

ABSTRACT

Home and School Factors Related to Family Life Education

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This study was designed to examine students' views and knowledge of certain aspects of family life. The relationship between their views and knowledge of family life concepts and variables such as, type of school attended, age, sex, socio-economic status, years of urban residence and religious affiliation was explored. The relative importance of school, home and community as sources from which students acquire family life concepts was assessed.

The respondents comprised 289 Grades 9 and 10 students attending four co-educational secondary schools in the Corporate Area of Kingston and St. Andrew. Instruments administered sought the opinions of respondents which were rated on a traditional-modern continuum; and tests on knowledge of Human Sexual Reproduction, Birth Control Methods and Child Care.

Female students held significantly ($p=.001$) more modern views and scored significantly higher on the tests, than male students ($p=.04$). High School students held significantly more modern views ($p=.001$) and scored significantly higher than students attending New Secondary schools on the tests administered ($p=.001$). One-way Analysis of Variance revealed no significant difference between the views and knowledge of students of differing religious affiliations. A correlation matrix revealed significant positive relationships between SES, years of urban residence, knowledge of family life concepts and views of family life. The school and community were assessed to be important sources of knowledge on family life concepts.

It was recommended that: (1) attempts be made to provide learning activities in schools which will allow students to acquire higher levels of cognitive competence; (2) special attention be paid to family life education programmes for male students; (3) important family life concepts should be included in a core curriculum for all students; (4) the study be repeated to include rural schools and further explore antecedent factors contributing to the differences found.