communication and thereby lead to marital discord, disability and instability.

- Childlessness – In African culture, procreation is seen as a measure of marital success. Marriage without offspring is likely to go through a lot of stress especially the wife because parents and in-laws would mount pressure on the couple for offspring. The man could be encouraged to take a second wife mostly where there is childlessness the wife is usually tagged as barren. Where there is delay in child bearing, the situation should be properly handled so that the family would not degenerate into marital instability.
- Unsatisfactory sexual relationship- some couples do not have counseling on sexual relationship before marriage and when couples experience sexual dissatisfaction there would be marital instability. Unfaithfulness can set in because couples could look for sexual satisfactory outside marriage which can bring into problems such as contracting of HIV/AIDS etc.
- Cohabitation prior to marriage – couples who cohabited before marriage on the average have lower levels of marital satisfaction and happiness. They have higher levels of marital conflicts than couples who did not cohabit prior to marriage.
- Divorce – Divorce may adversely impact quality of subsequent marriage. Divorce means the dissolution of the nuclear family of husband, wife and children. Some factors that could lead to divorce are age differences between spouses, cruelty, adultery, desertion and drunkenness, lack of common interest, lack of harmonious relationships between husband and wife as a result from the marriage institution of old society based on compulsory arrangement and male dominance over the female

### **3.2.1 WAY OUT OF MARITAL INSTABILITY**

Marriage institution is as old as the history of man and his creation. This wonderful institution ordained by God involves the cohabitation of heterosexual adults who engage in socially approved sexual relationship, conviviality raise children live together and enjoy economic cooperation (Murdock in Udiyandeg and Ugal, 2006). Marriage is supposed or expected to be a mutual agreement between the couple as they live together as husband and wife in love as beautiful and interesting marriage is supposed to be it is delicate and if not well handled with care and understanding, it could breed problems and if urgent intervention is not taken to handle any slight problem it could lead to marital instability. It is therefore important that couples find time to have effective communication with each other when there are issues that can contend problems couples should iron it out amicably they should not delay or allow such issues to linger on. Interpersonal communication is each other's success and it brings about stability in marriage.

Another vital point that will breed stability in marriage is social skills. It is seen as veritable instruments and way out of marital instability. Couples need to get to know one another very well since they are two distinct individuals from different background they are likely to contend with social issue such as relating to in-laws, meeting social responsibilities.

Sex-related skills enhance stability in marriage. Sex is a primary factor for marital fulfillment. It is also primary cause of problems in marriage. When couples take care of their sexual need there will be pleasure and understanding and most marriage problems become easy to solve and it has been discovered that some women who do not enjoy sufficient attention from their husband on sexual aspect are found to indulge in extra-marital relationship. This kind of problems in homes could lead to chaos and marital instability. Couples should discuss their sexual life issue together and reach a compromise and agreement (Odunzen 1983)

Shirley (2005), added that for a family to remain stable and happy, couple needs to upgrade their standard of living. There is need for efficient and effective planning likewise management of money. Both the husband and wife should regularly make their family budget and know what amount of money needed to maintain the home monthly. Money should only be allocated to essential and important family needs putting into consideration basic things such as accommodation, feeding, shelter and others. Management skills bring about marital stability. Lack of adequate planning and budgeting of family money has recently led many marriages to crumble.

#### **4.0 CONCLUSION**

To reduce marital instability among married couples, every home should enjoy provision of food, shelter, security, warmth and clothing for family members, love and companionship. Couples should build emotional, economic stability have free mind and there should be openness.

#### **5.0 SUMMARY**

Instability in the family carries a lot of consequences which can manifest in many ways it could lead to high rate of crime such as robbery, prostitution, child trafficking, arson, murder etc. Emotional stress is a feature of an unstable family which can be expressed in unhappiness, sadness, worriless, anger, boredom. Children from unstable family would experience retrogression in school. Such children are faced with psychological and emotional instability. Marital stability is of paramount importance therefore all efforts should be made by all and sundry to foster marital stability and the role of marriage counselors would go a long way to proffer solution to marital instability.

#### **6.0 TUTOR MARKED ASSESSMENT**

1. Enumerate five ways we can fight against marital instability in our society.
2. List four consequences of marital instability.

