

**DEVELOPMENT OF FAMILY LAW AWARENESS PROGRAMME FOR
FAMILIES IN ANAMBRA STATE**

BY

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DEDICATION

To our Lord Jesus Christ, through the Immaculate Heart of Mary.

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Abstract

The general purpose of this study was to develop family law awareness programme for families in Anambra State. Specially, the study; identified the appropriate objectives of family law awareness programme for families in Anambra State; determined the content of family law awareness programme; identified the delivery systems for implementing the family law awareness programme; determined the evaluation activities of Family Law Awareness programme for families in Anambra State; developed a draft FLAWP based on the findings from specific purposes 1-4; validated the draft of family law awareness programme ; and assessed the family law awareness programme for its efficacy. Five research questions guided the study and five hypotheses were tested, at 0.05 level of significance. The Research and Development (R and D) design was used. The study was carried out in four phases namely; phase 1: development of draft family law awareness programme. Phase II: Validation of the draft programme. Phase III: Assessing the family law awareness programme using family law awareness test and phase IV: Revision of the programme. The area of the study was Anambra State. The population was made up of 395,065 persons namely 3,500 lawyers; 9,500 Policemen; 2,050 Nigerian Civil Defence Corps; 500 Social welfare officers; 10 Human Right Activists, 2000 Home Economics Teachers and 377,505 family members. The sample was 1,365 respondents. Family Law Awareness Test (FLAT) was administered to 60 family members to assess the efficacy of Family Law Awareness Programme (FLAWP). Three instruments were developed and used for the study namely: Family law Awareness Questionnaire (FLAQ) was validated by three experts, two lecturers in University of Nigeria and a police officer in charge of prosecution in Onitsha. Cronbach alpha was used to determine the internal consistency. The reliability coefficient of sections B $\alpha = 0.71$; Section C - $\alpha = 0.95$; Section D - $\alpha = 0.94$; Section E- $\alpha = 0.91$ and overall- $\alpha = 0.98$. The reliability coefficient for the first instrument FLAQ was obtained as 0.98. The developed FLAWP was validated by five experts namely a psychologist, a Home Economist who is trained in pedagogy and is knowledgeable in programme development., a measurement and evaluation lecturer, curriculum lecturer in University of Nigeria and one family law practitioner in Anambra State Government House Awka. Content and item analysis of FLAT was carried out using test blue print (table of specification). The FLAT was trial tested for the purpose of determining psychometric indices of the test. A total of 25 items of the FLAT had good difficulty, discrimination and distractor indices. Mean was used to analyze the scores of families trained with FLAWP 21.53 was obtained and those without FLAWP had 10.15. SD 2.21 to 3.40. t-test result 21.69 shows that those trained with FLAWP performed better in FLAT test than those families who were not trained with FLAWP. The null hypothesis was rejected. There was significant difference in families trained with FLAWP and families without. The reliability coefficient of FLAT was found to be 0.96 using Pearson product moment correlation coefficient. The findings include eight child's right law, thirteen criminal code law, six marriage Act, thirteen Matrimonial Causes Act, six landlord and Tenant law, six Administrations and Succession Estate of Deceased Person's law, thirty nine delivery systems and twenty five evaluation activities of FLAWP. Based of the findings, five recommendations were made including, family law awareness programme should be taught in schools in Home Economics courses at all levels of education and government, NGOs and Law enforcement agents should carry out awareness campaigns on developed family law Awareness programme in rural and urban areas.

CHAPTER ONE

INTRODUCTION

Background of the Study

Law refers to stipulated code of conduct that is enforceable by any instituted authority guiding and regulating people's coexistence in a society (Ezeilo, 2000). It is designed to protect individuals and their performance of assigned responsibilities. Law operates in Nigeria at different levels of government. Some laws operate only at the federal level, others at the state level and yet others at the local government level (Ezeilo, 1995).

At the federal level, under civilian democratic dispensation, laws are enacted by the National Assembly (Senate and House of Representatives) and consented to by the President. Such laws are called Acts (Nwogugu, 2001). Under the military regime, federal laws were known as decrees. At state level, laws under civilian administration are known as laws while those of military are called edicts. Laws enacted by the local governments whether under civilian or military regime are known as Bye-laws (Odike and Agu, 2003). Other types of laws include statute, ordinances and proclamations. Statute is a general name given to any law passed by a legislative body (Lowe, 2005). The word Statute is used more appropriately to refer to law regulating field of endeavour, such as company law, criminal law and marriage law. Federal laws operate in every state in Nigeria while state laws either apply to particular state or may include other neighbouring states (Odike and Agu, 2003). In Nigeria, there are various federal laws regulating various aspects of human endeavour. These include among others, those relating directly to the family among which are, the Matrimonial Causes Act (MCA) and Marriage Act (MA) regulating family and marriage institution. These constitute the family law.

Family law is a branch of law that deals with the issues relating directly to the family (Nwogugu, 2001). Family law is an area of the law that deals with family ó related issues and domestic relations which include spousal abuse, legitimacy, adoption, child abuse and abduction, divorce, property settlement, alimony and parental responsibility (Fulchiron, 2005). Family is the smallest unit in the social structure of every society and often is made up of personø united by blood or adoption, which may be characterized by common residence and economic cooperation. Family Law generally covers all matters related to the rights of spouses, parents and children. Family laws are expected to empower family members to function peacefully and effectively in the family and society. It thus, becomes vital that family members should be aware of the family laws and avail themselves of the benefits embedded in the laws. This calls for a Family Law Awareness Programme (FLAWP), which should be at the disposal of families.

Home Economists should also be aware of these laws since their field of study focuses on the welfare of individuals and families. They should be able to promote such programme among families. Family law awareness should be designed to inform families about family law and equip them with basic knowledge, skills and attitude they need in order to avail themselves of the expected benefits from the relevant laws. Family law awareness means raising consciousness of terrible forms of child abuse, spousal abuse, and tenant abuse to family members. Awareness involves knowledge or understanding of a particular subject or improves peopleø knowledge. In the context of this study, family law awareness is the process of improving peopleø knowledge of family law.

Lack of family law awareness among family members can give rise to various forms of abuses and denial of rights in families. Problems such as; spousal abuse; child labour, abuse and neglect; maltreatment of widows; marriage breakdown; landlord and estate agents maltreatment of tenants; etc are often common results of lack of awareness

of family law (Owodunmi 1991, Anyanwu 2003, Egburuonu 2007, Okolie 2009, Adetaoyo 2009,).

Family Law Awareness Programme (FLAWP) ought to focus on ways and means of intimating people with knowledge, attitudes and skills on issues relating to family law, such as marriage, consumer rights on electricity, tenancy, child rights law, guardianship, legitimacy, succession and statutory adoption. Such a programme would comprise of a set of objectives, content, implementation strategies (delivery systems) and evaluation activities (Tessmer 1995, Weiss, 1998, McNamara 1999).

The objectives of FLAWP would indicate what the family members would be able to do as a result of exposure to such programme. The content of the programme would include the specific family laws. These laws include; law governing the relationship of husband and wife (Marriage Act), dissolution of marriage, judicial separation, maintenance and custody (Matrimonial Causes Act). Other laws deal with the relationship between parents and child, legitimacy act and statutory adoption. Third, guardianship, child rights law and criminal code law. There are yet the family laws, which deal with the family and property (Administration and Succession Estate of Deceased Person's law), law of consumer protection, electric power reform act, landlord and tenant law (Nwogugu 2001, Burton 2003, Ifemeje 2008). The awareness programme must also make provisions for implementation of the programme. This necessitates the use of appropriate strategies or delivery systems.

The implementation strategies or delivery systems would include methods, facilities, fora and related resources that will facilitate the implementation of the awareness programme. Ezeilo (2001) suggested delivery systems such as conferences, seminars, workshops and outreaches. Family law Awareness programme FLAWP could be implemented by various law enforcement bodies and related groups such as

association of lawyers, law enforcement agents such as Policemen, Nigerian Civil Defence Corps, Social welfare officers, human rights activists and Home Economics teachers. After implementation, the programme will need to be evaluated. Evaluation of FLAWP involved activities designed to determine the extent to which the objectives of the programme have been achieved. Such activities include quiz, debate, interview, assignment, observation of court proceedings, comparison, essays and objective questions.

Curriculum development is defined as a process where curriculum experts identify what to be included and means of doing it. These means are the learners' objective, selection of learning experiences and organization, personal resource materials, delivery system, instruction contents and evaluation procedures (Olaitan,2003). Curriculum development process consists of writing up or producing the curriculum materials including the course objectives, content, learning experience, assessment and resources. It is the attempt of this study to follow this process in order to guide families to be aware of family law.

Statement of the Problem

Family law relates to welfare of families. It is very important that families are aware of family law so that they can claim their rights and live up to their responsibilities. Lack of family law awareness gives rise to various forms of problems resulting in abuses and denial of rights in families. Reports abound of such problems as tenant abuse for instance, the case handled by Owodunmi in 1991, of a chartered accountant who paid the due yearly rent but was still asked to quit the apartment without up to six- month notice (Egburuonu 2007 and Afamefuna 1998); a girl child defilement and forced prostitution (Okolie 2009, Admau 2009 and Adetaoyo 2009); broken marriages (Balogun 2009); harmful widowhood practices (Anyanwu 2003); family members are subjected to various

forms of abuses owing to ignorance of family law (Okobi 2000 and Agetue 2006). These indicate that many families in Nigeria are not aware of the laws that should protect their rights and interest (Ezeilo, 2000). Some of these problems can be minimized where family members are aware of their rights and responsibilities as stipulated in family laws. Ignorance of the law, however, is not an excuse for either violating the laws or suffering some forms of denial of the rights provided for in the laws or abuses.

In Anambra State, various situations exist which suggest poor level of family law awareness among individuals and families. These include various forms of abuse of child rights (Ebigbo 2003, Ejinkeonye and Anyakoha 2007). There are also cases of harmful widowhood practices (Anyanwu, 2003). There are also other abuses on rights of family members which have continued to occur (Ezeilo 2001, Ifemeje 2008). These situations emphasize the need for families to be aware of family law. This need in turn necessitates the development of FLAWP for families. Presently, however, such nonexistence of FLAWP in Anambra State, probably accounts for poor level of family law awareness. This is thus the problem of this study.

Purpose of the Study

The general purpose of this study was to develop family law awareness programme for families in Anambra state. Specifically, the study:

1. identified the appropriate objectives of family law awareness programme for families in Anambra State;
2. determined the content of family law awareness programme;
3. identified the delivery systems for implementing the family law awareness programme;
4. determined the evaluation activities of family law Awareness programme for families in Anambra State;

5. developed a draft FLAWP based on the findings from specific purposes 1-4 ;
6. validated the draft of family law awareness programme ; and
7. assessed the family law awareness programme for its efficacy.

Significance of the Study

Home Economics focuses on the welfare of individuals and the families. Enhancing the family law awareness level of families should be a serious concern for Home Economists. The family members will use the knowledge acquired from family law Awareness in living harmoniously with each other. Family law and its awareness should feature prominently in Home Economics curriculum.

It is expected that the findings of this study will be beneficial to the Policemen. The policeman will use this information to sensitize people in their future planning for family programmes in enforcing the law. Hopefully, the state and Local Government Authorities in planning the awareness level of family law on families. The findings of the study will provide information to Nigerian civil defence corps. The Nigerian civil defence corps will utilize the findings of this study on FLAWP for planning programmes in improving, maintaining law and order on individuals, families and society at large. The findings of the study will provide information to Human right activists. The Human right activists will utilize the findings of this study on FLAWP to settle widowhood cases and child abuse cases. They will use the findings to offer free legal services to women, children and impecunious men.

Information will be provided to social welfare officers. Social welfare officers will use FLAWP in future planning programmes in handling family cases that involve husbands, wife, mother in-laws, motherless babies home, child labour cases, child abuse and neglect cases. The findings of this study if considered and acted upon by families, the issue of violation of rights by landlords and estate agents as experienced by the indigenes

of Anambra State will be a thing of the past. The family members will use the knowledge they will acquire from family law Awareness in living harmoniously with each other.

The findings of this study if made available to the curriculum planners will be incorporated into the Home Economics curriculum of primary, secondary and tertiary institutions. Home Economics teachers will use the findings of FLAWP to teach students in primary, secondary and tertiary levels. In this way, it will be used to provide the students with necessary skills and knowledge needed for harmonious existence in families as home makers. The students in addition to gaining the knowledge themselves will help in extending to their illiterate parents at home. The students when acquired the FLAWP knowledge at school will teach their illiterate home makers at home.

Home Economics teachers will use the findings of the family law awareness programme to teach students in primary, secondary and tertiary levels so that they will be able to claim their rights and responsibilities. Some policy makers will benefit from FLAWP by incorporating family law into policies. Adult educators will benefit from FLAWP by teaching it to families as extension workers. Home Economics Research Association of Nigeria (HERAN) will create family law awareness through workshops, seminars and conferences for family members in Anambra State and Nigeria at large.

The family law awareness programme will be beneficial to lawyers who are responsible for interpreting and enforcing the law. This will probably enhance the awareness level of families on family law as well as problems hindering the awareness. Such knowledge would enable them to direct their energy towards prevention of family conflicts rather than separating and dissolving marriages. Finally, it is hoped that this study will provide the basis for initiating future studies on creating FLAWP in other states. It will also provide an additional source of reference for related studies that may come up in future.

Research Questions

The study answered the following research questions:

1. What should be the objectives of family law awareness programme for families in Anambra State?
2. What should be the content of family law awareness programme?
3. What should be the delivery systems for implementing family law awareness programme?
4. What should be the evaluation activities for meeting the objectives of family law awareness programme for families in Anambra State?
5. How efficacious was the family law awareness programme?

Hypotheses

The following hypotheses were tested at 0.05 level of significance;

1. There is no significant difference in the mean responses of the legal practitioners, policemen, Nigerian civil defence corps, Social welfare officers, Human right activists and Home Economics teachers on the objectives of FLAWP for families in Anambra state.
2. There is no significant difference in the responses of the legal practitioners, policemen, Nigerian civil defence corps, Social welfare officers, Human right activists and Home Economics teachers on the content of FLAWP for families in Anambra State.
3. There is no significant difference in the mean responses of the Home Economics teachers, Social welfare officers and Nigerian civil defence corps on delivery systems for implementing the FLAWP for families in Anambra State.
4. There is no significant difference in the mean responses of Home Economics teachers, Social welfare officers and Nigeria civil defence corps on the evaluation activities of FLAWP for families in Anambra state.
5. There is no significant difference between the mean scores of families trained with the FLAWP and those without the FLAWP.

Scope of the Study

The study focused on:

(i) Content Scope:

Family law, which include Child's right law, Criminal code law, Marriage Act, Matrimonial Causes Act, Administration and Succession Estate of Deceased Persons Law and landlord and tenant law. Development of draft FLAWP involved the following five sub-phases; instrument development based on the specific objectives 1-4 of the study, validation of the instrument, Field work, data Analysis and production of Draft FLAWP .

(ii) Geographical Scope:

Anambra State is made up of twenty one Local Government Areas namely: Anambra West, Ayemelum, Awka North, Anambra East, Oyi, Dunukofia, Njikoka, Awka South, Orumba North, Idemili North, Onitsha North, Onitsha South, Ogbaru, Idemili South, Nnewi North, Nnewi South, Ekwusigo, Ihiala, Aguata, Orumba South and Aniocha. The study focused on the three urban and rural local government areas in Anambra State namely; Onitsha North LGA, Onitsha South, LGA, Awka South LGA, Ihiala LGA, Ekwusigo LGA, and Dunukofia LGA.

The urban local government areas are Onitsha North LGA, Onitsha South, LGA, Awka South LGA while the rural local government areas are Ihiala LGA, Ekwusigo LGA, and Dunukofia LGA.

Assumption of the Study

It is assumed that legal practitioners, Policemen, Nigerian civil defence corps, Human right activists, social welfare officers and Home Economics teachers are appropriate sources of information for the study. This is because their field of study focuses on the welfare of individuals and families.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Literature review for this study was organized under the following headings;

1. Conceptual framework
2. Theoretical framework
3. Related empirical studies
4. Summary of literature review.

Conceptual Framework

The conceptual framework in this study is made up of curriculum models, family law and research and development cycle.

Curriculum models

Curriculum models refer to a set of related statement that give meaning to school curriculum by pointing out the relationship among its elements by directing its development, its uses and its evaluation (Wheeler, 1975). These set of related statements may be in the form of descriptive or functional definitions, operational constructs, assumptions, postulations, hypothesis, generalizations, laws or theorems. For the purpose of this study the following curriculum models which relate to this study has been reviewed.

Tyler's model

Tyler's model provides interaction of the components of curriculum design. It gives the impression that specifying aims and objectives is the beginning of curriculum design, while evaluation is the end of the design. To him evaluation should be at the end of the curriculum process.

Tyler (1975) suggested four questions that should be answered in connection with curriculum development. These are:

1. What educational purpose should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purpose?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained?

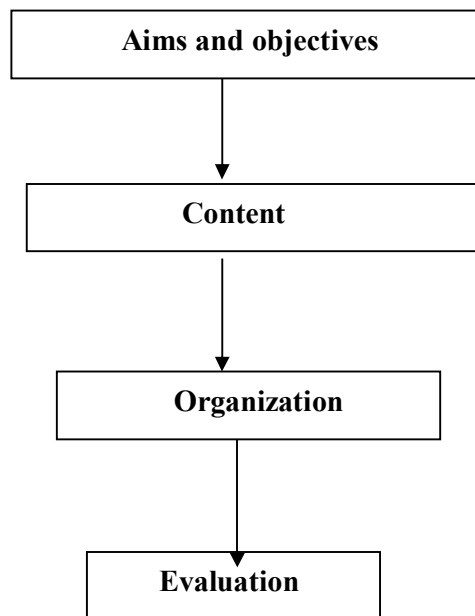


Fig.1: Tyler's Curriculum Model. Source: Tyler (1975)

1. What educational purpose should the school seek to attain?

In this first section, Tyler mentions that one of the main problems with education is that educational programmes do not have clearly defined purposes. These purposes as he describes them should be translated into educational objectives: This objective-based approach to curriculum development is the core of what Tyler proposes. Tanner and Tanner (1995) noted that Tyler's philosophy is very similar to contemporary views in many ways. He describes education as an 'active process'. It involves the active efforts of the learner himself. Tyler's model suggested that educational objectives should describe pupils' behaviour and not the teacher. In other words, objectives should specify how

pupils are to behave at the end of a particular teaching unit. Objectives should also describe the behaviour of the pupils and the context of that behaviour.

McBeath (1990) in analyzing Tyler's first question developed ten questions,

1. What kind of course is to be developed?
2. Are there existing courses which could be used or adopted?
3. Are there existing related courses which will affect the limits of a new course?
4. What is going on interstate and overseas in this training area?
5. What will be the immediate and the long-term demand for this course?
6. What is known of the potential student body?
7. What can be learned from past course experience?
8. What are the constraints of the training body (cost? Time?
Staff? Space? and equipment distance)?
9. What are the constraints of government, union and industry?
10. What resources will be required?

This shows that selection of objectives will be based on the knowledge, attitudes, and skills required by graduates from the new courses; also it is not enough to ask two experts to write down what they think should be included in the course. The curriculum developers must also be proactive, exploring future trends, rapidly changing technology, experiences in other places and the policy directives of the training body. Tyler (1975), therefore in analyzing his first question demands that curriculum developers to start with the basic educational purpose to be served by the new programme, that is, to examine the ideal of the need of the pupils. Funnel (1989), in the same view, noted that the curriculum developer has to discover the personal needs of the students. How old are they? What is their academic and work background? Why are they seeking training? Tyler's model, relationship with the present study is that a programme is derived from the needs of the

society. Tyler's curriculum is education for work. Family members are not aware of their rights **FLAWP** is developed into programme so as to retrain people that are not aware of family law.

Offorma (1994) also believed that, the major concern of education is to change individuals in some way. It may be to add to the knowledge they possess, or enable them to perform some skills or to develop certain understanding, insights and appreciation. This statement means that objective or aim should be put into consideration. For the learning to be effective, the characteristics of the learner such as his age, aptitude, interest, emotion needs etc are borne in mind when selecting the objectives. Tyler (1975), in discussing the objectives noted that studying the need, interest, or value of the students, the problems and purpose he has in mind should be considered. This is what Offorma (1994) called sequences of the objectives. Tyler noted that educational objectives become criteria by which materials are selected, content is outlined, instructional procedures are developed, tests and examinations are prepared.

Wilson (2005), in explaining Tyler's first question (What educational purposes should the school seek to attain?) posited that it involves, thinking about, justifying, and delineating what you are going to teach and how this material is relevant to the common, current purposes of schooling? He further added that in identifying the future needs, of the students, the school should indicate it in the content. In other words, it should provide a rationale for what you are teaching and for how you are using students' time.

Again, Tyler (1975) explained sources of selection of educational objectives.

These are:

- a) Studies of the learners themselves;
- b) Studies of contemporary life outside the school;
- c) Suggestions about objectives from subject specialists;

- d) Use of philosophy in education;
- e) Use of psychology of learning;
- f) Stating objectives in a form to be helpful in selecting learning experience and in guiding teaching.

These criteria are sources for formulation of educational objectives. Tyler (1975) further emphasized that goals of curriculum should be determined by examining the needs and interests of the student's studies of contemporary life and recommendations from subject matter experts. Teachers, through a psychological and philosophical screen ensure that the goals are appropriate to the developmental level of the student and to what the community thinks is worthwhile.

Tyler (1975) also suggested that for learning to be effective, the characteristics of the learner such as his age, aptitude, interest, attitude, emotions, and aspirations needed and socio-economic status are borne in mind while selecting the objectives. He also emphasized the importance of studying the child to find out what interests he has, what problems he encounters and what purpose he has in mind. The child's age is considered, so as to make sure that the planned curriculum includes the experiences which the child can conveniently engage in, in the process of learning. He further explained that the following factors should be considered in formulating the objectives:

- 1) The feasibility or attainability of the objectives.
- 2) The appropriateness of the objectives.
- 3) The relatedness of the objectives to the learner's experience.
- 4) The required time limit to attain the objectives as the justification of the objectives based on the theory of learning and how general or specific the objectives should be formulated. The selected objectives have to be feasible and attainable in terms of the time limit and the maturational level of the learners. The selected objectives have to be presented on a sequential order starting with the simplest and graduating with the most difficult. This is because learning is

cumulative. The learner continues to build upon his/her previous experiences. This, according to Offorma (1994), explains why the learner's experiences should be built into the objectives. When this is done the achievement of the objectives is facilitated because the learner is at home with the objectives.

Tyler's greatest gift to the field of education was the development of an objective-based evaluation model. Tyler (1975) to this day has been called the father of behavioural objectives. The behavioural objectives are stated in specific terms. For instance to answer the question; what will the pupils be doing at the end of instruction? One, begins with to describe, identify, estimate, select, compare, define, plan, recognize, interpret, plot, express etc. In other words, specify objectives should be stated in terms of the behaviour expected of the pupil after going through some planned experience. For this study the objectives were stated on behavioural terms in line with Tyler's approach to objectives. In the context of this study, the objectives of family law as explained by the author were obtained from the society and relevant by Tyler's model

Hence Onwuka (1981) stated that a good specific objective should include three components these are: a) Behaviour, which identifies what, the learner will be doing as evidence that he has achieved the objectives. b) Conditions which define the desired behaviour further by describing important conditions under which the behaviour will be expected to occur. c) Standards, which specify the criteria of acceptable performance by describing how well the learner must perform to be considered acceptable.

The specific objectives can be stated under the three categories specified by Bloom's taxonomy of educational objectives namely: cognitive, affective and psychomotor domain. These include:

Cognitive Domain objectives: these deal with knowledge, instructional skills and abilities. Cognitive objective emphasizes remembering or reproducing something, which has

presumably been stated, as well as objectives which involves the solving of some effective task. It is classified from lowest to highest which is grouped into a hierarchy of six intellectual functions or mental abilities (Saylor and Alexander, 1981).

Knowledge: what, when, define, name, list, etc.

Comprehension: Explain, compare, summarize.

Application: This involves identification of the relationship and principles e.g. what does this information tell you about? What is your evidence?

Synthesis deals with instructional elements; parts, pieces and arranging them in such a way that they form a pattern, e.g, support the main idea with the data provided.

Analysis: It means making critical analysis of the studies, theories and practices.

Evaluation: This implies the qualitative assessment or judgment of materials, e.g. comment on, what is your judgment on.

Affective Domain: These reflect non-cognitive categories such as values, attitude and interest. It emphasizes a feeling or emotion. It categories simplest, to the highest e.g. Receiving, Responding, Valuing, Organizing, Characterization.

Psychomotor Domain: It deals with physical motor skills, the learner will require. It emphasizes some muscular or major skills. It is classified into 1) lower level-understanding of terminologies; 2) middle level-task identification, or break tasks into elements; 3) high levels of execution identified elements.

2. What Educational Experiences can be provided that are likely to attain these Purposes?

The question focuses on the educational experiences that are related to the purpose identified in step one. It is concerned with content, processes and methods to be used to deliver instructional information. Wilson (2005), in answering Tyler's second question, emphasized that the content or processes should be more holistic. For instance, teaching

should involve the whole child through instructional techniques and processes. This should actively engage multiple modalities and children's mind- bodies, psyches, and social consciousness. Good instruction needs to be multi-model in order to be remembered. This approach creates multiple neural pathways and has a better chance of meeting different types of learning styles. To portray it further, Tyler (1975) defines learning experience as the interaction between the learner and the external conditions in the environment to which he can react. An interaction can be mental such as contemplating, questioning, thinking, discussing etc. It can also be physical the learner is doing something and it is what he does that he learns. Learning experience therefore can be regarded as any activity that learner engages which results in a change in his behaviour. Offorma (1994) opined that learning experiences can be regarded as activities the learners engage in, in the process of learning the content.

Offorma (1994) observes that one of the principles of learning is active participation or involvement of the learner in the learning process. Learning is believed to be facilitated and more effective through the active behaviour of the students. The learner cannot be active if the person is not involved. For instance in a Home Economics class, if the teacher is teaching 'classification of fabrics' the students can be involved in these activities by identifying different fabrics and their functions, listing fabrics in different groups, listening to the teacher's explanations, drawing the fabrics in cardboard paper etc. Learning experiences are not teacher oriented; it is not until the learner performs the required activities that the person can say that learning has taken place. Therefore learning experiences are basically learner oriented. Tyler (1975) advocates five principles in selecting learning experiences. These are:

- a) The learning experiences will give the learner an opportunity to practice the kind of the behaviour implied in the objective;

- b) The student must obtain satisfaction from carrying on the type of behaviour implied by the objectives;
- c) It must be appropriate to the students attainment;
- d) Many learning experience will be used for attainment of an objectives;
- e) The same learning experiences will usually bring about several outcomes;

Tyler also identified four useful characteristics of learning experiences for attainment of various types of objectives. These include:

- 1 Learning experiences to develop skill in thinking.
- 2 Learning experiences is helpful in acquiring information.
- 3 Learning experiences is helpful in developing social attitude.
- 4 Learning experiences is helpful in developing interest.

Again, learning experiences should create behaviour pattern in the learner. The factors that make up this pattern include among others; Balance, Continuity, Repetition of experiences and multiple learning.

Balance: This implies that individual as a functional members of the society, should be given experiences needed for his overall development, maturation and demands of the society.

Continuity: The ideas gathered in the experience should progress. This will enhance the learner's comprehension.

Repetition of Experiences: The learning experiences selected should be given room for repetition; this will enhance the learner's comprehension and its power of recall and make learning permanent.

Multiple Learning: This will engender or strengthen attitudes which will develop to beliefs and then change in value.

Tyler's rationale (1975) advocates that knowledge selected for the curriculum could serve the purpose of the average students. In support of this, Offorma (1994) noted that learning experiences proposed by Tyler (1975) are goal oriented. The essence of selecting appropriate learning activities is for the attainment of educational goal. Therefore in line with this study, the family law content were selected to achieve the stated objectives.

3. How can these educational experiences be effectively organized?

In this third question, Tyler wants to suggest the procedures for organizing learning experiences into units, courses and programmes. Organization is seen as an important procedure in curriculum development because it is greatly influenced by the efficiency of instruction and the degree to which major educational changes are brought about in the learners. In considering the organization of learning experiences one may examine their relationship overtime and also from one area to another. These two kinds of relationships are referred to as the vertical and the horizontal relationships (Tyler, 1975).

Offorma (1994) defined horizontal organization as the arrangement of the content and learning experiences in such a way that they are related at the same level but in different subject areas. For instance, what is learned in Home Economics in the first year is related to what is learned in Family law awareness programme FLAWP in the same year. There is sort of repetition of the content and learning experiences.

The vertical organization is the arrangement of the content and learning experiences so that they are related overtime within the same subject or in different subject areas. For instance in J.S.S 1 Home Economics is so arranged that it is related to J.S.S.II and J.S.S.III Home Economics and even up to SSI etc. In the context of this study, family law awareness programme FLAWP is so arranged that theme 1 is related to theme 2, theme 3, theme 4, theme 5 and theme 6.

Wilson (2005), in explaining Tyler's third questions of instructional development asked this question: He added, in the context of educational purposes; how could you effectively organize your information and presentations so that they are effective? In answering Tyler's question, he added that instruction should be made relevant to students' experiences- past present and future lives. Also instructional strategies and content should be tied into students' experiences. It should be made real, applicable to their past experiences, their present needs and their immediate futures. Tyler, (1975) recommended that curriculum developers should select a type of organizing elements appropriate to their task and then use each elements to build a continuous, sequence for incorporation into the curriculum.

Hart, Burts and Charles (1997) writing on Tyler's model observed that each school should decide upon an organizing structure that suits it. In these ways Tyler's rationale concentrate on the 'how' of curriculum making, not the what of the curriculum. The organizational structure accorded to Tyler (1975) represents organization at the lowest, intermediate and highest levels respectively. Offorma (1994) noted that structures such as lessons, topics and units of works form the lowest level of the organizational structure. The intermediate level of organizational structure is the course in Home Economics. For instance this could represent courses like laundry work, Home Management, clothing and textile etc. The highest organizational level is the arrangement of the body of knowledge and experiences into subjects or disciplines e.g. Home Economics, FLAWP, chemistry etc.

Onwuka (1981) noted that Tyler has identified three major criteria that should be satisfied by an effectively organized group of curriculum experiences. The first criterion is continuity. This refers to the vertical reiteration of major curriculum elements within any field of study. In other words, if learning experiences are brought into continuing

operation, they will very likely produce a cumulative effect, which will bring about profound changes in the learner. For instance, if an objective in FLAWP is to develop knowledge, skills, attitude, values, etc., these should be dealt with repeatedly in various parts of FLAWP such as child right law, Matrimonial causes Act, Marriage Act, Criminal code law, Administration and succession Estate of Deceased Person's law , landlord and tenant law, etc

Another major criterion is sequence. This is referred to as vertical relationship in curriculum organization. Sequence implies continuity as well as progression from the lower to the higher levels of treatment of curriculum element. For example the sequential development of the concept of energy would require that each successive treatment of the concept would broaden and deepen the student's understanding of the meaning of energy in all its ramifications. The emphasis should not be on duplication, but on higher levels of treatment of successive learning experiences.

4. How can we determine whether these purposes are being attained?

This question relates to and sampling verifying the evaluation activities that could be used for attainment of the objectives. Tyler (1975) conceived evaluation as the process of determining the extent to which the educational objectives of a school programme or curriculum are actually being attained. Tyler's approach followed these steps: 1) Establish broad goals or objectives. 2) Classify the goals or objectives. 3) Define objectives in behavioural terms. 4) Find situations in which the achievement of the objectives can be shown. 5) Develop or select measurement techniques. 6) Collect performance data. 7) Compare performance data with behaviourally stated objectives. Tyler (1975) stated that evaluation is the process for finding out how far the learning experiences as developed and organized are actually producing the desired results. Evaluation involves appraisal or judgment with respect to some criteria.

Tyler (1975) believes that evaluation can be used continuously as a means of identifying particular points needing further attention with particular groups of students or individuals help, or individual programmes can be mapped out for students with regard to their particular progress in the educational programme. Evaluation is therefore used to determine the functionality of the curriculum since the curriculum is meant to satisfy the needs and aspirations of the society.

The relationship between Tyler's curriculum model and the present study is that FLAWP is meant to satisfy the needs and aspirations of the society. Tyler (1975) believed that evaluation is the last phase in the curriculum planning process. This does not mean that evaluation is not carried out at first four phases but is on-going activity at all phases even at the evaluation phase. Tyler (1975) in the fourth question on evaluation wanted to know how those purposes stated could be evaluated. Wilson (2005) in explaining Tyler's fourth questions expanded that, what Tyler (1975) was asking is "how do you know you taught the content or process successfully?" In answering that question he added that one should be able to create more authentic types of assessment. He continues "Give students connections through meaningful assignments that have directed applicability and carryover into the real world". He suggested that to create effective curriculum and instruction design, Tyler's questions should be placed as a starting point.

Ndubuisi (1981) observed that Tyler's curriculum planning rationale has a four-step process of planning which has an in-built formative evaluation quality. This four-step process is developed with four basic questions from Tyler as stated above. In answering the question posed in each step, the curriculum designer undertakes formative evaluation. Formative evaluation is a judgment of the strengths and weaknesses of interaction in its developing stages, for purposes of revising the instruction to improve its effectiveness and

appeal (Tessmer, 1995). Formative evaluation is not activity to prove or validate the effectiveness of the instructional design; it is the part of instructional design itself.

Furthermore to highlight on concepts of evaluation Igwe (1994) observed that evaluation in school is the basis for effective decision making about programmes provided for students. The quality of the programme according to Igwe (1994) depends on good decision making by the planners and evaluation of information needed. Food Agricultural Organization (FAO, 1994) therefore, defined it as a process for finding out to what extent the curriculum is related, learning experience that are planned will actually produce the expected result. According to Offorma, (1994) evaluation is the process of finding out the strengths and weaknesses of the role curriculum plays. In other words it can be regarded as means of finding out what the students have learnt and what they have not learnt or the gaps that remain in their learning endeavour that must be closed if learning will be effective.

Weiss (1998), defined evaluation as the systematic assessment of the operation and the outcomes of a program or policy, compared to a set of explicit standards as a means of contributing to the improvement of the program or policy. Weiss (1998) breaks the definition down into several key elements, which serve to highlight the specific nature of evaluation: these are: Systematic assessment, and Scientific rigor.

In addition, Offorma (1994) identified two forms or procedures for evaluation: these include formation and summative. Formative evaluation is carried out in the course of a programme so as to determine the extent to which the objectives of the programme are being attained. For instance, if the teacher wants to find out how the students are getting on with him he can pause and ask questions on how the lesson is going on. The questions asked can be oral, quiz, short answer etc. The feed back information that is got from such evaluation is used as an input to improve the programme further before its final adoption

(Ndubuisi, 1981). Formative evaluation as a build up to the programme is an encouragement and reassurance to the users of the programme that the chances of success are more than those of failure.

Also summative evaluation is the assessment carried out at the end of the lesson, unit a term's work, and a year's work or the programme (Offorma, 1994). Summative evaluation take the form of quizzes, tests, term papers reports, personal observation of students, class contributions or annual examinations (Ndubuisi, 1981). The evaluation assigns tasks to the pupils to perform in order to determine whether they have achieved the objectives of the programme. These tasks can be used to measure the cognitive domain, effective domain and psycho-motor domain. Tests for measuring the achievement of objectives in the cognitive domain fall mainly into two categories. The objective test and the essay test. The objective test items are of four types: short answer, true-false, matching and multiple choices.

In relation to this study, Tyler's model bears a resemblance with family law awareness programme FLAWP in that family law awareness test FLAT was used as summative evaluation in assessing the efficacy of FLAWP among family members.

McBeath (1986) commenting on curriculum development suggested that development process consists of writing up or producing the curriculum materials including the course objectives, content, learning experience, assessment and resources. Tyler (1975) noted that course development should begin with selecting and writing objectives and developing procedures to test whether the objectives had been achieved. In this study the researcher wants to seek out appropriate procedure for effective incorporation of FLAWP into Home Economics programme. The researcher, therefore, along with Tyler's model suggested four educational development processes; these are the objectives, learning experiences, delivery systems and evaluation activities.

Therefore, Tyler (1975)'s four questions of instructional development are certainly a good place to start developing curriculum, if learning will be more meaningful and effective. These four phases are objectives, learning experiences, organization of learning experience and evaluation to determine the objective: these were well represented in this study. From Tyler's first question 'what educational purpose should the school seek to attain?' Tyler advocates that the ultimate aim of education is to change behaviour patterns of the learner. These effective objectives should be stated in behavioural terms that is, it must be specific. Specific objectives are specified statements of behavioural expectations of the learners at the end of each learning consequence (Offorma, 1994).

In line with this study, the researcher sets out to find the objectives of FLAWP that will lead to acquisition of knowledge, skills, attitude and values of FLAWP so as to inculcate stability and positive attitudes in the citizenry. Tyler (1975) noted that for learning to be effective, the teacher should through psychological and philosophical screening ensure that the goals are appropriate to the developmental level of the students. The means of achieving these are aptly expressed from its second question: 'What educational experiences can be provided that are likely to attain these purposes?' Tyler's rationale (1975) noted that learning experiences that are selected for the curriculum could serve the purpose of the average study. This is in line with the second question asked by the study: 'what should be the content of family law awareness programme?' Wilson (2005) in explaining Tyler (1975)'s model asked this question: what educational experiences are related to those purposes? This shows that learning experiences presented to the learners should help them in achieving the stated objectives. Tyler (1975) stated that learning experiences should be goal oriented. One of the principles of learners is active participation of the learner in the learning process. It is believed that learning should be facilitated more effectively through the active behaviour of the students. The learner cannot

be active if the person is not involved. To explain it further, Offorma (1994) noted that learning experience should have relevance to life if education should be functional and worthwhile. The learner should be able to make use of what they learnt in school and be able to make their life experience practicable.

In line with this study, the evaluation activities in which families could be involved are listed out. These activities are not teacher oriented but rather student centered activities. In support of this, Tanner and Tanner (1995) reporting Bobbit, stressed that the first task of curriculum development is to discover the activities which ought to help students develop their activities. These include personal qualities necessary for proper performance. He, therefore, maintained that the analysis should address the activities of humans. To select these learning experiences the following factors are considered namely; validity, feasibility, optimal in terms of learners' learning the content, allow learner to develop thinking skills and notional power, stimulating learners to greater understanding.

Tyler's third question (How can these educational experiences be effectively organized?) relate to organizational methods which will be used in achieving the educational purposes. The two major types of organization are horizontal and vertical organization. In line with this study, the FLAWP curriculum elements could be carefully organized to relate at the same level of Home Economics that is, the planner program could last for two semesters for NCE1 and second semester or it could be for NCE1 or NCE 2. Nicholls and Nicholls (1980) in discussing organization of content and learning experiences called it "methods". These show that when the teacher is arranging the content and learning experiences in such a way that the learners will learn them, he is dealing with the method of instruction. From the third and fourth questions in this study which state: "What should be the delivery systems for implementing FLAWP among families?". "What should be the evaluation activities for meeting the objectives of FLAWP?" These two

questions stated above were in addition to Tyler's three basic elements as stated by Wolf (1991) (that is objectives, learning experiences and evaluation) make it up to five.

These basic elements were represented in this study and according to Tyler the aim of education is to achieve the objectives and that is what this study seeks to achieve. The instructional method and instructional materials added are strategies or plans that will help the learner to acquire knowledge, skills and attitude identified. This is necessary because it will facilitate the achievement of the FLAWP objectives. The fourth question by Tyler "How will those purpose be evaluated?"

In line with third and fourth questions asked in the study ("what should be the evaluation activities for meeting the objectives of FLAWP") ("How efficacious was the family law awareness programme?"). According to Tyler (1975), evaluation is the last phase in curriculum planning process. This is also the last phase in this study. The formative and summative evaluations discussed in Tyler's model were also enlisted in this study. So in line with Tyler's the researcher sought family law awareness test FLAT to assess the efficacy of FLAWP.

Tyler (1975) gives the impression that evaluation is the end of the line, which shows that evaluation should be done at the final stage. Tyler's model gives an over view of the interaction of these components of curriculum design, it gives the impression that evaluation is the end. Lawton (1973) criticized this and made dissatisfaction when he said that one objection to the whole curriculum model based on four-stage progression from objectives to content to organization to evaluation, is far and too simple if leaving evaluation at the final stage of curriculum process. Tyler argues that proper evaluation should take place at every stage.

Wheeler's Model

Wheeler's model is a simplified description of a system used in explanation of facts. All societies educate their children, indeed education, both formal and informal, is a major process in the maintenance of a society. By formal education, that means the deliberate attempt by one or more persons by presenting certain experiences. Informal education, on the other hand, may be thought of as the process whereby behavioural changes occur as a result of experiences in situations which do not fall into the previous category. The distinction between formal and informal education arises from the conscious, planned attempt at change on the part of the social agent. It is with these deliberate systematic, planned attempts to change behavior that curriculum is concerned. Curriculum means planned experiences offered to the learner under the guidance of the school.

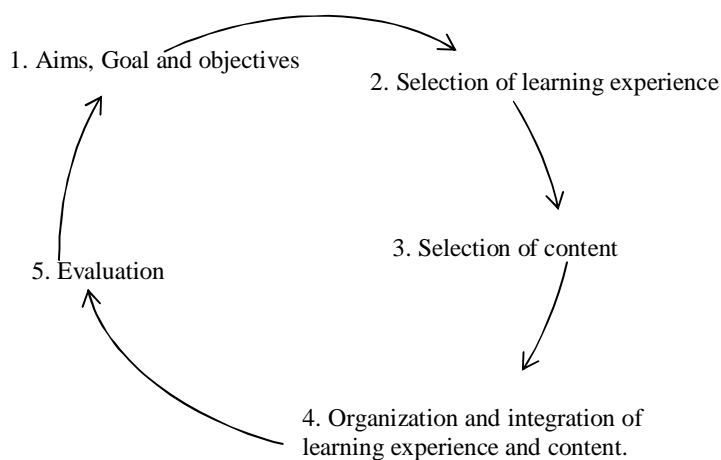


Fig 2: Wheeler's curriculum model Source: 1983

Wheeler (1983) stated five phases of Curriculum process:

1. The selection of aims, goals and objectives.
2. The selection of learning experiences calculated to help in the attainment of these aims, goals and objectives.

3. The selection of content (subject matter) through which certain types of experience may be offered.
4. The organization and integration of learning experiences and content with respect to the teaching- learning process within school and classroom.
5. Evaluation of the effectiveness of all aspects of phases 2, 3 and 4 in attending the goals detailed in phase 1.

Wheeler (1983) stated that curriculum process is in five phases as shown in fig. 2. The cyclical form portrays the relatedness and interdependence of each phase, upon one another, so that overtime, the final phase affects the initial one. Wheeler rested the assumption on the belief that (1) the end of education is to change behavior. (2) that the end of education is always the same everywhere. Wheeler advocated that the simple curriculum model should be used in all curriculum development at all level. This will increase the probability of attainment of aims, goals and objectives (Olaitan and Ali, 1997). Wheeler (1983) in line with Tyler supported that objectives can be in behavioural terms at the classroom level. Wheeler emphasized that general goal could be translated to objectives. This is in line with Tyler's model and in line with the present study, which emphasized on the objectives of family law awareness programme..

Wheeler believed that in selecting the content and learning experiences would help to achieve objectives. This is also in line with the study even though like Tyler the study centered on selection of learning experiences to bring behavior change in the learner. Wheeler (1983) noted that an experience can only take place when it will bring about the behavioural change in individual. This shows that learning experiences presented to the learner should help them in achieving the stated objectives. This is in line with the research question which asked "what should be the content of family law awareness programme?" The difference between Wheeler curriculum model and the

present study is that Wheeler curriculum model although in five phases is represented in a cyclical model which shows that there is inter-dependence of curriculum element and evaluation which can take place at each stage. In other words the final phase does not terminate the curriculum process but rather it affects the initial phase. From the present study, following Tyler's model though in five phases show a simple view of the interaction of the components of curriculum design. It gives the impression that the objective is the beginning of curriculum design while evaluation is the end of the design. This implies that evaluation should be at the end of the process, in other words, it is the evaluations that will determine the extent of the achievement of the objectives. The present study, therefore lay more emphasis on attainment of the objectives, since a behavioural change is determined by achieving the objectives. This was done by identifying instructional strategies that will facilitate the acquisition of the performance objectives. Family members are not aware of their rights, family law awareness programme is developed to retrain people that are not aware. These include instructional method and instructional materials. Difference between Wheeler's curriculum model and the present study is on selection of content. The study focuses on determining the content of FLAWP. According to Tanner and Tanner (1995) the first task of a curriculum development is to discover the activities which ought to make up the lives of students. However the difference between Tyler's model and Wheeler's model is that Tyler (1975) is in linear form and it has four phases while Wheeler's model is in five phases and in cyclical form. The final end in Tyler's model terminates the curriculum process but it is not so in Wheeler's model, rather the final end affects the initial phase.

Kerr's Model

Kerr's Model contains similar components to Tyler's but presented in a cyclic pattern.

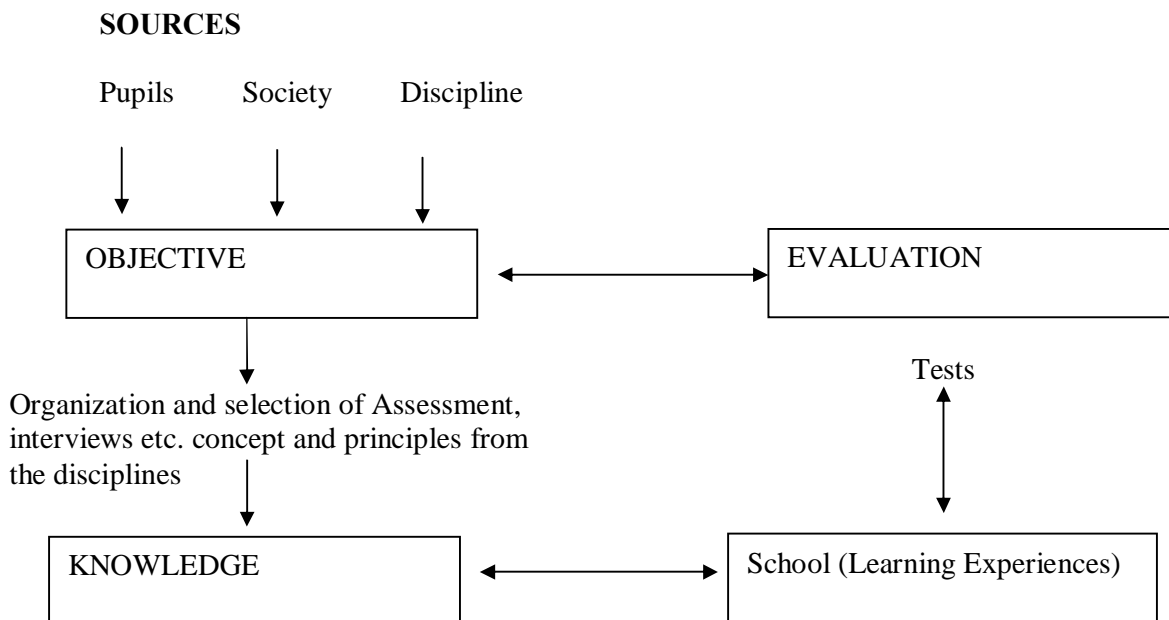


Fig: 3 Kerr's Model Source: Olaitan (2003)

Kerr's model (1968) in Olaitan and Ali (1997) contains similar components as Tyler's but presented in a cyclical pattern. It is more comprehensive than Tyler's and Wheeler's models. The curriculum components in Kerr's model are inter-related and depended on each other. This show that there is high level of dependence among all aspect of framework. In stating the objective, Kerr considered the source of data first. The three sources of data according to Olaitan (2003) include the following:

- a) The pupils' level of development of the pupils, their needs and interest.
- b) Society, the social conditions and the problems which the children are likely to encounter.
- c) The discipline: The nature of the subject matter and the types of learning which arise from the study of the subject matter.

Kerr's model suggested that curriculum process should not be a static unit. It should be an alliance and should continuously evolve in the system. Kerr noted that there should be a deliberate progression from the objectives to the knowledge component through selection and organization of the concepts and principles from the various disciplines (Olaitan, 2003).

However, the relationship between Kerr's curriculum model and Wheeler's curriculum model is that the curriculum components are inter-related and depended on each other, though Kerr's curriculum is more comprehensive and dynamic. These are in five phases and in cyclical pattern. The differences between Kerr's model and Tyler's model are that Kerr's model provides the source of the objectives first and the curriculum elements are interdependence on each other. Kerr's and Tyler's curriculum models are related on the basis that they believed that objectives should be specifically stated and that the aim of education is to bring behavioural change in the individual. Also they believe that their models can be used for curriculum development at any level of learning.

Again, Tyler (1975) curriculum model advocates educational experiences, which is regarded as any mental or physical activity, that the learner engage in, which results in a change in behavior. In other words, Tyler's model emphasized on student centered activity rather than the teacher-centred.

In line with the present study, the researcher expects a situation where learning activities provided will help the learner to acquire knowledge, skills, attitudes and values of FLAWP through personal participation. Also by showing interest and commitment, the learners will help to curb various forms of abuses in the families and society at large.

The gap that was bridged by the present study from reviewed curriculum models are additional instructional methods and instructional materials. Delivery systems are strategies that will help the learner to acquire knowledge, skills and attitude which will

help the establishment of the performance objectives. Instructional methods and instructional materials are necessary because curriculum development as a process identified delivery system as a component in curriculum process. This was highlighted in Olaitan (2003) who defined curriculum development as a process where curriculum experts identify what to be included and means of doing it. These means are the learners' objective, selection of learning experiences and organization, personal resources materials, delivery system, instructional contents and evaluation procedures.

This study adopts Wheeler's model of programme development, which has objective, content, delivery systems and evaluation activities as its stages in the developmental process. This model establishes the fact that each stage is interrelated to the other and in cyclic form. In this manner, the final stage, which is evaluation, does not terminate the programme process, which affects the initial stage, which is the objective.

FAMILY LAW

Law is a system of rules and a standard of conduct that has been developed or designed for the common good. This is good for the individual and also for the society as a whole. Law is a system of rules, usually enforced through a set of institutions. It shapes politics, economics and society in numerous ways and serves as a primary social mediator of relations between people (Beale, Hugh; Tallon & Denis 2002). Law also is a body of enforceable rules and regulations governing relationships among individuals and between individuals and their society. These rules establish rights, duties and privileges that are consistent with the values and beliefs of their society (Kayode, 1990). One of the most important functions of law in any society is to provide stability so that people can be sure of how to order their affairs. Another purpose of law is to protect the right of individuals and the society. Law affects or governs almost all daily activities or actions. Ezeilo (1995) defined law as a pre-requisite for existence of any civilized society.

Family law is an area of the law that deals with family ó related law issues and domestic relations which include: spousal abuse, legitimacy, adoption, child abuse and abduction, divorce, property settlements, alimony and parental responsibility (Burman 2005). Family law generally involves issues surrounding a divorce, such as the termination of marital status; determining child custody, child support and spousal support; and the division of the parties' marital property. Family law issues are not limited to a pending divorce proceeding. For example, one party may ask the court for a modification of child support after the completion of a divorce.

In Nigeria, the law regulating the celebration of marriage contracted under the act and its incidents are contained in the Marriage Act (Odike and Agu 2003). Marriage Act contains the necessary procedural steps to be taken in order to end up with a legally recognized valid marriage (Nwogugu 2001).

Matrimonial Causes Act deals with the disputes that may arise in marriage, their proof and how the court is empowered to settle them. Section 15 (2) of Matrimonial Causes Act provides:

The court hearing a petition for decree of dissolution of marriage shall hold the marriage to have broken down irretrievably if, but only if, the petitioner satisfies the court of one or more of the following facts:

- a) that the respondent has willfully and persistently refused to consummate the marriage;
- b) that since the marriage the respondent has committed adultery and the petitioner finds it intolerable to live with the respondent;
- c) that since the marriage the respondent has behaved in such a way that the petitioner cannot reasonably be expected to live with the respondent;
- d) the respondent has deserted the petitioner for a continuous period of at least one

- year immediately preceding the presentation of the petition;
- e) that the parties to the marriage have lived apart for a continuous period of at least two years immediately preceding the presentation of the petition and the respondent does not object to a decree being granted;
 - f) that the parties to the marriage have lived apart for a continuous period of at least three years immediately preceding the presentation of the petition;
 - g) that the other party to the marriage has, for a period of not less than one year, failed to comply with a decree of conjugal rights made under this decree;
 - h) that the other party to the marriage has been absent from the petitioner for such time and in such circumstances as to provide reasonable grounds for presuming that he or she is dead(Coker 1990).

Nullity has its origin in ecclesiastical law and approaches the marriage on the basis that it is an imperfect marriage and should therefore be annulled rather than dissolved. Voidable marriages are ended by a decree under the law of nullity (Adesanya, 1973). Nullity may be used either to secure a freestanding nullity decree or in the alternative in a divorce petition in cases of factual overlap. Voidable marriages (which are valid until avoided) must be distinguished from void marriage, which are void from the start and need no decree, though one may be desirable for various reasons. A voidable marriage will always need a decree to annul it (Burman, 2005).

Criminal Law is the law of crime. A crime is an offence, an act or omission punishable by the state. There are more than 600 offences that are punishable with various forms of imprisonment. Criminal offences are classified in terms of seriousness as follows: Felonious, misdemeanour and simple offences. Felonious Offences: These are imprisonment from 3 years to life imprisonment. They are capital offences. Misdemeanour: is an offence declared by law which ranges from 6 months to 2 years.

Simple Offences are offences declared by law which ranges from one day to 6 months. There are some people that are involved in any offence they may be guilty or may be charged for committing it. Ignorant of law is not an excuse.

The Criminal law imposes a duty on the parents or guardian of a child to protect its physical well-being by providing it with the necessities of life. If the omission to provide necessities is reckless or careless and death results, the offence is manslaughter. On the other hand, where the willful neglect to supply necessities is accompanied by an intention to cause death, and death occurs, the offence will be murder (Nwogugu, 2001). Section 70 of criminal code states that any person who takes part in an unlawful assembly is guilty of a misdemeanour, and is liable to imprisonment for one year.

Section 71 of criminal code states that any person who takes part in a riot is guilty of a felony, and is liable to imprisonment for three years.

Section 80 of criminal code states that any person who goes armed in public without lawful occasion such as manner as to cause terror to any person is guilty of a misdemeanor and is liable to imprisonment for two years, and his arms may be forfeited (Okoye, 1991).

Section 250 of criminal code states that a person who strikes, touches or moves or otherwise applies force of any kind to, the person of another, either directly or indirectly, without his consent or with the consent, if the consent is obtained by fraud or who by any bodily act or gestures attempts or threatens to apply force of any kind to the person of another without his consent, in such circumstances that the person making the attempt or threat has actually or apparently a present ability to effect his purpose, is said to assault that other person, and the act is called an assault. The term "applies force" includes the case of applying heat, light, electrical force, gas, odour, or any other substance or thing whatever if applied in such a degree as to cause injury or personal discomfort (Anozie,

2004). Criminal law offers means by which the state can prosecute the perpetrator. Examples of crimes include murder, assault, fraud and theft. In exceptional circumstances defenses can apply to specific acts, such as killing in self defence, or pleading insanity. Criminal law offences are viewed as offences against not just individual victims, but the community as well developed countries still condone capital punishment for criminal activity, but the normal punishment for a crime will be imprisonment, fines, state supervision (such as probation), or community service (Feinman, 2006).

Constitution of the federal Republic of Nigeria: Right to freedom from discrimination: section 42. (1) States that a citizen of Nigeria of a particular community, ethnic group, place of origin, sex, religion or political opinion shall not, by reason only that he is such a person (2) No citizen of Nigeria shall be subjected to any disability or deprivation merely by reason of the circumstances of his birth. Right to acquire and own immovable property anywhere in Nigeria: Section 43 states that subject to the provisions of this constitution, every citizen of Nigeria shall have the right to acquire and own immovable property anywhere in Nigeria.

A child is legitimate at birth if born in lawful wedlock. In Nigeria, Lawful wedlock includes not only marriage under the marriage Act but also customary law marriage and Moslem marriage. These types of marriage by the law of this country legal, and the issue of such marriages are legitimate (Nwogugu, 2001). To be legitimate at birth, the parents of the child must be lawfully married either at the time of his birth. Consequently child conceived during marriage but born after its dissolution is legitimate.

Tenant rights and landlord disputes typically are governed by state property. A lease or a rental agreement defines the length of the rental term, the price paid, penalties for late payments, and the amount of notice required before either the landlord or the tenant can cancel the lease. The landlord law invokes the duty to maintain the property in

a reasonably safe condition in view of all the circumstances. Additionally, state or local landlord tenant law sets the requirements for evicting a tenant, which may occur for only a limited number of reasons before the tenancy expires (Obi-Okoye, 1991).

Prohibition of Infringement of Widows' and Widowers' Fundamental Rights Law of Enugu State of Nigeria section 3(1) stated that no person for whatever purpose or reason shall compel a widow or widower-

- a. to permit the hair on the head or any other part of the body to be shaved;
- b. to sleep either alone or on the same bed or be locked in a room with corpse of the husband/wife;
- c. not to receive condolence visits from sympathizers during the period of mourning;
- d. to be re-married by a relative of the late husband/wife;
- e. to sit on the floor or be naked during any period of the husband's / wife's burial rites;
- f. to drink the water used in washing the corpse of the husband / wife;
- g. to weep and shall loudly at intervals at anytime after the death of the husband / wife except at one's own volition or involuntary action;
- h. to remain in confinement after the death of the husband / wife for any given period;
- i. to vacate the matrimonial home;
- j. to do any other thing which contravenes the fundamental rights entrenched in the Constitution or is degrading the person;

(2) Subject to the Marriage Act, Wills Law, Administration of Estates Law, or any Customary Law (not repugnant to natural justice, equity and good conscience), a widow or widower shall not be dispossessed upon the death of the husband or wife of any

property acquired by the deceased husband/wife(during the deceased husband's or wife's life time) without his or her consent.

Section 4 states that it shall be unlawful for any widow or widower or any person to falsely allege that the rights guaranteed under this law have been violated.

Section 5 states that anybody who contravenes or conspires, aids, counsels, procures, or assists another person to contravene, the provisions of section 4 or 5 of this Law shall be guilty of an offence and liable on conviction to a fine of five thousand naira or imprisonment for two years. Section 6 states that a magistrate Court shall have jurisdiction to try summarily any offence under this law. Section 7 states that there shall be a right of appeal from the judgment of the Magistrate's Court up to the highest Court in Nigeria (Anozie, 2001).

Adoption is the process by which the legal relationship between a child and his natural parents is severed and re-established between the child and a third party and parties (Odike and Agu 2003). The institution of adoption is important in society because it touches on status and therefore affects the rights and obligations of an adopted person. In Nigeria, adoption may be effected either under statutory law or under the rules of customary law. Many couples who because they had no children of their own or wanted more children in the family, were anxious to adopt children. Moreover, various missionary societies in the country collected and care for orphans and destitute children

In common parlance, the term 'guardian' is often used to include parents, as the parents of a child. The rights and obligations of parents in respect of their child arise from the fact of parenthood; while guardians are persons who formally placed in **loco parentis** to a child, usually by appointment. Once a guardian is properly appointed (testamentary guardian) steps into the shoes of a parent, and virtually all the rights and obligations of a parent in respect of a child are vested in the guardian (Nwogugu 2001). A person may be

disqualified from being appointed a guardian because of the bad character or otherwise unfit to protect the moral and physical welfare of the child.

Child's right law provides and protects the rights of the Nigerian Child and other related matters.

1. In every action concerning a child, the best interest of the child shall be the paramount consideration.
2. A child shall be given protection and care necessary for his well-being taking into account the rights and duties of the child's parents or guardian.
3. Every person or institution responsible for the care or protection of children shall conform with established standards.
4. The provisions of Chapter 1V of 1999 Constitution and any successive constitutional provisions relating to fundamental rights shall apply to this law; and every child is entitled to the rights set out in this part.
 1. Every child has the right to survival and development.
 2. Every child has the right to be given a name and every birth shall be registered.
 3. Every child has the right to freedom of association and peaceful assembly, in conformity with the law and in accordance with directions of the parents.
 4. Every child has the right to freedom of thought, conscience and religion subject to parental direction. This right shall be of paramount consideration whenever adoption, fostering, guardianship or custody is in issue.
 5. Every child is entitled to his privacy and family life. This is however subject to reasonable supervision and control by parents and guardians over the conduct of their children and wards.
 6. Every child is entitled to freedom of movement subject to parent control, which is not harmful to the child and which is in the interest of education, safety and

welfare of the child.

7. A child shall not be subjected to any form of discrimination merely by reason of his belonging to a particular community, ethnic group, sex, religion and political opinion or circumstances of his birth. (Child's Rights Act 2003:Abridged Version)

Administration and Succession Estate of Deceased person's law or Property law defines rights and obligations related to the transfer and title of personal real property. Generally a surviving spouse can succeed to the property of a deceased spouse. However, the ability of the surviving spouse or the dependents of the deceased to succeed to the property depends to an extent on the form of marriage contracted. Thus the rule of succession differs where the spouses are married under the ACT as against where the marriage was contracted under customary law. Similarly, the rule also differs where the testator died testate from where he died intestate.

Intestate succession; generally, customary law governs succession to the estate of an intestate deceased person who is subject to customary law and who marries under it. But where a person who is subject to customary law contracts a marriage under ACT, there is presumption that succession to his intestate estate shall be regulated by the marriage Act. This presumption may however be rebutted by the manner of life the deceased lived while he was alive. Put in another way, the life style of the deceased may indicate whether or not he wanted customary law to apply or not. With reference to intestate succession, the provision of section 49 (5) of the administration of estate law 1959 is important. According to the said section: where any person who is subject to customary law contracts a marriage in accordance with the provisions of the marriage ordinance and such person dies intestate after the commencement of this law leaving a widow or husband or any issue of such marriage, any property of which the said intestate

might have been disposed shall be distributed in accordance with the provisions of this law, any customary law to contrary notwithstanding provided that;

(a) Where by virtue of paragraph (f) of sub-section (1) of this section the residuary estate would belong to the state as **bona vacantia** such residuary estate shall be distributed in accordance with customary law and shall not belong to the state; and

(b) Any real property the succession to which cannot by customary law be effected by testamentary disposition shall descend in accordance with customary law anything herein to the contrary notwithstanding ((Obi-Okoye 1991:450).

The parties to a suit brought under section 49(5) of the Act must be parties who are subject to customary law. The parties must have been married according to the provisions of the marriage Act and the deceased must have died intestate leaving a widow or husband or any issue of such marriage. Lastly, any property of which the said intestate might have disposed of by will shall be distributed in accordance with the provisions of the act, any customary law to the contrary, notwithstanding (Odike and Agu 2003).

Testate Succession occurs when a person dies leaving a **WILL**. A will is a testamentary and revocable document voluntarily made, executed and witnessed according to law by a testator with sound disposing mind. A will is ambulatory (does not come into operation) until the death of the maker(testator).Until the death of the testator, a will has no effect at all, but operates as a mere declaration of the person's intention, which may be changed from time to time. A will contains the instructions of a person, recognized by law, which directs the distribution of property at his death. Once validly made, a will becomes a directive, which must be followed by a person appointed in it to administer the estate. Death knows no age. Anyone who has sufficient assets and dependents with competing claims on assets, should be encouraged to tidy up the person's

affairs, by giving appropriate directives the person's will as to the disposal of the person's bounties (Odike and Agu 2003).

Administration and Succession Estate of Deceased Persons law CAP 4 of distribution of Residue section 139 stated that (1) no will made by any person under the age of eighteen years, and no gift made in contemplation of death by any person under the age of eighteen years shall be valid: provided that a person shall attain the age of eighteen years for the purposes of this part on the day proceeding the eighteenth anniversary of the birth.

(2) No will by any person who is in sane shall be valid; provided that a will made by any person before the person became sane shall not be revoked by the subsequent insanity of such person: provided further that the person who is insane may make a valid will during a lucid interval, that is to say at a time when the person is in possession of all the mental faculties (Obi-Okoye, 1991).

Research and Development

Design and development study also called Research Based Development usually involves a number of steps referred to as the R & D cycle. Borg and Gall (1991) had four steps which include the following:

- building a prototype based on scientific evidence available or pertinent research findings;
- testing the prototype and obtaining feedback.
- revising the prototype based on feedback and finally;
- evaluation of the final product

Gall, Gall and Borg (2007) had ten steps which are enumerated below:

- Identify instructional goals
- Conduct instructional analysis

- Analyze learners and context
- Write performance objective
- Develop assessment instrument
- Develop instructional strategy
- Develop and select instructional materials
- Design and conduct Formative Evaluation of instructions
- Revise instruction
- Design and conduct Summative Evaluation

Ten steps in R & D Cycle are as follows:

Step 1- involves the identification of goals for the instructional program which often includes a needs assessment.

Step 2- An instructional analysis is undertaken to identify the specific skills, procedures and learning tasks that are involved in reaching the goals of instruction.

Step 3 ó is designed to identify the learners' entry-level skills and attitudes, the characteristics of instructional setting which the new knowledge and skills will be used.

Step 4 ó involves translating the needs and goals of instruction into specific performance objectives. It provides the basis for precise planning of assessment instrument, instructional strategies and instructional materials.

Step 5 ó assessment instruments are developed. These instruments should be directly related to the knowledge and skills specified in the performance objectives.

Step 6- a specific instructional strategy is developed for assisting learners with their efforts to achieve performance objective.

Step 7- involves the development of instructional materials, which may include print materials such as textbooks and teacher training manuals. If the instructional strategy involves a teacher, lesson plan for instruction would be developed.

Step 8- program developers conduct formative evaluation while the program is under development, in order to support the process of improving its effectiveness. In some situations, formative evaluation findings may result in a decision to abort further development, so that resources are not wasted on a programme that has little chance of ultimately being effective.

Step 9- revise instruction

Step 10 - summative evaluation is conducted to determine how worthwhile the final program is, in comparison to other competing programs. This type of evaluation usually is done by individuals other than the program developer (Gall, Gall and Borg 2007).

For the purpose of this study, the R and D cycle was modified into the following four phases from the study of Gall, Gall and Borg (2007).

Phase 1: Development of the possible Family Law Awareness Programme.

Phase 11: Validation of the draft Family Law Awareness Programme.

Phase 111: Assessment of the Family Law Awareness Programme.

Phase IV: Revision of the Family Law Awareness Programme.

THEORETICAL FRAME WORK

A theory is a systematically related set of statements including some law like generalization that is empirically testable. In this sense, a theory is unifying statement, a universal proposition or predictive statements.

Needs Assessment Theory

Need is defined as the discrepancy between an ideal situation and a status quo. Need is a gap or difference between what is and what is expected. It is the difference between what is observed and what is anticipated (Dike 1998). Need can be measured. This means that the difference between an ideal situation and a status quo can be measured. In need assessment, systematic techniques are used to identify and quantify needs in any given programme.

Maslow's need theory of Motivation

The focus of this theory is that the ultimate desire of all human beings is to be self-actualized. Abraham Maslow was of the opinion that motivation is given more brevity by the creative developmental growth process. This process is associated with self-discovery, self-understanding and fulfillment, which lead to understanding. It is in this context that needs arise which the individual have satisfied to become actualized.

In Maslow's theory, the hierarchy of need satisfied to achieve the fulfillment of the self includes physiological need, safety need, belongingness, self-esteem need and the need for self-actualization. Physiological needs are the basic needs for food, shelter and clothing. Safety needs are needs for physical safety, such as insurance policy for pension scheme or life insurance policy. Social needs refer to the need to belong. This need arises because man is a gregarious animal. Need for self-esteem is the need to be recognized as having achieved something in life. Maslow proposed that lower order need must be satisfied before a higher order one. By this, Maslow means that physiological need must be satisfied before a safety need. Man is such a complex organism that is doubtful if this rigid hierarchy can be adhered to all the time. Each hierarchy of need must be satisfied before the organism sets to satisfy the next higher needs as seen in figure 4.

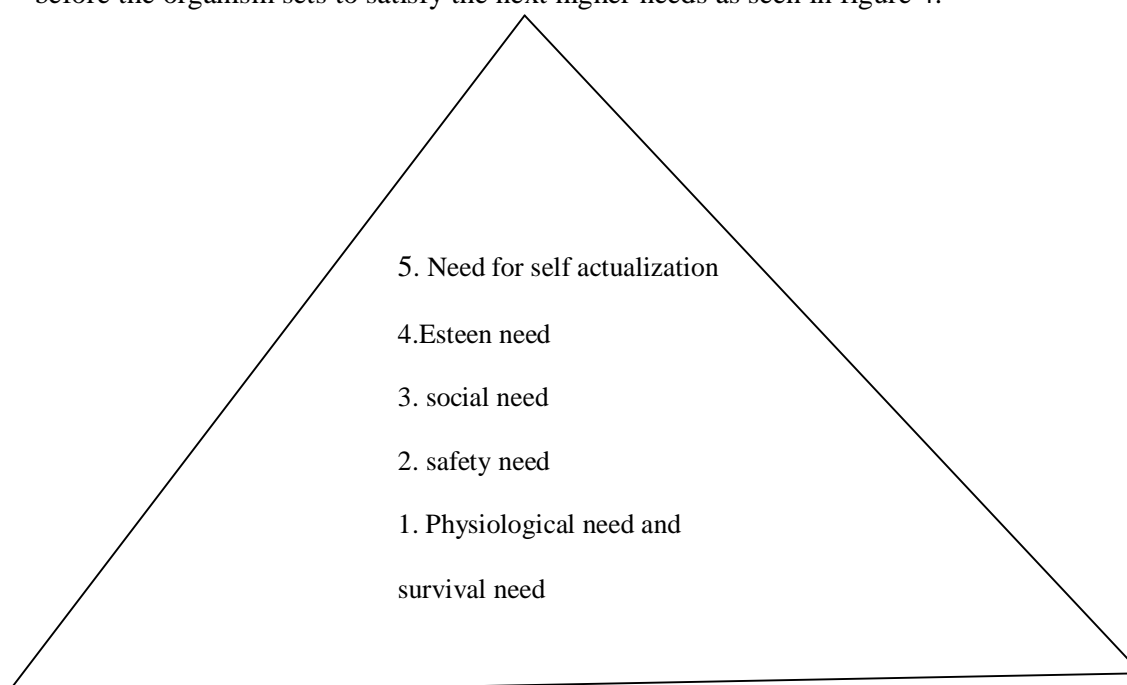


Figure 4. Maslow's hierarchy of human needs Source: Knowles. 1980

On the whole, an individual cannot satisfy any level unless needs above are satisfied. Maslow contends that the physiological needs are at the basic level from his point of view, the fulfillment of one need leads the desire to satisfy yet another need. For example, Maslow cited in Morris and Maito (1999:33) asserts that

Satisfaction of the self-esteem needs leads to feelings of self-confidence, worth, strength, capability and adequacy of being useful and necessary in the world. However, the thwarting of these needs produces feelings of inferiority weakness and helplessness.

For Maslow, the elements of independent thought, action, participation self directedness, self esteem, capability and strength are very important in propelling motivation towards achievements. Safety needs are needs for physical safety, such as insurance policy for pension scheme or life insurance policy. The satisfaction of self esteem need brings the need for self actualization. Maslow's hierarchy of needs theory made some inputs into this study by providing the researcher with a guide for prioritization and hierarchical presentation of the elements of family law.

The author indicated that the basic needs take priority over other needs and must be fulfilled before others are activated. Maslow pointed out that when physiological or basic needs are largely taken of, the need for safety and protection become predominant. The author further indicated that the satisfaction of safety needs ushers in the next need level, the need to belong which now becomes the highest need seeking for solution. This level according to the author has to do with an individual's need for affectionate relationships or affiliation. Similarly, when the need for affiliation is met, the need for self esteem comes into play. The satisfaction of self esteem need brings the need for self actualization into focus and this even becomes the highest need at this point. Maslow's hierarchy of needs theory made some inputs into this study by providing the researcher

with a guide for the prioritization and hierarchical presentation of family law by family members.

In the context of this study, family law was prioritized in a descending order of ranking according to family's needs. The implication of this prioritization and relevance to Maslow's hierarchy of needs theory is that the family law with highest mean score is regarded as the basic need that requires immediate attention.

Coffing's Client Needs Assessment Model

If there is gaps between what individuals can do in the current situation and what they should be able to do, then action should be taken to close the gap. Coffing's model is a discrepancy model concerned with "harvesting" the gaps between ideal situation and the status quo. It insists on prioritizing these gaps. It is geared towards educational change using available resources and involving the three partners in education such as learners, educators, and community. Although Coffing (1973) calls these partners "client", the model is cyclical in nature.

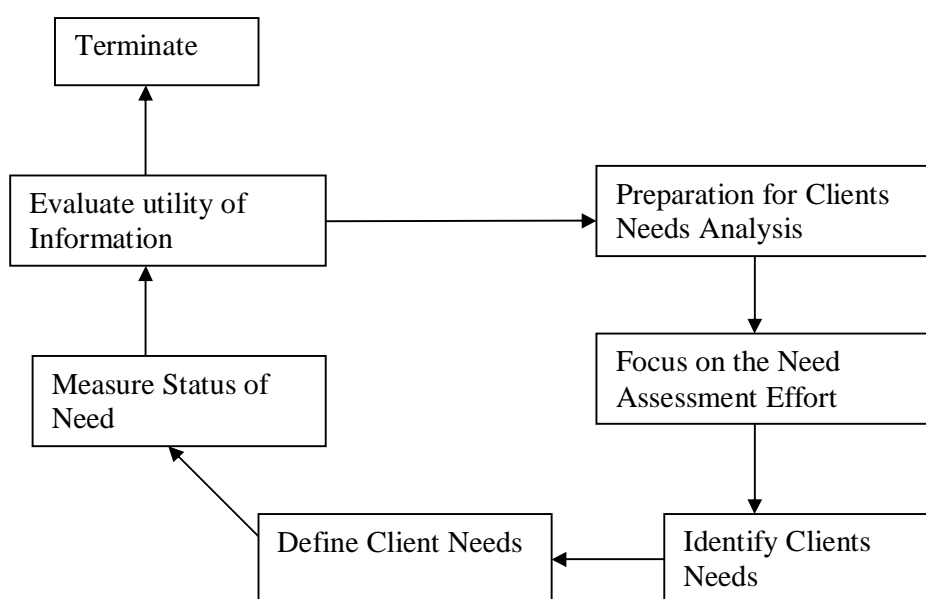


Figure 5: Coffing Client Needs Assessment Model Source: Dike (1998)

In this study, Coffing Client Needs Assessment model establishes the fact that each stage is interrelated to the other and in cyclical form. In this manner, the final stage, which is evaluation, does not terminate the programme process rather; it affects the initial stage that is preparation for client needs analysis. Having chosen from several alternatives, the client will now focus on the needs assessment. As the clients' needs are identified and defined the status of the need will be measured. Out of these theories discussed, Coffing's model appears more suitable for this present study because Coffing's model is on decision making. Coffing model formed a theoretical framework for other theorists in need assessment.

Coffing's first stage is on the preparation for clients' needs analysis which is interrelated to evaluating utility of information and focusing on the need assessment effort. Coffing's needs assessment model (1973) emphasized on student-centered activities rather than the teacher-centered. In line with this, in the present study, the researcher expects a situation where the learning activities provided will help the learner to acquire knowledge, skills, attitudes and values on awareness programme of family law through personal participation. In line with the first question of the study (what should be the objectives of FLAWP for families in Anambra state?) Dike (1998) observed that Coffing's clients' needs assessment has an in-built formative evaluation quality. Formative evaluation is a judgment of strengths and weaknesses of instruction in its developmental stages, for purposes of reversing the instruction, to improving its effectiveness and appeal (Tessmer, 1995). Formative evaluation is not an activity to prove or validate the effectiveness of the instructional design; it is the part of instructional design itself.

Furthermore, to highlight on the concept of evaluation, Dike (1987) observed that evaluation in school is the basis for effective decision making about programme provided

for students. The quality of the programme according to Dike (1998) depends on good decision-making by the planners and evaluation of information needed. According to Offorma (1994), evaluation is a process of finding out the strengths and weaknesses of the role curriculum play. In other words it can be regarded as the means of finding out what the students have learnt and what they have not learnt or the gaps that remain in their learning endeavour that must be closed if learning will be effective. In line with second research question: what should be the content of FLAWP? For instance, as the family law awareness is being created, the learners will be prepared to learn components of family law such as; Marriage Act, Matrimonial Causes Act, Administration and Succession Estate of Deceased Person's law, legitimacy Act, criminal code law, guardianship, Statutory Adoption, landlord and Tenant law, Electric Power Reform Act, Infant law and law of Consumer Protection. If the teacher wants to find out how the students are getting on with him, he can pause and ask questions on how the lesson is going on. The questions asked can be oral questions, quiz etc. The feed back information that is got from such evaluation is used as an input to improve the programme further before its final adoption (Ndubuisi, 1981). Formative evaluation as a build up to the programme is an encouragement and reassurance to the users of the programme that the chances of success are more than those of failure. Needs assessment is an integral element of evaluation. This is because evaluation should serve as a tool for decision making. Needs assessment provides policy makers with data for decision making about programmes at the conceptual stage. This type of evaluation is referred to as front-end analysis (Harless 1975)

In this study, the researcher wants to identify the family law awareness needs to families. Coffing's client needs assessment model suggested five decision making processes such as: objectives of family law awareness programme, content of awareness

programme of family law, delivery systems for awareness programme of family law and evaluation activities for meeting the objectives of FLAWP. Therefore, Coffing's third stage of identifying clients needs is closely related to the second question of this study "What should be the content of FLAWP?" This stage is a good place to start decision making, if learning will be more meaningful and effective as different families have needs that are of priority to them than other needs. For instance, to some family's landlord and tenant's law may be more pressing need than Electric Power Reform Act or Administration and Succession Estate of Deceased Person's law. What this shows is that needs assessment is a heavily value-laden activity- a need that is pressing to one individual may not be to another individual. (Dike, 1998).

The third question in this study: What should be the delivery systems for implementing the family law awareness programme? This question stated above was in addition to Coffing's basic elements (prepare for needs, focus the need assessment, identify client's needs, define client's needs, measure status of need and evaluate utility of information. This is in line with Nwandu (1994) that instructional methods and instructional materials are strategies that will help the learner to acquire knowledge, skills and attitude identified. Family Law implementation agents: legal practitioners, policemen, Nigerian civil defence corps, human right activists, social welfare officers and Home Economics teachers would also deliver awareness programme to families in Anambra State. This is necessary because it will facilitate the achievement of awareness programme of family law.

The fourth question in this study, which states thus; "what should be the evaluation activities for meeting the objectives of family law awareness programme? This question stated above was in addition to Coffing's basic elements (prepare for needs,

focus the need assessment, identify client's needs, define client's needs, measure status of need and evaluate utility of information).

The fifth question in this study, which states; 'How efficacious was the family law awareness programme? The feedback information that is got from such evaluation is used as an input to improve the programme further before its final adoption (Ndubuisi, 1981).

These basic elements were represented in this study and Coffing's needs assessment model seek out problems and resolve them before they become of crisis proportions. That is what this study seeks to achieve. Coffing's needs assessment is saying that allowing a problem to accumulate can be dangerous, expensive and in some cases may prove difficult to return to a state of normalcy again. Coffing's (1973) view is in line with the present study because, the rate at which families experience divorce, instability in marriages, legitimacy problems, maltreatment of the widows, child labour, child abuse and neglect, child abduction, Estate Agents and landlords ejecting families from their apartment without adequate quit notice, false payment of electric bills, call for a functional family law awareness programme to improve the quality of life of the families.

The instructional method and instructional materials added are strategies that will help the learner to acquire knowledge, skills and attitude identified. This is necessary because it will facilitate the achievement of family law awareness programme. The implementation agents: lawyers, Policemen, Nigerian civil defence corps, human right activists, social welfare officers and Home Economics teachers. The difference between Coffing's client needs assessment model and the present study is that Coffing's model although in six phases is represented in a cyclical model which shows that there is interdependence of decision making element and evaluation which can take place at each

stage while this study lays more emphasis on attainment of the programme by identifying instructional strategies that will facilitate the acquisition of the performance objectives.

Coffing's and Kaufman's models are related in the following ways;

8. Both are discrepancy models
9. Both insist on prioritizing the gaps.
10. Both are geared towards educational change using available resources and involving the three partners in education although Coffing calls these partners 'clients'.
11. Both models are cyclical in nature.

The gap that was bridged by the present study from reviewed needs assessment models in developing family law awareness programme by the use of implementation agents, instructional methods and instructional materials as delivery systems. These strategies will help the learner to acquire knowledge, skills and attitude which will help for the establishment of family law awareness. This is necessary because programme development as a process identified delivery system as a component. This was highlighted in Dike (1998) who defined educational programme development as a package made up of content, facilities, methodology for delivery and strategies for evaluation. It is a package of learning experiences put together by government or other agencies to enable citizens to acquire attitudes, knowledge and skills for harnessing human and material resources in order to bring about improved quality of lives. Dike (1985) emphasized that programme implementers should monitor a programme on a regular basis instead of allowing a programme to be optional for some years before conduction of a final evaluation. The study adopts Coffing's client needs assessment model because of priorities of family law. Some families are in need of statutory adoption, legitimacy act, and marriage act while some are in need of matrimonial causes act, child rights law, electric power reform act and land lord and tenant law. This model

establishes the fact that each stage is interrelated to the other and in cyclical form. In this study, the final stage that is evaluation does not terminate the programme process, but affects the initial stage, which is preparation for clients, needs Analysis.

In the context of this study, Coffing's Client Needs Assessment Model bears a resemblance with Maslow's theory that the discrepancy model concerned with harvesting the gaps between ideal situation and the status quo. It insists on prioritizing these gaps. This belief lends support for the direction of this study is that problem of this study is caused by the gap between the ideal situation and the current situation. Coffing's Client Needs Assessment Model insists on prioritizing these gaps.

REVIEW OF RELATED EMPIRICAL STUDIES

This subsection discusses few empirical studies in the area of the present study. These studies were reviewed to help guide the current study on the development of FLAWP for families to help identify strategies that will be used in imparting FLAWP and also help identify evaluation activities for achieving family law awareness. They will help to identify the area of need on family law awareness programme and also confirm the need for this study.