## **7.0 REFERENCES/FURTHER READING**

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## **UNIT 3      COUNSELLING FOR MARITAL STABILITY**

### **CONTENTS**

- 1.0. INTRODUCTION
- 2.0. OBJECTIVES
- 3.0. MAIN CONTENT
  - 3.1. DEFINITION OF COUNSELLING
  - 3.2. TYPES OF COUNSELLING
- 4.0. CONCLUSION
- 5.0. SUMMARY
- 6.0. TUTOR MARKED ASSIGNMENT
- 7.0. REFERENCES/FURTHER READINGS

### **1.0. INTRODUCTION**

Counseling seeks to assist individuals to come to terms with self and environment by discovering self, weakness, strength, abilities and potentials. Counseling is as old as the society itself. In everyday life, we find that counseling goes with any time and at many levels in the family set up. Parents counsel their children, in the hospital doctors counsel patients, lawyers counsel clients and teachers counsel students. There is no limit to the problems on which counseling can be offered nor to the person who can thus help (Sharma, 2007). Counseling is a dynamic and purposed relationship between two people who approach a mutually defined problem with mutual consideration of each other to the end that the younger or less matured or more troubled of the two is added to self determined resolution of his or her problems. Counseling is a personal and dynamic relationship between two individuals – an older, more experienced and wiser (counsellor) a younger less wise (counselee) (Redmond, 2000)

### **2.0 OBJECTIVES**

By the end of this unit, you should be able to-

- Define the term counseling
- State different types of counseling
- Explain the importance of marriage counseling

### **3.0. DEFINITION OF COUNSELLING**

Counseling is referred to as the crux, heart essence pivot or core of all guidance programme. Counseling is a process which takes place in a one to one relationship between an individual beset by problems with which he cannot cope alone and a professional worker whose training and expertise has qualified him/her to help others reach solutions to various types of personal difficulties. The term counseling is described as a process by which a troubled person is helped to feel and behave in a more personally satisfying manner through interaction with an uninvolved person (Ldavis, 1970). Counseling is a wide range activities designed to aid individuals in solving their problems (Shertzer and Stone) Counselling can be viewed as a learning process in which individual's learn about themselves that is personal characteristics, their interpersonal relationships, their attitudes, values and behavior that help them in counseling as a process in which an individual or a group of individuals with problems are led by a professionally trained guidance and counsellor to have insight into their behaviours so that they can function effectively in the world around them. Counseling assist and help individual become more fully aware of himself and the way in which he/she is responding to the influences in his/her environment. It further assists him/her to establish some personal and meaning behavior and also develop and clarify a set of goals and values. Furthermore, counseling can be viewed as an interactional relationship designed to facilitate the personal development of information leading to effective decision making and self awareness. Through counseling, a counsellor helps a consellee in a person to person, face to face encounter to help himself/herself. It is a helping relationship based on trust. It is also a process by which an individual is assisted to evaluate



himself/herself and his/her opportunities. The assistance may be educational, vocational, social, emotional, recreational, marital etc. The main goal of counseling is to help the counselee to work out his or her problems and concerns.

### **SELF ASSESSMENT EXERCISE 1**

What is counseling?

Who and who are involved in counseling process?

#### **3.1. TYPES OF COUNSELLING**

There are different types of counseling identified which are geared towards solving different problems

1. **Educational Counselling** – is the type of counseling which is being used or which is applied within educational setting to help solve various educational problems such solutions are geared toward meeting the demands, expectation, norms and more of the society in which the individual operates. Services of counselors are needed in providing counseling in whatever setting because they could assist individuals in coping with varieties of personal, social, emotional and psychological problems for healthy personal development. Guidance and Counselling is a virile educational programme capable of assisting individuals and group of individuals to cope and live meaningful lives. Therefore counseling has been described as helping relationship which aimed at addressing personal and psychological matters of a client or group of clients usually given by a professional. Some problems such as academic, emotional disturbances, social constraints, health complexities, financial difficulties, sexual relationships, marital conflict would need the assistance of professional counselors to proffer solution to the problems.
2. **Career Counselling** – is one of the oldest specialties in the field of counseling and it is expected to be a popular of practice in schools.

Students are exposed to different profession explaining prospects and admission requirement into higher institutions and also where the various course of study can be studied. Career day/week is organized by counselors in the school settings. It is more of a benefit to final year students. During career day/week activities such as film and video clips of various occupations should demonstrated and shown. Similarly, different professionals on different occupations should be invited to interpret the film and video clips in order to give the proper formation to the students.

3. **Marital Counselling** is basically concerned with assisting the couples to understand where they are so that they may decide on their own volition the way to go and what they ought to do next. Marital counseling is a service that offers professional help for marriages that are unhappy. The process of counseling starts with the counsellor acting the role of active listener to the narration of the prospective couples so that they would be guided on the necessity of marrying a partner with whom they are compatible the prospective couples are sensitized on the suitable category of spouse to marry while married couples are counseled on the demands and challenges of marriage and how to cope. Some counseling theories and techniques such as clarification, interpretation, modeling, assertive training, analysis of transference and cognitive restructuring can be employed to manage marital problems (Duntoye, Bukoye and Rasaan, 2008).
4. **Rehabilitative Counselling:** This aspect of counseling is for people whose life has been disrupted as a result of accident which might have caused the person loss of part of his/her body not functioning well. Other sources of problems may caused by wars, natural catastrophes such as flood, earthquakes, fire disaster, volcanic eruption, unemployment, retrenchment or sudden change in social economic status. The above stated challenges would be better handled by a professional counsellor.