Asoluka (1998) carried out a study on women's awareness, marriage and family related laws in Imo state. This focused on functions of law, essential validity of marriage e.g. age, prohibited degrees of consanguinity and affinity, consent of the parties, parental consent, and sanity. The study specifically determines

- (1.) The extent to which women in Imo state are aware of family related laws
- (2.) The functions of law in families
- (3.) Strategies for enhancing family related laws by women in Imo state.

The study adopted a survey design. A sample of 100 women was randomly selected and the instrument for data collection was questionnaire. Asoluka (1998) major

findings include among others; 12 delivery system extended to them and 6 functions of law. The study revealed that family related laws should be disseminated among women in churches, women groups, seminars, workshop and conferences.

The relationship between this study and the present study is that it focuses on the awareness of family related law for women. The study created family related laws and need for family law awareness in building a foundation for this present study. The difference is that only marriage Act was studied by Asoluka but the present study studied matrimonial causes act, succession law, child's right law, law of consumer protection, criminal code law, adoption laws, landlord and tenant law, legitimacy act and Electric Power Reform Act. The present study sensitized families in Anambra state on marriage Act, Matrimonial causes Act, administrative and succession Estate of deceased persons law, child Right law, criminal code, laws of consumer protections, landlord and tenants law.

Ejinkeonye and Anyakoha (2007) reported a survey conducted on Causes of child Neglect Practices by parents in Onitsha metropolis. The study identified the causes of child neglect practices and measures that could be adopted to prevent the practices by parents in Onitsha metropolis. Multistage random sampling technique was employed in the selection of respondents. Two local government areas namely Onitsha North and Onitsha South were randomly selected. The sample size of 400 respondents was selected for the study. Questionnaire was used to collect data for the study. Data was analyzed using frequencies and mean, Ejinkeonye and Anyakoha (2007) major findings were, 24 causes of child neglect practices by parents in Onitsha metropolis, 23 measures for preventing child neglect practices by parents in Onitsha metropolis.

The relationship to the present study is that lack of family law awareness has resulted to this abuse of child's right while the present study focused on the development

of family law awareness programme and also tested it for families. The present study used Government Legal Aid Assisted projects, Associations / Unions, NGOs, the Media, Religious Community leaders and individual Volunteers to implement FLAWP for families to Anambra State.

Onyebueke (2005) carried out a study on child abuse and hawking among primary school pupils in Warri municipal. The study was designed to identify the demographic data of children hawkers in Warri, the reasons why male and female pupils hawk and the physical and psychological hazards experienced by male and female pupils during hawking. The study adopted survey research design. The design employed questionnaire to determine the opinions, preferences, attitudes and perceptions of people about hawking. Simple random sampling technique was used in selecting 200 children hawkers. The instrument used was questionnaire. The data was analyzed using percentages. Onyebueke (2005) major findings were; ten demographic data of children hawkers, eleven reasons why pupils hawk and fifteen physical and psychological hazards experienced by male and female pupils during hawking.

The relationship to the present study is that ignorance of family law has resulted to child abuse. The present study will create the family law awareness on families through developing family law awareness programme thereby reducing child abuse.

Akintoye (2005) reported a survey conducted on development of maternal and child health MCH education programme for women in Federal capital territory of Nigeria. The aims were to prepare expectant and nursing mothers for maternal child health education programme. Random sampling technique was used to select 428 nurses and 39 nurse tutors in FCT School of Nursing and Midwifery were used. Questionnaire was used to collect data for the study. Data was analyzed using mean scores and t-test analysis at 0.05 level of significance. Akintoye (2005) major findings were, 5 objectives

of MCH education programme for expectant and nursing mothers, 12 strategies for implementing MCH education for expectant and nursing mothers, 4 evaluation activities required for MCH education programme for expectant and nursing mother, 4 classes of facilities for delivering MCH education programme and chronological packaging and management of MCH education programme. The relationship to the present study is that the study used the stages of curriculum development such as; objectives, content/experiences, delivery approaches and evaluation.

Akintoye's study focused on the enlightenment of pregnant and nursing mothers on the importance of attending antenatal and postnatal clinics while the present study focuses on the enlightenment of family members on family law. This present study intends to use family law implementation agents who will implement the family law awareness on family members in Anambra state when developed.

Ukwe (2006) evolved strategies for integrating environmental education into the Nigerian Certificate of Education Home Economics Curriculum. Five research questions were answered and five hypotheses tested at 0.05 level of significance. The area of the study was South- East and South-South geopolitical zones of Nigeria. The study utilized survey research design. Questionnaire was used for data collection; the mean, standard deviation and ANOVA were used for data analysis. The findings of the study involved seven possible specific Home Economics relevant objectives to be integrated into NCE Home Economics curriculum. Thirty nine learning experiences identified in the study were clustered under seven specific objectives. 19 instructional methods to be employed in teaching specific Home Economics relevant EE within NCE Home Economics curriculum. 18 instructional materials that could be employed in teaching specific Home Economics relevant EE objectives.

Ukweø study has similar relationship with this study because it involved curriculum development. The present study, utilized the stages to develop functional family law awareness programme to reduce family problems: child labour, Abuse and neglect, child abduction, maltreatment of widows, Land lord and estate agents ejecting people from their apartment without adequate quit notice, husband /wife battery and illegal compulsory payment of electric bills.

Esiobu (1998) carried out a study on strategies for enhancing the environmental awareness of homemakers in Enugu state. The study determine the extent to which home-makers in Enugu state are aware of their environment, the environmental education needs of the home-makers and strategies for extending environmental education to the women. A sample of 160 home makers was randomly selected from Nsukka and Enugu urban areas. Questionnaire was used for data collection. Frequencies, mean, standard deviation and chi-square were used for analyzing the data. Esiobuø (1998) major findings include among others: 19 important Environmental education concepts, 19 delivery systems.

The relationship to the present study is that it deals on strategies for enhancing environmental awareness while the present study is developing FLAWP for families. Both studies dealt with awareness programmes.

Lemchi (2005) evolved strategies for integrating entrepreneurship education into Nigerian certificate in education Home Economics programme. The study was designed to determine; the specific objectives of Entrepreneurship education in NCE Home Economics Programme; the learning experiences for achieving the Entrepreneurship Education Objectives; the guidelines for integrating the entrepreneurship education learning experiences into the NCE Home Economics programme; the instructional methods and materials for teaching EE within the NCE Home Economics programme and, the evaluation techniques for assessing the attainment of the EE Objectives. Six

research questions and two null hypotheses guided the study. The study adopted a survey research design. The entire population of 48 Home Economics lecturers, year 111 NCE Home Economics students and 265 entrepreneurs in HE related business in South ó Eastern Nigeria were involved in the study. A structured questionnaire was developed and used for data collection, the instrument was duly validated and the coefficient of internal consistency 0.97 established using Cronbach alpha procedure.

Mean scores and t-test were used for data analysis. The hypotheses were tested at 0.05 level of significance. Findings include inter. Alia; 39 specific objectives for EE in the NCE Home Economics Programme; 44 learning experiences necessary for achieving the EE objectives; 13 guidelines for integrating the EE learning experiences; 19 instructional methods for teaching EE within the NCE HE programme and 12 evaluation techniques for assessing the attainment by the EE objectives. Furthermore, there were no significant differences in the mean responses of the HE lecturers and the entrepreneurs on 35 out of 39 objectives and on 40 out of 44 learning experiences for achieving the EE objectives. The study concluded that there is need to give EE the attention and emphasis it deserve in the NCE HE programme, in order for NCE HE to realize its potential of equipping individuals with skills for self-reliance. Seven recommendations for integrating EE into the NCE HE programme were made, which include among others, that the EE. Objectives, learning experiences, instruction methods, instructional materials, evaluation techniques and guidelines for integrating EE which were determined by this study, be utilized for reviewing and re-planning the EE HE Programme. Utilization of successful small business entrepreneurs to teach studentsø real-life experiences, and in-service training of Home Economics lectures to make them adequately ground for teaching EE to student were also recommended.

This study has the same relationship with the present study because it used the component or stages of programme development; the specific objectives, the learning experiences, instructional methods and materials for teaching EE within NCE Home Economics programme. Evaluation technique for assessing the attainment of EE objectives.

Alio (2006) identified strategies for improving the theoretical competencies, technical skills and management competencies of electronics craftsmen in the informal sector of economy the study sought answers to seven research questions and tested five hypotheses. The population of the study consisted of 850 craftsmen operating in the formal sector of the economy of Enugu state. Fifty percent of the population was sampled. One hundred and eighteen items questionnaire was the instrument for data collection. Three experts validated instrument and cronbach alpha reliability coefficient was used to determine the internal consistency of the instrument. The instrument yielded a reliability coefficient of 0.98. Frequency counts, percentages, mean statistics and standard deviation were used to answer the seven research questions while the five hypotheses were tested using analysis of variance (ANOVA) and t-test at 0.05 level of significance.

This major finding of the study was that: the electronics craftsmen in the informal sector of the economy possessed either first school leaving certificate/lower number of year of schooling. Approximately, seventy percent of the craftsmen who operate in the informal sectors of the economy have never worked in any industry. Most of the craftsmen were of age range 21-30 and 31-40 years. The craftsmen in the informal sector of the economy possess at a high level theoretical competencies, technical skills and management competencies required of craftsmen for efficient operation in their workshops/establishments the study identified some strategies for enhancing the

theoretical, technical and management competencies of electronics craftsmen in the informal sector of the economy. The strategies identified among others include retaining the craftsmen to demonstrate good knowledge of grammar, provide professional courses for master craftsmen; organizing workshops/seminars for craftsmen on good oral communication; and on how to exercise loyalty; retraining of craftsmen so as to be able to define information needs of every job brought to them for repair and providing extension education aimed at developing technical and management competencies of electronics, craftsmen. It was recommended that the intervention measures identified in this study to improve and update the electronics craftsmen competences should urgently be embarked on.

The relationship between this study and present study is in the use of workshops and seminars for retraining the craftsmen. The present study will use conferences, workshops, classroom counseling, women forum, NGOs, women awareness forum that could be employed in the teaching of family law objectives are needed and evaluation activities for assessing the attainment of family law awareness objectives. The unawareness of family law has resulted to family members often subjected to various forms of abuses such as; spousal abuse, child labour, abuse and neglect, maltreatment of widows, illegal compulsory collection of electric bills, marriage break down and tenant abuse therefore this study will create family law awareness.

Onwunedo (2006) developed an intervention programme for improving the hygiene practices of fast food industries in Anambra State. The study identified developed an intervention programme for improving the hygiene practices of fast foods industries in Anambra State. The study was restricted to only those fast food industries in the most thickly populated urban areas of Anambra State. This is because most of these fast food industries in Anambra State are concentrated in these urban areas. The study

also covered all the practices of fast food industries except finance. Specifically the practices covered area purchasing practices, meal preparation and service practices, personal sanitation practices and environmental sanitation practices.

Onwunedo (2006) reported research and development design. (R & D). Questionnaire, interview and focus group discussion were used to collect the baseline data for the study. The baseline data was also used to develop an intervention programme for improving the hygiene practices of the fast food industries. Stratified random sampling technique was employed to determine the sample for the study. Three LGAs were purposively selected because there are many fast food industries in the area of the study. Ten percent of each strata of the population was proportionately sampled because a homogenous population requires a smaller sample than those of a heterogeneous population. A 127 item structured questionnaire "Fast food industry practices Questionnaire (FFIPQ)" was developed in line with the research questions and hypotheses of the study. The instrument was face validated by five experts by three academics from Home Economics section of the Dept. of Vocational Teacher Education, University of Nigeria Nsukka and two health workers from Anambra State Ministry of Health. Cronbach alpha was used to estimate the internal consistency of the multiple choice items. The reliability coefficient was 0.92.

Based on the data analyzed the major findings were; 5 most of the fast foods industries in Anambra State adopted 5 negative practices in meal preparation and services. 3 personal sanitation practices were adopted fast foods industries in Anambra State. 5 other important practices not adopted by these fast food handlers are; Most of the fast foods industries do not adopt 7 good environmental sanitation practices. The only good environmental sanitation practice that these fast food handlers adopted was using working surfaces that are easy to clean. 9 major problems encountered by fast food

handlers. 33 intervention programme components for improving the hygiene practices of the fast food industries were found out.

In the context of this study, the relationship to the present study is that both were programme development studies and R and D cycle was used as research design in both studies. 33 intervention programme components for improving the hygiene practices of the fast food industries were found out likewise the present study has 33 items with 6 themes of FLAWP used in training family member (creating the awareness of family law). Finally, the current study also bridged the gap observed in some of the studied examined. For example Asoluka, Ejinkeonye and Anyakoha, Onyebueke, Akintoye did not develop programme for creating awareness of laws so as to reduce child abuse. They did not indicate the modalities for implementing these laws such as FLAWP objectives, content, delivery systems and evaluation activities but this was well represented in the present study. Ukwe did not develop a blue print (programme) but this is represented in the study. Onwunedo did not assess the fast food handlers but the present study developed **FLAT** through test blue print (table of specification). 25 test items were developed and were used to assess the efficacy of family law awareness programme **FLAWP** on family members.

SUMMARY OF LITERATURE REVIEWED

Home Economics is a broad field of study and an aspect of vocational education which is expected to give training and impart the necessary skills to individuals, not only for teaching position but also to equip them with knowledge, skills, ability and value that will make them improve the welfare of family members. Family is the basic unit of any society. The family is therefore very important in every nation. Education is the process of acquiring new knowledge, attitudes and skills in any area of life. Family living Education therefore is the process of acquiring knowledge, attitudes, skills and assisting

family members in taking care of the home and related issues. The family law is a branch of law that deals with the affairs relating directly to the family. Family law relates to the welfare of families. Home Economists should be aware of these laws since their field of study focuses on improving the welfare of individuals and families.

Literature was reviewed on conceptual framework such as curriculum models, family law and research and development. Literature reviewed on theoretical framework include Maslow's hierarchy of Needs theory and Coffing's client Needs Assessment theory is concerned with 'harvesting' the gaps between ideal situation and the status quo. It insists on prioritizing these gaps. Maslow's hierarchy of Needs Theory helped researcher to prioritize the determined content of FLAWP for families such as child's right law, criminal code law, marriage Act, matrimonial causes Act, land lord and tenant law and administration and succession estate of deceased person's law. Literature revealed several advantages of awareness of family law, notably its positive roles and sustaining life of individuals, families and societies. It was noted that failure rate of these resulted in divorce, instability in marriages, legitimacy problems, child labour, abuse and neglect, maltreatment of the widows, landlord and Estate Agents ejecting people from their apartment without adequate quit notice. These situations give rise to these abuses in families. There is therefore an urgent need for appropriate family law awareness programme for individuals and families so as to equip them for proper management of families.

Family law awareness programme will make family members to be more committed and participate fully in abiding to law and order in their families and society at large. This is because the survival of individuals depends on the peace and harmony in the home. It will drastically reduce child labour, abuse and neglect. Women would be aware of their matrimonial rights and as such reduce Spousal abuse and harmful

widowhood practices. Family law awareness programme will create harmony, love and peace in families. Some programme theories were reviewed. Out of all the theories reviewed, this study adopted Coffing's Client Needs assessment Model and Wheeler's model of programme development, which have objectives, content, delivery systems and evaluation activities as its stages in the development process. This model establishes the fact that each stage is interrelated to the other and in cyclical form. In this manner, the final stage that is evaluation does not terminate the programme process, but affects the initial stage, which is the objective.

The review of empirical studies related to the study revealed that to facilitate the acquisition of the family law awareness knowledge, skills and attitudes, there is need for a set of articulated objectives, the content of FLAWP that will help in attainment of the objectives need to be planned. The appropriate delivery systems, which comprises of conferences, workshops, outreaches, seminars, NGOs and women awareness forum that would be employed in teaching family law. The unawareness of family law has resulted to various abuses: child labour, abuse and neglect, spousal abuse, maltreatment of widows, marriage break down, false payment of electric bill and tenant abuse. Family law awareness programme will be implemented by government legal aid assisted projects, associations and unions, NGOs, the media, religious community leaders, and individual volunteers to families in Anambra State. There is presently no family law awareness programme for families in Anambra State. The families are not aware of their rights hence the abuses they suffer. That is the gap the study will fill.

CHAPTER THREE

METHODOLOGY

This chapter describes the procedures followed in carrying out this study. It is organized under the following headings; design of the study, area of the study, population for the study, sample for the study, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Design of the Study

The study adopted a modified version of Research and Development (R and D) design. The rationale for choosing Research and Development design was that Family Law Awareness (FLAT) developed by this study was used to assess the efficacy of **FLAWP** on family members in rural and urban local government areas (Nworgu, 2006). The modification was done based on the objectives of the study and the ten steps of R and D cycle of Gall, Gall and Borg (2007). The four phases adopted by the study are as follows:

- Phase 1:** Development of Draft Family Law Awareness Programme.
- Phase 11:** Validation of the Draft Family Law Awareness Programme.
- Phase 111:** Assessment of the Family Law Awareness Programme using Family Law Awareness Test.
- Phase 1V:** Revision of the Family Law Awareness Programme.

The modified version of R & D in this study is represented in a circular form, starting from the development of draft FLAWP to validation of the draft FLAWP, assessment of the FLAWP and revision of the FLAWP. (see **Appendix P**).

Area of the Study

The area of the study is Anambra State of Nigeria. It is South East of Nigeria.

The urban Local Government Areas include: Onitsha North L.G.A, Onitsha South L.G.A and Awka South L.G.A. The rural Local Government Areas: Ekwusigo L.G.A, Dunukofia L.G.A, and Ihiala L.G.A. Cases of violation of the rights of the child, tenant abuse, harmful widowhood practices and broken marriages motivated the researcher for this study.

The areas mentioned are thickly populated urban and rural local government areas of Anambra State and children are involved in street hawking, child begging, wife battering, harmful widowhood practices, landlords and estate agents often eject people from their apartments without adequate quit notice. The abuses mentioned above necessitate the awareness programme in Anambra State

Population for the Study

The population for different phases of the study was as follows;

Phase 1: The population for the one and three phases was made up of 7 sub- groups of family law implementation agents and family members numbering 395,665:

Lawyers: These are practicing lawyers in Anambra State. This group comprises of 3,500 lawyers (Ministry of Justice Awka, 14th June, 2007). They are people who have degrees in law and have spent one year in law school. They are close to the family members and read family law.

Policemen: This group consists of 9,500 policemen in Anambra State (Police Headquarters Awka, July 7th, 2008). Policemen assist in enforcing the law.

Nigerian Civil Defence Corps: These are made up of two groups;

- i. Regular Officers who work under federal Government. There are 370 regular officers of Nigerian Civil Defence Corps. They settle some minor land dispute cases

in family law enforcement.

- ii. Volunteer officers who work at the local Government Areas. They are paramilitary; maintain law and order and their work focus on the welfare of individuals and families. The State Government pays them. There are 1,680 volunteer officers of Nigerian civil defence corps. (Nigeria Civil Defence Corps Headquarters Awka, September 8th, 2008). They settle some minor land dispute cases in family law enforcement. These officers have minimum qualification of WAEC, OND, NCE, HND, BA, and M.Sc.

Social Welfare Officers: This group constitutes 500 Social Welfare Officers. (The Ministry of Women Affairs, Youth and Development Awka, July 7th, 2008). They handle family cases that involve husband, wife, mother in-laws, motherless babies home, child labour cases, child abuse and neglect cases. Most of them possess first degree (BSc/BA/Bed) Psychology, Sociology, Guidance and counseling.

Human Rights Activists: They are practicing lawyers. This group consists of 10 human right activists. (Civil Right Directorate Awka, July 7th, 2008). They are under Ministry of Justice. They settle widowhood cases and child abuse. They offer free legal services to women, children and impecunious men. They are law graduates who spent one year in Law school.

Home Economics Teachers: These include all NCE, B.Ed, B.Sc and M.Sc. in Home Economics Education presently teaching in Secondary Schools and Colleges of Education / Polytechnics within the area of the study. This group constitutes 2000 Home Economics teachers (Anambra State Education Commission Awka, September, 8th, 2008). Home Economics teachers are trained in pedagogy and are knowledgeable in programme development.

Phase 11: A panel for validators was used:

The population was made up of various Home Economics lecturers in Vocational Teacher Education Department, University of Nigeria, Family law lecturers in faculty of law Enugu Campus, University of Nigeria and policemen in Onitsha.

- The population was made up various Psychology lecturers, Sociology lecturers, curriculum experts and measurement and evaluation lecturers in University of Nigeria and family law practitioners.

Phase 111: Population for this phase (assessment of FLAWP) was made up of families in twenty one Local Government Areas of Anambra State. Family members were used because they are the group for which FLAWP is meant. A total of 377,505 families constitute the population of the study (Independent Electoral Commission Awka, 2007).

Sample for the Study

The Sample for the different phases of the study was follows:

Phase 1: Stratified Random Sampling technique was used to select the sample. Five percent of the population was sampled (Nwana 1981) as shown below:

The sample is hereby shown.

- Lawyers 300
- Policeman 550
- Nigerian Civil Defence Corp 200
- Social Welfare Officers 45
- Human Right Activists 10
- Home Economics Teachers 200
- Family members 60

Therefore, a total number of 1,365 respondents were randomly sampled from a population of 395,665 family law implementation agents and family members for the study. Policemen, Nigeria civil defence corps, Social welfare officers, human rights activists, Home Economics teachers and family members were involved in the study (**see Appendix K**).

Phase 11: The sample for the panelists for validation of FLAWP was made up of five persons, purposively selected. A psychology lecturer that is well grounded in the study of human behaviour, a Home Economist who is trained in pedagogy and is knowledgeable in programme development. A measurement and evaluation lecturer who specialized in item analysis and test evaluation, a curriculum lecturer who is well grounded in curriculum development, finally a family law practitioner.

Phase 111: Assessing for the success of Family Law Awareness Programme FLAWP, Family Law Awareness Test FLAT which is used for assessment has to be developed. The test items were generated based on a test blue print (table of specification) which shows the weight of each topic and number of items generated from each topic. The basic consideration in developing the test blue print was the objectives to be achieved by each topic as stipulated in curriculum and is required in the teaching of each topic (**See Appendix Q**).

Random Sampling technique was used to select the sample. Out of twenty one Local Government Areas in Anambra State, six local government areas were selected (three each of the urban and rural LGAs). From each three Local Government Areas 10 family members were selected given a total of 60 family members. The researcher with the help of three research assistants went to the 6 Local Government Areas during their village meetings (inter denominational not based on religion) selected ten men and women from the six local government areas and administer the FLAT.

Instrument for Data Collection

The instruments for various phases of the study are as follows:

Instrument for phase 1: The instrument for phase 1 was Family Law Awareness Questionnaire FLAQ. It was developed through extensive review of literature based on objectives of the study. The instrument consists of 129 items. Each item had four-point scale of 4, 3, 2 and 1 representing strongly agree, agree, disagree and strongly disagree.

The questionnaire was divided into five main sections, as follows:.

Section A: dealt with personal data :

Section B: Objectives of FLAWP (9 items)

Section C: Content of FLAWP (54 items)

Section D: Delivery Systems of FLAWP (41 items)

Section E: Evaluation Activities of FLAWP (25 items)

The questionnaire was administered on six groups of family implementation agents namely: legal practitioners, Policemen, Nigerian civil defence corps, Social welfare officers, Human Right activists and Home Economics Teachers.

Validation of FLAQ was subjected to face validation by three experts namely: one Home Economics lecturer in Vocational Teacher Education Department, University of Nigeria, one Family law lecturer in Faculty of Law Enugu Campus, University of Nigeria and a policeman in Onitsha. The lecturer and the police officer in charge of prosecution were given the purpose of the study, research questions and the hypotheses. They were requested to review the items in terms of their clarity, relevance, appropriateness of language and instructions to the respondents. Their suggestions and comments on the questionnaire items were incorporated into the final copy of the instrument.

Reliability: Cronbach alpha was used to determine the internal consistency of the first instrument **FLAQ**. The instrument was administered on 30 respondents (5 legal practitioners, 5 Policemen, 5 Nigerian Civil Defence Corps, 5 Social Welfare Officers, 5 Human Rights Activists and 5 Home Economics teachers) randomly selected from Asaba. The reliability coefficient of sections B $\alpha = 0.71$; Section C $\alpha = 0.95$; Section D $\alpha = 0.94$; Section E $\alpha = 0.91$ and overall $\alpha = 0.98$. The reliability coefficient for the first instrument FLAQ was obtained as 0.98.

Phase 11: Draft copy of FLAWP was used for **phase 111**. The second instrument consists of 33 items of FLAWP. It is made up of the title, objectives, content, instructional methods, instructional materials, evaluation activities, type of instructors and suitable venues, relevant suitable environment for instructors and implementers/channels of implementation. The instrument was divided into 6 themes as follows:

Theme 1: Child's Right law (6 topics)

Theme 2: Criminal Code Law (6 topics)

Theme 3: Marriage Act (3 topics)

Theme 4: Matrimonial Causes Act (8 topics)

Theme 5: Land lord and Tenant Law (4 topics)

Theme 6: Administration and Succession Estate of Deceased Person's Law (6 topics)

with the following captions: topics, performance objectives, content, instructor's activities, instructional materials, instructional methods and evaluation activities.

Validation: FLAWP was validated by five experts namely: a Home Economist, a psychologist, a curriculum expert, a measurement and evaluation lecturer from University of Nigeria and one family law practitioner. The psychologist commented that it is a good attempt. The programme should then be tried out to see to what extent it realizes the

objectives and also how it will discriminate based on different circumstances of the target audience. The family law practitioner added another objective: seek settlement of family dispute through mediation, family law should be sensitized by lecturers through workshops, seminars, fliers and Government legal aid assisted projects as one of the implementers. The curriculum expert commented on theme 1. Child's right law item 2, 3 & 4 under instructor's activities that instructors should visit court premises or invite a resource person to discuss the topics. Under learner's activities learners should join in excursion to police station and human right centres seeking redress for the right of the child when violated. Drama and debate should be used to instruct learners on relevant topics. The measurement and evaluation lecturer commented that the programme should be evaluated. Their suggestions and comments on the FLAWP were incorporated into the final copy of the instrument FLAWP.

Instrument for phase 111: The Family law awareness test (FLAT) was developed and used for phase 111. FLAT was developed through blue print (Table of specification) from the FLAW programme and item analysis. It consists of 25 objective questions with four multiple choice answers. To ensure content and item analysis of the evaluation aspect of the programme FLAT. A test blue print (Table of specification) was built for the test given Components of family law to the emphasis placed on each objective and major topics in the FLAWP (see **Appendix Q**). Based on the table of specification, a total of eighty multiple choice items were drawn from the FLAWP. The use of such a device therefore prevents the construction of tests that are biased. Hence it is used to build content validity into the test (Nworgu 2003).

- ❖ The first step towards test standardization is to establish the objective of the test and to consider those for whom a test is being developed. A test must be relevant to the programme.

- ❖ In second step, thorough item analysis was established by checking whether the questions developed are good to address the performance objectives. Item analysis of a test is concerned with analyzing responses to individual test items to ensure that each test item is valid and that it is measuring what the test as a whole is measuring. If all the items in a test are valid, but if some items in the test are not valid this detracts the validity of the entire test. It is often necessary to carry out an analysis of responses to test items in order to identify these items that are not valid. Such items would be then be deleted from the test or reworded and improved to raise their validity level.
- ❖ Third step, a trial- testing of the FLAT was done (Denga, 1987). Test was conducted on the FLAT for the purpose of determine the psychometric indices of the test. In the trial test, the FLAT was administered on the equivalent sample of family members. The achievement test was administered to 60 family members randomly selected from the area of the study. The answer sheets were marked and used for computing the difficulty index, discrimination index and distractor index of the test items. A total of 25 items of **FLAT** had good difficulty, discrimination and distractor indices (**see Appendix R**).

The development of FLAT included the followings:

Questions 1-6	(Child's Right law)	6 items
Questions 7-8	(Criminal code law)	2 items
Questions 9-10	(Marriage Act)	2 items
Questions 11-15	(Matrimonial Causes Act)	5 items
Questions 16-20	(Landlord and Tenant Law)	5 items

Questions 21-25 (Administration and Succession Estate of Deceased Person's law) 5 items.

The family members answered the objective questions and were marked. (See **Appendix C & E**).

Validation of FLAT: Content and item analysis of the evaluation aspect of the programme **FLAT** was carried out with test blue print (Table of specification). Three lecturers in Vocational Teacher Education Department, University of Nigeria validated the instrument and final copy was produced.

Reliability of FLAT: The trial test for determining the coefficient of achievement test of **FLAT** was carried out using test re-test reliability technique. The instrument was administered to 40 family members in Asaba. The objectives answer sheets were marked by the researcher and scores kept. After two weeks, the **FLAT** was re-administered to the same sample of families in Asaba. The objectives answer sheets were also marked by the researcher and the scores obtained in the first and second administration of tests were correlated. The reliability coefficient of **FLAT** was found to be 0.96 using Pearson product moment correlation coefficient (**Appendix H**).

Data Collection: Phase 1: The administration and collection of the **FLAQ** instrument were done through personal contact by the researcher and three trained research assistants. A total of 1,825 copies of the **FLAQ** were distributed and 1,305 were retrieved after completion namely; 300 lawyers, 550 Policemen, 200 Nigerian Civil Defence Corps, 45 social welfare officers, 10 human rights activists and 200 Home Economics teachers. Given seventy two percent returned.

Phase 11: FLAWP developed were validated by five experts namely: a psychology lecturer, a sociology lecturer, measurement and evaluation lecturer, a curriculum lecturer and a family law practitioner.

Phase 11: The administration and collection of the **FLAT** instrument were done through personal contact by the researcher and three trained research assistants. FLAT were administered to 60 family members in Anambra State, scripts were collected and marked. These family members were educated with the **FLAWP** by the researcher and three trained research assistants and administered the FLAT while another group of family members that were not trained with **FLAWP** were also administered the same **FLAT**.

Data Analysis Technique

Phase 1: The research questions one to four were analyzed by computing the mean scores for each of the items. The scaling points for upper and lower limits in means are shown below:

ANOVA: This was used to analyze the four null hypotheses formulated in this study, at 0.05 level of significance. ANOVA was used to compare the mean of more than two groups of the study. All computations were done using the statistical Package for Social Sciences (SPSS) version 10.0

Phase 11: The three instruments developed by the study namely FLAQ, FLAWP and FLAT were validated. FLAQ was subjected to face validation by three experts namely: one Home Economics lecturer in Vocational Teacher Education Department, University of Nigeria, one Family law lecturer in Faculty of Law Enugu Campus, University of Nigeria and a policeman in Onitsha. The lecturer and the police officer in charge of prosecution were given the purpose of the study, research questions and the hypotheses. They were requested to review the items in terms of their clarity, relevance, appropriateness of language and instructions to the respondents.

FLAWP was validated by five experts namely: a home economist, a psychologist, a curriculum expert, a measurement and evaluation lecturer from University of Nigeria and one family law practitioner. Content and item analysis of the evaluation aspect of the

programme **FLAT** was carried out with test blue print (Table of specification). Three lecturers in Vocational Teacher Education Department, University of Nigeria validated the instrument and final copy was produced.

Phase 111: Mean was also used to analyze the scores of the research question 5 while **t-test** was used to analyze the fifth hypothesis comparing the differences between two groups of families trained with FLAWP and families without training with FLAWP.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the analysis and presentation of data. The analysis and presentation were based on the four phases of the study.

Phase 1: Development of Draft family law awareness programme

This phase is about development of draft Family Law awareness programme which involved instrument development based on the 1-4 specific objectives of the study, validation of FLAQ, field work, data analysis and production of Draft Family Law Awareness Programme from the findings generated by the study and used them to build the draft FLAWP.

Phase 1: Data on this phase focus on research questions 1-4 and hypothesis one and is presented in tables one to eleven.

Research Question 1

What should be the objectives of family law awareness programme for families in Anambra State?

Table 1: Mean Responses and Analysis of Variance of Mean Responses of Home Economics Teachers, Policemen, Nigeria Civil defence corps, Legal Practitioners, Social Welfare Officers and Human Right Activists on the objectives of family law awareness FLAWP for families in Anambra State N=1305

S/N	Objectives of family law awareness FLAWP	\bar{X}_1	\bar{X}_2	\bar{X}_3	\bar{X}_4	\bar{X}_5	\bar{X}_6	\bar{X}_g	SD	Remarks	Fcal	Sig of F
	At the end of FLAWP, family members should be able to:											
1	Understanding the meaning of family law.	3.56	3.40	3.41	3.49	3.44	3.50	3.45	0.71	Agreed	1.74	0.122
2	enumerate the components of family law.	3.53	3.44	3.36	3.53	3.44	3.50	3.46	0.73	Agreed	1.76	0.117
3	Understanding the importance of family law.	1.90	1.82	1.82	1.83	1.88	1.90	1.83	0.36	Disagreed	1.69	0.133
4	enumerate the advantages of FLAWP.	2.14	2.11	2.10	2.20	2.02	2.20	2.13	0.57	Disagreed	1.39	0.222
5	seek legal redress in courts on their rights.	3.36	3.40	3.35	3.43	3.51	3.50	3.40	0.72	Agreed	0.67	0.645
6	make informed decisions based on family law.	3.41	3.49	3.36	3.35	3.53	3.50	3.43	0.72	Agreed	2.02	0.072
7	avail themselves of opportunities provided in family law.	3.42	3.43	3.37	3.40	3.44	3.50	3.41	0.74	Agreed	0.29	0.916
8	enumerate factors that may hinder awareness of family law.	1.88	1.85	1.82	1.81	1.88	1.80	1.84	0.36	Disagreed	1.14	0.337
9	discuss ways of improving family members awareness and enjoyment of family law.	3.47	3.46	3.41	3.37	3.55	3.50	3.44	0.73	Agreed	1.00	0.413

\bar{X}_1 = Home Economics Teachers(HET) ; \bar{X}_2 = Policemen(POL); \bar{X}_3 = Nigeria Civil defence corps (NCDC); \bar{X}_4 = Legal Practitioners(LP); \bar{X}_5 =Social Welfare Officers(SWO); \bar{X}_6 = Human Right Activists(HRA).

*F is Significant at Sig of $F \leq 0.05$ \bar{X}_g = Grand mean, SD= Standard Deviation, Fcal = ANOVA

Table 1 shows six out of nine objectives items considered as possible objectives for FLAWP by the six groups of the respondents: HET, POL, NCDC, LP, SWO, and HRA. The six objectives each has a mean score ranging from 3.40 to 3.46. That shows that items 1, 2, 5, 6, 7, and 9 had their mean greater than 2.50, indicating that they are objectives of family law awareness programme for families in Anambra State. Items 3, 4 and 8 objectives however obtained grand mean scores ranging from 1.83 to 2.13 which are less than 2.50. They are therefore not objectives of FLAWP. The standard deviation

of each possible objective is less than 1.00. This implies that their individual responses were not far from the mean. The standard deviation of the items ranges from 0.36 to 0.74. This indicated that the respondents were very close to the mean in their responses. Therefore, the values of the standard deviation added some validity to the mean values.

HO₁: There is no significant difference in the mean responses of Home Economics Teachers, Policemen, Nigeria Civil defence corps, Legal Practitioners, Social Welfare Officers and Human Right Activists on the objectives of FLAWP for families in Anambra State.

There is no significant difference among the six groups of the respondents on 6 out of 9 possible objectives of FLAWP. Ho₁ was accepted for the six items: understanding the meaning of family law, enumerate the components of family law, seek legal redress in courts on their rights, make informed decisions based on family law. avail themselves of opportunities provided in family law, discuss ways of improving family members awareness and enjoyment of family law, discuss ways of improving family members awareness and enjoyment of family law and rejected for three items: understanding the importance of family law, enumerate the advantages of FLAWP and enumerate factors that may hinder awareness of family law.

This implied that there was no significant difference in the mean ratings of the responses of Home Economics teachers, Policemen, Nigeria civil defence corps, legal practitioners, Social welfare officers and Human Right Activists on the objectives of family law awareness FLAWP for families in Anambra State. Therefore, the hypothesis of no significant difference in the opinions of the six groups of respondents was upheld for all the items.

Research Question 2

What should be the content of family law awareness programme?

Table 2: Mean Responses and Analysis of Variance of Mean Responses of Home Economics Teachers, Policemen, Nigeria Civil Defence corps, Legal Practitioners, Social Welfare Officers and Human Right Activists on the possible child right related content of FLAWP N=1305

S/N	Possible Child Right law related content of FLAWP	\bar{X}_1	\bar{X}_2	\bar{X}_3	\bar{X}_4	\bar{X}_5	\bar{X}_6	\bar{X}_g	SD	Remarks	Fcal	Sig of F
1	In every action concerning a child, the best interest of the child shall be the paramount consideration.	3.41	3.36	3.27	3.28	3.42	3.50	3.34	0.74	Agreed	1.46	0.198
2	Taking a child out of the custody or protection of his parents abroad attracts 15 years imprisonment.	3.35	3.31	3.33	3.25	3.40	3.50	3.31	0.74	Agreed	.815	0.539
3	Any person who marries a child or promotes child's marriage attracts ₦500, 000.00 or 5years imprisonment.	3.41	3.39	3.38	3.37	3.53	3.50	3.39	0.74	Agreed	4.12	0.841
4	Subjecting a child to any false or exploitative labour attracts ₦500, 000.00 or 5years imprisonment.	3.39	3.43	3.44	3.38	3.60	3.50	3.42	0.74	Agreed	.838	0.523
5	Any exploitation of the child prejudicial to the welfare of the child attracts a fine of ₦500,000.00 or 5years imprisonment.	3.52	3.42	3.39	3.31	3.44	3.50	3.41	0.72	Agreed	2.16	0.056
6	Procurement of a child for the purpose of begging for alms, prostitution and sexual labour attracts 10 years	3.51	3.41	3.44	3.51	3.55	3.50	3.46	0.71	Agreed	1.14	0.333
7	Exposing a child in trafficking attracts one year imprisonment.	3.54	3.56	3.48	3.44	3.48	3.50	3.51	0.70	Agreed	1.47	0.194
8	A marriage with an adopted child attracts 14years imprisonment.	3.45	3.46	3.32	3.34	3.44	3.50	3.41	0.73	Agreed	1.97	0.080

\bar{X}_1 = Home Economics Teachers(HET) ; \bar{X}_2 = Policemen(POL); \bar{X}_3 = Nigeria Civil defence corps(NCDC); \bar{X}_4 = Legal Practitioners(LP); \bar{X}_5 = Social Welfare Officers(SWO); \bar{X}_6 = Human Right Activists(HRA).

*F is Significant at Sig of $F \leq 0.05$ \bar{X}_g = Grand mean, SD= Standard Deviation, Fcal = ANOVA

Table 2 shows that the eight child's right law related content of FLAW programme identified for achieving the objectives of FLAWP were regarded as appropriate with grand mean scores ranging from 3.31 to 3.51 of HET, POL, NCDC, LP, SWO and HRA. This means that each of the child's right law obtained mean score above 2.50. This indicating that majority of the respondents agreed with these items as the Child Right's law related content of FLAWP. They are therefore the content of FLAWP. The standard deviation of each child's right law is less than 1.00. This implies that their individual responses were not far from the mean. The standard deviation of the items ranges from 0.70 to 0.74. This indicated that the respondents were very close to the mean in their responses. Therefore, the values of the standard deviation added some validity to the mean values.

HO₂: There is no significant difference in the mean responses of Home Economics Teachers, Policemen, Nigeria Civil defence corps, Legal Practitioners, Social Welfare Officers and Human Right Activists on the Content of family law awareness programme.

There is no significant difference in the mean responses of Home Economics Teachers, Policemen, Nigeria Civil defence corps, Legal Practitioners, Social Welfare Officers and Human Right Activists on the Content of family law awareness programme. Therefore, the hypothesis of no significant difference in the opinions of the six groups of respondents was upheld for all the items.

Table 3: Mean Responses and Analysis of Variance of Mean Responses of Home Economics Teachers, Policemen, Nigeria Civil Defence corps, Legal Practitioners, Social Welfare Officers and Human Right Activists on Criminal code law related content of FLAWP N=1305

S/N	Criminal code law related content of FLAWP	\bar{X}_1	\bar{X}_2	\bar{X}_3	\bar{X}_4	\bar{X}_5	\bar{X}_6	\bar{X}_g	SD	Remarks	Fcal	Sig of F
1	Marriage between child of adopting parent and adopted child is null and void attracts 14years imprisonment.	3.50	3.38	3.43	3.45	3.62	3.50	3.43	0.72	Agreed	1.61	.153
2	Any person who unlawfully abandons a child below 7years of age attracts 5years imprisonment.	3.57	3.41	3.43	3.40	3.44	3.50	3.43	0.73	Agreed	1.68	.134
3	A person who touches or applies force of any kind without her consent is an assault.	3.43	3.53	3.43	3.42	3.42	3.50	3.47	0.70	Agreed	1.41	.218
4	Any person who unlawfully assaults another and does him harm attract 3 years imprisonment.	3.38	3.34	3.36	3.34	3.62	3.50	3.36	0.74	Agreed	1.34	.243
5	Any person who assaults another with intent to have carnal knowledge of her against order of nature attracts fourteen years imprisonment.	3.40	3.46	3.44	3.42	3.40	3.50	3.43	0.72	Agreed	.287	.920
6	Detaining a girl against her will in brothel attracts 2years	3.50	3.36	3.33	3.30	3.44	3.50	3.37	0.76	Agreed	1.79	.111
7	Indecent assault on any female attracts 2years imprisonment.	3.48	3.41	3.38	3.34	3.44	3.50	3.40	0.74	Agreed	.941	.453
8	Stealing attract 3 years imprisonment.	3.57	3.44	3.40	3.54	3.44	3.50	3.48	0.69	Agreed	1.91	.089
9	Any person who assaults with intent to steal anything attracts 3years imprisonment.	3.44	3.37	3.37	3.51	3.46	3.50	3.41	0.71	Agreed	1.64	.144
10	Assault to any person attracts 2years imprisonment.	3.41	3.37	3.32	3.45	3.44	3.50	3.39	0.74	Agreed	.969	.435
11	Stealing if found guilty attracts 3years imprisonment.	3.52	3.39	3.45	3.53	3.44	3.50	3.45	0.72	Agreed	1.69	.132
12	Going arm so as to cause fear attracts 2years imprisonment.	3.47	3.44	3.42	3.40	3.64	3.50	3.44	0.71	Agreed	1.03	.398
13	Assault to any person e.g. spiting on people or pouring hot water on the person attracts 2 years imprisonment	3.41	3.42	3.44	3.30	3.44	3.50	3.39	0.73	Agreed	1.32	.250

\bar{X}_1 = Home Economics Teachers (HET); \bar{X}_2 = Policemen(POL); \bar{X}_3 = Nigeria Civil defence corps(NCDC); \bar{X}_4 = , Legal Practitioners(LP); \bar{X}_5 = Social Welfare Officers(SWO); \bar{X}_6 = Human Right Activists(HRA).

*F is Significant at Sig of $F \leq 0.05$ \bar{X}_g = Grand mean, SD= Standard Deviation, Fcal = ANOVA

Table shows that 13 Criminal code law related content of FLAWP identified by the study by HET,POL,NCDC,LP,SWO and HRA were appropriate as content of FLAWP. The grand mean ranging from 3.37 to 3.47. This means that each of the Criminal code law related content of FLAWP obtained mean score above 2.50.. The standard deviation of each criminal code law related content of FLAWP is less than 1.00. The standard deviation of the items ranges from 0.69 to 0.76. This indicated that the respondents were very close to the mean in their responses. Therefore, the values of the standard deviation added some validity to the mean values.

There was no significant difference in the mean ratings of the responses of Home Economics teachers, policemen, Nigeria civil defence corps, legal practitioners, social welfare officers and human right activists on the content of family law awareness relating to criminal code law for families in Anambra State. Therefore, the hypothesis of no significant difference in the opinions of the six groups of respondents was upheld for all the items

Table 4: Mean Responses and Analysis of Variance of Mean Responses of Home Economics Teachers, Policemen, Nigeria Civil Defence corps, Legal Practitioners, Social Welfare Officers and Human Right Activists on Marriage Act related content of FLAWP N=1305

S/N	Marriage Act related content of FLAWP	\bar{X}_1	\bar{X}_2	\bar{X}_3	\bar{X}_4	\bar{X}_5	\bar{X}_6	\bar{X}_g	SD	Remarks	Fcal	Sig of F
1	Within 3 months of notice if marriage did not take place, all proceeding shall be void.	3.35	3.45	3.38	3.30	3.48	3.50	3.39	0.72	Agreed	1.98	.078
2	Offence of bigamy attracts 5years imprisonment.	3.53	3.45	3.38	3.38	3.44	3.50	3.43	0.71	Agreed	1.42	.214
3	Marriage under the act is invalid if either party is already married to another by native law and custom.	3.55	3.49	3.43	3.40	3.55	3.50	3.47	0.70	Agreed	1.51	.183
4	A marriage under the act render invalid any other marriage under native law and custom.	3.42	3.52	3.45	3.42	3.66	3.50	3.47	0.72	Agreed	1.85	.100
5	Acquiescence to prohibited grounds of marriage render such a marriage invalid.	3.40	3.42	3.46	3.39	3.44	3.50	3.42	0.74	Agreed	.27	.929
6	Marriage to a minor is unlawful except with the consent of the parents.	3.46	3.38	3.36	3.52	3.44	3.50	3.42	0.70	Agreed	1.86	.097

\bar{X}_1 = Home Economics Teachers(HET) ; \bar{X}_2 = Policemen(POL); \bar{X}_3 = Nigeria Civil defence corps(NCDC) \bar{X}_4 = , Legal Practitioners(LP); \bar{X}_5 = Social Welfare Officers(SWO); \bar{X}_6 = Human Right Activists(HRA).

*F is Significant at Sig of F≤0.05 \bar{X}_g = Grand mean, SD= Standard Deviation, Fcal = ANOVA

Table 4 reveals that 6 items identified as Marriage Act related content of FLAWP for achieving objective were regarded as important by the six groups of the respondents; HE,POL,NCDC,LP,SWO and HRA. The grand mean score ranges from 3.39 to 3.47. This shows that each of the Marriage Act related content of FLAWP obtained a mean score above 2.50. The standard deviation of each Marriage Act related content of FLAWP is less than 1.00. The standard deviation of the items ranges from 0.70 to 0.74. This indicated that the respondents were very close to the mean in their responses. Therefore,

the values of the standard deviation added some validity to the mean values.

There was no significant difference in the mean ratings of the responses of Home Economics teachers, policemen, Nigeria civil defence corps, legal practitioners, social welfare officers and human right activists on the content of Family law awareness programme. Therefore, the hypothesis of no significant difference in the opinions of the six groups of respondents was upheld for all the items.

Table 5: Mean Responses and Analysis of Variance of Mean Responses of Home Economics Teachers, Policemen, Nigeria Civil Defence corps, Legal Practitioners, Social Welfare Officers and Human Right Activists on Matrimonial Causes Act related content of FLAWP N=1305.

S/N	Matrimonial Causes Act related content of FLAWP	\bar{X}_1	\bar{X}_2	\bar{X}_3	\bar{X}_4	\bar{X}_5	\bar{X}_6	\bar{X}_g	SD	Remarks	Fcal	Sig of F
1	Custody is awarded to a parent with greatest capacity to care for the children.	3.46	3.38	3.45	3.44	3.57	3.50	3.42	0.72	Agreed	.88	.489
2	Any person resident in any part of the country can institute divorce petition in any part of the country.	2.39	2.31	2.19	2.25	2.35	2.30	2.29	0.87	Disagreed	1.27	.273
3	Any marriage obtained by fraud or duress is void.	3.54	3.56	3.42	3.42	3.55	3.40	3.50	0.74	Agreed	2.09	.064
4	Marriage with a person mentally incapable of understanding the nature of marriage is void.	3.47	3.57	3.44	3.43	3.53	3.50	3.50	0.72	Agreed	1.88	.093
5	Unless the incapacity to consummate a marriage is not curable, marriage cannot be declared void.	3.31	3.39	3.50	3.32	3.51	3.50	3.36	0.74	Agreed	1.01	.405
6	Marriage is null and void if either party is not of marriageable age.	3.47	3.44	3.36	3.31	3.40	3.50	3.40	0.76	Agreed	1.49	.188
7	Marriage is avoidable where either of the parties is incapable of consummating the marriage.	3.51	3.34	3.43	3.46	3.44	3.50	3.41	0.73	Agreed	1.99	.076
8	Marriage contracted by a person already married is void.	3.49	3.37	3.38	3.48	3.53	3.50	3.42	0.70	Agreed	1.73	.123
9	A marriage solemnized before the commencement of Matrimonial Causes Act shall not be voidable on grounds of consanguinity.	1.84	1.86	1.82	1.84	1.88	1.90	1.85	0.35	Disagreed	692	.630
10	Decree of dissolution of marriage is granted in two stages: decree nisi and decree absolute.	3.39	3.33	3.43	3.41	3.66	3.50	3.39	0.76	Agreed	1.90	.091
11	With decree absolute either party to the marriage is free to remarry.	3.36	3.34	3.48	3.34	3.62	3.50	3.38	0.76	Agreed	2.00	.076
12	Decree nisi becomes absolute after three months if there are no children.	3.52	3.49	3.42	3.36	3.48	3.50	3.45	0.73	Agreed	1.73	.124
13	Proper arrangements for the welfare of the children have been made.	3.39	3.41	3.40	3.42	3.53	3.50	3.41	0.73	Agreed	.30	.910
14	A marriage is voidable where parties to it are incapable of consummating the marriage.	3.50	3.44	3.45	3.38	3.53	3.50	3.44	0.74	Agreed	.86	.506
15	Depriving a parent/guardian a child (12years and below) is act of felony and attracts .14years imprisonment.	3.35	3.47	3.42	3.39	3.62	3.50	3.43	0.75	Agreed	1.56	.168

\bar{X}_1 = Home Economics Teachers(HET) ; \bar{X}_2 = Policemen(POL); \bar{X}_3 = Nigeria Civil defence corps(NCDC); \bar{X}_4 = , Legal Practitioner(LP)s; \bar{X}_5 = Social Welfare Officers(SWO); \bar{X}_6 = Human Right Activists(HRA).

*F is Significant at Sig of F≤=0.05 \bar{X}_g = Grand mean, SD= Standard Deviation, Fcal = ANOVA

Table 5 shows that out of 15 Matrimonial Causes Act identified for achieving FLAWP objectives, 13 were taken as relevant by HET, POL, NCDC, LP, SWO and HRA. The grand mean score ranges from 3.39 to 3.50 for 13 items, while the other two items had grand mean score 1.85 to 2.29 indicating that they are Matrimonial Causes Act related content of FLAWP. However, items 2 and 9 had their mean less than 2.50; they are therefore not content of MCA content of FLAWP. The standard deviation of each Matrimonial Causes Act related content of FLAWP is less than 1.00. The standard deviation of the items ranges from 0.70 to 0.87. This indicated that the respondents were very close to the mean in their responses. Therefore, the values of the standard deviation added some validity to the mean values.

There was no significant difference in the mean ratings of the responses of Home Economics teachers, policemen, Nigeria civil defence corps, legal practitioners, social welfare officers and human right activists on the content of awareness programme of family law relating to matrimonial courses act for families in Anambra State. Therefore, the hypothesis of no significant difference in the opinions of the six groups of respondents was upheld for all the items.

Table 6: Mean Responses and Analysis of Variance of Mean Responses of Home Economics Teachers, Policemen, Nigeria Civil Defence corps, Legal Practitioners, Social Welfare Officers and Human Right Activists on landlord and tenant law related content of FLAWP N=1305

S/N	landlord and tenant law related content of FLAWP	\bar{X}_1	\bar{X}_2	\bar{X}_3	\bar{X}_4	\bar{X}_5	\bar{X}_6	\bar{X}_g	SD	Remarks	Fcal	Sig of F
1	A rental agreement regulate in specific terms relationship between landlord and tenant.	3.42	3.50	3.47	3.40	3.51	3.50	3.46	0.74	Agreed	.95	.447
2	If a landlord breaks a tenant's door in his absence during the day is guilty of a felony, and is liable to imprisonment for fourteen years.	3.47	3.52	3.47	3.39	3.64	3.44	3.48	0.72	Agreed	1.84	.101
3	Any landlord who breaks tenant's door in the night in his absence, the offender is liable to imprisonment for life.	3.48	3.41	3.45	3.40	3.42	3.55	3.42	0.74	Agreed	.42	.829
4	Regarding Subleases and tenancies and landlordship; a weekly tenancy, a week notice is given to quit.	3.43	3.39	3.40	3.41	3.44	3.41	3.40	0.74	Agreed	.13	.984
5	A quarterly tenancy, a month notice is given to quit.	3.35	3.49	3.51	3.42	3.44	3.52	3.45	0.72	Agreed	1.51	.184
6	A year tenancy, six (6) months notice is given to quit.	3.42	3.45	3.48	3.39	3.46	3.49	3.43	0.72	Agreed	.40	.846

\bar{X}_1 = Home Economics Teachers(HET) ; \bar{X}_2 = Policemen(POL); \bar{X}_3 = Nigeria Civil defence corps(NCDC) \bar{X}_4 = , Legal Practitioners(LP); \bar{X}_5 = Social Welfare Officers(SWO); \bar{X}_6 = Human Right Activists(HRA).

*F is Significant at Sig of $F \leq 0.05$ \bar{X}_g = Grand mean, SD= Standard Deviation, Fcal = ANOVA

Table 6 shows that 6 landlord and tenant law related content of FLAWP were considered relevant by HET, POL, NCDC, LP, SWO and HRA. The grand mean score ranges from 3.42 to 3.48 respectively. This means that each landlord and tenant law related content of FLAWP obtained a mean score above 2.50, indicating that they are the content of landlord and tenant law related content of FLAWP. The standard deviation of each

landlord and tenant law related content of FLAWP was less than 1. This implies that their individual responses were not far from the mean. The standard deviation of the items ranges from 0.72 to 0.74. This indicated that the respondents were very close to the mean in their responses. Therefore, the values of the standard deviation added some validity to the mean values.

There was no significant difference in the mean ratings of the responses of home economics teachers, policemen, Nigeria civil defence corps, legal practitioners, social welfare officers and human right activists on the content of awareness programme of family law relating to Landlord and Tenants law for families in Anambra State. Therefore, the hypothesis of no significant difference in the opinions of the six groups of respondents was upheld for all the items.

Table 7: Mean Responses and Analysis of Variance of Mean Responses of Home Economics Teachers, Policemen, Nigeria Civil Defence corps, Legal Practitioners, Social Welfare Officers and Human Right Activists on Administration and Succession Estate of Deceased Person's law related content of FLAWP N=1305

S/N	Administration and Succession Estate of Deceased Person's law related content of FLAWP	\bar{X}_1	\bar{X}_2	\bar{X}_3	\bar{X}_4	\bar{X}_5	\bar{X}_6	\bar{X}_g	SD	Remarks	Fcal	Sig of F
1	No will shall be valid except in writing.	3.53	3.39	3.43	3.39	3.55	3.47	3.42	0.74	Agreed	1.41	.215
2	The will act requires that all will must be in writing. Testator's signature must be made in the presence of 2 witnesses at the same time and sign.	3.33	3.43	3.51	3.34	3.48	3.48	3.41	0.75	Agreed	1.91	.089
3	A widow or widower shall not be dispossessed of any property without his or her consent.	3.33	3.44	3.46	3.41	3.44	3.52	3.42	0.75	Agreed	.83	.525
4	All children of deceased person are entitled to share on the estate of the deceased.	3.32	3.37	3.37	3.44	3.51	3.51	3.38	0.76	Agreed	.975	.432
5	The estate of the testator (one who wrote a will) is distributed by his will.	3.52	3.45	3.38	3.34	3.51	3.33	3.43	0.73	Agreed	1.96	.081
6	In the case of an intestator (one who did not write a will), his estate is distributed by an	3.56	3.39	3.40	3.38	3.46	3.36	3.42	0.75	Agreed	1.77	.115

\bar{X}_1 = Home Economics Teachers(HET) ; \bar{X}_2 = Policemen(POL); \bar{X}_3 = Nigeria Civil defence corps(NCDC); \bar{X}_4 = Legal Practitioners(LP); \bar{X}_5 = Social Welfare Officers(SWO); \bar{X}_6 = Human Right Activists(HRA).

*F is Significant at Sig of $F \leq 0.05$ \bar{X}_g = Grand mean, SD= Standard Deviation, Fcal = ANOVA

Table 7 shows that 6 Administration and Succession Estate of Deceased Personø law related content of FLAWP identified by the respondents HET, POL, NCDC, LP, SWO and HRA were relevant. The grand mean score ranges from 3.41 to 3.43. This means that Administration and Succession Estate of Deceased Personø law related content of FLAWP obtained a mean score above 2.50. The standard deviation of each Administration and Succession Estate of Deceased Personø law related content of FLAWP was less than 1. This implies that their individual responses were not far from the mean. The standard deviation of the items ranges from 0.73 to 0.76. This indicated that the respondents were very close to the mean in their responses. Therefore, the values of the standard deviation added some validity to the mean values.

There was no significant difference in the mean ratings of the responses of Home Economics teachers, policemen, Nigeria civil defence corps, legal practitioners, social welfare officers and human right activists on the content of awareness programme of family law relating to administration and succession estate of deceased personø law for families in Anambra State. Therefore, the hypothesis of no significant difference in the opinions of the six groups of respondents was upheld for all the items.

Research Question 3

What should be the delivery systems for implementing the family law awareness programme?

Table 8: Mean Responses and Analysis of Variance of Mean Responses of Home Economics Teachers, Nigeria Civil Defence corps, and Social Welfare Officers on the Instructional methods and materials related delivery systems of FLAWP N=445

S/ N	Instructional methods and materials related delivery systems of FLAWP	\bar{X}_1	\bar{X}_2	\bar{X}_3	\bar{X}_g	SD	Remarks	Fcal	Sig of F
1	Focus group discussion sessions.	3.67	3.62	3.42	3.62	0.63	Agreed	2.79	.062
2	Round table discussion	3.38	3.53	3.42	3.45	0.71	Agreed	2.29	.102
3	Workshop on FLAWP	3.47	3.41	3.42	3.44	0.69	Agreed	.33	.719
4	Home visiting	3.53	3.56	3.53	3.54	0.68	Agreed	.07	.928
5	Symposium on FLAWP	3.53	3.41	3.48	3.47	0.68	Agreed	1.53	.217
6	Family Seminar	3.34	3.41	3.51	3.39	0.72	Agreed	1.14	.319
7	Outreach/mobile criers	3.37	3.42	3.42	3.40	0.73	Agreed	.29	.742
8	Community meeting	3.48	3.36	3.37	3.41	0.69	Agreed	1.57	.209
9	Films/videos	3.55	3.47	3.53	3.51	0.67	Agreed	.71	.491
10	CD, Cassettes	3.46	3.41	3.40	3.43	0.71	Agreed	.30	.736
11	Posters, Banners	3.38	3.35	3.37	3.37	0.73	Agreed	.08	.919
12	Slogans	3.52	3.39	3.57	3.46	0.70	Agreed	1.67	.188
13	Television programme	3.48	3.52	3.57	3.51	0.70	Agreed	.37	.685
14	Text books	3.34	3.51	3.42	3.42	0.72	Agreed	2.75	.065
15	Wall charts	3.41	3.54	3.53	3.48	0.71	Agreed	1.67	.189
16	Flip charts	3.52	3.45	3.46	3.48	0.68	Agreed	.46	.631
17	Pamphlets	3.38	3.50	3.42	3.44	0.69	Agreed	1.50	.223
18	Handbills	3.46	3.57	3.60	3.52	0.68	Agreed	1.55	.213
19	Film strips	1.83	1.88	1.86	1.85	0.35	Disagreed	1.03	.356
20	Radio programme	3.51	3.45	3.40	3.47	0.70	Agreed	.57	.561
21	Charts	3.57	3.43	3.51	3.50	0.70	Agreed	1.85	.158
22	Audio visual materials	3.51	3.50	3.37	3.49	0.71	Agreed	.64	.526
23	Pictorials	3.45	3.48	3.42	3.46	0.72	Agreed	.19	.821
24	Pictures	3.52	3.57	3.42	3.53	0.66	Agreed	1.01	.362
25	Video tape and cassettes	3.33	3.44	3.42	3.39	0.73	Agreed	1.05	.349
26	Diagrams	3.42	3.41	3.44	3.42	0.74	Agreed	.02	.972
27	Tape recorder	3.41	3.52	3.42	3.46	0.71	Agreed	1.17	.311
28	Flow Charts	1.89	1.86	1.86	1.87	0.32	Disagreed	.58	.558
29	Film show	3.37	3.41	3.60	3.41	0.70	Agreed	1.87	.155
30	Prints	3.52	3.35	3.42	3.43	0.74	Agreed	2.59	.076
31	Slides	3.40	3.53	3.46	3.46	0.73	Agreed	1.70	.184
32	Internet	3.47	3.55	3.42	3.50	0.73	Agreed	.82	.438

\bar{X}_1 = Home Economics Teachers (HET); \bar{X}_2 = Policemen(POL); \bar{X}_3 = Nigeria Civil defence corps(NCDC); \bar{X}_4 =, Legal Practitioners(LP); \bar{X}_5 = Social Welfare Officers(SWO); \bar{X}_6 = Human Right Activists(HRA).

*F is Significant at Sig of $F \leq 0.05$ \bar{X}_g = Grand mean, SD= Standard Deviation, Fcal = ANOVA

Table 8 shows that 30 out of 32 identified by the respondents HET, POL, NCDC, LP, SWO and HRA were relevant. Film strips and Flow chart were not accepted by the respondents. The grand mean score ranges from 3.39 to 3.62. This means that Instructional methods and materials related content of FLAWP obtained a mean score above 2.50. The standard deviation of each Instructional methods and materials related delivery systems of FLAWP was less than 1. This implies that their individual responses were not far from the mean. The standard deviation of the items ranges from 0.32 to 0.74. This indicated that the respondents were very close to the mean in their responses. Therefore, the values of the standard deviation added some validity to the mean values.

HO₃: There is no significant difference in the mean responses of Home Economics Teachers, Nigeria Civil Defence corps, and Social Welfare Officers on the Delivery Systems for Implementing Family Law Awareness Programme.

There was no significant difference in the mean ratings of the responses of Home Economics Teachers, Nigeria Civil Defence corps, and Social Welfare Officers on the Delivery System Relating to Instructional Methods/Materials for Implementing Family Law Awareness Programme for Families in Anambra State. Therefore, the hypothesis of no significant difference in the opinions of the three groups of respondents was upheld for all the items.

Table 9: Mean Responses and Analysis of Variance of Mean Responses of Home Economics Teachers, Nigeria Civil Defence Corps, and Social Welfare Officers on Captions of articles related delivery systems of FLAWP N=445

S/N	Captions of articles related delivery systems of FLAWP	\bar{X}_1	\bar{X}_2	\bar{X}_3	\bar{X}_g	SD	Remarks	Fcal	Sig of F
1	Family law on clothing article examples (a) T-shirt (b) Cap	3.46	3.42	3.53	3.44	0.71	Agreed	.50	.606
2	Family law on household items example (a) Table mat (b) Umbrella (c) Dust pans (d) Trays (e) Sieves (f) plastic Slippers.	3.44	3.40	3.62	3.44	0.69	Agreed	1.80	.166
3	Family law on stationeries example (a) Biro (b) Pencils (c) pens (e) Exercise books.	3.50	3.46	3.42	3.47	0.69	Agreed	.30	.740
4	Family law on food packages example (a) Rice bags (b) Cornflakes (c) Maggi Packets (d) Tomato tins (e) Salt packets (f) Vegetable oil cans.	3.35	3.46	3.42	3.40	0.72	Agreed	1.15	.317
5	Family law on Toiletries example (a) Toilet rolls (b) Toilet soaps (c) Shampoo bottles.	3.42	3.51	3.55	3.47	0.72	Agreed	.99	.370
6	Family law on Household linen examples (a) Towels (b) Handkerchief.	3.54	3.54	3.53	3.54	0.71	Agreed	.01	.994
7	Family law on Beverages examples (a) Bournvita tins (b) Milo tins (c) Peak Milk tins.	3.46	3.47	3.53	3.47	0.72	Agreed	.17	.843
8	Family law on packages of items used in Household example (a) Match boxes (b) Vaseline bottles (c)	3.60	3.50	3.51	3.54	0.72	Agreed	.99	.370
9	Family law on global system for mobile Telecom (GSM) recharges cards.	3.56	3.47	3.48	3.51	0.69	Agreed	.97	.378

\bar{X}_1 = Home Economics Teachers(HET); \bar{X}_2 = Policemen(POL); \bar{X}_3 = Nigeria Civil defence corps(NCDC) \bar{X}_4 = Legal Practitioners(LP); \bar{X}_5 = Social Welfare Officers(SWO); \bar{X}_6 = Human Right Activists(HRA).

*F is Significant at Sig of $F \leq 0.05$ \bar{X}_g = Grand mean, SD = Standard Deviation, Fcal = ANOVA

Table 9 shows that 9 Captions of articles related delivery systems of FLAWP identified by all the respondents HET, POL, NCDC, LP, SWO and HRA were relevant. The grand mean score ranges from 3.40 to 3.54. This means that each Captions of articles related delivery systems of FLAWP obtained a mean score above 2.50. The standard deviation of each captions of articles related delivery systems of FLAWP were less than 1. This implies that their individual responses were not far from the mean. The standard deviation of the items ranges from 0.69 to 0.72. This indicated that the respondents were very close to the mean in their responses. Therefore, the values of the standard deviation added some validity to the mean values.

There was no significant difference in the mean ratings of the responses of Home Economics Teachers, Nigeria Civil Defence corps, and Social Welfare Officers on the Delivery System Relating to captions of household articles for Implementing Family Law Awareness Programme for Families in Anambra State. Therefore, the hypothesis of no significant difference in the opinions of the three groups of respondents was upheld for all the items

Research Question 4

What should be the evaluation activities for meeting the objectives of family law awareness programme for families in Anambra State?

Table 10: Mean Responses and Analysis of Variance of Mean Responses of Home Economics Teachers, Nigeria Civil Defence corps, and Social Welfare Officers on the evaluation activities 1 of FLAWP N = 445

S/N	Evaluation Activities 1 of FLAWP	\bar{X}_1	\bar{X}_2	\bar{X}_3	\bar{X}_g	SD	Remarks	Fcal	Sig of F
1	Family members should be able to; enumerate the objectives of family law awareness programme (FLAWP) on Focus Group Discussion. (FGD)	3.40	3.51	3.37	3.44	0.70	Agreed	1.59	.204
2	mention different types of family law in family meetings.	3.36	3.49	3.42	3.42	0.73	Agreed	1.68	.186
3	discuss the components of family law .	3.44	3.39	3.51	3.42	0.73	Agreed	.53	.587
4	discuss the family law awareness in women or men group meetings.	3.34	3.40	3.26	3.36	0.75	Agreed	.73	.482
5	discuss the family law in Radio and Television Programme.	3.33	3.36	3.62	3.37	0.78	Agreed	2.62	.073
6	respond to questionnaire items on Administration and Succession Estate of Deceased person's law.	3.46	3.52	3.60	3.50	0.70	Agreed	.801	.450
7	participate in family seminar to discuss family law issues.	3.33	3.37	3.46	3.36	0.74	Agreed	.600	.549
8	enumerate five child right in family meetings.	3.40	3.50	3.51	3.45	0.73	Agreed	1.14	.319
9	take actions that are informed by their knowledge of landlord and tenant law in	3.48	3.38	3.51	3.44	0.72	Agreed	1.18	.307
10	take actions that are informed by their knowledge of marriage Act in women	3.55	3.42	3.60	3.49	0.67	Agreed	2.25	.106
11	take actions that are informed by their knowledge of matrimonial causes Act in	3.45	3.47	3.48	3.46	0.71	Agreed	.07	.930
12	take actions that are informed by their knowledge of Criminal code law in mother's Sunday activities.	3.45	3.48	3.60	3.48	0.69	Agreed	.85	.424
13	Seek redress in court when their right are abused in women meetings.	3.55	3.43	3.40	3.48	0.69	Agreed	1.84	.159

\bar{X}_1 = Home Economics Teachers (HET); \bar{X}_2 = Nigeria Civil defence corps (NCDC);
 \bar{X}_3 = Social Welfare Officers (SWO).

*F is Significant at Sig of $F \leq 0.05$ \bar{X}_g = Grand mean, SD= Standard Deviation,
 Fcal = ANOVA

Table 10 shows that 13 Evaluation Activities 1 of FLAWP identified by the respondents HET, NCDC and SWO were relevant. The grand mean score ranges from 3.30 to 3.50. This means that Evaluation Activities 1 of FLAWP obtained a mean score above 2.50. The standard deviations of each Evaluation Activities 1 of FLAWP were less than 1. This implies that their individual responses were not far from the mean.

HO₄: There is no significant difference in the mean responses of Home Economics Teachers, Nigeria Civil Defence corps, and Social Welfare Officers on the evaluation activities of family law awareness programme for families in Anambra State.

There was no significant difference in the mean ratings of the responses of Home Economics Teachers, Nigeria Civil Defence corps, and Social Welfare Officers on the evaluation activities I required for the family law awareness programme for families in Anambra State. Therefore, the hypothesis of no significant difference in the opinions of the three groups of respondents was upheld for all the items.

Table 11: Mean Responses and Analysis of Variance of Mean Responses of Home Economics Teachers, Nigeria Civil Defence corps, and Social Welfare Officers on the Evaluation Activities 2 of FLAWP. N=445

S/N	Evaluation Activities 2 of FLAWP.	\bar{X}_1	\bar{X}_2	\bar{X}_3	\bar{X}_g	SD	Remarks	Fcal	Sig of F
	Family members should be able to;								
1	Enumerate five landlord and tenant law in any women/men's association.	3.55	3.42	3.42	3.48	0.72	Agreed	1.90	.150
2	Enumerate five Criminal code law in family meetings.	3.57	3.42	3.42	3.48	0.69	Agreed	2.42	.090
3	Make informed decisions on family law on issues relating to family laws in women meetings.	3.48	3.53	3.44	3.50	0.72	Agreed	.34	.711
4	discuss ways of improving family law awareness in church seminars.	3.55	3.45	3.59	3.50	0.72	Agreed	1.29	.274
5	Enumerate five Administration and Succession estate of deceased person's law in family meetings and seminars.	3.47	3.33	3.53	3.41	0.73	Agreed	2.47	.085
6	Discuss what the law stipulates relating to legal dissolution of marriage in	3.49	3.32	3.46	3.41	0.74	Agreed	2.77	.064
7	Seek redress in court when their rights are violated.	3.36	3.52	3.42	3.43	0.72	Agreed	2.46	.086
8	Discuss rental agreement intelligently in market men/women association.	3.42	3.56	3.48	3.49	0.72	Agreed	1.74	.177
9	Define testator and intestator in men/women community for a .	3.35	3.46	3.48	3.41	0.73	Agreed	1.34	.262
10	State the procedure of adoption in village meeting association and church.	3.35	3.46	3.44	3.40	0.73	Agreed	.89	.409
11	Discuss their rights and responsibilities in youth for a.	3.34	3.50	3.53	3.43	0.73	Agreed	2.86	.058
12	Intending marriage partners should: discuss family law related to FLAP community for a.	3.38	3.54	3.42	3.45	0.70	Agreed	2.85	.059

\bar{X}_1 = Home Economics Teachers (HET); \bar{X}_2 = Nigeria Civil defence corps (NCDC);
 \bar{X}_3 = Social Welfare Officers (SWO). *F is Significant at Sig of $F \leq 0.05$ \bar{X}_g
= Grand mean, SD= Standard Deviation, Fcal = ANOVA

Table 11 shows that 12 Evaluation Activities 2 of FLAWP identified by the respondents HET, NCDC and SWO were relevant. The grand mean score ranges from 3.40 to 3.50. This means that each of Evaluation Activities 2 of FLAWP obtained a mean score above 2.50. The standard deviations of each of Evaluation Activities 2 of FLAWP were less than 1.

There was no significant difference in the mean ratings of the responses of Home Economics Teachers, Nigeria Civil Defence corps, and Social Welfare Officers on the evaluation activities II required for the family law awareness programme for families in Anambra State. Therefore, the hypothesis of no significant difference in the opinions of the three groups of respondents was upheld for all the items.

Phase 11: Draft of Family Law Awareness Programme (FLAWP)

This was developed based on research questions 1-4. It is as follows:

Family Law Awareness FLAW programme

Objectives: family members should be able to :

1. understanding the meaning of family law.
2. discuss components of family law.
3. seek legal redress in court on their rights.
4. make informed decision based on family law.
5. avail themselves of opportunities provided with the family law.
6. discuss ways of improving family members awareness of family law.
7. seek settlement of family dispute through mediation.

General Objectives: family members should be able to :

1. live peacefully with one another
2. discriminate between their rights and those of others.

3. seek redress where their rights are violated.
4. seek legal protection when their rights are threatened.
5. seek protection of the life of their children when kidnapped.

Content:

1. Child's Right law (law that deals with the child)
2. Criminal code law (law of crime and punishment)
3. Marriage Act (law governing the relationship of husband and wife).
4. Matrimonial Causes Act (dissolution of marriage, judicial separation, maintenance and custody).
5. Landlord and Tenant law (law that deals with relationship between tenant and landlord).
6. Administration and Succession Estate of Deceased Person's law. (deal with the family and property).

Delivery Systems:

(a) Instructional Methods:

Sensitization through workshops and seminars, demonstration, discussion, Debate, Quizzes, Individual contact, Excursion, Field Trip, Role play and Brain storming

(b) Instructional Materials:

Pictures, Charts, Video machines, Tapes, Posters, Journals, Newspapers, Relevant books, Documentaries and Magazines.

Evaluation:

1. Define child's right law?
2. Mention 3 benefits of child's right law?
3. State 5 rights of the child?
4. Mention 4 situations of violation of child's right?
5. Explain whom to contact when the rights of the child is violated?

6. Mention 4 cases of child's right violation?
7. List 3 protection laws and who they protect?
8. Mention cultural influences on the violation of the rights of the child?
9. Mention the role of the parents in protecting the rights of their children?
10. List 3 reasons for child trafficking?
11. List 2 types of child trafficking?
12. Discuss briefly the effects of child trafficking on families and communities?
13. Observation of court proceedings.

Implementers and channel of implementations:

1. Government legal Aid Assisted projects
2. Associations and unions
3. NGOs
4. The Media
5. Religious community leaders
6. Individual volunteers

Phase 111: Assessment of the Family Law Awareness Programme FLAWP.

Data on this phase focus on research question five and hypothesis five and are presented in table 12.

Phase 111: Assessing of the FLAWP. The Family law Awareness Test **FLAT** was validated by three Home Economics lecturers. To ensure content validity of the Family law Awareness FLAWP a test blue print (Table of Specification) (**see Appendix Q**) was built for the test given due consideration to the emphasis placed on each objective and major topics in the Components of family law. The FLAT was administered to the family members.

Research Question 5

How efficacious is the family law awareness programme?

Table 12: Mean, Standard Deviation and t-test for the efficacy of Family Law Awareness Programme.

Groups	N	Mean	Std. Deviation	df	t	Sig. (2-tailed)
Treated with FLAWP	60	21.5333	2.21296	118	21.695	.000
Treated without FLAWP	60	10.1500	3.40899			

SD = Standard Deviation, df = degree of freedom; t- test; FLAWP=family law awareness programme.

The data presented in Table 12 shows that families trained with family law awareness FLAWP had a mean score of 21.53 in the FLAT. The families without training had a mean of 10.15. With this result, the families trained with family law awareness FLAWP performed better in the FLAT than the families without training. The standard deviation for trained group was 2.21 while the untrained group was 3.40.

HO₅: There is no significant difference between the mean scores of families in Anambra State trained with the Family Law Awareness FLAWP and those who did not receive training of the Family Law Awareness FLAWP in the family law awareness test.

The study revealed that there was a significant difference of t was 21.69 in the mean scores of families trained with **FLAWP** and families without. The null hypothesis is therefore rejected at .05 level of significance. With this result, there is significant difference between the mean scores of families trained with FLAWP programme and those families without training in family law awareness FLAWP.

Phase 1V: Revision of family law awareness programme. After validating, the family law awareness programme was revised and a final copy was produced (see **Appendix C**)

Findings of the Study

The following findings emerged from the study:

(A) Six possible objectives of family law awareness programme as follows;

The family members should be able to:

1. understand the meaning of family.
2. enumerate the components of family law.
3. seek legal redress in court on their rights.
4. make informed decision based on family law.
5. avail themselves of opportunities provided with the family law.
6. discuss ways of improving family members' awareness and enjoyment of family law

(B) A 54-item content of FLAWP, made up of the following six (6) clusters of content:

i. Child's right law- Eight child's right laws identified in the study were appropriate

as the contents of family law awareness programme for the families. They are:

1. In every action concerning a child, the best interest of the child shall be the paramount consideration
2. Taking a child out of the custody or protection of his parents abroad attracts 15 years imprisonment.
3. Any person who marries a child or promotes child's marriage attracts ₦500,000.00 or 5 years imprisonment.

4. Subjecting a child to any false or exploitative labour attracts ₦500, 000.00 or 5years imprisonment
5. Any exploitation of the child prejudicial to the welfare of the child attracts a fine of ₦500, 000.00 or 5years imprisonment.
6. Procurement of a child for the purpose of begging for alms prostitution and sexual labour attracts 10years imprisonment
7. Exposing a child to trafficking attracts 1year imprisonment.
8. A marriage between adopted child and adoptive parents attracts 14years imprisonment

ii. Criminal Code law- Thirteen Criminal code laws identified in the study were appropriate as the contents of family law awareness programme for the families.

They are:

1. Marriage between an adopting parent and adopted child is null and void attracts 14years imprisonment.
2. Any person who unlawfully abandons a child of 7years and below attracts 5years imprisonment
3. A person who touches or applies force of any kind without her consent is an assault.
4. Any person who unlawfully assaults another and does him harm attract 3 years imprisonment.
5. Any person who assaults another with intent to have carnal knowledge of her against order of nature attracts 14 years imprisonment.
6. Detaining a girl against her will in brothel attracts 2years imprisonment
7. Indecent assault on any female attracts 2years imprisonment
8. Stealing attract 3 years imprisonment

9. Any person who assaults with intent to steal anything attracts 3years imprisonment
10. Assault to any person attracts 2years imprisonment
11. Stealing if found guilty attracts 3years imprisonment
12. Going arm so as to cause fear attracts 2years imprisonment
13. Assault to any person e.g. spiting on people or pouring hot water on the person attracts 2 years imprisonment.

iii. Marriage Act- (MA) Six Marriage Act identified in the study were appropriate as the contents of awareness programme of family law for the families.

These are:

1. If marriage did not take place within three months, it becomes invalid.
2. Offence of bigamy attracts 5years imprisonment.
3. Marriage under the Act is invalid if either part is already married to another native law and custom.
4. A marriage under the Act renders invalid any if other marriage under native law and custom is done.
5. Acquiescence to prohibited grounds of marriage renders such a marriage invalid.
6. Marriage to a minor is unlawful except with the consent of the parents.

iv. Matrimonial Causes Act-(MCA) Thirteen Matrimonial Causes Act were appropriate as the contents of family law awareness programme for the families. These are:

Custody is awarded to a parent with greatest capacity to care for the children.

1. Any person resident in any part of the country can institute divorce petition in any part of the country.
2. Any marriage obtained by fraud or durex is void.

3. Marriage with a person mentally incapable of understanding the nature of marriage is void.
4. Unless the incapacity to consummate a marriage is not curable, marriage cannot be declared void.
5. Marriage is null and void if either party is not of marriageable age.
6. Marriage is voidable where either of the parties is incapable of consummating the marriage.
7. Marriage contracted by a person already married is void.
8. A marriage solemnized before the commencement of Matrimonial Causes Act shall not be voidable on grounds of consanguinity.
9. Decree of dissolution of marriage is granted in 2 stages: decree nisi and decree absolute.
10. With decree absolute either party to the marriage is free to remarry
11. Decree nisi becomes absolute after 3months if there are no children.
12. Proper arrangements for the welfare of the children of divorced parents have to be made.
13. A marriage is voidable where parties to it are incapable of consummating the marriage
14. Depriving a parent/guardian a child (12years and below) is act of felony and attracts 14years imprisonment

v. Landlord and Tenant Law-Six Landlord and Tenant Law identified in the study

were appropriate as the contents of family law awareness programme for the families.

These are:

1. A rental agreement regulate in specific terms relationship between landlord and tenant.

2. If a landlord breaks a tenant's door in his absence during the day is guilty of a felony, and is liable to imprisonment for fourteen years.
3. Any landlord who breaks tenant's door in the night in his absence, the offender is liable to imprisonment for life.
4. Regarding Subleases and tenancies and landlordship; a weekly tenancy, a week notice is given to quit.
5. A quarterly tenancy, a month notice is given to quit.
6. A year tenancy, six (6) months notice is given to quit.

vi. Administration and Succession Estate of Deceased Person's law

Six Administrations and Succession Estate of Deceased Person's law were appropriate as the content of family law awareness programme for families. These are grouped into six as follows:

1. No will shall be valid except in writing
2. The will act requires that all will must be in writing. Testator's signature must be made in the presence of 2 witnesses at the same time and sign.
3. A widow or widower shall not be dispossessed of any property without his or consent..
4. All children of deceased person are entitled to share on the Estate of the deceased.
5. The estate of the testator (one who wrote a will) is distributed by his will.
6. In the case of an intestator (one who did not write a will), his Estate is distributed by an administrator.

(C) Thirty nine delivery systems which include;

- (i) 30 instructional techniques and
- (ii) 9 household materials for implementing FLAWP.

(i) Thirty instructional techniques:

They are: focus group discussion sessions, round table discussion, workshop on FLAWP, home visiting, symposium on FLAWP, family seminar, outreach/mobile criers, community meeting, films/videos, CD, cassettes, posters, banners, slogans, television programme, text books, wall charts, flip charts, pamphlets, handbills, radio programme, charts, audio visual materials, pictorials, pictures, video tape and cassettes, diagrams, tape recorder, film show, prints, slides and internet.