5. **Crisis Counselling:** This type of counseling is meant for people going through crisis who are in a state of disorganisation in which they faced frustration on important life goals. There are different types of crisis which could be dangerous to the individuals they interact with. Crisis could be marital, vocational, health wise, economic etc.
6. **Industrial Counselling:** This type of counseling is given within industrial set up. The purpose of it is to enhance cordial interpersonal relationship within the establishment. It is given in order to facilitate and enhance cordial and positive co-existence between the employer and employees. Industrial counseling encourages job satisfaction and adequate adjustment within set-up
7. **Personal Social Counselling:** This type of counseling deals with issues relating to psychological and emotional state of every being. This type of counseling deals with interpersonal relationship as well as interpersonal adjustment problems. It helps couples to manage their challenges such as sexuality, emotional and social adjustment. Psychological knowledge and information is needed to help couples understand themselves and be able to adequately cope with one another

#### **4.0 CONCLUSION**

Marital counseling is concerned primarily with interpersonal relationship between spouses who have problems maintaining a satisfactory marriage. Marital counseling is mainly concerned with assisting couple to understand where they are, so that they can find way of forgiving ahead in their marriage life. Pre-marital counseling is expected to be given to prospective couples before they enter into marriage life while on the other hand, marital counseling is defined as organized application of techniques or interventions which are designed to modify for the better, maladjustment or maladapting nature of human relationship of married partners. (Akinade 1997, in Duntoye, Bukoye and Rasaan, 2008)

## **5.0 SUMMARY**

Family or marital counseling is that interactive process which seeks to aid the family in regaining a homeostatic balance within which all the members such as husband, wife and children are comfortable. Family counseling can be defined as that “Therapeutic technique for exploring and attempting to alleviate the present interlocking emotional and other related problems with

in a family setting or system making effort to remediate the concern faced by one of the members. Counseling is essential in the family at times, more than one person such as the wife is counseled or seen at the same time by one or more therapists (Nwoye 1997)

## **6.0 TUTOR MARK ASSIGNMENT**

1. What are the two ways of marital counseling?
  - a. Marital counseling can be given prior to marriage this type of is referred to as pre-marital counseling.
  - b. The other way of counseling is for married couples who have challenges in their marriage they are also settled in marriage but have concerns which would be better handled by professional counselors.
2. List and explain in details five different types of counseling

## **7.0 REFERENCES/FURTHER READING**

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## **UNIT 4      COUNSELLING FOR MANAGING MARITAL CONFLICTS TO FOSTER MARITAL STABILITY**

### **CONTENTS**

- 1.0. INTRODUCTION
- 2.0. OBJECTIVES
- 3.0. MAIN CONTENT
  - 3.1. DEFINITIONS OF SOME CONCEPTS
  - 3.2. THE COUNSELLOR
  - 3.3. REASONS TO SEEK MARRIAGE COUNSELLING
  - 3.4. THE FAMILY DEVELOPMENTAL LIFE CYCLE
- 4.0. CONCLUSION
- 5.0. SUMMARY
- 6.0. TUTOR MARKED ASSIGNMENT
- 7.0. REFERENCES/FURTHER READINGS

### **1.0. INTRODUCTION**

Marital counseling is of paramount importance in any society especially in a developing nation like Nigeria. The family is always the bedrock of any society. Having good families within the society, it will lead to production of responsible children, peace, progress, good communal life and general prosperity which are good tools for national development. Marital counseling is geared towards realizing an egalitarian society which is one of the major objectives of education as stated in the national policy on education (2004) revised edition. Marital counseling is very good and important in the sense that it would help couples to understand themselves, their rights and responsibilities with regards to marital relationship.

Marital counseling gives the couples or family the opportunity to explain and develop themselves their creativity and innovation steps towards the advancement of the family and also extend it to the society and the nation as a whole. It would foster in members of the family the need to work together without distracting or intruding in the affairs of individual members.

## **2.0. OBJECTIVES**

By the end of this unit, you should be able to:

- Define some concepts
- List and explain trials of marital counsellor
- State reasons where marital counseling is needed

## **3.0. DEFINITIONS OF SOME CONCEPTS**

- i. **Guidance** – is an umbrella term used to describe the process of assisting an individual to develop his or her maximum potential (Ipaye, 1985). It is an aspect of educational process. The word guide simply means “to direct”, to give instruction to, and ‘to manage’. Hence guidance is related to virtually all human endeavours. Guidance is the process of assisting the individual to look at himself/herself and then examining their abilities, aptitudes personality characteristics, assets and short coming in order to make a realistic decision about themselves this is applicable in marriage. Couples can be guided in order to have a stable family.