(ii) Nine Household items related captions of FLAW. They are:

1. Family law on clothing article examples T-shirt and Cap
2. Family law on household items example Table mat, Umbrella, Dust pans, Trays, Sieves and plastic Slippers
3. Family law on stationeries examples Biro, Pencils, pens and Exercise book
4. Family law on food packages example Rice bags, Cornflakes, Maggi, Packets, Tomato tins, Salt packets and Vegetable oil cans.
5. Family law on Toiletries example Toilet rolls, Toilet soaps and Shampoo bottles.
6. Family law on Household linen examples Towels, Handkerchief.
7. Family law on Beverages examples Bournvita tins, Milo tins and Peak Milk tins
8. Family law on packages of items used in Household examples Match boxes, Vaseline bottles and Detergents.
9. Family law on global system for mobile Telecom (GSM) recharges cards.

(d) Twenty five Family Law Awareness Programme FLAWP evaluation activities which includes

(i) Thirteen Evaluation activities 1. They are:

1. Enumerate the objectives of family law awareness FLAWP on Focus Group Discussion. (FGD)

2. Mention different types of family law in family meetings.
3. Discuss the components of family law.
4. Discuss the family law awareness in women or men group meetings.
5. Discuss the family law in Radio and Television Programme
6. Respond to questionnaire items on Administration and Succession Estate of Deceased person's law.
7. Participate in family seminar to discuss family law issues
8. Enumerate five child rights in family meetings
9. Take actions that are informed by their knowledge of Landlord and tenant law in August meetings.
10. Take actions that are informed by their knowledge of marriage Act in women meetings.
11. Take actions that are informed by their knowledge of Matrimonial Causes Act in church meetings.
12. Take actions that are informed by their knowledge of Criminal code law in mother's Sunday activities
13. Seek redress in court when their rights are abused in women meetings.

(ii) Twelve Evaluation Activities 2. They are :

1. Enumerate five landlord and tenant law in any women/men's association.
2. Enumerate five Criminal code law in family meetings.
3. Make informed decisions on family law on issues relating to family laws in women meetings.
4. Discuss ways of improving the awareness of family law in church seminars.
5. Enumerate five Administration and Succession estate of deceased person's law in family.

6. Discuss what the law stipulates relating to legal dissolution of marriage in village meeting.
7. Seek redress in court when their rights are violated.
8. Discuss rental agreement intelligently in market men/women association.
9. Define testator and intestator in men/women community for a
10. State the procedures of adoption in village meetings and associations
11. Discuss their rights and responsibilities in youth for a
12. Intending marriage partners should discuss family law related in community fora

(e) Results of families trained with family law awareness programme FLAWP and families without FLAWP in Anambra State.

1. The families trained with Family Law Awareness programme FLAWP performed better in the family law awareness test FLAT than the families without training with FLAWP.

Hypotheses

The findings on the hypotheses tested revealed that:

1. There was no significant difference in the mean ratings of the responses of home economics teachers, policemen, Nigeria civil defence corps, legal practitioners, social welfare officers and human right activists on the objectives of family law awareness programme FLAWP for families in Anambra State. Therefore, the hypothesis of no significant difference in the opinions of the six groups of respondents was upheld for all the items.
2. There was no significant difference in the mean ratings of the responses of home economics teachers, policemen, Nigeria civil defence corps, legal practitioners, social welfare officers and human right activists on the content of Family law awareness programme FLAWP for families in Anambra State. Therefore, the

hypothesis of no significant difference in the opinions of the six groups of respondents was upheld for all the items.

3. There was no significant difference in the mean ratings of the responses of Home Economics Teachers, Nigeria Civil Defence corps, and Social Welfare Officers on the Delivery System for Implementing Family Law Awareness Programme FLAWP for Families in Anambra State. Therefore, the hypothesis of no significant difference in the opinions of the three groups of respondents was upheld for all the items
4. There was no significant difference in the mean ratings of the responses of Home Economics Teachers, Nigeria Civil Defence corps, and Social Welfare Officers on the evaluation guidelines required for the family law awareness programme FLAWP for families in Anambra State. Therefore, the hypothesis of no significant difference in the opinions of the three groups of respondents was upheld for all the items
5. There was a significant difference between the mean scores of the families trained with Family Law Awareness Programme FLAWP and those families without training in Family Law Awareness test.

Discussion

Phase 1: The six objectives of FLAWP were agreed by the family law implementation agents for development of family law awareness programme for families. However, the most highly emphasized family law Awareness objective among the six groups of respondents is to enumerate the components of family law followed by understanding the meaning of family law with grand mean of 3.45 to 3.46. The component of family law was highly rated by the six groups of the respondents with grand mean score of 3.36 to 3.53.

The component of family law was seen as important for stable families. This finding is in line with Nwogugu (2001) that marriage is found to be a sine-qua non for a stable society and that family, which is the product of marriage, is the foundation of the society. Where this foundation is sickly, the entire society will also be infected by one social menace. There is therefore, an urgent need to ensure that the stability and sanctity of marriage is safeguarded (Odike and Agu 2003). However, the question whether there is difference in mean score among the six groups of respondents, the six family law implementation agents highly scored the six objectives which show that all the items had their calculated significant values greater than 0.05. There was no significant difference in the mean responses of Home Economics teachers, policemen, Nigeria civil defence corps, legal practitioners, social welfare officers and human right activists on the objectives of family law awareness FLAWP for families in Anambra State. Therefore, the hypothesis of no significant difference in the opinions of the six groups of respondents was upheld for all the items. The difference in mean is in objective one, which states that family members should be able to understand the meaning of family law. The difference in mean score response is from Home Economics teachers (HET). Thus, the reason for high rating of from Home Economics teachers (HET) is because, Home Economists will be aware of these laws since their field of study focuses on the welfare of individuals and families. They should promote such programmes among families. They are in a better position to know which objective is more important than others for family law awareness programme (Idialu, 2006). Development of **FLAWP** will bring change in the behaviour of individuals in their choice of the objectives. This in line with Offorma (1994) that, the major concern of education is to change individuals in some way. It may be to add to the knowledge they possess, or enable them perform some skills or to develop certain understanding, insights and appreciation. Tyler (1975), in discussing the objectives noted that studying the need,

interest, or value of the students, the problems and purpose he has in mind should be considered. This is what Offorma (1994) called sequences of the objectives. Tyler noted that educational objectives become criteria by which materials are selected, content is outlined, instructional procedures are developed, tests and examinations are prepared.

Furthermore, the eight child's right laws identified in the study are regarded as appropriate to be utilized as the content of family law awareness programme for families. One of the most highly rated child's right laws among the six groups of the respondents is that in every action concerning a child, the best interest of the child shall be the paramount consideration. This is in line with Okeke (2009) that children are future legacy, "procurement of a child for the purpose of begging for alms, prostitution and sexual labour attracts 10 years imprisonment" followed by "subjecting a child to any false or exploitative labour attracts #500,000.00 or 5 years imprisonment" Their grand mean score was 3.42 to 3.46. This is in line with Onyebueke (2005) that pupils who are engaged in hawking are endangered with physical and psychological hazards. Also Child's Rights Act, (2003) abridged version stipulates that "every child in Nigeria has right to free, compulsory and universal education". Ebigbo (2003) also states that children hawking is child abuse and neglect on part of the parents. Usman (2009) defined child abuse in four categories; physical abuse emotional, sexual and neglect abuse. The neglect abuse is the persistent failure to meet a child's basic physical and psychological needs likely to result in serious impairment of child's health or development (Admau 2009). It may involve a parent failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger. Neglect occurs where the child's needs have low priority, within the family and therefore there are little or no attempts to meet them to any acceptable extent. Neglect can be recognized by a child's poor growth and development, poor self-esteem, lateness to school. The sexual abuse involves forcing or

enticing a child to take part in sexual activities (Adetayo 2009). It may involve physical contact involving them to look at pornographic materials or to watch sexual activities. Recognizing child sexual abuse sometimes can be difficult unless the child discloses the abuse by telling an adult about it but it can be recognized by a child's inappropriate sexual behaviour towards adults and other children (Agetue 2006). Child's Right Act (2003) also stipulates that every Nigerian Child has right to dignity. This is in line with Okeke (2003) that children are the future leaders. Abuse, neglect and maltraced children lack confidence and self-esteem to take their destiny into their hands. This is in line with Nwabuni (2006) that these days most parents are too busy to meet family needs. They have no time to monitor events around their children thereby leaving situation to escalate. Most parents have left everything in the hands of house helps not knowing that some of them could be agents of child abuse. In checking child abuse, patience and careful observation of the child's behaviour are necessary because if it is not done, it will negatively affect the child's moral upbringing, academic performance and can as well ruin the child's future. This was supported by UNICEF and World Health Organization (1999) that a child is person within the age of 0-18 years.

The study reveals that thirteen items of Criminal code law content of family law were agreed by the six family law implementation agents. However the highly rated items of criminal code law are: 'stealing attracts 3 years imprisonment' followed by 'raping a child attracts life imprisonment' followed by 'any person who touches or applies force of any kind without her consent is an assault' and 'assault to any person e.g. spitting on people or pouring hot water on the person attracts 2 years imprisonment'. The six groups of respondents rate them highly with grand mean scores ranging from 3.47 to 3.48 and 3.50 to 3.53. This is in line with Ogwuru (2010) that millions of children, especially girls are subjected to violence and abuse, as well as harmful traditional practices. This finding

is in line with Nwogugu (2001) who stated that criminal code law imposes a duty on the parents or guardian of a child to protect children's physical well being by providing them with the necessities of life. If the omission to provide necessities is reckless or careless and death results, the offence is manslaughter. This is also in line with the Constitution of the Federal Republic of Nigeria (1999) that every citizen of Nigeria has right to freedom from discrimination. No citizen of Nigeria shall be subjected to any disability or deprivation merely by reason of the circumstances of his birth. Husband and wife are not exempted from assault. Any wife can be a witness against the husband in court in criminal case based on the fundamental human rights, if a wife condones beating becomes a family matter.

The findings of the study shows that all the items of marriage Act were accepted by the six groups of the respondents. However, a marriage under the Act is invalid if either party is already married to another by native law and custom with grand mean score of 3.66 by the social welfare officers. This is in line with Balogun (2009) who lamented about the crashed marriage.

The study also reveals fifteen Matrimonial Causes Act. Thirteen out of fifteen Matrimonial Causes Act related content of FLAWP were seen as appropriate. However, the six respondents (Legal practitioners, Policemen, Nigerian Civil Defense Corps, Social Welfare Officers, Human Right Activists and Home Economics Teachers) rated 'decree of dissolution of marriage is granted in two stages: decree nisi and decree absolute' highly with grand mean of 3.66. This is in line with Ifemeje (2008) who stated that a decree of dissolution of marriage is now based upon irretrievable breakdown of the marriage. Social welfare officers had the highest grand mean of 3.50 on 'any marriage obtained by fraud or duress is void' and 'marriage with person mentally incapable of understanding the nature of marriage is void'. This is because they handle husband and wife cases.

The findings further shows that six (6) landlord and tenant law were highly rated by the six groups of family law implementation agents; legal practitioners, Policemen, Nigerian Civil Defense Corps, Social Welfare Officers, Human Right Activists and Home Economics Teachers. "Breaking tenant door in his absence during the day attracts 14 years imprisonment". This had the highest grand mean score of 3.48. This is in line with Orivri (2009) who lamented how the estate agent came into the flat and threw the properties away.

Also the findings of the study shows that six (6) Administrations and Succession Estate of Deceased Person's Law related to content of FLAWP were appropriate by the six groups of respondents. "The estate of a testator is distributed by his will" had the highest grand mean score of 3.43 followed by "a widow or widower shall not be dispossessed of any property without his or her consent" with grand mean score of 3.46 by the six groups. This is in line with Bromley, Katz, Eckelaar and MacLean (2000) that Succession law deals with the transfer of individual's property on testator's death. This is also in line with Anozie (2004) that any law of the land that is not inconsistent with the provisions of 1999 Nigeria Constitution is null and void. Constitution of the Federal Republic of Nigeria stipulates that every citizen of Nigeria shall have right to acquire and own immoveable property anywhere in Nigeria. Anyanwu (2003) stated that anywhere widows are not given properties, if it is challenged the person will win the case because Nigerian Constitution says that you shall not discriminate. The developed FLAWP has helped family law implementation agents to wisely select the content of FLAWP. This in line with Offorma (1994) who opined that learning experiences can be regarded as activities the learners engage in, in the process of learning the content. She observes that one of the principles of learning is active participation or involvement of the learner in the learning process. Learning is believed to be facilitated and more effective through the active behaviour of the students. The learner cannot be active if he is not involved.

The study also reveals that all the delivery systems relating to instructional methods/materials identified were appropriate; these includes among other: focus group discussion, workshop, symposium, seminars, outreaches, mobile criers, community meetings, television programme, radio programme, film, posters, text books, pamphlets, film strips, pictures, video tapes, diagrams, film show, prints, slides and internet. This is in line with Nwandu (1994), generally sees instructional materials as gadgets that can be used in the course of learning. "Focus group discussion" had the highest grand mean score of 3.62. This is in line with Ezeilo (2001) identified Focus group discussion as the most appropriate instructional method for imparting law knowledge to families. These findings were in line with Bonnes (1994) and NERDC and UNESCO (1992) that implementation agents must understand how to use and control the resource materials. Onyejemezi (1981) stressed that unless Home Economics teachers use these devices and direct the students' attention to what they should look for, the students will not learn as much as is intended from the devices.

Thirty two delivery systems relating to Instructional methods/materials listed were accepted by the three groups of family law implementation agents in items 2, 19 and 28 rated low such as 2.45, 2.40 and 2.11 by Nigeria Civil Defense Corps and Social Welfare Officers. The findings show that all the items had their calculated significant values greater than 0.05. There was no significant difference in the mean ratings of the responses of Home Economics Teachers, Nigeria Civil Defence corps, and Social Welfare Officers on the Delivery System for implementing Family Law Awareness Programme FLAWP for Families in Anambra State. Therefore, the hypothesis of no significant difference in the opinions of the three groups of respondents was upheld for all the items. Thus, the Home Economics Teachers agreed more on the family law methods and materials in the study more than Nigerian Civil Defense Corps and Social Welfare Officers; this might be

because of their experience in the field. Nine delivery systems relating to captions of household articles in the study were regarded as appropriate to assess the possible family law objectives. The most appropriate delivery systems relating to captions of Household articles identified in the study was family law on package of items used in household examples boxes, Vaseline bottles and detergents, with grand mean score of 3.15 followed by Family law on clothing article, Global system for mobile telecoms (GSM) recharge cards with grand mean score of 3.10. This finding is in line with Ezeilo (2000) who suggested household item, Clothing and Global system for mobile telecom (GSM) recharge cards are ways of creating family law awareness to families at all levels. Organization is seen as an important procedure in curriculum development because it greatly influences the efficiency of instruction and the degree to which major educational changes are brought about in the learners. In considering the organization of learning experiences we may examine their relationship overtime and also from one area to another. These two kinds of relationships are referred to as the vertical and the horizontal relationships (Tyler, 1975).

In group **1** Evaluation Activities, thirteen items were identified in the study as appropriate to the assessment of family law objectives for family members. In response of questionnaire items on Matrimonial Causes Act, the grand mean score of 3.50 was the most appropriate. This finding is in line with Ifemeje (2008) who suggested that focus group discussion, family meetings, men or women group meetings are ways of evaluating Family law awareness at all levels.

Finally, in group **11** Evaluation Activities, twelve items were identified in the study as being appropriate to assess the family law objectives. In this evaluation, ways of improving the family law awareness in church meetings were discussed and this gave rise to the grand mean score of 3.50. This finding is in line with Odike and Agu (2003) who

suggested that Community fora, men and women associations are ways of imparting FLAP to families at all levels. This kind of evaluation is what Olaintan and Agusiobo (1981) called formative evaluation, which is undertaken during the process of developing the programme. There was no significant difference in the mean ratings of the responses of Home Economics Teachers, Nigeria Civil Defence corps, and Social Welfare Officers on the evaluation activities required for the family law awareness programme for families in Anambra State. Therefore, the hypothesis of no significant difference in the opinions of the three groups of respondents was upheld for all the items

Phase 111: The families trained with family law awareness FLAWP had a mean score of 21.53 in the test. The untrained families without training had a mean of 10.10. With this result, the families trained with family law awareness FLAWP performed better in the family law awareness test than the families without training. This is in line with Gall, Gall, Borg (2007) who stated that the programme must be trial tested in order to meet the standard for implementation. This is in line with Weiss (1998), who defined evaluation as the systematic assessment of the operation and the outcomes of a program or policy, compared to a set of explicit standards as a means of contributing to the improvement of the program. Testing of FLAT is summative evaluation which is the assessment carried out at the end of the programme (Offorma, 1994). Summative evaluation take the form of quizzes, tests, term papers reports, personal observation of students, class contributions or annual examinations (Ndubuisi, 1981).

Phase 1V: The comments of the validators were used to revise the family law awareness programme before its final adoption.

Also Wheeler's curriculum planning rationale, discussed earlier in this study, has four step process namely; objectives, content, delivery systems and evaluation. Therefore at the developmental stage, focus group discussion and seminars are most appropriate for

implementing FLAWP. Family law awareness test is summative evaluation activity that will be applied when the programme is already developed. The unawareness of family law has resulted to so many abuses such as child labour abuse and neglect, marriage break down, tenant abuse, harmful widowhood practices, a girl child defilement and forced prostitution revealed by the study. The family law implementation agents: legal practitioners, policemen, Nigeria Civil Defence corps, Social welfare officers, Human Rights Activists and Home Economics teachers will implement the FLAWP developed in all the families in Anambra State. This is the gap the study will fill.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with restatement of the problem, procedure used, summary of findings, conclusion, and implication of the study, recommendations, limitation and suggestions for further research.

Re- statement of the Problem

Many families in Nigeria are still not aware of the laws that should protect their rights and interest. This lack of family law awareness often give rise to various forms of abuses such as; spousal abuse, child labour, abuse and neglect, maltreatment of widows, illegal compulsory collection of electric bills, marriage breakdown and tenant abuse. Family members are many times subjected to abuses owing to their ignorance of family law. Ignorance of family law abounds and constitutes challenges to individuals, families and society as a whole. There is presently no family law awareness programme FLAWP in Anambra State. The families are not aware of their rights hence the abuses they suffer. It becomes necessary to develop Family law awareness programme (FLAWP).

The general purpose of this study was to develop family law awareness programme for families in Anambra state.

Specifically, the study:

1. identified the objectives of family law awareness programme for families in Anambra state.
2. determined the content of family law awareness programme .
3. identified the delivery systems for implementing the family law awareness programme.
- 4 determined the evaluation activities for testing the objectives of family law awareness programme for families in Anambra state.

5. developed a draft FLAWP based on the findings from specific purposes 1-4.
6. validated the draft family law awareness programme.
7. assessed family law awareness programme on the families in Anambra State.

Summary of Procedures Used in the Study

The Research and Development design was used. The study was carried out in four phases namely; **phase 1**: development of draft family law awareness programme. This involves the following five sub phases namely: instrument development based on the objectives of the study, validation of the instrument, field work, data analysis and production of draft family law awareness programme. **Phase II**: Validation of the draft FLAWP. **Phase III**: Assessing the FLAWP and **phase IV**: Revision of the programme. The area of the study was Anambra State. The population was made up of 395,065 respondents namely: 3,500 lawyers; 9,500 Policemen; 2,050 Nigerian Civil Defence Corps; 500 Social welfare officers; 10 Human Right Activists, 2000 Home Economics Teachers and 377,505 family members. The sample was 1,365 respondents. 60 Family members were used for assessing the Family Law Awareness Test FLAT. Three instruments were used for the study namely: Family law Awareness Questionnaire FLAQ was used for data collection in phase one. The draft Family law Awareness FLAWP was produced in phase one and validated in phase two. Family law Awareness Test FLAT was tested on 60 family members on phase three and revised on phase four. FLAW programme was validated by five experts namely: a psychologist, sociologist, curriculum lecturer, measurement and evaluation lecturer from University of Nigeria Nsukka and one family law practitioner from Anambra State Government House Awka. The family law awareness test of 25 items was assessed on 60 family members. The data generated by the research questions and hypotheses of the study were analyzed. Mean was used to answer the research questions while analysis of variance ANOVA was used to test the hypotheses

1 to 4 while hypothesis 5 was analyzed using t-test at 0.05 level of significance. Mean was used to analyze the scores of families trained with FLAWP which was 21.53 and those without FLAWP was 10.15 t- test result shows that t is 21.69. The standard deviation was 2.21 to 3.40 so the null hypothesis is rejected therefore there is significant difference in families trained with FLAWP than families without training with FLAWP.

Summary of Major Findings

The major findings include:

- A. 6 objectives of family law awareness programme.
- B. A 54 ítem content of FLAWP, made up of the following six (6) clusters of content:
 - i. child's right law- eight (8) child's right laws related content of FLAWP.
 - ii. criminal code law- thirteen (13) criminal code laws related content of FLAWP
 - iii. marriage act related content of FLAWP
 - iv. matrimonial causes act related content of FLAWP
 - v. landlord and tenant law related content of FLAWP
 - vi. administrations and succession estate of deceased person's law related content of FLAWP
- (C) Thirty nine delivery systems which include:
 - i. 30 instructional techniques
 - ii. 9 household materials.
- (D). 25 FLAWP evaluation activities which include:
 - (i) 13 Evaluation Activities **I**
 - (ii) 12 Evaluation Activities **II**

(E) Assessed family law awareness programme FLAWP on families in Anambra State:

The families trained with Family Law Awareness programme FLAWP performed better in the family law awareness test than the families without.

- 1) There is no significant difference in the mean ratings of the responses of home economics teachers policemen, Nigeria civil defence corps, legal practitioners, social welfare officers and human right activists on the objectives of family law awareness programme FLAWP for families in Anambra State. Therefore, the hypothesis of no significant difference in the opinions of the six groups of respondents was upheld for all the items.
- 2) There was no significant difference in the mean ratings of the responses of home economics teachers, policemen, Nigeria civil defence corps, legal practitioners, social welfare officers and human right activists on the content of family law awareness programme FLAWP. Therefore, the hypothesis of no significant difference in the opinions of the six groups of respondents was upheld for all the items.
- 3) There was no significant difference in the mean ratings of the responses of Home Economics Teachers, Nigeria Civil Defence corps, and Social Welfare Officers on the Delivery System for Implementing Family Law Awareness Programme FLAWP. Therefore, the hypothesis of no significant difference in the opinions of the three groups of respondents was upheld for all the items.
- 4.) There was no significant difference in the mean ratings of the responses of Home Economics Teachers, Nigeria Civil Defence corps, and Social Welfare Officers on the evaluation guidelines of family law awareness programme FLAWP for families in Anambra State. Therefore, the hypothesis of no significant difference in the opinions of the three groups of respondents was upheld for all the items

- 5) There was no significant difference between the mean scores of the families trained with Family Law Awareness Programme FLAWP and those families without training in Family Law Awareness programme.

Conclusion

The study found out that FLAWP is more effective way of improving families' awareness of family law. Wheeler's model which involved the objectives, learning experiences, instructional methods, instructional materials, evaluation activities identified in the study were relevant for family law awareness programme. Therefore, FLAWP developed will produce activities for creating family law awareness to family members in Anambra State. The implementation of it will equip families with proper knowledge of Family law; this will enable them to manage the least family problems which they are likely to encounter. Home Economics teachers who acquired knowledge of FLAWP will impart it to students in their schools. This will improve the attitudes of children in the primary, secondary and tertiary institutions towards family law. Such knowledge will enhance proper management of the families which will improve quality of life and therefore brings harmonious living.

Implications of the Study

This study has identified six FLAWP objectives. The instructional methods, instructional materials and evaluation activities were also identified to be utilized in accessing the achievement of FLAWP objectives. The findings of this study will have tremendous implications for the following: curriculum planners, family law specialist, students and the governments. The Family Law Awareness Programme **FLAWP** developed by this study will be used to implement a functional **FLAWP** in Home Economics curriculum. Such programme would be capable of preparing and equipping the students with relevant **FLAWP** developed materials needed to build in them positive

attitudes towards the family law. This will help them inculcate the same knowledge to children in primary and secondary schools. They should make sure that enough FLAWP materials are distributed.

The findings of the study also have implications for Home Economics teachers, as they could become aware of family law through seminars and conferences, they should enlighten their students about many events that should increase their awareness of family law issues and problems and also help them develop family law friendly attitudes. The findings of the study will also have implications to the government because, an effective implementation of this FLAWP could be financially supported by them to help provide incentives to the instructors and motivate them. This in turn will enhance greater productivity and harmonious living for individual families and the society.

Recommendations

From the findings of the study, it is hereby recommended that:

1. Family law Awareness programme should be taught in schools in Home Economics courses at all levels of education.
2. Government, NGOs and Law enforcement agents should carry out awareness campaigns on developed family law Awareness programme in rural and urban areas.
3. The government should organize refresher course for Home Economics teachers in FLAWP by supporting the association such as HERAN that promotes the acquisition of knowledge of FLAWP.
4. The curriculum experts should introduce those skills, knowledge and attitudes needed for family law awareness into the Home Economics curriculum for primary, secondary and tertiary levels of education. This will also help to prepare students for effective and peaceful family living in future.

5. Governmental and non- governmental organization concerned with sustainable development programs should equally organize training programmes. Workshops and short courses for these families to enlighten them on family law awareness programme.
6. Human Right Activists should organize an enlightenment programme for families to educate them on the need for family law awareness programme.

Suggestions for Further Research

This study has provided the following suggestions for further research.

1. Field ótesting FLAWP in other Southeastern State such as Enugu.
2. Instructional challenges in the implementation of FLAWP.
3. Training needs of FLAWP implementers.
4. Promulgation of law for domestic violence and family kidnapping.

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APPENDIX A

FAMILY LAW AWARENESS PROGRAMME QUESTIONNAIRE FOR FAMILIES IN ANAMBRA STATE (FLAQ)

SECTION A: PERSONAL DATA

Please tick (ç) as appropriate

1. **Your Occupation:** í í í í í í í í í í í í í í í í í í í í í í í í í ..
2. **Local Government Area:** í í í í í í í í í í í í í í í í í í í í í í í í í í
3. **Qualifications**
 - a. First school leaving Certificate []
 - b. WASC []
 - c. OND []
 - d. HND []
 - e. B.Sc/BA/B.ed []
 - f. M.Sc/MA/M.ed []
 - g. Ph.D []
 - h. L.L.B, BL []

Section B: Objectives of Family Law Awareness Programme (FLAWP)

Please tick [ç] according to the level of agreement that each of the following should be the objectives of family law.

SA = Strongly Agree A = Agree, D = Disagree,

SD = Strongly Disagree

S/N	Objectives	SA	A	D	SD
	At the end of FLAWP family members should be able to:				
1	understand the meaning of family law				
2	enumerate the components of family law				
3	understand the importance of family law				
4	enumerate the advantages of the family members awareness of family law.				
5	seek legal redress in court on their rights.				
6	make informed decisions based on family law				
7	avail themselves of opportunities provided with the family law				

8	enumerate factors that may hinder their awareness of family law				
9	discuss ways of improving family members awareness and enjoyment of family law.				
10	Any other, please specify: i. _____ ii _____ iii _____ iv _____ v _____				

Section C. Content of family law Awareness Programme

Please indicate the extent to which you agree that each of the law/issues should be necessary for the family law awareness programme content.

SA = strongly agree, A = agree, D = disagree, SD = strongly disagree

S/N	FAMILY LAW CONTENT	SA	A	D	SD
1	Child's Right Law In every action concerning a child, the best interest of the child shall be the paramount consideration.				
2	Taking a child out of the custody or protection of his parents abroad attracts 15 years imprisonment (section 27 child right (CR))				
3	Any person who marries a child or promotes child's marriage attracts N500, 000.00 or 5 years imprisonment (section 23 child right (CR)).				
4	Subjecting a child to exploitative labour outside his family environment attracts N500, 000 or 5 years imprisonment (section 25 child right (CR)).				
5	Any person who exploits a child prejudicial to the welfare of the child commits an offence and attracts N500, 000.00 fine or 5 years imprisonment (section 33 child right (CR))				
6	Procurement of a child for the purpose of begging for alms, prostitution and (sexual labour that deprives the child of going to school attracts 10 years imprisonment (section 30 child right (CR)).				
7	Exposing a child in trafficking attracts one year imprisonment (section 25 child right (CR))				
8	A marriage between adopted child attracts 14 years imprisonment				
9	CRIMINAL CODE LAW A marriage between adopted child and the natural child of the adopter is prohibited and attracts 14 years imprisonment (section 147 child right (CR)).				
10	Any person who unlawfully abandons a child (7 years and below) attracts 5 years imprisonment (section 341 criminal code (CC)).				
11	Any person who unlawfully assaults another and does him harm attract 3 years imprisonment (section 31 criminal code (cc)).				

12	A person who touches or applies force of any kind without her consent is an assault.				
13	Any person who has carnal knowledge of a girl attracts life imprisonment. (section 226 criminal code (CC))				
14	Detaining a girl against her will in brothel attracts 2 years imprisonment.				
15	Any person who unlawfully and indecently assaults any female person is act of felony and attracts 3 years imprisonment. (section 353 criminal code (CC)).				
16	Any person who assaults with intent to steal anything is act of felony and attracts 3 years imprisonment (section 405 criminal code (CC)).				
17	Any person who steals anything capable of being stolen is act of felony and attracts 3 years imprisonment (section 390 criminal code (CC)).				
18	Assault to any person e.g. spitting on people or pouring hot water on the person attracts 2 years imprisonment (section 351 criminal code (CC)).				
19	Stealing if found guilty attracts 3 years imprisonment (section 351 criminal code (CC)).				
20	Going arm so as to cause fear is misdemeanor and attracts 2 years imprisonment (section 114 criminal code (CC)).				
21	Offence of rape attracts life imprisonment (section 358 criminal code (CC))				
22	MARRIAGE ACT If marriage did not take place within 3 months after the date of notice, all proceeding shall be void and fresh notice shall be given to parties before they can lawfully marry (Section 6 marriage Act (MA)).				
23	A marriage is void for bigamy if either of the parties at the time it takes place already lawfully married to some other person commit an offence of bigamy and attracts 5 years imprisonment (section 3 (1) (a) marriage Act Cap. 115 (MA)).				
24	No marriage in Nigeria shall be valid where either of the parties at the time married by native law or custom to any person other than the person but whom such marriage is had. (Section 33(1) of Marriage Act (MA)).				
25.	Any person whose marriage is declared by this ordinance to be valid, shall be incapable during the continuance of such marriage, of contracting a valid marriage under customary law (Section 35 Marriage Act (MA))				
26.	A marriage shall be null and void of both parties knowingly and willfully acquiesce in its celebration, without compliance with some formalities prescribed by the Act. (Section 33(2) Marriage Act (MA))				
27.	The absence of parental consent does not vitiate the marriage, it is an offence punishable with two years imprisonment for any person fully aware of the absence of such consent to marry or procure any other person to marry the minor. (Section 49 Marriage Act (MA))				

28	MATRIMONIAL CAUSES ACT Custody is awarded to a parent with greatest capacity to care for the children (section 90 matrimonial causes Act (MCA))				
29	Any person resident in any part of the country can institute divorce petition in any part of the country (section 370 criminal code (CC)).				
30.	where the consent of one party to a marriage was obtained by duress or fraud the marriage will be void because it lacked the true consent of the party. Section 3(1)(d)(i) Matrimonial causes Act 1970 (MCA)).				
31.	A marriage is null and void where the consent of one of the parties is not real because that party is mentally incapable of understanding the nature of the marriage contract. (Section 3(1)(d)(iii) Matrimonial causes Act 1970 (MCA))				
32.	Unless the incapacity to consummate a marriage is not curable, marriage cannot be declared void. (Section 3(1)(e) Matrimonial causes Act 1970 (MCA))				
33	Marriage is null and void if either party is not of marriageable age				
34.	In order to make a marriage voidable the incapacity to consummate must exist both at the time of the marriage and at the hearing of the petition. (Section 5(1)(a) and 36(1) Matrimonial causes Act 1970 (MCA))				
35.	Where either of the parties to a marriage is at the time of its celebration lawfully married to some other person, such marriage will be null and void. (Section 3(1)(a) Matrimonial causes Act 1970 (MCA))				
36.	A marriage solemnized before the commencement of matrimonial causes Act shall not be voidable on grounds of consanguinity.				
37.	A decree of dissolution of marriage is granted in two stages: first a decree nisi followed after the expiration of a period of three months by a decree absolute (Section 58(1)(b) & 59 Matrimonial Causes Act 1970 (MCA))				
38	Where a decree of dissolution in respect of a marriage has becoming absolute, either party to the marriage may marry again as if the marriage had been dissolved by death (Section 33 Matrimonial Causes Act 1970 (MCA))				
39.	If there are no children of the marriage involved, the decree nisi becomes absolute on the expiration of a period of three months from its making (58(1)(b) Matrimonial Causes Act 1970 (MCA))				
40	The proper arrangements for the welfare of the children have been made. (Section 59(1)(a) Matrimonial Causes Act 1970 (MCA))				
41.	A marriage is voidable where parties to it are incapable of consummating the marriage.				
42	Depriving a parent/guardian a child (12yrs and below) is act of felony and attracts 14years imprisonment (section 371 criminal code (cc))				
43	LANDLORD AND TENANT LAW A rental agreement defines the length of the rental term, the price paid and amount of notice required before a landlord or tenant can cancel the lease (section 58 landlord and tenant law (LTL))				
44	If a landlord breaks a tenant door in his absence during the day attracts 14years imprisonment (section 376 and 377 criminal code (CC)).				
45	Any landlord who breaks tenant door in the night in his absence attracts life imprisonment. (Section 380 criminal code (CC)).				
46	Regarding subleases and tenancies and landlordship; a weekly tenancy, a week notice is given to quit (Section 59 landlord and tenant law (LTL))				
47.	A quarterly tenancy, a month notice is given to quit.(Section 59 landlord and tenant law (LTL))				
48	A yearly tenancy, six months notice is given to quit. (Section 59				

	landlord and tenant law (LTL))				
49	ADMINISTRATION AND SUCCESSION ESTATE OF DECEASED PERSON'S LAW The law requires that a will must be in writing and not oral (Section 67 of Succession Law Edict 1987 SLE))				
50	A widow or widower shall not be dispossessed of any property without his or her consent. (Section 70 Succession Law Edict 1987 SLE))				
51.	All alterations made after the execution of a will must be executed in the same way as the will itself. The testator and witnesses are required to sign opposite the alteration (Section 82 of Succession law Edict 1987 SLE))				
52	All children of deceased person are entitled to share on the estate of the deceased (Section 68 Succession Law Edict 197 SLE))				
53	The estate of a testator (one who wrote a will) is distributed by his will.				
54	In the case of an intestator (one who did not write a will), his Estate is distributed by an administrator				
55	Any other, please specify i. _____ ii _____ iii _____ iv _____ v _____				

Section D: Delivery Systems for implementing family law Awareness programme.

Please indicate the extent to which you agree that these techniques, methods and instructional materials should be used in implementing of family law awareness programme for families in Anambra state

SA = strongly agree, A = agree, D = disagree, SD = strongly disagree

S/N	Delivery System	SA	A	D	SD
1.	Focus Group discussion session				
2.	Round table discussion				
3.	Workshop on FLAWP				
4.	Home visiting				
5.	Symposium on FLAWP				
6.	Family seminar				
7.	Outreach/mobile criers				
8.	Community meetings				
9.	Films/videos				
10.	CD, Cassettes				
11.	Posters, banners				
12.	Slogans				
13.	Television programme				
14.	Text books				
15.	Wall charts				
16.	Flip charts				
17.	Pamphlets				
18.	Handbills				
19.	Film strips				
20.	Radio programme				
21.	Charts				
22.	Audio Visual materials				
23.	Pictorials				
24.	Pictures				
25.	Videos tape and cassettes				
26.	Diagrams				
27.	Tape recorders				
28.	Flow Charts				
29.	Film Show				
30.	Prints				
31.	Slides				
32.	Internet				

33.	Captions of family law on clothing article examples (a) T-shirt (b) cap				
34.	Captions of family law on household items examples (a) Table mat (b) Umbrella (c) Dust pan (d) Trays (e) Sieves (f) Plastic Slippers				
35.	Captions of family law on stationeries examples (a) Biro (b) Pencils (c) Pens (d) Exercise books				
36.	Captions of family law on food examples (a) Rice bags (b) Cornflakes (c) Maggi packets (d) Tomato tins (e) salt packets (g) vegetable oil cans.				
37.	Captions of family law on Toiletries examples (a) Toilet rolls (b) Toilet soaps (c) Shampoo bottles.				
38.	Captions of family law on household linen examples (a) Towels (b) Handkerchief.				
39.	Captions of family law on Beverages examples (a) Bournvita tins (b) Milo tins (c) Peak milk tins.				
40.	Captions of family law on package of items used in household examples (a) Match boxes (b) Vaseline bottles (c) Detergents.				
41.	Captions of family law on Global system for mobile Telecoms (GSM) recharge cards.				

Section E: Evaluation Activities Required in the family law Awareness programme for Families

Please indicate the extent to which each of the following evaluation guideline for the awareness programme

of family law for families.

SA = Strongly Agree A = Agree D = Disagree,

SD = Strong Disagree

S/N	Evaluation Activities of FLAWP	SA	A	D	SD
1.	Family members should be able to: enumerate the objectives of family law awareness FLAWP in Focus Group Discussion (FGCD)				
2.	Mention different types of family law in family meetings				
3.	discuss the components of family law.				
4.	Discuss the family law in women or men group meetings				
5.	Discuss the law in Radio and Television programme				
6.	Respond to questionnaire items on awareness programme of family law.				
7.	Participate in family seminar to discuss family law issues				
8.	Enumerate five child right laws in family meetings				
9.	Take actions that are informed by their knowledge of family law in August meetings.				
10.	Take action that are informed by their knowledge of family law in women meetings.				
11.	Take actions that are informed by their knowledge of family law in churches.				
12.	Take actions that are informed by their knowledge of family law in mother's Sunday's activities.				
13.	Seek redress in court when their rights are abused in women meetings.				
14.	Enumerate five landlord and tenant law in any women/men association.				
15.	Enumerate five criminal code law in family meetings				
16.	Make informed decision of family law on issues relating to family laws in women meetings.				

17.	Discuss ways of improving the awareness of family law in church seminars.				
18.	Enumerate five Administration and Succession estate of deceased personø law in family meetings and family seminars.				
19.	Discuss what law stipulates relating to legal dissolution of marriage in village meetings				
20.	Seek redress in court when their rights are violated.				
21.	Discuss rental agreement intelligently in market men/women associations.				
22.	Define testator and intestator in men/women community for a				
23.	State the procedures of adoption in village meetings and associations.				
24.	Discuss their rights and responsibilities in youth for a				
25.	Intending marriage partners should discuss family law related to FLAWP in community for a				

APPENDIX B

SUGGESTIONS MADE ON THE ORIGINAL INSTRUMENT OF FLAQ

SOURCE	SUGGESTION MADE	CHANGES MADE
Section A: Personal data	Delete questions 3-5 and restructured	Questions 3-5 were deleted and restructured
Section B: Family law objectives	Itemize all objectives and state in behaviour terms.	Objectives itemized and statements changed to behaviour terms. Five general objectives were included
Section C: Family law content	Restate the Family Law. Going arm is found in section 114 criminal code and not section 380.	Family Law restated. Going arm is found in section 114 criminal code and not section 380.
Section D: Delivery Systems	Restructure 11-41. Include: outreach and mobile criers.	Items 11-41 restructured. Included outreach and mobile criers.
Section E: Evaluation Guidelines	Delete and restructure	Deleted and restructured

APPENDIX C

Family Law Awareness Programme (FLAWP).

1. Title: Family Law Awareness Programme.

2. Objectives of the Programme:

Family members should be able to:

1. understand the meaning of family law
2. discuss components of family law
3. seek legal redress in court on their rights.
4. make informed decision based on family law
5. avail themselves of opportunities provided with the family law
6. discuss ways of improving family members' awareness of family law
7. seek settlement of family dispute through mediation.

General Objectives: family members should be able to :

1. Live peacefully with one another
2. Discriminate between their rights and those of others.
3. Seek redress where their rights are violated.
4. Seek legal protection when their rights are threatened.
5. Seek protection of the life of their children when kidnapped.

3. Content of the Programme:

1. Child's Right Law.(law that deals with the child)
2. Criminal code law.(law of crime)
3. Marriage Act(law governing the relationship of husband and wife).
4. Matrimonial Causes Act(dissolution of marriage, judicial separation, maintenance and custody)
5. Landlord and Tenant law(law that deals with relationship between tenant and landlord)
6. Administration and Succession Estate of Deceased Person's Law(deal with the family and property).

4. Instructional Methods:

- a. Sensitization through workshops and seminars
- b. Demonstration
- c. Discussion
- d. Debate
- e. Quizzes
- f. Individual contact
- g. Excursion
- h. Field Trip
- i. Role play
- j. Brain storming

5. Instructional Materials:

- a. Pictures
- b. Charts
- c. Video machines
- d. Tapes
- e. Posters
- f. Journals
- g. Newspapers
- h. Relevant books
- i. Documentaries
- j. Magazines
- k. Handbills & fliers
- l. Films
- m. Video clips

6. Evaluation of the Programme

1. Assignment
2. Observation of court proceedings
3. Comparison
4. Questions and Answer either Essay etc.

7. Type of Instructors and Suitable Venues: Volunteer Lawyers, Human Right Lawyers, Nigerian Association of Women lawyers, Religious Officers or trained religious Officers, relevant NGOs, Customary Court Justice with counselling interest, Social Welfare Department and Counselling Organization, Chambers and Offices

8. Relevant Suitable environment for the instructors: Volunteer lawyers chambers, Religious environment and Social Welfare Department and Counselling Organization.

9. Implementers / Channels of Implementations:

- a. Government legal Aid Assisted Projects.
- b. Associations / Unions
- c. NGOs
- d. The Media
- e. Religious Community leaders.
- f. Individual Volunteers.

THEME 1: CHILD'S RIGHTS LAW

S/n	Topics	Performance objectives	Contents	Instructor's Activities	Learner's Activities	Instructional materials	Instructional methods	Evaluation
1.	Concept of child's rights law	At the end of this unit, learners should be able to: 1. understand the concept of child rights law 2. describe benefits of child rights law	1. The meaning of family law: child rights law 2. benefits of child rights law	1. Discuss with the learners the followings: 1. child rights law 2. benefits of child rights law	Participate in the discussion of the meaning of child rights law and its benefits.	Books, handbills and pamphlets containing family law and benefits	Discussion, Talk shows in TV & Radio, questions, focus group discussion.	1. Define child rights law? 2. Mention 3 benefits of child rights law.
2.	Rights of the child	At the end of this unit, Learners should be able to: 1. identify the rights of the child. 2. seek legal redress in court on behalf of the child for the violation of his or her rights.	1. Fundamental child rights. 2. Violation of the child rights. 3. Whom to contact when the right of the child is right violated.	1. Discuss with the learner the followings: 1. rights of the child. 2. where to seek redress when the right of the child is violated. 3. visit court premises or invite a resource person to discuss the topic.	Join in excursion to places seeking redress for the right of the child when violated.	Books, handbills and pamphlets indicating the rights of the child.	Discussion and visit to the court or places for redress of violation of the rights of the child.	1. State 5 rights of the child? 2. Mention 4 situations of violation of child rights? 3. Explain whom to contact when the rights of the child is violated?
3.	Protection of the rights of the child	At the end of this unit, Learners should be able to: 1. Explain how the child could be protected legally from his right being violated.	Legal protection on the following: 1. child marriage. 2. tattooing and face marks 4. circumcision, child labour etc..	Discussion and visit these areas.	Join in excursion to police stations and human rights centres.	Books, handbills and pamphlets.	Discussion and visits.	1. Mention 4 cases of child violation? 2. list protection laws and who they protect? 3. mention cultural influences on the violation of the right of the child 4. Mention the role of parents in protecting the rights of their children.
4.	Child labour	At the end of this unit, Learners should be able to: 1. define the term -Child labour 2. State different	1. <u>Meaning of child labour</u> Engaging a child below 18 years in any kind of work in harsh and dangerous	1. Excursion to court and social centres.. 2. Use of Charts, films, documentaries, pictures, newspapers/m	Participates in guided discussion on the meaning of child labour, kinds of child	Charts, films, documentaries, pictures, books, posters, slide charts.	Discussion, case studies, Brainstorming.	Write the definition of child labour 2. Describe three kinds of child labour

		<p>kinds of child labour.</p> <p>3.Enumerate common causes of child labour</p> <p>4.Discuss the effect /consequences of child labour</p> <p>5. Prevention and control of child labour</p>	<p>environment, which jeopardizes his/her normal social, physical, mental, moral and emotional development</p> <p><u>2.Kinds of child labour</u></p> <p>1.Child hawking, begging</p> <p>2.child domestic labour</p> <p>3.child in mining,</p> <p>4. exploitative</p> <p>5.apprenticeship</p> <p>6. Agricultural labour.</p> <p>7. Child Soldiers.</p> <p><u>3. Causes of child labour</u></p> <p>1.Poverty, quest for material wealth</p> <p>2. Misplacement of family values.</p> <p>3. Depressed economic condition</p> <p>4. large family size</p> <p>5.Ignorance, misinformation</p> <p>6. Break down of extended family safety nets, civil wars.</p> <p><u>4.Effects/Consequences of child labour</u></p> <p>1.Exposes the child to sexual harassment-</p> <p>-HIV/AIDS and other STDs/STIs</p> <p>-Early marriage/motherhood</p> <p>-unwanted pregnancies, Death in extreme cases.</p> <p>-trafficking: Indulging in anti Social</p>	<p>magazines in initiating question and answer on different kinds of child labour.</p> <p>3.Use Newspapers, magazines, documentaries, posters and books in a discussion on the common causes of child labour.</p> <p>4. Use documentaries, newspapers, posters and video tapes to lead guided discussion on the consequences of child labour.</p>	<p>labour, causes, consequences and prevention of child labour.</p>		<p>peculiar to their communities.</p> <p>3.discuss four consequences of child labour.</p>
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			activities like armed robbery. 5. Prevention and control of child labour: role of parents, organization, government and law.etc.					
5.	Meaning and purpose of child trafficking	At the end of this unit, learners should be able to: 1. Define child trafficking 2. Discuss the nature of child trafficking 3. Explain types of child trafficking 4. Discuss at least three effects of child trafficking 5. Enumerate measures for combating child trafficking	1. explain child trafficking 2. explain the nature of child trafficking 3. explain types of child trafficking 4. Explain the effects of child trafficking <u>5. Combating child trafficking</u> 1. Formal and non formal setting: -public enlightenment /sensitization -Advocacy to leaders and law makers -Enforcement of relevant policies 2. Measures for Rehabilitation : -Free and compulsory formal education -Non formal education -poverty alleviation measures -vocational training / apprenticeship. 3. Measures for preventing child trafficking:	1. Discussions and brainstorming on the content. 2. Use debate and drama to instruct learners on different topics.	1. Participate in guided discussions, debate and drama on economics, political and socio-cultural reasons for child trafficking from their geo-political background.	1. Documentaries, Video/ machines and tapes, posters, film/ projectors and relevant books 2. Newspapers/ magazines, relevant journals/ books, video machines and tapes, posters and film projectors 3. Video machines and tapes, Internet, relevant books/ journals, newspapers/ magazines	Discussions, Brainstorming. 2. Brainstorming, group discussion, drama, sketches 3. Brainstorming, Drama and debates.	1. List 3 reasons for child trafficking. 2. List 2 types of child trafficking. 3. Discuss briefly the effect of child trafficking on family and community.

6.	Forms of child right violation	At the end of this unit, learners should be able to: 1. Explain the meaning of child right violation and its penalties. .2.list the various types of child rights violations.	1. Explanation of child rights violation. 2.Forms of child right violations: -child abandonment -child labour: Farm labour,child service providers in bars, hotels and restaurants -street trading under extreme weather conditions -sexual abuse, -child prostitution, -child battering, -child trafficking and child slavery.	Use Newspapers, magazines, video machines and tapes in explaining child right violation.	Participate in discussions on the concepts and types of child rights violation.	Discussi on, illustrati on and demonstr ation.	Newspap ers, Magazin e, video machines and tapes, documen taries on UN conventi on on the rights of the child.	1. Explain the meaning of child right violation 2.List types of child right violation 3. Write short notes on at least 5 types of child right violation.
		THEME 2 CRIMINAL CODE LAW						
S/N	TOPIC	Performance objectives	CONTENTS	Instructor's activities	Learner's Activities	Instructio nal materials	Instructio nal methods	Evaluation.
1.	Marriage with adopted child	At the end of this unit, learners should be able to: 1. Explain the effects of marriage between adopting parents and adopted child.	1. Effects of marriage between adopting parents and adopted child. 2. Its penalties.	Use charts and pictures to discuss with the learners the effects of marriage between adopting parents and adopted child and its penalties.	Participate in the discussion the effects of marriage between adopting parents and adopted child and its penalties	Hand bills and fliers	Discussi on	1. State 5 effects between adopting parents with adopted child.
2.	Child Abandonment	At the end of this unit, learners should be able to: 1. explain the meaning of child abandonment	1. Meaning of child abandonment 2. Effect of child abandonment and its penalties.	Using pictures, charts and video films to discuss with the learners the meaning of child abandonment and its penalties	Participate in the discussion the meaning of child abandonment and its penalties	Pictures, Charts, films, video clips, illustratio n of child abandonm ent	Discussio n. Talk shows in TV & Radio	1. State the meaning of child abandonment . 2.List 3 effects of child abandonment .

3.	Child raping	At the end of this unit, learners should be able to: 1. Explain the effects of raping a child.	Effects of raping a child . Its penalties	Use newspapers, magazines and video tapes to discuss with the learners the effects of raping on the child and its penalties	Participate in the discussion the effects of raping on the child and its penalties	Newspapers, magazines, video and tapes, documentaries.	Discussion, Talk shows in TV & Radio	1. Explain 5 effects of raping a child.
4.	Consequences of indecent assault	At the end of this unit, learners should be able to: 1. enumerate consequences associated with indecent assaults on children	1. Consequences associated with indecent assaults on children . It exposes the child to sexual harassment e.g. -HIV/AIDS and other STDs/ STIs -Early marriage/ motherhood -Unwanted pregnancies	Use of newspapers, magazines and video tapes to discuss the consequences associated with indecent assaults on children	Participate in the discussion the consequences associated with indecent assaults on children.	Documentaries, Newspapers, posters, and video tapes.	Discussion, Talk shows in TV & Radio.	1. State 5 consequences of indecent assaults on children.
5	Child stealing	At the end of this unit, learners should be able to: 1. Explain the effects of stealing on a child	1. Explain the effects of stealing on a child.	Use Pictures, Charts, films, video tapes to explain to the learners the effects of stealing on a child.	Participate in the discussion the effects of stealing on a child.	Pictures, Charts, films, video tapes.	Discussion and demonstration.	1. List 3 effects of stealing on a child.
6.	Going arm	At the end of this unit, learners should be able to: 1. Explain the meaning of going arm	1. Explain the meaning of going Arm 2. Its penalties	Use Pictures, Charts, films and video clips to explain to the learners the meaning of going Arm and its penalties	Participate in the discussion the meaning of going arm and its penalties	Pictures, Charts, films and video clips	Discussion, Talk shows in TV & Radio.	1. State the meaning of going arm. 2. State the penalties involved

THEME 4 MATRIMONIAL CAUSES ACT								
S/N	TOPIC	Performance objectives	CONTENTS	Instructor's activities	Learner's Activities	Instructional materials	Instructional methods	Evaluation.
1.	Custody Order	At the end of this unit, learners should be able to: 1.Explain the meaning of custody order 2. Who should take custody of the child.	1. Meaning of custody order. 2. Who should take custody of the child	Use Pictures, Charts, films, video clips to discuss with the learners the meaning of custody order and the person responsible for the custody.	Participate in the discussion the meaning of custody order	Pictures, Charts, films, video clips	Discussion, and Role play	1. Explain the meaning of custody order. 2. Who is responsible for child's custody?
2.	Divorce petition	At the end of this unit, learners should be able to: 1.Explain the meaning of instituting divorce petition.	Meaning of instituting divorce petition.	Use Documentaries on Nigerian Matrimonial Causes Act to discuss with the learners the meaning of instituting divorce petition.	Participate in the discussion the meaning of instituting divorce petition	Documentaries on Nigerian Matrimonial Causes Act.	Discussion, and Role play	1. Explain the meaning of divorce petition.
3.	Marriage by fraud or dures	At the end of this unit, learners should be able to: 1.Explain the meaning of marriage by fraud or dures	Meaning of marriage by fraud or dures	Use Pictures, Charts, films, video clips to discuss with the learners the meaning of marriage by fraud or dures	Participate in the discussion the meaning of marriage by fraud or dures	Pictures, Charts, films, video clips	Discussion, and Role play	1. Explain the meaning of marriage by fraud or dures.

4.	Effects of marriage with mental person	At the end of this unit, learners should be able to: 1. Discuss effects of marriage with mental person.	Effects of marriage with mental person	Use Pictures, Charts, films and video clips to explain with the learners the effects of marriage with mental person	Participate in the discussion the effects of marriage with mental person	Pictures, Charts, films and video clips.	Discussion	1. Mention 3 effects of marriage with mental person
5.	The meaning of marriageable Age	At the end of this unit, learners should be able to: 1. Explain the meaning of marriageable Age	1. Marriageable Age 2. its consequences	Use Pictures, Charts, films and video clips to explain with the learners the meaning of marriageable Age and its consequences.	Participate in the discussion the meaning of Marriageable Age and its consequences.	Pictures, Charts, films and video clips	Discussion, Talk shows in TV & Radio	1. Explain the meaning of marriageable age.
6	The stages of decree of dissolution of marriage	At the end of this unit, learners should be able to: 1. Explain two stages of decree of dissolution of marriage.	Two stages of decree of dissolution of marriage; 1. Decree nisi 2. Decree absolute.	Use Pictures, Charts, films, video clips to explain to the learners the two stages of decree of dissolution of marriage.	Participate in the discussion the two stages of decree of dissolution of marriage.	Pictures, Charts, films, video clips.	Excursion	1. Observation of court proceedings

7.	The effects of decree absolute	explain the effect of decree absolute.	Explain the effect of decree absolute	Explain to the learners the effect of decree absolute	Participate in the discussion the effect of decree absolute	Pictures, Charts, films, video clips	Discussion, Talk shows in TV & Radio .	1. Explain 3 effects of decree absolute.
8.	The effects of decree nisi	Explain the meaning of decree nisi	Explain the meaning of decree nisi	Explain to the learners the effect of decree nisi	Participate in the discussion effect of decree nisi	Pictures , Charts, films, video clips,	Discussion.	1. Explain 2 effects of decree nisi
		THEME 5 LANDLORD AND TENANT LAW						
S/N	TOPIC	Performance objectives	CONTENTS	Instructor's activities	Learner's Activities	Instructional materials	Instructional methods	Evaluation.
1.	Rental Agreement	At the end of this unit, learners should be able to: 1. explain rental agreement.	1. The meaning of rental agreement.	Use Documentaries on Nigerian landlord and tenant law to explain to the learners the meaning of rental agreement.	Participate in the discussion the meaning of rental agreement .	Documentaries on Nigerian landlord and tenant law.	Discussion.	1. Explain the meaning of rental agreement
2.	The meaning of landlord breaking tenant door in his absence in the night.	At the end of this unit, learners should be able to 1.Explain the meaning of landlord breaking tenant door in his absence in	1.The meaning of landlord breaking tenant doors in his absence in the night 2. its penalties.	Use Documentaries on Nigerian Criminal Code law to explain to the learners the meaning of landlord breaking tenant door	Participate in the discussion the meaning of landlord breaking tenant door in his absence in the night	Documentaries on Nigerian Criminal Code law	Discussion.	1. Explain the meaning of landlord breaking tenant door in his absence in the night

		the night. 2.Explain the penalties.		in his absence in the night and its penalties.	and its penalties.			
3.	The meaning of landlord breaking tenant door in his absence during the day..	At the end of this unit, learners should be able to 1.Explain the meaning of landlord breaking tenant door in his absence during the day..	1. The meaning of landlord breaking tenant door in his absence during the day 2. its penalties.	Use Documentaries on Nigerian Criminal Code law to explain to the learners the meaning of landlord breaking tenant door in his absence during the day and its penalties.	Participate in the discussion the meaning of landlord breaking tenant door in his absence during the day and its penalties	Documentaries on Nigerian Criminal Code law	Discussion	1. Explain the meaning of landlord breaking tenant door in his absence in the day.
4.	Tenancy and landlordship	At the end of this unit, learners should be able to: 1.Explain tenancy and landlordship	1. Explain Tenancy and landlordship: a week tenancy a week notice is given to quit. A quarterly tenancy a month notice is given. A yearly tenancy, six months notice is given.	Use Nigerian and Tenant Law documentaries to discuss with the learners the meaning of Tenancy and landlordship : a week tenancy a week notice is given to quit. A quarterly tenancy a month	Participate in the discussion the meaning of Tenancy and landlordship ip: a week tenancy a week notice is given to quit. A quarterly tenancy a month	Documentaries on Nigerian landlord and tenant law.	Discussion, Talk shows in TV & Radio.	Mention the quit notices given in the following: 1.a week tenancy? 2. a quarterly tenancy?. 3. a yearly tenancy?

				notice is given. A yearly tenancy, six months notice is given.	notice is given			
		THEME 6 ADMINISTRATION AND SUCCESSION ESTATE OF DECEASED PERSON'S LAW						
S/N	TOPIC	Performance objectives	CONTENTS	Instructor's activities	Learner's Activities	Instructional materials	Instructional methods	Evaluation.
1.	Will	At the end of this unit, learners should be able to: 1. Explain the meaning of will 2. Explain reasons for making a will. 3. Discuss different types of will	1. The meaning of will 2. Types of will: a. Holographic will b. Nuncupative will c. Conditional or contingent will d. Multiple will e. Mutual or Reciprocal will f. Joint will	Use Nigerian Family law Textbooks to explain to the learners the meaning of will and types of will.	Participate in the discussion the meaning of will and types of will.	Nigerian Family law Textbooks	Discussion, Radio / TV jingles on the importance of will.	1. Explain the meaning of will 2. Give 2 reasons for making a will. 3. Briefly explain 2 types of will
2.	Wills must be in writing and signed in the presence of 2 witnesses.	At the end of this unit, learners should be able to: 1. Explain that all wills must be in writing and signed in the	1. Explain that all wills must be in writing and signed in the presence of 2 witnesses.	Use Nigerian Family law Textbooks to explain to the learners that all wills must be in writing and signed in the	Participate in the discussion that all wills must be in writing.	Nigerian Family law Textbooks	Discussion.	1. Explain two conditions required for making a will.

		presence of 2 witnesses..		presence of 2 witnesses.				
3.	Will becomes invalid if any of the conditions are missing.	At the end of this unit, learners should be able to: 1. Explain that will becomes invalid if any of the conditions are missing	1. Explain that will becomes invalid if any of the conditions are missing	Use Nigerian Family law Textbooks to explain to the learners that will becomes invalid if any of the conditions are missing	Participate in the discussion that will becomes invalid if any of the conditions are missing	Nigeria Family law Textbooks	Discussion.	1. Explain 2 things that make will invalid.
4.	Share of the Estate of the deceased	At the end of this unit, learners should be able to: 1. explain that all children of deceased person are to share his Estate.	Explain to the learners that all children of deceased person are to share his Estate.	1. Use Nigerian Family law Textbooks to explain that all children of deceased person are to share his Estate.	Participate in the discussion that all children of deceased person are to share his Estate.	Nigeria Family law Textbooks	Discussion.	1. Explain why all children of deceased person are to share his Estate.
5.	Distribution of testator's Estate	At the end of this unit, learners should be able to: 1. Explain that testator's Estate should be distributed by will	Distribution of testator's Estate by will.	1. Use Nigerian Family law Textbooks to explain to the learners that testator's Estate should be distributed by the Executors of the will.	Participate in the discussion that testator's Estate is distributed by will	Nigeria Family law Textbooks	Discussion.	1. Explain why testator's Estate is distributed by will
6.	Distribution of intestator's Estate	At the end of this unit, learners should be able to: 1. Explain	1. Distribution of intestator's Estate by an	1. Use Nigerian Family law Textbooks	Participate in the discussion that	Nigeria Family law	Discussion.	1. Explain why testator's Estate is

		that intestatorø Estate is distributed by an administrator	administrator	to explain to the learners that intestatorø Estate is distributed by an administrato r.	intestatorø s Estate is distributed by an administra tor.	Textboo ks		distributed by an administrato r.
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APPENDIX D
SUGGESTIONS MADE ON THE ORIGINAL FLAWP

SOURCE	SUGGESTION MADE	CHANGES MADE
Objective of the programme	<p>Include: seek settlement of family dispute through mediation added another objective: seek settlement of family dispute through mediation.</p> <p>Five general objectives of the Family law Awareness Programme were included: Family members should be able : to live peacefully with one another, to be able to discriminate between their rights and those of the others, to seek for redress where their rights are violated, to seek for legal protection when their rights are threatened and to seek protection of life of their children in case of kidnapping.</p>	<p>Item 7 seek settlement of family dispute through mediation was added.</p> <p>Five general objectives of the Family law Awareness Programme were included: Family members should be able : to live peacefully with one another, to be able to discriminate between their rights and those of the others, to seek for redress where their rights are violated, to seek for legal protection when their rights are threatened and to seek protection of life of their children in case of kidnapping.</p>
Instructional methods	Replace lecture with Sensitization through workshops and seminars	Sensitization through workshops and seminars were replaced with lecture.
Instructional materials	Delete blackboard, chalk, and tables, add fliers.	Blackboard, chalk and tables were deleted and fliers were added.
Implementers / Channels of Implementations	Delete government and add Government legal Aid Assisted projects.	Deleted and restructured
<p>Theme 1 no;1: Childø rights law(Conceptual definition of childø right law)</p> <p>Theme 1. Childø right law it nos: 2, 3 & 4</p>	<p>Include in Instructional methods; Talk shows in TV & Radio.</p> <p>Include under instructorø activities that instructors should visit court premises or invite a resource person to discuss the topics. Under learnersø activities learners should join in excursion to police station and human right centreø seeking redress for the right of the child when violated. Drama and debate should be used to instruct learners on</p>	<p>Talk shows in TV & Radio were included in the instructional methods.</p> <p>Instructors should visit court premises or invite a resource person to discuss the topics. Under learnersø activities learners should join in excursion to police station and human right centre seeking redress for the right of the child when violated. Drama and debate should be used to instruct learners on relevant topics</p>

	relevant topics	
Theme 1 no;2: Child's rights law (rights of the child)	Include in Instructional methods; Radio/ TV Jingles on the right of a child.	Radio/ TV Jingles on the right of a child were included in the instructional methods.
Theme 1 no 4;: Child's rights law (Child labour)	Include in the Contents: Child soldiers, civil wars, indulging in anti social activities like armed robbery.	Child soldiers, civil wars, indulging in anti social activities like armed robbery were included in the content of the child labour.
Theme 6 no5:Administration and Succession Estate of Deceased Person's law (Distribution of testator estate	Include in Instructor's Activities: the Execution of the will.	Restructured

APPENDIX E
FAMILY LAW AWARENESS TEST (FLAT)

INSTRUCTIONS: ANSWER ALL THE QUESTIONS BY CIRCLING THE CORRECT ANSWER . TIME: 1 HR

1. Child's Right law is
 - a. The law that provide and protect the rights of the Nigerian child.
 - b. The law of the child
 - c. The law that provide right to freedom of movement
 - d. The law that provide right to survival and development.
2. One of the benefits of child's right law is
 - a. Child's right law deals with delinquent children.
 - b. Children are the future leaders
 - c. Nigerian children are still more maltrained
 - d. It prohibits traditional and cultural practices that violates the rights of the child and criminalizes those acts
3. Child abuse is
 - a. Physical treatment of children.
 - b. Cruel or violent treatment of a child.
 - c. A child is sexually abused
 - d. Child hawking.
4. The person to contact when the right of a child is violated is
 - a. The Government
 - b. The parents
 - c. The courts
 - d. The guardians
5. One of the effects of marriage between adopting parents with her adopted child is
 - a. The child will feel insecure
 - b. The child will feel bad
 - c. The child will cry
 - d. It is a taboo.
6. One of the effects of raping a child is
 - a. loss of weight
 - b. mental trauma
 - c. fear of trouble
 - d. Physical problems
7. The meaning of going arm is
 - a. People going to farm with Knives
 - b. People walking on the streets carelessly with Knives so as to cause fear.
 - c. People going to farm with their cutlass, hoes and knives.
 - d. People going to farm with food
8. The penalty involved in going arm is
 - a. Four years imprisonment.
 - b. Three years imprisonment
 - c. Two years imprisonment
 - d. Five years imprisonment
9. One of the procedures involved in marriage Act is
 - a. The celebration must be between 10 a.m and 4 p.m.
 - b. Failure to comply may constitute an offence of five years imprisonment

- c. The Registrar having received license from the parties will ask; do I understand that, A, B and C, D are here for the purpose of becoming man and wife?
 - d. Marriage in Registrar's office
10. One of the advantages of Marriage Act is
- a. Right to husband's surname
 - b. Right to matrimonial home
 - c. Right to consortium
 - d. Right to succession to property
11. Bigamy is
- a. an offence for a party to the customary marriage to contract another marriage during the subsistence of the first one.
 - b. An offence of man marrying two wives
 - c. An offence of polyandry type of marriage
 - d. an offence for a party to the marriage Act to contract another marriage during the subsistence of the first one.
12. Custody Order is
- a. order made in favour of one parent or guardian
 - b. order made by a court of law which gives all the parental rights and duties relating to the possession of a child to specific person or persons.
 - c. a person appointed by the court to have parental responsibility when a fostering or adoption order is refused or revoked.
 - d. A person appointed by the court upon the death of both parents of a child.
13. The person responsible for child custody is
- a. natural parents
 - b. adopted parents
 - c. guardians
 - d. either of the child's parents as the court thinks fit
14. The meaning of divorce petition is
- a. filing a petition for dissolution of marriage
 - b. filing a petition to the court of law for dissolution of marriage
 - c. filing for divorce
 - d. filing for marriage
15. The meaning of marriage by duress is
- a. marriage entered by mutual love
 - b. went into marriage forcefully by one's parents
 - c. marriage entered by love
 - d. quarrelsome marriage
16. The meaning of rental agreement is
- a. the length of house
 - b. the length of rental term, price paid and amount of notice required before a landlord or tenant can cancel the lease.
 - c. Amount of money paid
 - d. The length of rental term
17. The penalty of a landlord breaking a tenant door in his absence in the night is
- a. Seven years imprisonment
 - b. Ten years imprisonment
 - c. Life imprisonment
 - d. Twenty years imprisonment

Quit notices given to Tenants in the followings are:

18. A week tenancy;
 - a. A month notice
 - b. A week notice
 - c. Six months notice
 - d. A year notice
19. A quarterly tenancy;
 - a. A week notice
 - b. Six months notice
 - c. A year notice
 - d. A month notice
20. A yearly tenancy;
 - a. A month notice
 - b. A week notice
 - c. Six months notice
 - d. A year notice
21. Will is ;
 - a. a revocable document
 - b. a testamentary and revocable document voluntarily made, executed and witnessed according to law by a Testator with sound disposing mind.
 - c. testamentary and revocable document
 - d. document voluntarily made
22. One of the reasons for making a will is;
 - a. The intestator can choose people he wants as his personal representative.
 - b. The Testator can choose people he wants as his personal representatives.
 - c. The remembrance of death
 - d. The Testator has no plan to dispose his properties in the way he wishes.
23. Another reason for making a will is;
 - a. The intestator can choose people he wants as his personal representative.
 - b. The Testator cannot choose people he wants as his personal representatives.
 - c. The remembrance of death
 - d. The Testator has plan to dispose his properties in the way he wishes.
24. An example of will is;
 - a. Court will
 - b. Multiple wills
 - c. Specimen will
 - d. Wills
25. One of the reasons why testator's estate is distributed by the Executors of the will is;
 - a. He did not write a will
 - b. He made oral will
 - c. He wrote a will when he was alive
 - d. He was a good man

APPENDIX F

Cronbach alpha

Group Statistics

Group	N	% of Total N
POLICEMEN	5	16.7%
NIGERIAN CIVIL DEFENCE CORPS	5	16.7%
SOCIAL WELFARE OFFICERS	5	16.7%
HUMAN RIGHT ACTIVISTS	5	16.7%
HOME ECONOMICS TEACHERS	5	16.7%
LEGAL PRACTITIONERS	5	16.7%
Total	30	100.0%

Reliability for Section B: (Objectives of Family Law awareness programme (FLAWP))

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.716	.756	9

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.344	2.967	3.633	.667	1.225	.048	9
Item Variances	.573	.240	1.275	1.034	5.306	.116	9
Inter-Item Covariances	.125	-.247	.471	.718	-1.907	.030	9

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
30.1000	14.162	3.76325	9

Reliability for Section C. (Content of family law awareness programme)**Case Processing Summary**

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.959	.964	54

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.336	2.967	3.633	.667	1.225	.048	54
Item Variances	.601	.240	1.275	1.034	5.306	.122	54
Inter-Item Covariances	.181	-.247	1.275	1.522	-5.158	.062	54

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
1.8013E2	549.568	23.44286	54

Reliability for Section D: (Delivery Systems for implementing family law awareness programme.)**Case Processing Summary**

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.943	.949	41

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.315	2.967	3.633	.667	1.225	.047	41
Item Variances	.610	.240	1.275	1.034	5.306	.118	41
Inter-Item Covariances	.175	-.247	1.275	1.522	-5.158	.064	41

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
1.3590E2	311.334	17.64467	41

Reliability for Section E: (Evaluation Activities Required for family law awareness programme for Families)**Case Processing Summary**

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.911	.922	25

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.356	2.967	3.633	.667	1.225	.046	25
Item Variances	.578	.240	1.275	1.034	5.306	.115	25
Inter-Item Covariances	.167	-.247	1.275	1.522	-5.158	.049	25

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
83.9000	114.783	10.71367	25

Overall Reliability for the Questionnaire on Development of Family Law awareness for Families in Anambra State

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.983	.985	129

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.334	2.967	3.633	.667	1.225	.046	129
Item Variances	.597	.240	1.275	1.034	5.306	.116	129
Inter-Item Covariances	.182	-.247	1.275	1.522	-5.158	.063	129

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
4.3003E2	3.082E3	55.51544	129

APPENDIX G

MEAN AND STANDARD DEVIATION ON EACH ITEM FOR EACH GROUP OF THE RESPONDENTS USED FOR COMPUTING EACH OF THE HYPOTHESIS

Mean and Standard Deviation of Home Economics Teachers, Policemen, Nigeria Civil defence corps, Legal Practitioners, Social Welfare Officers and Human Right Activists on the objectives of family law awareness programme for families in Anambra State

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
item1	Home Economics Teachers	200	3.5600	.67727	.04789	3.4656	3.6544	2.00	4.00
	Policemen	550	3.4036	.72979	.03112	3.3425	3.4648	2.00	4.00
	Nigeria Civil Defence Corp	200	3.4150	.76531	.05412	3.3083	3.5217	2.00	4.00
	Legal Practitioners	300	3.4933	.67191	.03879	3.4170	3.5697	2.00	4.00
	Social Welfare Officer	45	3.4444	.69267	.10326	3.2363	3.6525	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.4521	.71426	.01977	3.4133	3.4909	2.00	4.00
item2	Home Economics Teachers	200	3.5350	.66406	.04696	3.4424	3.6276	2.00	4.00
	Policemen	550	3.4418	.79804	.03403	3.3750	3.5087	2.00	4.00
	Nigeria Civil Defence Corp	200	3.3600	.77030	.05447	3.2526	3.4674	2.00	4.00
	Legal Practitioners	300	3.5300	.64068	.03699	3.4572	3.6028	2.00	4.00
	Social Welfare Officer	45	3.4444	.69267	.10326	3.2363	3.6525	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.4644	.73716	.02041	3.4243	3.5044	2.00	4.00
item3	Home Economics Teachers	200	1.9000	.30075	.02127	1.8581	1.9419	1.00	2.00
	Policemen	550	1.8200	.38454	.01640	1.7878	1.8522	1.00	2.00
	Nigeria Civil Defence Corp	200	1.8250	.38092	.02694	1.7719	1.8781	1.00	2.00
	Legal Practitioners	300	1.8333	.37330	.02155	1.7909	1.8757	1.00	2.00
	Social Welfare Officer	45	1.8889	.31782	.04738	1.7934	1.9844	1.00	2.00
	Human Right Activist	10	1.9000	.31623	.10000	1.6738	2.1262	1.00	2.00
	Total	1305	1.8391	.36760	.01018	1.8191	1.8590	1.00	2.00
item4	Home Economics Teachers	200	2.1400	.56746	.04013	2.0609	2.2191	1.00	3.00
	Policemen	550	2.1164	.54748	.02334	2.0705	2.1622	1.00	3.00
	Nigeria Civil Defence Corp	200	2.1000	.63404	.04483	2.0116	2.1884	1.00	3.00
	Legal Practitioners	300	2.2000	.60100	.03470	2.1317	2.2683	1.00	3.00
	Social Welfare Officer	45	2.0222	.49949	.07446	1.8722	2.1723	1.00	3.00

	Human Right Activist	10	2.2000	.63246	.20000	1.7476	2.6524	1.00	3.00
	Total	1305	2.1341	.57660	.01596	2.1028	2.1654	1.00	3.00
item5	Home Economics Teachers	200	3.3600	.65770	.04651	3.2683	3.4517	2.00	4.00
	Policemen	550	3.4091	.74285	.03168	3.3469	3.4713	2.00	4.00
	Nigeria Civil Defence Corp	200	3.3550	.77588	.05486	3.2468	3.4632	2.00	4.00
	Legal Practitioners	300	3.4333	.68833	.03974	3.3551	3.5115	2.00	4.00
	Social Welfare Officer	45	3.5111	.69486	.10358	3.3024	3.7199	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.4031	.72106	.01996	3.3639	3.4422	2.00	4.00
	item6	Home Economics Teachers	200	3.4150	.68198	.04822	3.3199	3.5101	2.00
Policemen		550	3.4945	.70062	.02987	3.4359	3.5532	2.00	4.00
Nigeria Civil Defence Corp		200	3.3650	.77120	.05453	3.2575	3.4725	2.00	4.00
Legal Practitioners		300	3.3567	.76468	.04415	3.2698	3.4435	2.00	4.00
Social Welfare Officer		45	3.5333	.69413	.10347	3.3248	3.7419	2.00	4.00
Human Right Activist		10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
Total		1305	3.4322	.72544	.02008	3.3928	3.4716	2.00	4.00
item7		Home Economics Teachers	200	3.4250	.72595	.05133	3.3238	3.5262	2.00
	Policemen	550	3.4345	.72572	.03094	3.3738	3.4953	2.00	4.00
	Nigeria Civil Defence Corp	200	3.3700	.76553	.05413	3.2633	3.4767	2.00	4.00
	Legal Practitioners	300	3.4000	.77589	.04480	3.3118	3.4882	2.00	4.00
	Social Welfare Officer	45	3.4444	.69267	.10326	3.2363	3.6525	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.4161	.74155	.02053	3.3758	3.4564	2.00	4.00
	item8	Home Economics Teachers	200	1.8800	.32578	.02304	1.8346	1.9254	1.00
Policemen		550	1.8564	.35104	.01497	1.8270	1.8858	1.00	2.00
Nigeria Civil Defence Corp		200	1.8250	.38092	.02694	1.7719	1.8781	1.00	2.00
Legal Practitioners		300	1.8167	.38759	.02238	1.7726	1.8607	1.00	2.00
Social Welfare Officer		45	1.8889	.31782	.04738	1.7934	1.9844	1.00	2.00
Human Right Activist		10	1.8000	.42164	.13333	1.4984	2.1016	1.00	2.00
Total		1305	1.8467	.36037	.00998	1.8272	1.8663	1.00	2.00
item9		Home Economics Teachers	200	3.4750	.70131	.04959	3.3772	3.5728	2.00
	Policemen	550	3.4673	.72794	.03104	3.4063	3.5282	2.00	4.00
	Nigeria Civil Defence Corp	200	3.4150	.75207	.05318	3.3101	3.5199	2.00	4.00
	Legal Practitioners	300	3.3733	.78059	.04507	3.2846	3.4620	2.00	4.00
	Social Welfare Officer	45	3.5556	.69267	.10326	3.3475	3.7637	2.00	4.00

	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.4421	.73887	.02045	3.4020	3.4823	2.00	4.00
ObjO verall	Home Economics Teachers	200	2.9656	.48864	.03455	2.8974	3.0337	1.67	3.33
	Policemen	550	2.9382	.54105	.02307	2.8929	2.9835	1.67	3.33
	Nlgeria Civil Defence Corp	200	2.8922	.59078	.04177	2.8098	2.9746	1.67	3.44
	Legal Practitioners	300	2.9374	.53088	.03065	2.8771	2.9977	1.67	3.33
	Social Welfare Officer	45	2.9704	.53150	.07923	2.8107	3.1301	1.67	3.33
	Human Right Activist	10	2.9889	.54294	.17169	2.6005	3.3773	1.67	3.33
	Total	1305	2.9367	.53817	.01490	2.9074	2.9659	1.67	3.44

Mean and Standard deviation of the responses of Home Economics Teachers, Policemen, Nigeria Civil defence corps, Legal Practitioners, Social Welfare Officers and Human Right Activists on the content of family law relating to child right law for families in Anambra State Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	
					Lower Bound	Upper Bound			
Item 10	Home Economics Teachers	200	3.4150	.70374	.04976	3.3169	3.5131	2.00	4.00
	Policemen	550	3.3673	.71391	.03044	3.3075	3.4271	2.00	4.00
	Nlgeria Civil Defence Corp	200	3.2750	.79532	.05624	3.1641	3.3859	2.00	4.00
	Legal Practitioners	300	3.2800	.77261	.04461	3.1922	3.3678	2.00	4.00
	Social Welfare Officer	45	3.4222	.72265	.10773	3.2051	3.6393	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.3433	.74007	.02049	3.3031	3.3835	2.00	4.00
Item 11	Home Economics Teachers	200	3.3550	.71522	.05057	3.2553	3.4547	2.00	4.00
	Policemen	550	3.3127	.73205	.03121	3.2514	3.3740	2.00	4.00
	Nlgeria Civil Defence Corp	200	3.3300	.77076	.05450	3.2225	3.4375	2.00	4.00
	Legal Practitioners	300	3.2500	.78925	.04557	3.1603	3.3397	2.00	4.00
	Social Welfare Officer	45	3.4000	.75076	.11192	3.1744	3.6256	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.3119	.74927	.02074	3.2712	3.3526	2.00	4.00
Item 12	Home Economics Teachers	200	3.4150	.66708	.04717	3.3220	3.5080	2.00	4.00
	Policemen	550	3.3982	.77506	.03305	3.3333	3.4631	2.00	4.00
	Nlgeria Civil Defence Corp	200	3.3850	.75473	.05337	3.2798	3.4902	2.00	4.00
	Legal Practitioners	300	3.3767	.75500	.04359	3.2909	3.4624	2.00	4.00
	Social Welfare Officer	45	3.5333	.69413	.10347	3.3248	3.7419	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.3992	.74770	.02070	3.3586	3.4398	2.00	4.00
Item 13	Home Economics Teachers	200	3.3950	.70102	.04957	3.2973	3.4927	2.00	4.00
	Policemen	550	3.4327	.75749	.03230	3.3693	3.4962	2.00	4.00
	Nlgeria Civil Defence Corp	200	3.4450	.74818	.05290	3.3407	3.5493	2.00	4.00

	Legal Practitioners	300	3.3800	.75995	.04388	3.2937	3.4663	2.00	4.00
	Social Welfare Officer	45	3.6000	.68755	.10249	3.3934	3.8066	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.4230	.74539	.02063	3.3825	3.4635	2.00	4.00
item14	Home Economics Teachers	200	3.5250	.68683	.04857	3.4292	3.6208	2.00	4.00
	Policemen	550	3.4255	.70186	.02993	3.3667	3.4842	2.00	4.00
	Nigeria Civil Defence Corp	200	3.3900	.74880	.05295	3.2856	3.4944	2.00	4.00
	Legal Practitioners	300	3.3167	.75606	.04365	3.2308	3.4026	2.00	4.00
	Social Welfare Officer	45	3.4444	.69267	.10326	3.2363	3.6525	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.4115	.72108	.01996	3.3723	3.4507	2.00	4.00
item15	Home Economics Teachers	200	3.5100	.68721	.04859	3.4142	3.6058	2.00	4.00
	Policemen	550	3.4127	.73342	.03127	3.3513	3.4742	2.00	4.00
	Nigeria Civil Defence Corp	200	3.4450	.71381	.05047	3.3455	3.5445	2.00	4.00
	Legal Practitioners	300	3.5100	.71057	.04103	3.4293	3.5907	2.00	4.00
	Social Welfare Officer	45	3.5556	.69267	.10326	3.3475	3.7637	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.4605	.71692	.01985	3.4216	3.4995	2.00	4.00
item16	Home Economics Teachers	200	3.5400	.69340	.04903	3.4433	3.6367	2.00	4.00
	Policemen	550	3.5691	.67868	.02894	3.5122	3.6259	2.00	4.00
	Nigeria Civil Defence Corp	200	3.4850	.71578	.05061	3.3852	3.5848	2.00	4.00
	Legal Practitioners	300	3.4400	.73133	.04222	3.3569	3.5231	2.00	4.00
	Social Welfare Officer	45	3.4889	.69486	.10358	3.2801	3.6976	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.5188	.70045	.01939	3.4807	3.5568	2.00	4.00
item17	Home Economics Teachers	200	3.4550	.68580	.04849	3.3594	3.5506	2.00	4.00
	Policemen	550	3.4655	.72031	.03071	3.4051	3.5258	2.00	4.00
	Nigeria Civil Defence Corp	200	3.3200	.78144	.05526	3.2110	3.4290	2.00	4.00
	Legal Practitioners	300	3.3400	.76136	.04396	3.2535	3.4265	2.00	4.00
	Social Welfare Officer	45	3.4444	.69267	.10326	3.2363	3.6525	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.4123	.73487	.02034	3.3724	3.4522	2.00	4.00
ChildRT overall	Home Economics Teachers	200	3.4512	.64847	.04585	3.3608	3.5417	2.00	4.00
	Policemen	550	3.4230	.68474	.02920	3.3656	3.4803	2.00	4.00
	Nigeria Civil Defence Corp	200	3.3844	.71888	.05083	3.2841	3.4846	2.00	4.00
	Legal Practitioners	300	3.3617	.71980	.04156	3.2799	3.4434	2.00	4.00
	Social Welfare Officer	45	3.4861	.67956	.10130	3.2819	3.6903	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.4101	.69246	.01917	3.3725	3.4477	2.00	4.00