Guidance can be defined as a programme of services to individuals based upon his or her need, an understanding of his/her immediate environment so as to develop the ability of setting realistic goals for himself/herself. Guidance can be viewed as a process developmental in nature by which an individual is assisted to understand, accept and utilize his abilities, aptitudes, interests and attitudinal patterns in relation to his/her aspiration

(Zeran and Ricco, 1962). Olayinka (1993) stated that guidance deals with a large number of pupils in teaching situation. Guidance generally describes the organized efforts of the school and other institutions such as the family, church/mosques, prisons, industries, companies, hospitals etc. to help individuals (clients) develop their potentials to the fullest.

- ii. **Counselling** – is an “applied psychology”. It is a relationship of trust between the counsellor and the client. It is defined as a person-to-person, face-to-face encounter between the counsellor and the counselee. It is a more personalized relationship, one to one interaction between a professionally trained counsellor and individual seeking help in the process of self-understanding , decision making and coping with problems relative to the individuals’ developmental needs and life aspiration. Counseling is a one to one relationship between the counsellor and the individual in need of help (the client) it is a relationship of trust, a helping relationship, a process by which an individual is assisted to evaluate himself and his opportunities, make a feasible choice in the light of his unique characteristics and opportunities, accept responsibility for his choice and initiative a course of action that is consonant with his choice.

Counseling is thus an aspect of the guidance services provided in schools. It is more confidential in nature than guidance. It is said to be the centre or the heart of guidance. It is a learning oriented process which stresses more rational planning, problem solving decision making, prevention of severe adjustment problems and support for situational pressures arising from everyday lives of normal people.

Counseling has three components, namely:-

- i. Academic or educational guidance and counseling
- ii. Vocational guidance and counseling and
- iii. Personal/social guidance and counseling



- i. **Academic Counselling** – it refers to academic counseling services offered in the school setting at various educational levels – (Nursery/Primary, Secondary and Post secondary). It deals with educational problems such as study habits, school failure, exam anxiety, poor memory, slow learning, giving correct information about subject combinations, school and school-related issues also problems which are related to student’s academic or educational attainment are addressed by the school counsellor.

At the primary level, school counselors assist in ‘talent hunt’ the search for gifted and talented pupils in order to design challenging tasks to meet the needs of such pupils. Physically challenged pupils are handicapped such as blind, deaf and dumb pupils with other forms of deformities are assisted by the school counsellor to adjust to their peculiar problems in the school environment so that their life demand can be met and also to assist them to make the best use of their educational opportunities (Olayinka and Omoegun, 2002).

At both secondary and post-secondary levels, the counsellor assists students in making wise and realistic choices of careers as well as in the process of their subject selection. Students are assisted to identify their interests, aptitudes and talents in order to make the right choice of careers. Adults at different levels would also require academic counseling in order to make progress in their chosen field and as well for self development. Some adults who are not pleased with their job or status in order to make progress would require academic counseling and the counsellor provides relevant information which would assist the clients.

- ii. **Vocation Counseling** : The counsellor is mainly concern with issues relating to choice of career, career aspiration and development. Vocational counseling is any assistance given by the counsellor or career master/mistress to another person boy or girl, man or woman in

order to outline his or her resources and his environmental opportunities in the process of self understanding, planning, decision making and coping with problems relative to the developmental needs, educational and vocation activities.

Vocational counseling is usually provided to follow up service after the client has taken a series of vocational test to measure and identify the interest area as well as the client academic ability. Such that include the Vocational Interest Inventory (VII) by Bakare, 1977 and Motivation for Occupational Preference Scale (MOPS, 1977). Career guidance and vocational counseling provide relevant occupational information to assist the client in making a realistic choice of career that will be satisfying and rewarding. Guidance activities such as Careers Day/Week, careers exhibition, careers trip or excursion, video film and cassette tape recorder, P.T.A forum, bulletin board, Ministry of Labour, Publications, careers library, careers album and careers seminar/workshop are techniques which provides information on vocational counselling.

- iii. **Personal/Social Counseling** – It refers to personal development problems, marriage, personal and interpersonal relationships, genetic, pre-marital, rehabilitative, health, family life and other personal issues. Orientation programmes for fresh and new students to facilitate their adjustment to the new environment is under personal/social counseling. Introverts who are withdrawn finding it difficult to mix are counseled likewise the extroverts are counseled to work patiently. Counselors organized group counseling activities to assist students work together in contemporary and burning issues such as HIV/AIDS, drug abuse, cultism are addressed.

3.2 **THE COUNSELLOR:** The counsellor is an individual who has received professional training to counsel clients and help to proffer solution to the challenges they are facing. A professional counsellor is a person capable of being

regarded as a special kind of teacher who is able to guide and counsel individual, alone and in groups, helping them to understand themselves and their situations with a view of helping them to live more happily.