Mean and Standard deviation of the responses of Home Economics Teachers, Policemen, Nigeria Civil defence corps, Legal Practitioners, Social Welfare Officers and Human Right Activists on the content of family law relating to criminal code law for families in Anambra State

Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Item 18 Home Economics Teachers	200	3.5050	.65737	.04648	3.4133	3.5967	2.00	4.00
Policemen	550	3.3836	.71422	.03045	3.3238	3.4435	2.00	4.00
Nigeria Civil Defence Corp	200	3.4350	.76728	.05425	3.3280	3.5420	2.00	4.00
Legal Practitioners	300	3.4567	.74609	.04308	3.3719	3.5414	2.00	4.00
Social Welfare Officer	45	3.6222	.68387	.10195	3.4168	3.8277	2.00	4.00
Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
Total	1305	3.4360	.72155	.01997	3.3968	3.4752	2.00	4.00
Item 19 Home Economics Teachers	200	3.5750	.64534	.04563	3.4850	3.6650	2.00	4.00
Policemen	550	3.4109	.75523	.03220	3.3477	3.4742	2.00	4.00
Nigeria Civil Defence Corp	200	3.4350	.75407	.05332	3.3299	3.5401	2.00	4.00
Legal Practitioners	300	3.4033	.74555	.04304	3.3186	3.4880	2.00	4.00
Social Welfare Officer	45	3.4444	.69267	.10326	3.2363	3.6525	2.00	4.00
Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
Total	1305	3.4398	.73556	.02036	3.3999	3.4798	2.00	4.00
Item 20 Home Economics Teachers	200	3.4350	.69872	.04941	3.3376	3.5324	2.00	4.00
Policemen	550	3.5345	.69456	.02962	3.4764	3.5927	2.00	4.00
Nigeria Civil Defence Corp	200	3.4300	.76684	.05422	3.3231	3.5369	2.00	4.00
Legal Practitioners	300	3.4267	.68277	.03942	3.3491	3.5042	2.00	4.00
Social Welfare Officer	45	3.4222	.72265	.10773	3.2051	3.6393	2.00	4.00
Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
Total	1305	3.4743	.70569	.01953	3.4360	3.5127	2.00	4.00

item21	Home Economics Teachers	200	3.3850	.67755	.04791	3.2905	3.4795	2.00	4.00
	Policemen	550	3.3418	.75354	.03213	3.2787	3.4049	2.00	4.00
	Nigeria Civil Defence Corp	200	3.3600	.77680	.05493	3.2517	3.4683	2.00	4.00
	Legal Practitioners	300	3.3400	.75252	.04345	3.2545	3.4255	2.00	4.00
	Social Welfare Officer	45	3.6222	.68387	.10195	3.4168	3.8277	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.3617	.74373	.02059	3.3213	3.4021	2.00	4.00
	item22	Home Economics Teachers	200	3.4000	.71593	.05062	3.3002	3.4998	2.00
Policemen		550	3.4618	.70993	.03027	3.4024	3.5213	2.00	4.00
Nigeria Civil Defence Corp		200	3.4450	.75487	.05338	3.3397	3.5503	2.00	4.00
Legal Practitioners		300	3.4267	.72089	.04162	3.3448	3.5086	2.00	4.00
Social Welfare Officer		45	3.4000	.75076	.11192	3.1744	3.6256	2.00	4.00
Human Right Activist		10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
Total		1305	3.4398	.72082	.01995	3.4007	3.4790	2.00	4.00
item23		Home Economics Teachers	200	3.5000	.72984	.05161	3.3982	3.6018	2.00
	Policemen	550	3.3673	.77743	.03315	3.3022	3.4324	2.00	4.00
	Nigeria Civil Defence Corp	200	3.3350	.77185	.05458	3.2274	3.4426	2.00	4.00
	Legal Practitioners	300	3.3067	.77111	.04452	3.2191	3.3943	2.00	4.00
	Social Welfare Officer	45	3.4444	.69267	.10326	3.2363	3.6525	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.3724	.76594	.02120	3.3308	3.4140	2.00	4.00
	item24	Home Economics Teachers	200	3.4850	.71578	.05061	3.3852	3.5848	2.00
Policemen		550	3.4164	.74859	.03192	3.3537	3.4791	2.00	4.00
Nigeria Civil Defence Corp		200	3.3850	.74130	.05242	3.2816	3.4884	2.00	4.00
Legal Practitioners		300	3.3467	.76273	.04404	3.2600	3.4333	2.00	4.00
Social Welfare Officer		45	3.4444	.69267	.10326	3.2363	3.6525	2.00	4.00
Human Right Activist		10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
Total		1305	3.3724	.76594	.02120	3.3308	3.4140	2.00	4.00

	Total	1305	3.4077	.74365	.02059	3.3673	3.4480	2.00	4.00
item25	Home Economics Teachers	200	3.5750	.65308	.04618	3.4839	3.6661	2.00	4.00
	Policemen	550	3.4491	.69617	.02968	3.3908	3.5074	2.00	4.00
	Nigeria Civil Defence Corp	200	3.4050	.76413	.05403	3.2985	3.5115	2.00	4.00
	Legal Practitioners	300	3.5400	.65562	.03785	3.4655	3.6145	2.00	4.00
	Social Welfare Officer	45	3.4444	.69267	.10326	3.2363	3.6525	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.4828	.69279	.01918	3.4451	3.5204	2.00	4.00
	item26	Home Economics Teachers	200	3.4400	.68465	.04841	3.3445	3.5355	2.00
Policemen		550	3.3745	.73532	.03135	3.3130	3.4361	2.00	4.00
Nigeria Civil Defence Corp		200	3.3750	.71198	.05034	3.2757	3.4743	2.00	4.00
Legal Practitioners		300	3.5100	.70110	.04048	3.4303	3.5897	2.00	4.00
Social Welfare Officer		45	3.4667	.69413	.10347	3.2581	3.6752	2.00	4.00
Human Right Activist		10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
Total		1305	3.4199	.71567	.01981	3.3811	3.4588	2.00	4.00
item27		Home Economics Teachers	200	3.4150	.71788	.05076	3.3149	3.5151	2.00
	Policemen	550	3.3745	.75969	.03239	3.3109	3.4382	2.00	4.00
	Nigeria Civil Defence Corp	200	3.3200	.72818	.05149	3.2185	3.4215	2.00	4.00
	Legal Practitioners	300	3.4533	.74588	.04306	3.3686	3.5381	2.00	4.00
	Social Welfare Officer	45	3.4444	.69267	.10326	3.2363	3.6525	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.3939	.74283	.02056	3.3535	3.4342	2.00	4.00
	item28	Home Economics Teachers	200	3.5200	.68699	.04858	3.4242	3.6158	2.00
Policemen		550	3.3982	.72654	.03098	3.3373	3.4590	2.00	4.00
Nigeria Civil Defence Corp		200	3.4550	.80699	.05706	3.3425	3.5675	2.00	4.00
Legal Practitioners		300	3.5333	.69558	.04016	3.4543	3.6124	2.00	4.00
Social Welfare Officer		45	3.4444	.69267	.10326	3.2363	3.6525	2.00	4.00

	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.4590	.72640	.02011	3.4196	3.4985	2.00	4.00
item29	Home Economics Teachers	200	3.4700	.72922	.05156	3.3683	3.5717	2.00	4.00
	Policemen	550	3.4436	.69836	.02978	3.3851	3.5021	2.00	4.00
	Nlgeria Civil Defence Corp	200	3.4250	.74643	.05278	3.3209	3.5291	2.00	4.00
	Legal Practitioners	300	3.4000	.71299	.04116	3.3190	3.4810	2.00	4.00
	Social Welfare Officer	45	3.6444	.67942	.10128	3.4403	3.8486	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.4421	.71352	.01975	3.4034	3.4809	2.00	4.00
item30	Home Economics Teachers	200	3.4100	.66642	.04712	3.3171	3.5029	2.00	4.00
	Policemen	550	3.4218	.73692	.03142	3.3601	3.4835	2.00	4.00
	Nlgeria Civil Defence Corp	200	3.4400	.74779	.05288	3.3357	3.5443	2.00	4.00
	Legal Practitioners	300	3.3033	.77026	.04447	3.2158	3.3908	2.00	4.00
	Social Welfare Officer	45	3.4444	.69267	.10326	3.2363	3.6525	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.3969	.73497	.02035	3.3570	3.4368	2.00	4.00
CrimCd Overall	Home Economics Teachers	200	3.4704	.64998	.04596	3.3798	3.5610	2.00	4.00
	Policemen	550	3.4137	.68163	.02906	3.3566	3.4708	2.00	4.00
	Nlgeria Civil Defence Corp	200	3.4035	.71989	.05090	3.3031	3.5038	2.00	4.00
	Legal Practitioners	300	3.4190	.68606	.03961	3.3410	3.4969	2.00	4.00
	Social Welfare Officer	45	3.4838	.67373	.10043	3.2814	3.6862	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.4251	.68299	.01891	3.3880	3.4622	2.00	4.00

Mean and Standard deviation of the responses of Home Economics Teachers, Policemen, Nigeria Civil defence corps, Legal Practitioners, Social Welfare Officers and Human Right Activists on the content of family law relating to marriage act for families in Anambra State

Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
item31 Home Economics Teachers	200	3.3500	.72811	.05149	3.2485	3.4515	2.00	4.00
Policemen	550	3.4545	.69393	.02959	3.3964	3.5127	2.00	4.00
Nlgeria Civil Defence Corp	200	3.3800	.74726	.05284	3.2758	3.4842	2.00	4.00
Legal Practitioners	300	3.3063	.77941	.04500	3.2177	3.3949	2.00	4.00

	Total	1305	3.4276	.70679	.01957	3.3892	3.4660	2.00	4.00
Marriage act overall	Home Economics Teachers	200	3.4533	.66754	.04720	3.3603	3.5464	2.00	4.00
	Policemen	550	3.4573	.67222	.02866	3.4010	3.5136	2.00	4.00
	Nigeria Civil Defence Corp	200	3.4108	.73153	.05173	3.3088	3.5128	2.00	4.00
	Legal Practitioners	300	3.4038	.69253	.03998	3.3251	3.4825	2.00	4.00
	Social Welfare Officer	45	3.5074	.66378	.09895	3.3080	3.7068	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.4393	.68481	.01896	3.4021	3.4765	2.00	4.00

Mean and Standard deviation of the responses of Home Economics Teachers, Policemen, Nigeria Civil defence corps, Legal Practitioners, Social Welfare Officers and Human Right Activists on the content of family law relating to matrimonial courses act for families in Anambra State

Descriptive									
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
item37	Home Economics Teachers	200	3.4600	.70061	.04954	3.3623	3.5577	2.00	4.00
	Policemen	550	3.3873	.71481	.03048	3.3274	3.4471	2.00	4.00
	Nigeria Civil Defence Corp	200	3.4500	.72811	.05149	3.3485	3.5515	2.00	4.00
	Legal Practitioners	300	3.4400	.75385	.04352	3.3543	3.5257	2.00	4.00
	Social Welfare Officer	45	3.5778	.69048	.10293	3.3703	3.7852	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.4276	.72288	.02001	3.3883	3.4668	2.00	4.00
item38	Home Economics Teachers	200	2.3950	.85005	.06011	2.2765	2.5135	1.00	3.00
	Policemen	550	2.3164	.86939	.03707	2.2435	2.3892	1.00	3.00
	Nigeria Civil Defence Corp	200	2.1950	.90057	.06368	2.0694	2.3206	1.00	3.00
	Legal Practitioners	300	2.2567	.87177	.05033	2.1576	2.3557	1.00	3.00
	Social Welfare Officer	45	2.3556	.88306	.13164	2.0903	2.6209	1.00	3.00
	Human Right Activist	10	2.3000	.94868	.30000	1.6214	2.9786	1.00	3.00
	Total	1305	2.2973	.87336	.02418	2.2499	2.3447	1.00	3.00

item39	Home Economics Teachers	200	3.5400	.72874	.05153	3.4384	3.6416	2.00	4.00
	Policemen	550	3.5600	.70326	.02999	3.5011	3.6189	2.00	4.00
	Nigeria Civil Defence Corp	200	3.4200	.77239	.05462	3.3123	3.5277	2.00	4.00
	Legal Practitioners	300	3.4200	.79522	.04591	3.3296	3.5104	2.00	4.00
	Social Welfare Officer	45	3.5556	.69267	.10326	3.3475	3.7637	2.00	4.00
	Human Right Activist	10	3.4000	.84327	.26667	2.7968	4.0032	2.00	4.00
	Total	1305	3.5019	.74216	.02054	3.4616	3.5422	2.00	4.00
item40	Home Economics Teachers	200	3.4700	.72229	.05107	3.3693	3.5707	2.00	4.00
	Policemen	550	3.5709	.68117	.02905	3.5139	3.6280	2.00	4.00
	Nigeria Civil Defence Corp	200	3.4400	.74104	.05240	3.3367	3.5433	2.00	4.00
	Legal Practitioners	300	3.4367	.76678	.04427	3.3495	3.5238	2.00	4.00
	Social Welfare Officer	45	3.5333	.78625	.11721	3.2971	3.7695	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.5027	.72226	.01999	3.4635	3.5419	2.00	4.00
item41	Home Economics Teachers	200	3.3100	.77906	.05509	3.2014	3.4186	2.00	4.00
	Policemen	550	3.3927	.70797	.03019	3.3334	3.4520	2.00	4.00
	Nigeria Civil Defence Corp	200	3.3500	.77492	.05480	3.2419	3.4581	2.00	4.00
	Legal Practitioners	300	3.3200	.76565	.04420	3.2330	3.4070	2.00	4.00
	Social Welfare Officer	45	3.5111	.69486	.10358	3.3024	3.7199	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.3617	.74270	.02056	3.3214	3.4020	2.00	4.00
item42	Home Economics Teachers	200	3.4700	.74287	.05253	3.3664	3.5736	2.00	4.00
	Policemen	550	3.4400	.73368	.03128	3.3785	3.5015	2.00	4.00
	Nigeria Civil Defence Corp	200	3.3600	.77680	.05493	3.2517	3.4683	2.00	4.00
	Legal Practitioners	300	3.3167	.81973	.04733	3.2235	3.4098	2.00	4.00

	Social Welfare Officer	45	3.4000	.75076	.11192	3.1744	3.6256	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.4031	.76342	.02113	3.3616	3.4445	2.00	4.00
item43	Home Economics Teachers	200	3.5150	.67234	.04754	3.4213	3.6087	2.00	4.00
	Policemen	550	3.3491	.73548	.03136	3.2875	3.4107	2.00	4.00
	Nigeria Civil Defence Corp	200	3.4350	.79936	.05652	3.3235	3.5465	2.00	4.00
	Legal Practitioners	300	3.4667	.72386	.04179	3.3844	3.5489	2.00	4.00
	Social Welfare Officer	45	3.4444	.69267	.10326	3.2363	3.6525	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.4192	.73357	.02031	3.3793	3.4590	2.00	4.00
item44	Home Economics Teachers	200	3.4950	.71592	.05062	3.3952	3.5948	2.00	4.00
	Policemen	550	3.3745	.67864	.02894	3.3177	3.4314	2.00	4.00
	Nigeria Civil Defence Corp	200	3.3850	.72067	.05096	3.2845	3.4855	2.00	4.00
	Legal Practitioners	300	3.4833	.72904	.04209	3.4005	3.5662	2.00	4.00
	Social Welfare Officer	45	3.5333	.69413	.10347	3.3248	3.7419	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.4261	.70445	.01950	3.3878	3.4643	2.00	4.00
item45	Home Economics Teachers	200	1.8450	.36281	.02565	1.7944	1.8956	1.00	2.00
	Policemen	550	1.8673	.33959	.01448	1.8388	1.8957	1.00	2.00
	Nigeria Civil Defence Corp	200	1.8200	.38515	.02723	1.7663	1.8737	1.00	2.00
	Legal Practitioners	300	1.8467	.36091	.02084	1.8057	1.8877	1.00	2.00
	Social Welfare Officer	45	1.8889	.31782	.04738	1.7934	1.9844	1.00	2.00
	Human Right Activist	10	1.9000	.31623	.10000	1.6738	2.1262	1.00	2.00
	Total	1305	1.8529	.35437	.00981	1.8336	1.8721	1.00	2.00
item46	Home Economics Teachers	200	3.3950	.74952	.05300	3.2905	3.4995	2.00	4.00
	Policemen	550	3.3382	.77189	.03291	3.2735	3.4028	2.00	4.00

	Nigeria Civil Defence Corp	200	3.4300	.77983	.05514	3.3213	3.5387	2.00	4.00
	Legal Practitioners	300	3.4100	.74189	.04283	3.3257	3.4943	2.00	4.00
	Social Welfare Officer	45	3.6667	.67420	.10050	3.4641	3.8692	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.3900	.76065	.02106	3.3487	3.4313	2.00	4.00
item47	Home Economics Teachers	200	3.3650	.78412	.05545	3.2557	3.4743	2.00	4.00
	Policemen	550	3.3491	.74532	.03178	3.2867	3.4115	2.00	4.00
	Nigeria Civil Defence Corp	200	3.4800	.74994	.05303	3.3754	3.5846	2.00	4.00
	Legal Practitioners	300	3.3400	.80409	.04642	3.2486	3.4314	2.00	4.00
	Social Welfare Officer	45	3.6222	.68387	.10195	3.4168	3.8277	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.3801	.76517	.02118	3.3385	3.4216	2.00	4.00
item48	Home Economics Teachers	200	3.5250	.70131	.04959	3.4272	3.6228	2.00	4.00
	Policemen	550	3.4945	.72615	.03096	3.4337	3.5554	2.00	4.00
	Nigeria Civil Defence Corp	200	3.4200	.75262	.05322	3.3151	3.5249	2.00	4.00
	Legal Practitioners	300	3.3633	.76153	.04397	3.2768	3.4499	2.00	4.00
	Social Welfare Officer	45	3.4889	.69486	.10358	3.2801	3.6976	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.4575	.73471	.02034	3.4176	3.4974	2.00	4.00
item49	Home Economics Teachers	200	3.3950	.74279	.05252	3.2914	3.4986	2.00	4.00
	Policemen	550	3.4127	.71328	.03041	3.3530	3.4725	2.00	4.00
	Nigeria Civil Defence Corp	200	3.4050	.77717	.05495	3.2966	3.5134	2.00	4.00
	Legal Practitioners	300	3.4233	.74339	.04292	3.3389	3.5078	2.00	4.00
	Social Welfare Officer	45	3.5333	.69413	.10347	3.3248	3.7419	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.4161	.73323	.02030	3.3763	3.4559	2.00	4.00

item50	Home Economics Teachers	200	3.5050	.70174	.04962	3.4072	3.6028	2.00	4.00
	Policemen	550	3.4436	.76317	.03254	3.3797	3.5076	2.00	4.00
	Nigeria Civil Defence Corp	200	3.4550	.76215	.05389	3.3487	3.5613	2.00	4.00
	Legal Practitioners	300	3.3800	.73307	.04232	3.2967	3.4633	2.00	4.00
	Social Welfare Officer	45	3.5333	.69413	.10347	3.3248	3.7419	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.4437	.74415	.02060	3.4033	3.4841	2.00	4.00
item51	Home Economics Teachers	200	3.3550	.78233	.05532	3.2459	3.4641	2.00	4.00
	Policemen	550	3.4782	.73828	.03148	3.4163	3.5400	2.00	4.00
	Nigeria Civil Defence Corp	200	3.4200	.74591	.05274	3.3160	3.5240	2.00	4.00
	Legal Practitioners	300	3.3933	.79628	.04597	3.3029	3.4838	2.00	4.00
	Social Welfare Officer	45	3.6222	.68387	.10195	3.4168	3.8277	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.4360	.75885	.02101	3.3948	3.4772	2.00	4.00
Martco verall	Home Economics Teachers	200	3.2693	.65840	.04656	3.1775	3.3611	1.93	3.80
	Policemen	550	3.2516	.63162	.02693	3.1987	3.3045	1.93	3.80
	Nigeria Civil Defence Corp	200	3.2310	.67240	.04755	3.1372	3.3248	1.93	3.80
	Legal Practitioners	300	3.2198	.68460	.03953	3.1420	3.2976	1.93	3.80
	Social Welfare Officer	45	3.3511	.63236	.09427	3.1611	3.5411	1.93	3.80
	Human Right Activist	10	3.3067	.67345	.21296	2.8249	3.7884	2.00	3.80
	Total	1305	3.2477	.65414	.01811	3.2122	3.2832	1.93	3.80

Mean and Standard deviation of the responses of Home Economics Teachers, Policemen, Nigeria Civil defence corps, Legal Practitioners, Social Welfare Officers and Human Right Activists on the content of family law relating to Land Lord and Tenants Law for families in Anambra State

Descriptive

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
item52 Home Economics Teachers	200	3.4250	.74643	.05278	3.3209	3.5291	2.00	4.00
Policemen	550	3.5091	.74101	.03160	3.4470	3.5712	2.00	4.00
Nigeria Civil Defence Corp	200	3.4700	.72229	.05107	3.3693	3.5707	2.00	4.00
Legal Practitioners	300	3.4033	.77631	.04482	3.3151	3.4915	2.00	4.00
Social Welfare Officer	45	3.5111	.69486	.10358	3.3024	3.7199	2.00	4.00
Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
Total	1305	3.4659	.74550	.02064	3.4254	3.5064	2.00	4.00
item53 Home Economics Teachers	200	3.4700	.71530	.05058	3.3703	3.5697	2.00	4.00
Policemen	550	3.5255	.70794	.03019	3.4662	3.5847	2.00	4.00
Nigeria Civil Defence Corp	200	3.4700	.72922	.05156	3.3683	3.5717	2.00	4.00
Legal Practitioners	300	3.3900	.75706	.04371	3.3040	3.4760	2.00	4.00
Social Welfare Officer	45	3.6444	.67942	.10128	3.4403	3.8486	2.00	4.00
Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
Total	1305	3.4812	.72414	.02005	3.4419	3.5206	2.00	4.00
item54 Home Economics Teachers	200	3.4850	.69440	.04910	3.3882	3.5818	2.00	4.00
Policemen	550	3.4109	.75523	.03220	3.3477	3.4742	2.00	4.00
Nigeria Civil Defence Corp	200	3.4500	.74179	.05245	3.3466	3.5534	2.00	4.00
Legal Practitioners	300	3.4000	.77157	.04455	3.3123	3.4877	2.00	4.00
Social Welfare Officer	45	3.4222	.72265	.10773	3.2051	3.6393	2.00	4.00
Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
Total	1305	3.4268	.74578	.02064	3.3863	3.4673	2.00	4.00
item55 Home Economics Teachers	200	3.4300	.71249	.05038	3.3307	3.5293	2.00	4.00
Policemen	550	3.3927	.76247	.03251	3.3289	3.4566	2.00	4.00
Nigeria Civil Defence Corp	200	3.4000	.77004	.05445	3.2926	3.5074	2.00	4.00
Legal Practitioners	300	3.4100	.74189	.04283	3.3257	3.4943	2.00	4.00
Social Welfare Officer	45	3.4444	.69267	.10326	3.2363	3.6525	2.00	4.00
Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
Total	1305	3.4061	.74757	.02069	3.3655	3.4467	2.00	4.00
item56 Home Economics Teachers	200	3.3550	.76937	.05440	3.2477	3.4623	2.00	4.00
Policemen	550	3.4945	.69540	.02965	3.4363	3.5528	2.00	4.00

	Nigeria Civil Defence Corp	200	3.5150	.66482	.04701	3.4223	3.6077	2.00	4.00
	Legal Practitioners	300	3.4200	.78676	.04542	3.3306	3.5094	2.00	4.00
	Social Welfare Officer	45	3.4444	.69267	.10326	3.2363	3.6525	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.4575	.72525	.02008	3.4181	3.4969	2.00	4.00
item57	Home Economics Teachers	200	3.4250	.69048	.04882	3.3287	3.5213	2.00	4.00
	Policemen	550	3.4509	.72952	.03111	3.3898	3.5120	2.00	4.00
	Nigeria Civil Defence Corp	200	3.4800	.69427	.04909	3.3832	3.5768	2.00	4.00
	Legal Practitioners	300	3.3967	.76240	.04402	3.3100	3.4833	2.00	4.00
	Social Welfare Officer	45	3.4667	.69413	.10347	3.2581	3.6752	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.4398	.72400	.02004	3.4005	3.4792	2.00	4.00
LandLD overall	Home Economics Teachers	200	3.4317	.69279	.04899	3.3351	3.5283	2.00	4.00
	Policemen	550	3.4639	.68984	.02941	3.4062	3.5217	2.00	4.00
	Nigeria Civil Defence Corp	200	3.4642	.68584	.04850	3.3685	3.5598	2.00	4.00
	Legal Practitioners	300	3.4033	.73374	.04236	3.3200	3.4867	2.00	4.00
	Social Welfare Officer	45	3.4889	.67270	.10028	3.2868	3.6910	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.4462	.69876	.01934	3.4083	3.4842	2.00	4.00

Mean and Standard deviation of the responses of Home Economics Teachers, Policemen, Nigeria Civil defence corps, Legal Practitioners, Social Welfare Officers and Human Right Activists on the content of family law relating to Administration and succession estate of deceased person's law for families in Anambra State

Descriptivism

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
item58 Home Economics Teachers	200	3.5300	.71530	.05058	3.4303	3.6297	2.00	4.00
Policemen	550	3.3945	.77927	.03323	3.3293	3.4598	2.00	4.00
Nigeria Civil Defence Corp	200	3.4350	.76070	.05379	3.3289	3.5411	2.00	4.00
Legal Practitioners	300	3.3900	.69246	.03998	3.3113	3.4687	2.00	4.00

	Social Welfare Officer	45	3.5556	.69267	.10326	3.3475	3.7637	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.4268	.74475	.02062	3.3864	3.4673	2.00	4.00
item59	Home Economics Teachers	200	3.3300	.76421	.05404	3.2234	3.4366	2.00	4.00
	Policemen	550	3.4345	.76005	.03241	3.3709	3.4982	2.00	4.00
	Nigeria Civil Defence Corp	200	3.5100	.70168	.04962	3.4122	3.6078	2.00	4.00
	Legal Practitioners	300	3.3400	.77873	.04496	3.2515	3.4285	2.00	4.00
	Social Welfare Officer	45	3.4889	.69486	.10358	3.2801	3.6976	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.4107	.75527	.02091	3.3697	3.4517	2.00	4.00
item60	Home Economics Teachers	200	3.3300	.77725	.05496	3.2216	3.4384	2.00	4.00
	Policemen	550	3.4455	.75611	.03224	3.3821	3.5088	2.00	4.00
	Nigeria Civil Defence Corp	200	3.4600	.71481	.05054	3.3603	3.5597	2.00	4.00
	Legal Practitioners	300	3.4167	.76922	.04441	3.3293	3.5041	2.00	4.00
	Social Welfare Officer	45	3.4444	.69267	.10326	3.2363	3.6525	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.4238	.75365	.02086	3.3828	3.4647	2.00	4.00
item61	Home Economics Teachers	200	3.3200	.78144	.05526	3.2110	3.4290	2.00	4.00
	Policemen	550	3.3782	.77452	.03303	3.3133	3.4431	2.00	4.00
	Nigeria Civil Defence Corp	200	3.3700	.75893	.05366	3.2642	3.4758	2.00	4.00
	Legal Practitioners	300	3.4467	.76754	.04431	3.3595	3.5339	2.00	4.00
	Social Welfare Officer	45	3.5111	.69486	.10358	3.3024	3.7199	2.00	4.00
	Human Right Activist	10	3.5000	.70711	.22361	2.9942	4.0058	2.00	4.00
	Total	1305	3.3893	.76856	.02128	3.3475	3.4310	2.00	4.00
item62	Home Economics Teachers	200	3.5200	.67964	.04806	3.4252	3.6148	2.00	4.00
	Policemen	550	3.4582	.73988	.03155	3.3962	3.5202	2.00	4.00
	Nigeria Civil Defence Corp	200	3.3850	.74805	.05289	3.2807	3.4893	2.00	4.00

item64	Home Economics Teachers	200	3.6700	.57686	.04079	3.5896	3.7504	2.00	4.00
	Nigeria Civil Defence Corps	200	3.6200	.66921	.04732	3.5267	3.7133	2.00	4.00
	Social Welfare Officer	45	3.4222	.72265	.10773	3.2051	3.6393	2.00	4.00
	Total	445	3.6225	.63773	.03023	3.5631	3.6819	2.00	4.00
item65	Home Economics Teachers	200	3.3850	.74805	.05289	3.2807	3.4893	2.00	4.00
	Nigeria Civil Defence Corps	200	3.5350	.66406	.04696	3.4424	3.6276	2.00	4.00
	Social Welfare Officer	45	3.4222	.72265	.10773	3.2051	3.6393	2.00	4.00
	Total	445	3.4562	.71091	.03370	3.3899	3.5224	2.00	4.00
item66	Home Economics Teachers	200	3.4700	.70824	.05008	3.3712	3.5688	2.00	4.00
	Nigeria Civil Defence Corps	200	3.4150	.66708	.04717	3.3220	3.5080	2.00	4.00
	Social Welfare Officer	45	3.4222	.75344	.11232	3.1959	3.6486	2.00	4.00
	Total	445	3.4404	.69372	.03289	3.3758	3.5051	2.00	4.00
item67	Home Economics Teachers	200	3.5350	.70801	.05006	3.4363	3.6337	2.00	4.00
	Nigeria Civil Defence Corps	200	3.5600	.66981	.04736	3.4666	3.6534	2.00	4.00
	Social Welfare Officer	45	3.5333	.66058	.09847	3.3349	3.7318	2.00	4.00
	Total	445	3.5461	.68495	.03247	3.4823	3.6099	2.00	4.00
item68	Home Economics Teachers	200	3.5300	.70111	.04958	3.4322	3.6278	2.00	4.00
	Nigeria Civil Defence Corps	200	3.4100	.66642	.04712	3.3171	3.5029	2.00	4.00
	Social Welfare Officer	45	3.4889	.72683	.10835	3.2705	3.7073	2.00	4.00
	Total	445	3.4719	.68920	.03267	3.4077	3.5361	2.00	4.00
item69	Home Economics Teachers	200	3.3450	.75420	.05333	3.2398	3.4502	2.00	4.00

	Nigeria Civil Defence Corps	200	3.4150	.68198	.04822	3.3199	3.5101	2.00	4.00
	Social Welfare Officer	45	3.5111	.72683	.10835	3.2927	3.7295	2.00	4.00
	Total	445	3.3933	.72002	.03413	3.3262	3.4603	2.00	4.00
item70	Home Economics Teachers	200	3.3700	.75893	.05366	3.2642	3.4758	2.00	4.00
	Nigeria Civil Defence Corps	200	3.4250	.72595	.05133	3.3238	3.5262	2.00	4.00
	Social Welfare Officer	45	3.4222	.72265	.10773	3.2051	3.6393	2.00	4.00
	Total	445	3.4000	.73949	.03506	3.3311	3.4689	2.00	4.00
item71	Home Economics Teachers	200	3.4800	.68699	.04858	3.3842	3.5758	2.00	4.00
	Nigeria Civil Defence Corps	200	3.3600	.68758	.04862	3.2641	3.4559	2.00	4.00
	Social Welfare Officer	45	3.3778	.74739	.11141	3.1532	3.6023	2.00	4.00
	Total	445	3.4157	.69440	.03292	3.3510	3.4804	2.00	4.00
item72	Home Economics Teachers	200	3.5550	.63955	.04522	3.4658	3.6442	2.00	4.00
	Nigeria Civil Defence Corps	200	3.4750	.70131	.04959	3.3772	3.5728	2.00	4.00
	Social Welfare Officer	45	3.5333	.72614	.10825	3.3152	3.7515	2.00	4.00
	Total	445	3.5169	.67638	.03206	3.4538	3.5799	2.00	4.00
item73	Home Economics Teachers	200	3.4650	.72207	.05106	3.3643	3.5657	2.00	4.00
	Nigeria Civil Defence Corps	200	3.4150	.70374	.04976	3.3169	3.5131	2.00	4.00
	Social Welfare Officer	45	3.4000	.75076	.11192	3.1744	3.6256	2.00	4.00
	Total	445	3.4360	.71569	.03393	3.3693	3.5026	2.00	4.00
item74	Home Economics Teachers	200	3.3850	.75473	.05337	3.2798	3.4902	2.00	4.00
	Nigeria Civil Defence Corps	200	3.3550	.71522	.05057	3.2553	3.4547	2.00	4.00

	Social Welfare Officer	45	3.3778	.77720	.11586	3.1443	3.6113	2.00	4.00
	Total	445	3.3708	.73800	.03498	3.3020	3.4395	2.00	4.00
item75	Home Economics Teachers	200	3.5200	.70860	.05011	3.4212	3.6188	2.00	4.00
	Nigeria Civil Defence Corps	200	3.3950	.70102	.04957	3.2973	3.4927	2.00	4.00
	Social Welfare Officer	45	3.5111	.72683	.10835	3.2927	3.7295	2.00	4.00
	Total	445	3.4629	.70812	.03357	3.3969	3.5289	2.00	4.00
item76	Home Economics Teachers	200	3.4850	.71578	.05061	3.3852	3.5848	2.00	4.00
	Nigeria Civil Defence Corps	200	3.5250	.68683	.04857	3.4292	3.6208	2.00	4.00
	Social Welfare Officer	45	3.5778	.72265	.10773	3.3607	3.7949	2.00	4.00
	Total	445	3.5124	.70260	.03331	3.4469	3.5778	2.00	4.00
item77	Home Economics Teachers	200	3.3400	.75979	.05373	3.2341	3.4459	2.00	4.00
	Nigeria Civil Defence Corps	200	3.5100	.68721	.04859	3.4142	3.6058	2.00	4.00
	Social Welfare Officer	45	3.4222	.72265	.10773	3.2051	3.6393	2.00	4.00
	Total	445	3.4247	.72709	.03447	3.3570	3.4925	2.00	4.00
item78	Home Economics Teachers	200	3.4150	.72485	.05125	3.3139	3.5161	2.00	4.00
	Nigeria Civil Defence Corps	200	3.5400	.69340	.04903	3.4433	3.6367	2.00	4.00
	Social Welfare Officer	45	3.5333	.72614	.10825	3.3152	3.7515	2.00	4.00
	Total	445	3.4831	.71206	.03376	3.4168	3.5495	2.00	4.00
item79	Home Economics Teachers	200	3.5200	.68699	.04858	3.4242	3.6158	2.00	4.00
	Nigeria Civil Defence Corps	200	3.4550	.68580	.04849	3.3594	3.5506	2.00	4.00
	Social Welfare Officer	45	3.4667	.72614	.10825	3.2485	3.6848	2.00	4.00
	Total	445	3.4854	.68962	.03269	3.4211	3.5496	2.00	4.00

item80	Home Economics Teachers	200	3.3850	.72761	.05145	3.2835	3.4865	2.00	4.00
	Nigeria Civil Defence Corps	200	3.5050	.65737	.04648	3.4133	3.5967	2.00	4.00
	Social Welfare Officer	45	3.4222	.72265	.10773	3.2051	3.6393	2.00	4.00
	Total	445	3.4427	.69714	.03305	3.3777	3.5076	2.00	4.00
item81	Home Economics Teachers	200	3.4650	.72207	.05106	3.3643	3.5657	2.00	4.00
	Nigeria Civil Defence Corps	200	3.5750	.64534	.04563	3.4850	3.6650	2.00	4.00
	Social Welfare Officer	45	3.6000	.71985	.10731	3.3837	3.8163	2.00	4.00
	Total	445	3.5281	.68920	.03267	3.4639	3.5923	2.00	4.00
item82	Home Economics Teachers	200	1.8300	.37658	.02663	1.7775	1.8825	1.00	2.00
	Nigeria Civil Defence Corps	200	1.8800	.32578	.02304	1.8346	1.9254	1.00	2.00
	Social Welfare Officer	45	1.8667	.34378	.05125	1.7634	1.9699	1.00	2.00
	Total	445	1.8562	.35130	.01665	1.8235	1.8889	1.00	2.00
item83	Home Economics Teachers	200	3.5100	.71586	.05062	3.4102	3.6098	2.00	4.00
	Nigeria Civil Defence Corps	200	3.4550	.68580	.04849	3.3594	3.5506	2.00	4.00
	Social Welfare Officer	45	3.4000	.75076	.11192	3.1744	3.6256	2.00	4.00
	Total	445	3.4742	.70544	.03344	3.4084	3.5399	2.00	4.00
item84	Home Economics Teachers	200	3.5700	.67630	.04782	3.4757	3.6643	2.00	4.00
	Nigeria Civil Defence Corps	200	3.4350	.71998	.05091	3.3346	3.5354	2.00	4.00
	Social Welfare Officer	45	3.5111	.72683	.10835	3.2927	3.7295	2.00	4.00
	Total	445	3.5034	.70271	.03331	3.4379	3.5688	2.00	4.00
item85	Home Economics Teachers	200	3.5100	.69449	.04911	3.4132	3.6068	2.00	4.00
	Nigeria Civil Defence Corps	200	3.5000	.72984	.05161	3.3982	3.6018	2.00	4.00
	Social Welfare Officer	45	3.3778	.77720	.11586	3.1443	3.6113	2.00	4.00
	Total	445	3.4921	.71852	.03406	3.4252	3.5591	2.00	4.00
item86	Home Economics Teachers	200	3.4500	.72811	.05149	3.3485	3.5515	2.00	4.00
	Nigeria Civil Defence Corps	200	3.4850	.71578	.05061	3.3852	3.5848	2.00	4.00
	Social Welfare Officer	45	3.4222	.72265	.10773	3.2051	3.6393	2.00	4.00
	Total	445	3.4629	.72073	.03417	3.3958	3.5301	2.00	4.00
item87	Home Economics Teachers	200	3.5250	.67204	.04752	3.4313	3.6187	2.00	4.00
	Nigeria Civil Defence Corps	200	3.5750	.65308	.04618	3.4839	3.6661	2.00	4.00

	Social Welfare Officer	45	3.4222	.72265	.10773	3.2051	3.6393	2.00	4.00
	Total	445	3.5371	.66887	.03171	3.4748	3.5994	2.00	4.00
item88	Home Economics Teachers	200	3.3350	.79114	.05594	3.2247	3.4453	2.00	4.00
	Nigeria Civil Defence Corps	200	3.4400	.68465	.04841	3.3445	3.5355	2.00	4.00
	Social Welfare Officer	45	3.4222	.72265	.10773	3.2051	3.6393	2.00	4.00
	Total	445	3.3910	.73822	.03499	3.3222	3.4598	2.00	4.00
item89	Home Economics Teachers	200	3.4200	.77239	.05462	3.3123	3.5277	2.00	4.00
	Nigeria Civil Defence Corps	200	3.4150	.71788	.05076	3.3149	3.5151	2.00	4.00
	Social Welfare Officer	45	3.4444	.72474	.10804	3.2267	3.6622	2.00	4.00
	Total	445	3.4202	.74195	.03517	3.3511	3.4893	2.00	4.00
item90	Home Economics Teachers	200	3.4150	.73175	.05174	3.3130	3.5170	2.00	4.00
	Nigeria Civil Defence Corps	200	3.5200	.68699	.04858	3.4242	3.6158	2.00	4.00
	Social Welfare Officer	45	3.4222	.72265	.10773	3.2051	3.6393	2.00	4.00
	Total	445	3.4629	.71130	.03372	3.3967	3.5292	2.00	4.00
item91	Home Economics Teachers	200	1.8950	.30732	.02173	1.8521	1.9379	1.00	2.00
	Nigeria Civil Defence Corps	200	1.8600	.34786	.02460	1.8115	1.9085	1.00	2.00
	Social Welfare Officer	45	1.8667	.34378	.05125	1.7634	1.9699	1.00	2.00
	Total	445	1.8764	.32949	.01562	1.8457	1.9071	1.00	2.00
item92	Home Economics Teachers	200	3.3750	.73967	.05230	3.2719	3.4781	2.00	4.00
	Nigeria Civil Defence Corps	200	3.4100	.66642	.04712	3.3171	3.5029	2.00	4.00
	Social Welfare Officer	45	3.6000	.71985	.10731	3.3837	3.8163	2.00	4.00
	Total	445	3.4135	.70698	.03351	3.3476	3.4793	2.00	4.00

item93	Home Economics Teachers	200	3.5200	.76978	.05443	3.4127	3.6273	2.00	4.00
	Nigeria Civil Defence Corps	200	3.3500	.72811	.05149	3.2485	3.4515	2.00	4.00
	Social Welfare Officer	45	3.4222	.72265	.10773	3.2051	3.6393	2.00	4.00
	Total	445	3.4337	.74932	.03552	3.3639	3.5035	2.00	4.00
item94	Home Economics Teachers	200	3.4000	.76349	.05399	3.2935	3.5065	2.00	4.00
	Nigeria Civil Defence Corps	200	3.5350	.70088	.04956	3.4373	3.6327	2.00	4.00
	Social Welfare Officer	45	3.4667	.72614	.10825	3.2485	3.6848	2.00	4.00
	Total	445	3.4674	.73334	.03476	3.3991	3.5357	2.00	4.00
item95	Home Economics Teachers	200	3.4750	.75646	.05349	3.3695	3.5805	2.00	4.00
	Nigeria Civil Defence Corps	200	3.5500	.71418	.05050	3.4504	3.6496	2.00	4.00
	Social Welfare Officer	45	3.4222	.72265	.10773	3.2051	3.6393	2.00	4.00
	Total	445	3.5034	.73406	.03480	3.4350	3.5718	2.00	4.00
MTDover all	Home Economics Teachers	200	3.3609	.64287	.04546	3.2713	3.4506	1.94	3.88
	Nigeria Civil Defence Corps	200	3.3719	.61977	.04382	3.2855	3.4583	1.94	3.88
	Social Welfare Officer	45	3.3597	.68002	.10137	3.1554	3.5640	1.94	3.88
	Total	445	3.3657	.63502	.03010	3.3066	3.4249	1.94	3.88

mean and standard deviation of the responses of Home Economics Teachers, Nigeria Civil defence corps and Social Welfare Officers on the delivery system relating to captions of household articles for implementing family law awareness programme for families in Anambra State