For a counsellor to function effectively, certain characteristic traits are required from the guidance counsellor just as it is expected in every other profession. According to Carl Rogers, (1951) in his person-centred approach to counseling four elements are required in effective good personal relationships between the guidance counsellor and his/her clients. These are: Empathy, congruence, positive regard and unconditionality of Regard.

**Empathy:** The ability to enter another person's feelings of emotional out-burst without losing the sight that the client has the problem and not the counsellor. The counsellor realizes the situation and experiences empathic understanding of his/her client's private world as if it was his own. Empathy means putting oneself in another person's shoe in order to feel where the shoe pinches without losing sight of the fact that the problem does not really belong to him (the counsellor).

**Congruence:** This is the feeling the counsellor experiences and by which he comes into a direct personal encounter with his client, meeting him on a person to person basis. The counsellor (Therapist) is able to listen to what is the client complaint of and he or she is genuine in the counseling relationship with the client. The situation in the counseling relation between the counsellor and client should be so healthy that the client can have implicit confidence in the counsellor who true to him/herself and not just more role-playing.

**Positive regard** – the counsellor is expected to experience and express warm, positive acceptant attitude towards what is in the client. The counsellor should accept the client with the same feeling that a mother has for her child irrespective of his maladaptive behavior. It can be seen to be more than a brotherly love relationship.

**Unconditionality of Regard:** Quite similar to positive regard but somewhat different. The counsellor accepts his/her client without any reservation, evaluations or making judgements.

Apart these four traits there are some other attributes as listed by Guilford (1987).

**Regularity to Work and Punctuality:** A good counsellor is expected to be at work regularly and punctually in order to attend to the needs of the clients

**Devotion to Duty:** The guidance counsellor should be devoted to his/her duties in order to enhance effective performance.

**Friendliness:** The guidance counsellor should be friendly with people he/she comes in contact with as this will enhance cordial relationship between the counsellor and prospective clients.

**Emphatic Understanding:** The counsellor should see the client's problems in the way the clients see the problem that is from the client's perspective.

**Morally Upright:** The guidance counsellor should be morally upright this is demonstrated in the way and manner by which he/she conducts duties during interpersonal relationships with clients. Therefore the counsellor should be honest, sincere, fair and impartial.

**Ready to Learn:** The guidance counsellor must be ready to learn in order to update his/her knowledge, willingness to adapt to changes, being flexible when necessary, ready to attend meetings, conferences, seminars and workshops in order to update his/her knowledge, willingness to adapt to changes, being flexible when necessary, ready to attend meetings, conferences, seminars and workshops in order to acquire new and relevant skills for handling various problems and also be ready to accept limitations.

**Adaptability** : The guidance counsellor must be able to adapt to the conditions in the setting of place of practice. Marital counsellor should be acquainted with marital challenges.

**Appearance**: The counsellor serves as a mirror so must appear neat and moderate always.

Keeping secrets: Guidance counselors should be able to handle clients' private affairs and should keep secret

### **3.2 REASONS TO SEEK MARRIAGE COUNSELLING**

Marital counseling can be described as the organized application of techniques or intervention designed to modify for better maladjustment or maladaptive relationship of marital partners. Akinade (1997) stated that marital counseling could assist couples to understand where they are so that they would be able to decide for themselves the next line of action so as to know where to go. The rate at which marriage is declining is on the increase and in order to foster marriage stability, there are reasons why clients should seek marriage counseling.

1. **Communication problem** – Communication in some homes have become negative and once it is noticed that communication has deteriorated it is hard for couples to get back in the right direction this could lead one partner feeling depressed, insecure, disregarded or wanting to withdraw from the conversation. If negative communication is not checked on time, it could lead to hurt feeling, emotional or physical abuse as well as non verbal communication. Couples should be counseled to maintain good and effective communication in their relationship for it leads to unity, harmony and understanding in marriage (Nadir, 2003)
2. **When couples seem to be “just occupying the same space”**. When couples are no longer intimately close but mere roommates than a married couple they need counseling. A Skilled Counsellor could help sort out

what is missing and how couples could trace the problem and resolve amicably.

3. **When one or both partner considers having an affair or one partner has had an affair.** In order to salvage a marriage where infidelity entered, it takes a lot of work on the part of the marriage counsellor. It takes commitment and willingness to forgive and move forward. Couples are committed to the therapy process and determine to disassociate from external lover to maintain a healthier relationship for the couple to move on.
4. **When the couples do not know how to resolve their differences.** When couples experience discord and they are aware of the discord, knowing is only half the battle but they should seek for opportunity to resolve the discord and forge ahead. The couple could get a third party which is the marital counsellor involved. If the couple is stuck, then a skilled counsellor may be able to get them moving in the right direction.
5. **When the only solution appears to be separation.** When a couple disagrees or argues, a break often is helpful. However, when a time out turns into an overnight stay away from home or eventually leads to a temporary separation, there is need for counseling because spending time away from home does not usually resolve the situation but rather reinforces the thought that time away is helpful which could lead to more absences. When the absent partner returns, the problem is still there but often avoided because time has passed.
6. **When a couple is staying together for the sake of the children:** Children should never be the deciding factor when couples determine whether to stay together but if a couple stay together for the sake of the children, it may help to involve an objective third party which may be the counsellor. The couple may be helped through counseling process to resolve issues and move toward a positive and healthy relationship.

#### **4.0 CONCLUSION**

Counseling is so paramount and important that it should play a vital role in tackling problems that might hamper peace in families to prevail. Couple should be counseled to develop mutual respect for each other and cultivate the habit of effective communication, discourage unsettled matters but rather promptly resolve conflicts so that they can move on in their mutual relationship. Though all marriages are not salvageable in the process of marriage counseling, some couples may discover it is healthier for them to be apart though this is not approved by God. However, for those relationships that can be salvaged, and for couples who are willing to commit to the process, marriage counseling may be able to remind them why they fell in love and keep them that way (White, 2012).

## **5.0 SUMMARY**

There is need to promote counseling practices which strengthen family stability and reduce divorce rate in our society. Counsellors should use their counseling process to assist and strengthen families' ability to rear and nurture children who are the pride of the nation. It is noticeable that in many families are in trouble due to the traumatic state they live in abject poverty, squall or in slumps and so on counseling services for families should be geared towards the development of family. Values to encourage family stability relative to the Nigerian culture. Pre-marital counseling sessions should be intensified in order to acquaint intending couple possible factors that may lead to marital/family conflicts as they surface. Intending couples should discuss and reach a compromise on religious issues before they get married. There should be community counseling centres where conflicts in marriage and family can be resolved as they emerge.

Communication which is very important in interpersonal relationship should be kept open among spouses. Couples should be free to discuss their problems, experiences, joy even frustration and challenges with each other. Information should be disseminated among themselves without fear or suspicious. Couples need to have sense of understanding, accommodation and endurance in marriage.

Counseling should be offered in such a dynamic and pleasant ways that through it processes warmth, love, sanctity, succor and fulfillment would return back to even family that are nearing collapsing

### **TUTOR MARKED ASSIGNMENT**

1. List and explain the four personality traits of a good guidance counsellor  
According to Carl Rogers
2. List at least five qualities of guidance counselors by Gulford.
3. What are some salient reasons why marital counseling is needed by couples mention four.

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## **UNIT 15      BASIC FOUNDATIONS OF FAMILY COUNSELLING**

### **CONTENTS**

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- 2.0. OBJECTIVES
- 3.0. MAIN CONTENT
  - 3.1. ORIGINS OF A FAMILY PERSPECTIVE IN COUNSELLING AND THERAPY
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  - 3.4. THE FAMILY DEVELOPMENTAL LIFE CYCLE
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### **1.0. INTRODUCTION**

Families counseling psychotherapeutic interventions represent powerful strategies that can help many clients learn how personal history and contextual factors influences who they are. Families often take on the role of mediating internal and external life events and circumstances for their members (Rigazioo- DiGlio & McDowell, 2007). An individual socialized in a family definitely would rely on the family attitudes, community affiliations and cultural identities to understand which would help him/her cope with life's challenges. When counselors work

with individuals who are deeply so interconnected with their family, community and cultural backgrounds they would be make the interconnections more coherent thereby operating from the sort of holistic perspective nurtured by the integral theory of counseling. clients in family counseling such as husband, wife, children etc have many resources and strengths that can be drawn on to cope with during challenging moment. Personal, family, community and wider societal resources and strengths can be highlighted in treatment by using family counseling tools such as the family genogram (McGoldrick, Gerson, & Petry, 2008). The community genogram (Rigazio-DiGilio, Ivery, Kunkler – Peck, & Grady, 2005) and various interactive assessment and treatment tools used in collaborative family therapy approaches (Gehring, Debry, & Smith, 2001; Rigazio – DiGilio & Rohner, 2008a, 2008b)

## **2.0. OBJECTIVES**

By the end of this unit you should be able to:

- Trace the origin of family perspective in counseling and therapy
- Mention at least two systemic world view
- State some cultural impact and extension of family and
- Describe the family developmental cycle

## **3.1. ORIGIN OF A FAMILY PERSPECTIVE IN COUNSELLING AND THERAPY**

Early work in family therapy was based on a systemic conceptualization called cybernetic. The leading theoretician in this area during the 1950s was the anthropologist Gregory Bateson. Cybernetics points out that each action taken whether by an individual or family as a whole, reverberates throughout and influences an entire system of relationships. Bateson and his colleagues used these fundamental cybernetic principles to promote a significant breakthrough in the field of psychology, counseling and family therapy by describing how severe psychiatric disorders could be accounted for by analyzing family communication

patterns (Bateson, Jackson, Haley & Weakland, 1956). These researchers explained how family interactions often supported the dysfunctional behavior of identified clients – they noted that therapeutic interventions was intended to foster change in individual clients but were often met with resistance from other family members who presented as less supportive of such changes for a times other members demonstrated psychological distress.

Bateson and his colleagues discovered that using a systemic approach that included the entire family in the helping process, clients treated within a family context suffered fewer relapses and improved more quickly than clients treated individually. Bateson's efforts in these areas influenced the worked of pioneers in the new field of family counseling and therapy as a result, Virginia Satir (1964) Nathaw Ackerman (1958); Murray Bowen (1960), Jay Haley (1963), Salvador Minuchin (1974), Carl Whitaker (1967) and many others throughout the world wrote about family therapy and these early family therapy models emphasizes the need to help families in enhancing their resilient patterns of internal communication.

### **SELF ASSESSMENT QUESTION 1**

1. What was the systemic conceptualization called?
2. Who was the leading theoretician?
3. Explain what cybernetic principles means in counseling and therapy

### **3.0. THE SYSTEMIC WORLD VIEW**

The systemic world view sees the family as the primary unit and holds that all members of the family are important to clients psychological functioning and development. In addition to the internal dynamics engendered by relationships, rules and roles within the family. This system also acknowledges the impact of dynamics created ad family members interact within a larger social systems (such as neighbours, schools and universities, work places, political institutions, the

media, churches, economic institutions and systems) of which they are a part (Doherty & McDaniel, 2010; Ivey, Ivey, & Zalaquett, 2010).

## **RELEVANCE OF RELATIONSHIPS, RULES AND ROLES TO THE SYSTEMIC WORLD VIEW**

1. **Relationships:** Relationships does not only imply to nuclear family members but look at it at diverse cultural/racial/ethnic groups where family is looked at in a more expansive and inclusive way than individuals in the dominant cultural groups in places like United States. The more expansive notion of the family includes a host of other relatives and friends (Speck & Attneave, 1973). The systemic world view is concern with relationships that family members have both inside and outside the immediate house hold setting. Individuals are viewed ad integral part of their households or family sub systems and as a member of sub systems within a larger community which are the nations.
2. **Rules** – Families are viewed as sub systems in which interfamilial patterns of communication are the focal points for understanding family functions. Members in the family used reutilized and regulated communication which assists each member in making meaning out of life within this human sub system. Example of reutilized communication includes simple exchanges individual members have with family when they meet at breakfast or how family members signal that conversation should end when the TV is switched on.
3. **Roles** – The roles members are permitted to fulfill within the family system are communicated to each person. Bateson found that the most vulnerable member of certain families is often given the role of the “identified patient” other roles such as “family mascot, “peace maker” and gatekeeper. Role identification can help family members make decisions and can be modified to promote family members’ well being. When family members are helped to understand the roles assumed outside and

inside the family and the ways that these roles can be enhanced and modified are often useful goals in counseling and therapy. Individuals actions will result in benefits for self and others is woven into the type of relationship they form. Across all relationships, rules and roles the division of power is ubiquitous. There is severity of punishment for violating family rules and the flexibility in the roles we acquire.

### **SELF ASSESSMENT QUESTIONS 2**

1. What are the three internal dynamics seen by systemic world view?  
Expansiate on each.

### **3.2. CULTURAL IMPACT AND EXTENSIONS OF FAMILY SYSTEM.**

Over the past decade, the idea that power and privilege can be found in many levels of healthy and unhealthy relationships has been manifested in integrative and multi-culturally based methods of family therapy. For example, many cultures (e.g. Asian, African, Latino/a and First Nation) value the extended family and draw personal, familiar, cultural and community power from a broad of network of relationships, including spiritual and ancestral family members. In counseling the counsellor need to know that cultural difference occur all over the world in launching of children into adulthood is handled differently in various cultural contexts. Nigerian, African young adults may be expected to live in the home after graduation even while working until marriage whereas Mid western, Swedish – Canadian young adult may be expected to move out on their own directly and quickly. Each culture's way of handling this important family transition could be as a result in varying types of issues and stressors that are found in such environment therefore, the counsellor should address the important issues while providing family counseling and therapy. How a family intersects with the wider socio political community has effects on the family and generally on the well being as well as so family counsellor should be alert the ways that culture, race and ethnicity and other types of group referenced identities

(Arredondo & D' andrea, 2000) and individuals and families' position in the wider social structure (Beevar and Becker, 2009). Often people refer to their gender or use their family nationality as a primary descriptor. I am an African, Japanese, African-American woman or man this is to say that gender and cultural identity permeate the way people see themselves, relationships, family which is a central mediator of how they construct these meanings (Falicov, 2003). A good counsellor must learn to identify the constellation of gender, cultural, societal factors that have primarily contributed to relationship structures and strategies as well as those factors that now help to constrain or enhance effective family functioning (Pinsof and Mann, 2007)

#### **3.4. THE FAMILY DEVELOPMENTAL CYCLE**

When counseling individual and families, it is very important that the counsellor have idea of what is going on in client's lives from a developmental perspective. For example, when working on a Nigerian-African adolescent from a broken home starting to engage in unruly behavior you should look at it from a development perspective and as a counsellor it is important to note that the teenager may be entangled with issues of identity and intimacy. You need to know what is going on in the family from there the counsellor discovers that the parents have just divorced.

The counsellor should include in her/his session with the client family treatment plan for the client to be aware of what is happening in the family. Family developmental life cycle models help practitioners understand the challenges families may face across the life span there is need for these models to provide an explanatory context for the life tasks families must master. Family counseling/therapy can stress the value of knowing the key developmental context for life tasks and life stages of the family and consider the family as a special group of individuals experiencing individuals and collective challenges in life. One model of family development, adapted from the work of Haley (1979) and Carter, McGoldrick and Garcia-preto (2010) is presented below as

### 3.4.1. The Stages of the Family Life Cycle

S/n	Developmental Stage	Emotional Process of Transition	Separation and Attachment Issues
1	Young Adults	Developing financial, functional and psychological independence	<ul style="list-style-type: none"> <li>- Increasing peer attachment</li> <li>- Separating from family of origin</li> <li>- Selecting partners</li> </ul>
	New Couples	Being committed to new partnerships and system formation	<ul style="list-style-type: none"> <li>• Attaching to partner and new friends</li> <li>• Attaching to partners parents</li> <li>• Reattaching to parents</li> </ul>
	Childbirth and Child bearing	Accepting into the system new dependents who require guidance and nurturing	<ul style="list-style-type: none"> <li>• Distancing from partner</li> <li>• Attaching to infant</li> <li>• Renegotiating relationship with parents and peers</li> </ul>
	Middle Marriage	Opening boundaries and increasing role responsibilities to include children's independence and grandparents frailties	<ul style="list-style-type: none"> <li>• Beginning to separate from child as school begins</li> <li>• Progressively separating from children</li> <li>• Increasing reattaching to or distancing from partner</li> <li>• Refocusing on mid life issues</li> </ul>
	Leaving Home	Accepting multiple avenues of entry to and exit from the family	<ul style="list-style-type: none"> <li>• Children beginning to separate from parents</li> </ul>



		system	<ul style="list-style-type: none"> <li>• Increasing attachment to partner</li> <li>• Beginning attachment to partners of children</li> <li>• Renegotiating of with family of origin, in-laws and peers.</li> </ul>
	Families in Later Life	Accepting the shifting of generational roles	<ul style="list-style-type: none"> <li>• More movement to attach with mate</li> <li>• Adult children move to reattach to caregivers</li> <li>• Dealing with loss of partner, siblings or peers</li> <li>• Preparing for own death</li> </ul>

**SOURCE: Adapted from McGoldrick, Monica, Carter, Betty; Garcia-Preto, Nydia chapter contributors, Expanded family life cycle, the individual, Family and social perspective 4<sup>th</sup>, ©2011**

#### **4.0. CONCLUSION**

A personal awareness of the cultural expectation of developmental stages must be cultivated. A counsellor must not impose values from cultures on clients from Asian or African backgrounds with problematic results whether unintentionally and inappropriately. The primary function of families is to provide stability for their members while at the same time there should be changes and flexibility in other to manage new life situations. Thomlisan (2010) identifies five characteristics that can positively influence family functions. They are:

1. Unique system of influence
2. Experts about themselves,

3. Incredibly complex systems with varying constellations of resources and constraints
4. Nurturing and supportive system providing security and the necessities of life and
5. Socializing entities that provide affection and a sense of belonging to their members.

## **5.0 SUMMARY**

Nichols (2009) suggests that appreciating the cultural context of families is a complicated issue because most families are influenced by multiple cultural and societal influences that make generalization difficult. Similarly, the impact of different cultural and societal contexts on families may vary among different cultural context so as not to make the following mistakes:

- i. Pathologies cultural difference
- ii. Expect to become an expert on that culture
- iii. Assume that everything accepted to be a cultural norm is functional

Finally, Effective families are to manifest a strong sense of trust and avoid manifesting strong oppositional attitudes or take positions of blamation familiar conflicts stressors occur but members whether individually or collectively enjoy humor, wit and spontaneity and lack a preoccupation with themselves.

## **6.0. TUTOR MARKED ASSIGMENTS**

How many developmental stages are listed in the family life cycle? List them in sequential order.

There are six developmental stages as follows: Young adults, new couples, childbirth and childbearing, middle marriage, leaving home and families in later life.

In which of the stages on separation and attachment issues are preparing for own death found?

In the last stage families in later life

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