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
item96	Home Economics Teachers	200	3.4600	.71481	.05054	3.3603	3.5597	2.00	4.00
	Nigeria Civil Defence Corps	200	3.4200	.71143	.05031	3.3208	3.5192	2.00	4.00
	Social Welfare Officer	45	3.5333	.72614	.10825	3.3152	3.7515	2.00	4.00
	Total	445	3.4494	.71363	.03383	3.3830	3.5159	2.00	4.00
item97	Home Economics Teachers	200	3.4450	.66270	.04686	3.3526	3.5374	2.00	4.00
	Nigeria Civil Defence Corps	200	3.4050	.71662	.05067	3.3051	3.5049	2.00	4.00
	Social Welfare Officer	45	3.6222	.71633	.10678	3.4070	3.8374	2.00	4.00
	Total	445	3.4449	.69409	.03290	3.3803	3.5096	2.00	4.00
item98	Home Economics Teachers	200	3.5000	.72984	.05161	3.3982	3.6018	2.00	4.00
	Nigeria Civil Defence Corps	200	3.4600	.66378	.04694	3.3674	3.5526	2.00	4.00
	Social Welfare Officer	45	3.4222	.72265	.10773	3.2051	3.6393	2.00	4.00
	Total	445	3.4742	.69902	.03314	3.4090	3.5393	2.00	4.00
item99	Home Economics Teachers	200	3.3500	.75522	.05340	3.2447	3.4553	2.00	4.00
	Nigeria Civil Defence Corps	200	3.4600	.70061	.04954	3.3623	3.5577	2.00	4.00
	Social Welfare Officer	45	3.4222	.72265	.10773	3.2051	3.6393	2.00	4.00
	Total	445	3.4067	.72810	.03452	3.3389	3.4746	2.00	4.00
item100	Home Economics Teachers	200	3.4250	.73284	.05182	3.3228	3.5272	2.00	4.00
	Nigeria Civil Defence Corps	200	3.5100	.70881	.05012	3.4112	3.6088	2.00	4.00

	Social Welfare Officer	45	3.5556	.72474	.10804	3.3378	3.7733	2.00	4.00
	Total	445	3.4764	.72130	.03419	3.4092	3.5436	2.00	4.00
item101	Home Economics Teachers	200	3.5450	.70744	.05002	3.4464	3.6436	2.00	4.00
	Nigeria Civil Defence Corps	200	3.5400	.72874	.05153	3.4384	3.6416	2.00	4.00
	Social Welfare Officer	45	3.5333	.66058	.09847	3.3349	3.7318	2.00	4.00
	Total	445	3.5416	.71105	.03371	3.4753	3.6078	2.00	4.00
item102	Home Economics Teachers	200	3.4650	.72207	.05106	3.3643	3.5657	2.00	4.00
	Nigeria Civil Defence Corps	200	3.4700	.72229	.05107	3.3693	3.5707	2.00	4.00
	Social Welfare Officer	45	3.5333	.72614	.10825	3.3152	3.7515	2.00	4.00
	Total	445	3.4742	.72122	.03419	3.4070	3.5414	2.00	4.00
item103	Home Economics Teachers	200	3.6000	.69456	.04911	3.5032	3.6968	2.00	4.00
	Nigeria Civil Defence Corps	200	3.5000	.74348	.05257	3.3963	3.6037	2.00	4.00
	Social Welfare Officer	45	3.5111	.81526	.12153	3.2662	3.7560	2.00	4.00
	Total	445	3.5461	.72953	.03458	3.4781	3.6140	2.00	4.00
item104	Home Economics Teachers	200	3.5650	.63069	.04460	3.4771	3.6529	2.00	4.00
	Nigeria Civil Defence Corps	200	3.4700	.74287	.05253	3.3664	3.5736	2.00	4.00
	Social Welfare Officer	45	3.4889	.72683	.10835	3.2705	3.7073	2.00	4.00
	Total	445	3.5146	.69288	.03285	3.4501	3.5792	2.00	4.00
CAPNov rall	Home Economics Teachers	200	3.4839	.66619	.04711	3.3910	3.5768	2.00	4.00
	Nigeria Civil Defence Corps	200	3.4706	.66134	.04676	3.3783	3.5628	2.00	4.00
	Social Welfare Officer	45	3.5136	.69683	.10388	3.3042	3.7229	2.00	4.00
	Total	445	3.4809	.66575	.03156	3.4189	3.5429	2.00	4.00

Mean and standard deviation of the responses of Home Economics Teachers, Nigeria Civil defence corps and Social Welfare Officers on the evaluation guidelines required for family law awareness programme for families in Anambra State

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
item105	Home Economics Teachers	200	3.4000	.71593	.05062	3.3002	3.4998	2.00	4.00
	Nigeria Civil Defence Corps	200	3.5150	.67234	.04754	3.4213	3.6087	2.00	4.00
	Social Welfare Officer	45	3.3778	.77720	.11586	3.1443	3.6113	2.00	4.00
	Total	445	3.4494	.70409	.03338	3.3838	3.5150	2.00	4.00
item106	Home Economics Teachers	200	3.3600	.75714	.05354	3.2544	3.4656	2.00	4.00
	Nigeria Civil Defence Corps	200	3.4950	.71592	.05062	3.3952	3.5948	2.00	4.00
	Social Welfare Officer	45	3.4222	.72265	.10773	3.2051	3.6393	2.00	4.00
	Total	445	3.4270	.73656	.03492	3.3583	3.4956	2.00	4.00
item107	Home Economics Teachers	200	3.4450	.74143	.05243	3.3416	3.5484	2.00	4.00
	Nigeria Civil Defence Corps	200	3.3950	.74279	.05252	3.2914	3.4986	2.00	4.00
	Social Welfare Officer	45	3.5111	.72683	.10835	3.2927	3.7295	2.00	4.00
	Total	445	3.4292	.73983	.03507	3.3603	3.4981	2.00	4.00
item108	Home Economics Teachers	200	3.3450	.76083	.05380	3.2389	3.4511	2.00	4.00
	Nigeria Civil Defence Corps	200	3.4050	.74414	.05262	3.3012	3.5088	2.00	4.00
	Social Welfare Officer	45	3.2667	.78044	.11634	3.0322	3.5011	1.00	4.00
	Total	445	3.3640	.75490	.03579	3.2937	3.4344	1.00	4.00
item109	Home Economics Teachers	200	3.3300	.78369	.05542	3.2207	3.4393	2.00	4.00
	Nigeria Civil Defence Corps	200	3.3650	.78412	.05545	3.2557	3.4743	2.00	4.00

	Social Welfare Officer	45	3.6222	.71633	.10678	3.4070	3.8374	2.00	4.00
	Total	445	3.3753	.78029	.03699	3.3026	3.4480	2.00	4.00
item110	Home Economics Teachers	200	3.4650	.71507	.05056	3.3653	3.5647	2.00	4.00
	Nigeria Civil Defence Corps	200	3.5250	.70131	.04959	3.4272	3.6228	2.00	4.00
	Social Welfare Officer	45	3.6000	.71985	.10731	3.3837	3.8163	2.00	4.00
	Total	445	3.5056	.70907	.03361	3.4396	3.5717	2.00	4.00
item111	Home Economics Teachers	200	3.3350	.77185	.05458	3.2274	3.4426	2.00	4.00
	Nigeria Civil Defence Corps	200	3.3750	.71900	.05084	3.2747	3.4753	2.00	4.00
	Social Welfare Officer	45	3.4667	.72614	.10825	3.2485	3.6848	2.00	4.00
	Total	445	3.3663	.74328	.03523	3.2970	3.4355	2.00	4.00
item112	Home Economics Teachers	200	3.4000	.77004	.05445	3.2926	3.5074	2.00	4.00
	Nigeria Civil Defence Corps	200	3.5050	.70174	.04962	3.4072	3.6028	2.00	4.00
	Social Welfare Officer	45	3.5111	.72683	.10835	3.2927	3.7295	2.00	4.00
	Total	445	3.4584	.73595	.03489	3.3899	3.5270	2.00	4.00
item113	Home Economics Teachers	200	3.4850	.64953	.04593	3.3944	3.5756	2.00	4.00
	Nigeria Civil Defence Corps	200	3.3850	.78732	.05567	3.2752	3.4948	2.00	4.00
	Social Welfare Officer	45	3.5111	.72683	.10835	3.2927	3.7295	2.00	4.00
	Total	445	3.4427	.72253	.03425	3.3754	3.5100	2.00	4.00
item114	Home Economics Teachers	200	3.5500	.59097	.04179	3.4676	3.6324	2.00	4.00
	Nigeria Civil Defence Corps	200	3.4250	.74643	.05278	3.3209	3.5291	2.00	4.00
	Social Welfare Officer	45	3.6000	.71985	.10731	3.3837	3.8163	2.00	4.00
	Total	445	3.4989	.67991	.03223	3.4355	3.5622	2.00	4.00

item115	Home Economics Teachers	200	3.4500	.70711	.05000	3.3514	3.5486	2.00	4.00
	Nigeria Civil Defence Corps	200	3.4700	.71530	.05058	3.3703	3.5697	2.00	4.00
	Social Welfare Officer	45	3.4889	.72683	.10835	3.2705	3.7073	2.00	4.00
	Total	445	3.4629	.71130	.03372	3.3967	3.5292	2.00	4.00
item116	Home Economics Teachers	200	3.4500	.69275	.04898	3.3534	3.5466	2.00	4.00
	Nigeria Civil Defence Corps	200	3.4850	.69440	.04910	3.3882	3.5818	2.00	4.00
	Social Welfare Officer	45	3.6000	.71985	.10731	3.3837	3.8163	2.00	4.00
	Total	445	3.4809	.69601	.03299	3.4161	3.5457	2.00	4.00
item117	Home Economics Teachers	200	3.5500	.65548	.04635	3.4586	3.6414	2.00	4.00
	Nigeria Civil Defence Corps	200	3.4300	.71249	.05038	3.3307	3.5293	2.00	4.00
	Social Welfare Officer	45	3.4000	.75076	.11192	3.1744	3.6256	2.00	4.00
	Total	445	3.4809	.69277	.03284	3.4164	3.5454	2.00	4.00
item118	Home Economics Teachers	200	3.5550	.66270	.04686	3.4626	3.6474	2.00	4.00
	Nigeria Civil Defence Corps	200	3.4200	.77887	.05507	3.3114	3.5286	2.00	4.00
	Social Welfare Officer	45	3.4222	.72265	.10773	3.2051	3.6393	2.00	4.00
	Total	445	3.4809	.72455	.03435	3.4134	3.5484	2.00	4.00
item119	Home Economics Teachers	200	3.5700	.69100	.04886	3.4736	3.6664	2.00	4.00
	Nigeria Civil Defence Corps	200	3.4250	.69048	.04882	3.3287	3.5213	2.00	4.00
	Social Welfare Officer	45	3.4222	.72265	.10773	3.2051	3.6393	2.00	4.00
	Total	445	3.4899	.69620	.03300	3.4250	3.5547	2.00	4.00
item120	Home Economics Teachers	200	3.4850	.74333	.05256	3.3814	3.5886	2.00	4.00
	Nigeria Civil Defence Corps	200	3.5300	.71530	.05058	3.4303	3.6297	2.00	4.00

	Social Welfare Officer	45	3.4444	.72474	.10804	3.2267	3.6622	2.00	4.00
	Total	445	3.5011	.72790	.03451	3.4333	3.5689	2.00	4.00
item121	Home Economics Teachers	200	3.5500	.68546	.04847	3.4544	3.6456	2.00	4.00
	Nigeria Civil Defence Corps	200	3.4500	.76841	.05433	3.3429	3.5571	2.00	4.00
	Social Welfare Officer	45	3.5963	.72343	.10784	3.3790	3.8136	2.00	4.00
	Total	445	3.5097	.72814	.03452	3.4419	3.5776	2.00	4.00
item122	Home Economics Teachers	200	3.4700	.69391	.04907	3.3732	3.5668	2.00	4.00
	Nigeria Civil Defence Corps	200	3.3300	.77725	.05496	3.2216	3.4384	2.00	4.00
	Social Welfare Officer	45	3.5333	.72614	.10825	3.3152	3.7515	2.00	4.00
	Total	445	3.4135	.73815	.03499	3.3447	3.4823	2.00	4.00
item123	Home Economics Teachers	200	3.4900	.70168	.04962	3.3922	3.5878	2.00	4.00
	Nigeria Civil Defence Corps	200	3.3200	.78144	.05526	3.2110	3.4290	2.00	4.00
	Social Welfare Officer	45	3.4667	.72614	.10825	3.2485	3.6848	2.00	4.00
	Total	445	3.4112	.74396	.03527	3.3419	3.4805	2.00	4.00
item124	Home Economics Teachers	200	3.3600	.76375	.05401	3.2535	3.4665	2.00	4.00
	Nigeria Civil Defence Corps	200	3.5200	.67964	.04806	3.4252	3.6148	2.00	4.00
	Social Welfare Officer	45	3.4222	.72265	.10773	3.2051	3.6393	2.00	4.00
	Total	445	3.4382	.72527	.03438	3.3706	3.5058	2.00	4.00
item125	Home Economics Teachers	200	3.4250	.75978	.05372	3.3191	3.5309	2.00	4.00
	Nigeria Civil Defence Corps	200	3.5600	.68465	.04841	3.4645	3.6555	2.00	4.00
	Social Welfare Officer	45	3.4889	.72683	.10835	3.2705	3.7073	2.00	4.00
	Total	445	3.4921	.72476	.03436	3.4246	3.5597	2.00	4.00

item126	Home Economics Teachers	200	3.3550	.74952	.05300	3.2505	3.4595	2.00	4.00
	Nigeria Civil Defence Corps	200	3.4650	.72899	.05155	3.3634	3.5666	2.00	4.00
	Social Welfare Officer	45	3.4889	.72683	.10835	3.2705	3.7073	2.00	4.00
	Total	445	3.4180	.73866	.03502	3.3492	3.4868	2.00	4.00
item127	Home Economics Teachers	200	3.3550	.76281	.05394	3.2486	3.4614	2.00	4.00
	Nigeria Civil Defence Corps	200	3.4500	.71418	.05050	3.3504	3.5496	2.00	4.00
	Social Welfare Officer	45	3.4444	.72474	.10804	3.2267	3.6622	2.00	4.00
	Total	445	3.4067	.73732	.03495	3.3380	3.4754	2.00	4.00
item128	Home Economics Teachers	200	3.3450	.76083	.05380	3.2389	3.4511	2.00	4.00
	Nigeria Civil Defence Corps	200	3.5050	.69454	.04911	3.4082	3.6018	2.00	4.00
	Social Welfare Officer	45	3.5333	.72614	.10825	3.3152	3.7515	2.00	4.00
	Total	445	3.4360	.73126	.03467	3.3678	3.5041	2.00	4.00
item129	Home Economics Teachers	200	3.3800	.71284	.05041	3.2806	3.4794	2.00	4.00
	Nigeria Civil Defence Corps	200	3.5450	.67844	.04797	3.4504	3.6396	2.00	4.00
	Social Welfare Officer	45	3.4222	.72265	.10773	3.2051	3.6393	2.00	4.00
	Total	445	3.4584	.70148	.03325	3.3931	3.5238	2.00	4.00
EvaGuido verall	Home Economics Teachers	200	3.4362	.67520	.04774	3.3421	3.5303	2.00	4.00
	Nigeria Civil Defence Corps	200	3.4518	.67600	.04780	3.3575	3.5461	2.00	4.00
	Social Welfare Officer	45	3.4825	.70199	.10465	3.2716	3.6934	1.96	4.00
	Total	445	3.4479	.67688	.03209	3.3848	3.5110	1.96	4.00

APPENDIX H
Pearson Product Moment Correlations for the Family Law Awareness Test (FLAT)

Correlations

		Test1	Test2
Test1	Pearson Correlation	1	.961**
	Sig. (2-tailed)		.000
	N	10	10
Test2	Pearson Correlation	.961**	1
	Sig. (2-tailed)	.000	
	N	10	10

** . Correlation is significant at the 0.01 level (2-tailed).

APPENDIX I

DETAILED ANALYSIS

Analysis of Variance Responses of Home Economics Teachers, Policemen, Nigeria Civil defence corps, Legal Practitioners, Social Welfare Officers and Human Right Activists on the objectives of family law awareness programme

S/N	Objectives Statement	Sum of Squares	df	Mean Square	F	Sig value	
1	understanding the meaning of family law	Between Groups	4.431	5	.886	1.74	0.122
		Within Groups	660.826	1299	.509		
		Total	665.257	1304			
2	Discuss the component of family law	Between Groups	4.779	5	.956	1.76	0.117
		Within Groups	703.814	1299	.542		
		Total	708.593	1304			
3	understanding the importance of family law	Between Groups	1.141	5	.228	1.69	0.133
		Within Groups	175.066	1299	.135		
		Total	176.207	1304			
4	enumerate the advantages of FLAP	Between Groups	2.322	5	.464	1.39	0.222
		Within Groups	431.211	1299	.332		
		Total	433.533	1304			
5	Seek legal redress in courts on their rights	Between Groups	1.747	5	.349	0.67	0.645
		Within Groups	676.241	1299	.521		
		Total	677.988	1304			
6	Make informed decision based on family law	Between Groups	5.318	5	1.064	2.02	0.072
		Within Groups	680.930	1299	.524		
		Total	686.248	1304			
7	Avail themselves of opportunities provided in family law	Between Groups	.812	5	.162	0.29	0.916
		Within Groups	716.250	1299	.551		
		Total	717.062	1304			
8	enumerate factors that may hinder awareness of family law	Between Groups	.740	5	.148	1.14	0.337
		Within Groups	168.609	1299	.130		
		Total	169.349	1304			
9	discuss ways of improving family members awareness of family law	Between Groups	2.743	5	.549	1.00	0.413
		Within Groups	709.139	1299	.546		
		Total	711.882	1304			

Analysis of Variance of Mean Ratings of the Responses of Home Economics Teachers, Policemen, Nigeria Civil defence corps, Legal Practitioners, Social Welfare Officers and Human Right Activists on the Content of Awareness Programme of Family Law Relating to Child Right Law for Families in Anambra State

S/N	Content of family law Awareness Programme Relating to Child Right law.		Sum of Squares	Df	Mean Square	F	Sig value
1	In every action concerning a child, the best interest of the child shall be the paramount consideration	Between Groups	4.005	5	.801	1.465	0.198
		Within Groups	710.199	1299	.547		
		Total	714.204	1304			
2	Taking a child out of the custody or protection of his parents abroad attracts 15 years imprisonment	Between Groups	2.290	5	.458	.815	0.539
		Within Groups	729.776	1299	.562		
		Total	732.066	1304			
3	any person who marries a child who promotes child's marriage attracts ₦500,000.00 or 5years imprisonment	Between Groups	1.154	5	.231	.41	0.841
		Within Groups	727.845	1299	.560	2	
		Total	728.999	1304			
4	subjecting a child to any false or exploitative labour attracts ₦500,000.00 or 5years Imprisonment	Between Groups	2.329	5	.466	.838	0.523
		Within Groups	722.181	1299	.556		
		Total	724.510	1304			
5	any exploitation of the child Prejudicial to the welfare of the child attracts a fine of ₦500,000.00 or 5years imprisonment	Between Groups	5.601	5	1.120	2.164	0.056
		Within Groups	672.426	1299	.518		
		Total	678.028	1304			
6	Procurement of a child for the purpose of begging for alms prostitution and sexual Labour attracts 10years imprisonment	Between Groups	2.951	5	.590	1.149	0.333
		Within Groups	667.267	1299	.514		
		Total	670.218	1304			
7	exposing a child in trafficking attracts 1year imprisonment	Between Groups	3.616	5	.723	1.477	0.194
		Within Groups	636.174	1299	.490		
		Total	639.790	1304			
8	a marriage between adopted child attracts 14years imprisonment	Between Groups	5.314	5	1.063	1.975	0.080
		Within Groups	698.890	1299	.538		
		Total	704.204	1304			

Analysis of Variance of Mean Ratings of the Responses of Home Economics Teachers, Policemen, Nigeria Civil defence corps, Legal Practitioners, Social Welfare Officers and Human Right Activists on the Content of Awareness Programme of Family Law Relating to criminal code Law for Families in Anambra State

S/N	Content of family law Awareness Programme Relating to <i>criminal code Law</i>		Sum of Squares	Df	Mean Square	F	Sig value
1	marriage between child of adopting parent and adopted child is null and void attracts 14years imprisonment.	Between Groups	4.190	5	.838	1.613	.153
		Within Groups	674.717	1299	.519		
		Total	678.907	1304			
2	any person who unlawfully abandons a child 7years below attracts 5years imprisonment	Between Groups	4.556	5	.911	1.688	.134
		Within Groups	700.972	1299	.540		
		Total	705.528	1304			
3	raping a child attracts life imprisonment	Between Groups	3.507	5	.701	1.411	.218
		Within Groups	645.883	1299	.497		
		Total	649.390	1304			
4	Sexual intercourse with a child is an offence of rape attracts life imprisonment	Between Groups	3.713	5	.743	1.344	.243
		Within Groups	717.571	1299	.552		
		Total	721.284	1304			
5	any person who has carnal knowledge of a girl attracts life imprisonment	Between Groups	.748	5	.150	.287	.920
		Within Groups	676.780	1299	.521		
		Total	677.528	1304			
6	defaming a girl against her will in brothel attracts 2years imprisonment	Between Groups	5.243	5	1.049	1.793	.111
		Within Groups	759.764	1299	.585		
		Total	765.007	1304			
7	indecent assault on any female attracts 2years imprisonment	Between Groups	2.603	5	.521	.941	.453
		Within Groups	718.521	1299	.553		
		Total	721.123	1304			
8	Stealing attract 3 years imprisonment	Between Groups	4.586	5	.917	1.918	.089
		Within Groups	621.276	1299	.478		
		Total	625.862	1304			
9	any person who assaults with intent to steal anything attracts 3years imprisonment	Between Groups	4.213	5	.843	1.649	.144
		Within Groups	663.669	1299	.511		
		Total	667.882	1304			
10	Assault to any person attracts 2years imprisonment	Between Groups	2.675	5	.535	.969	.435
		Within Groups	716.876	1299	.552		
		Total	719.551	1304			
11	Stealing if found guilty attracts 3years imprisonment	Between Groups	4.466	5	.893	1.697	.132
		Within Groups	683.591	1299	.526		
		Total	688.057	1304			
12	Going arm so as to cause fear attracts 2years imprisonment	Between Groups	2.623	5	.525	1.031	.398
		Within Groups	661.259	1299	.509		
		Total	663.882	1304			
13	Offence of rape attracts life imprisonment	Between Groups	3.582	5	.716	1.328	.250
		Within Groups	700.806	1299	.539		
		Total	704.388	1304			

Analysis of Variance of Mean Ratings of the Responses of Home Economics Teachers, Policemen, Nigeria Civil defence corps, Legal Practitioners, Social Welfare Officers and Human Right Activists on the Content of Family Law Awareness Programme Relating to marriage Act for Families in Anambra State

S/N	Content of family law Awareness Programme Relating to marriage Act		Sum of Squares	Df	Mean Square	F	Sig value
1	within 3 months of notice if marriage did not take place, all proceeding shall be void	Between Groups	5.267	5	1.053	1.988	.078
		Within Groups	688.367	1299	.530		
		Total	693.634	1304			
2	Offence of bigamy attracts 5years imprisonment	Between Groups	3.672	5	.734	1.420	.214
		Within Groups	671.856	1299	.517		
		Total	675.528	1304			
3	Marriage under the act is invalid if either party is already married to another by native law and custom	Between Groups	3.723	5	.745	1.512	.183
		Within Groups	639.615	1299	.492		
		Total	643.338	1304			
4	a marriage under the act render invalid any other marriage under native law and custom	Between Groups	4.877	5	.975	1.850	.100
		Within Groups	684.835	1299	.527		
		Total	689.712	1304			
5	acquiescence to prohibited grounds of marriage render such a marriage invalid	Between Groups	.755	5	.151	.271	.929
		Within Groups	725.286	1299	.558		
		Total	726.041	1304			
6	marriage to a minor is unlawful except with the consent of the parents.	Between Groups	4.645	5	.929	1.866	.097
		Within Groups	646.762	1299	.498		
		Total	651.407	1304			

Analysis of Variance of Mean Ratings of the Responses of Home Economics Teachers, Policemen, Nigeria Civil defence corps, Legal Practitioners, Social Welfare Officers and Human Right Activists on the Content of Awareness Programme of Family Law Relating to Matrimonial Causes Act for Families in Anambra State.

S/N	Content of family law Awareness Programme Relating to Matrimonial Causes Act			Mean Square	F	Sig value	
		Sum of Squares	Df				
1	custody is awarded to a parent with greatest capacity to care for the children	Between Groups	2.318	5	.464	.887	.489
		Within Groups	679.089	1299	.523		
		Total	681.407	1304			
2	any person resident in any part of the country can institute divorce petition in any part of the country	Between Groups	4.850	5	.970	1.273	.273
		Within Groups	989.791	1299	.762		
		Total	994.641	1304			
3	any marriage obtained by fraud or dures is void	Between Groups	5.734	5	1.147	2.091	.064
		Within Groups	712.511	1299	.549		
		Total	718.245	1304			
4	marriage with a person mentally incapable of understanding the nature of marriage is void	Between Groups	4.909	5	.982	1.889	.093
		Within Groups	675.331	1299	.520		
		Total	680.241	1304			
5	unless the incapacity to consummate a marriage is not curable, marriage cannot be declared void	Between Groups	2.809	5	.562	1.019	.405
		Within Groups	716.475	1299	.552		
		Total	719.284	1304			
6	marriage is null and void either party is not of marriageable age	Between Groups	4.351	5	.870	1.496	.188
		Within Groups	755.637	1299	.582		
		Total	759.988	1304			
7	marriage is avoidable where either of the parties is incapable of consummating the marriage.	Between Groups	5.359	5	1.072	1.999	.076
		Within Groups	696.362	1299	.536		
		Total	701.721	1304			
8	marriage contracted by a person already married is void.	Between Groups	4.304	5	.861	1.739	.123
		Within Groups	642.810	1299	.495		
		Total	647.114	1304			
9	a marriage solemnized before the commencement of this decree shall not be voidable on grounds of consanguinity.	Between Groups	.435	5	.087	.692	.630
		Within Groups	163.317	1299	.126		
		Total	163.752	1304			
10	Decree of dissolution of marriage is granted in 2 stages: decree nisi and decree absolute.	Between Groups	5.487	5	1.097	1.903	.091
		Within Groups	748.983	1299	.577		
		Total	754.470	1304			
11	With decree absolute either party to the marriage is free to remarry	Between Groups	5.835	5	1.167	2.001	.076
		Within Groups	757.647	1299	.583		
		Total	763.482	1304			
12	Decree nisi becomes absolute after 3months if there are no children	Between Groups	4.670	5	.934	1.735	.124
		Within Groups	699.220	1299	.538		
		Total	703.890	1304			
13	Proper arrangements for the welfare of the children have been made	Between Groups	.824	5	.165	.306	.910
		Within Groups	700.238	1299	.539		
		Total	701.062	1304			
14	a marriage is voidable where parties to it is incapable of consummating the marriage	Between Groups	2.3	5	.478	.862	.506
		Within Groups	719.723	1299	.554		
		Total	722.110	1304			
15	depriving a parent/grandparent a child 12years and below attract 14years imprisonment	Between Groups	4.490	5	.898	1.563	.168
		Within Groups	746.418	1299	.575		
		Total	750.907	1304			

Analysis of Variance of Mean Ratings of the Responses of Home Economics Teachers, Policemen, Nigeria Civil defence corps, Legal Practitioners, Social Welfare Officers and Human Right Activists on the Content of Family Law Awareness Programme Relating to Landlord and Tenant law for Families in Anambra State

S/N	Content of family law Awareness Programme Relating to Landlord and Tenants law		Sum of Squares	df	Mean Square	F	Sig value
1	a rental agreement regulate in specific terms relationship between landlord and tenant	Between Groups	2.642	5	.528	.951	.447
		Within Groups	722.091	1299	.556		
		Total	724.733	1304			
2	if a landlord breaks a tenant door in his absence during the day attracts 14 years imprisonment	Between Groups	4.825	5	.965	1.846	.101
		Within Groups	678.965	1299	.523		
		Total	683.790	1304			
3	Any landlord who breaks tenant door in the night in his absence attracts life imprisonment	Between Groups	1.194	5	.239	.428	.829
		Within Groups	724.067	1299	.557		
		Total	725.261	1304			
4	regarding tenancy and landlordship; a weekly tenancy, a week notice is given	Between Groups	.379	5	.076	.135	.984
		Within Groups	728.372	1299	.561		
		Total	728.751	1304			
5	a quarterly tenancy, a month notice is given	Between Groups	3.965	5	.793	1.511	.184
		Within Groups	681.925	1299	.525		
		Total	685.890	1304			
6	a year tenancy, six (6) months notice is given	Between Groups	1.062	5	.212	.404	.846
		Within Groups	682.466	1299	.525		
		Total	683.528	1304			

Analysis of Variance of Mean Ratings of the Responses of Home Economics Teachers, Policemen, Nigeria Civil defence corps, Legal Practitioners, Social Welfare Officers and Human Right Activists on the Content of Awareness Programme of Family Law Relating to Administration and Succession Estate of Deceased Person's Law for Families in Anambra State

S/N	Content of family law Awareness Programme Relating to Administration and Succession Estate of Deceased Person's law		Sum of Squares	df	Mean Square	F	Sig value
1	No will shall be valid except in writing	Between Groups	3.922	5	.784	1.416	.215
		Within Groups	719.340	1299	.554		
		Total	723.261	1304			
2	the will act requires that all will must be in writing. testator's signature must be made in the presence of 2 witnesses at the same time and sign.	Between Groups	5.442	5	1.088	1.915	.089
		Within Groups	738.408	1299	.568		
		Total	743.850	1304			
3	if any of these conditions is missing the will becomes invalid	Between Groups	2.372	5	.474	.835	.525
		Within Groups	738.291	1299	.568		
		Total	740.664	1304			
4	all children of deceased person are entitled to share on the estate of the deceased	Between Groups	2.881	5	.576	.975	.432
		Within Groups	767.369	1299	.591		
		Total	770.250	1304			
5	in the case of a testator, his estate is distributed by his will	Between Groups	5.234	5	1.047	1.968	.081
		Within Groups	690.878	1299	.532		
		Total	696.112	1304			
6	in the case of an intestator, his estate is distributed by an administrator	Between Groups	5.015	5	1.003	1.773	.115
		Within Groups	735.026	1299	.566		
		Total	740.041	1304			

Analysis of Variance of Mean Ratings of the Responses of Home Economics Teachers, Nigeria Civil Defence corps, and Social Welfare Officers on the Delivery System Relating to Instructional Methods/Materials for Implementing Family Law Awareness Programme for Families in Anambra State

S/N	Delivery system relating to Instructional methods/materials	Sum of Squares	Df	Mean Square	F	Sig value	
1	Focus group	Between Groups	2.258	2	1.129 .403	2.798	.062
		Within Groups	178.318	442			
		Total	180.575	444			
2	Discussion	Between Groups	2.308	2	1.154 .502	2.296	.102
		Within Groups	222.088	442			
		Total	224.396	444			
3	Workshop	Between Groups	.319	2	.160 .483	.331	.719
		Within Groups	213.353	442			
		Total	213.672	444			
4	Home visiting	Between Groups	.071	2	.035 .471	.075	.928
		Within Groups	208.235	442			
		Total	208.306	444			
5	Symposium	Between Groups	1.454	2	.727 .474	1.535	.217
		Within Groups	209.444	442			
		Total	210.899	444			
6	Seminar	Between Groups	1.185	2	.593 .518	1.144	.319
		Within Groups	228.994	442			
		Total	230.180	444			
7	outreach/mobile criers	Between Groups	.327	2	.164 .549	.298	.742
		Within Groups	242.473	442			
		Total	242.800	444			
8	community meeting	Between Groups	1.512	2	.756 .481	1.572	.209
		Within Groups	212.578	442			
		Total	214.090	444			
9	Films/videos	Between Groups	.654	2	.327 .458	.713	.491
		Within Groups	202.470	442			
		Total	203.124	444			
10	CD, Cassettes	Between Groups	.315	2	.157 .514	.306	.736
		Within Groups	227.110	442			
		Total	227.425	444			
11	Posters, Banners	Between Groups	.092	2	.046 .547	.085	.919
		Within Groups	241.728	442			
		Total	241.820	444			
12	Slogans	Between Groups	1.679	2	.839 .500	1.679	.188
		Within Groups	220.959	442			
		Total	222.638	444			
13	television programme	Between Groups	.374	2	.187 .495	.378	.685
		Within Groups	218.808	442			
		Total	219.182	444			
14	text books	Between Groups	2.890	2	1.445 .525	2.755	.065
		Within Groups	231.838	442			
		Total	234.728	444			
15	Wall charts	Between Groups	1.689	2	.844 .506	1.670	.189
		Within Groups	223.435	442			
		Total	225.124	444			
16	flip charts	Between Groups	.440	2	.220 .477	.462	.631
		Within Groups	210.715	442			
		Total	211.155	444			
17	Pamphlets	Between Groups	1.461	2	.730 .485	1.506	.223
		Within Groups	214.328	442			
		Total	215.789	444			
18	Handbills	Between Groups	1.469	2	.734 .474	1.550	.213
		Within Groups	209.430	442			
		Total	210.899	444			
19	Film strips	Between Groups	.256	2	.128 .123	1.035	.356
		Within Groups	54.540	442			
		Total	54.796	444			

20	Radio programme	Between Groups	.578	2	.289	.579	.561
		Within Groups	220.375	442	.499		
		Total	220.953	444			
21	Charts	Between Groups	1.825	2	.913	1.856	.158
		Within Groups	217.419	442	.492		
		Total	219.245	444			
22	Audio visual materials	Between Groups	.665	2	.332	.643	.526
		Within Groups	228.558	442	.517		
		Total	229.222	444			
23	Pictorials	Between Groups	.205	2	.103	.197	.821
		Within Groups	230.433	442	.521		
		Total	230.638	444			
24	Pictures	Between Groups	.910	2	.455	1.018	.362
		Within Groups	197.728	442	.447		
		Total	198.638	444			
25	Video tape and cassettes	Between Groups	1.151	2	.576	1.057	.349
		Within Groups	240.813	442	.545		
		Total	241.964	444			
26	Diagrams	Between Groups	.032	2	.016	.029	.972
		Within Groups	244.386	442	.553		
		Total	244.418	444			
27	Tape recorder	Between Groups	1.185	2	.593	1.172	.311
		Within Groups	223.453	442	.506		
		Total	224.638	444			
28	Flow Charts	Between Groups	.127	2	.064	.585	.558
		Within Groups	48.075	442	.109		
		Total	48.202	444			
29	Film show	Between Groups	1.864	2	.932	1.872	.155
		Within Groups	220.055	442	.498		
		Total	221.919	444			
30	Prints	Between Groups	2.897	2	1.448	2.598	.076
		Within Groups	246.398	442	.557		
		Total	249.294	444			
31	Slides	Between Groups	1.823	2	.911	1.700	.184
		Within Groups	236.955	442	.536		
		Total	238.778	444			
32	Internet	Between Groups	.892	2	.446	.827	.438
		Within Groups	238.353	442	.539		
		Total	239.245	444			

Analysis of Variance of Mean Ratings of the Responses of Home Economics Teachers, Nigeria Civil Defence corps, and Social Welfare Officers on the Delivery System Relating Captions of Household Articles for Implementing Family Law Awareness Programme for Families in Anambra State

S/N	<i>Delivery system relating to Captions of Household Articles</i>		Sum of Squares	df	Mean Square	F	Sig value
1	Family law on clothing article examples (a) T-shirt (b) Cap	Between Groups	.512	2	.256	.502	.606
		Within Groups	225.600	442	.510		
		Total	226.112	444			
2	Family law on household items example (a) Table mat (b) Umbrella (c) Dust pans (d) Trays (e) Sieves (f) plastic Slippers	Between Groups	1.733	2	.867	1.806	.166
		Within Groups	212.168	442	.480		
		Total	213.901	444			
3	Family law on stationeries example (a) Biro (b) Pencils (c) pens (e) Exercise books	Between Groups	.295	2	.148	.301	.740
		Within Groups	216.658	442	.490		
		Total	216.953	444			
4	Family law on food packages example (a) Rice bags (b) Cornflakes (c) Maggi Packets (d) Tomato tins (e) Salt packets (f) Vegetable oil cans.	Between Groups	1.222	2	.611	1.153	.317
		Within Groups	234.158	442	.530		
		Total	235.380	444			
5	Family law on Toiletries example (a) Toilet rolls (b) Toilet soaps(c) Shampoo bottles	Between Groups	1.036	2	.518	.996	.370
		Within Groups	229.966	442	.520		
		Total	231.002	444			
6	Family law on Household linen examples (a) Towels (b) Handkerchief	Between Groups	.006	2	.003	.006	.994
		Within Groups	224.475	442	.508		
		Total	224.481	444			
7	Family law on Beverages examples (a) Bournvita tins (b) Milo tins (c) Peak Milk tins	Between Groups	.178	2	.089	.170	.843
		Within Groups	230.775	442	.522		
		Total	230.953	444			
8	Family law on packages of items used in Household example (a) Match boxes (b) Vaseline bottles (c) Detergents	Between Groups	1.061	2	.531	.997	.370
		Within Groups	235.244	442	.532		
		Total	236.306	444			
9	Family law on global system for mobile Telecom (GSM) recharges cards	Between Groups	.936	2	.468	.974	.378
		Within Groups	212.219	442	.480		
		Total	213.155	444			

Analysis of Variance of Mean Ratings of the Responses of Home Economics Teachers, Nigeria Civil Defence corps, and Social Welfare Officers on the evaluation guidelines I required for the family law awareness programme for families in Anambra State

S/N	Evaluation guidelines I required for the family law awareness programme		Sum of Squares	df	Mean Square	F	Sig value
1	enumerate the objectives of family law awareness programme of family law (FLAP) of Focus Group Discussion. (FGD)	Between Groups	1.580	2			
		Within Groups	218.533	442	.790	1.597	.204
		Total	220.112	444	.494		
2	Mention advantages of awareness of family law in family meetings.	Between Groups	1.824	2			
		Within Groups	239.053	442	.912	1.686	.186
		Total	240.876	444	.541		
3	Discuss the components of family law in interview.	Between Groups	.586	2			
		Within Groups	242.434	442	.293	.534	.587
		Total	243.020	444	.548		
4	Discuss the family law in women or men group meetings	Between Groups	.835	2			
		Within Groups	252.190	442	.417	.731	.482
		Total	253.025	444	.571		
5	Discuss the family law in Radio and Television Programme	Between Groups	3.175	2			
		Within Groups	267.153	442	1.588	2.627	.073
		Total	270.328	444	.604		
6	Respond to questionnaire items on awareness Programme of family law	Between Groups	.806	2			
		Within Groups	222.430	442	.403	.801	.450
		Total	223.236	444	.503		
7	participate in family seminar to discuss family law issues	Between Groups	.664	2			
		Within Groups	244.630	442	.332	.600	.549
		Total	245.294	444	.553		
8	enumerate five child right in family meetings	Between Groups	1.241	2			
		Within Groups	239.239	442	.621	1.147	.319
		Total	240.481	444	.541		
9	Take actions that are informed by their knowledge of family law in August meetings.	Between Groups	1.234	2			
		Within Groups	230.554	442	.617	1.183	.307
		Total	231.789	444	.522		
10	Take actions that are informed by their knowledge of family law in women meetings.	Between Groups	2.074	2			
		Within Groups	203.175	442	1.037	2.256	.106
		Total	205.249	444	.460		
12	Take actions that are informed by their knowledge of family law in church	Between Groups	.074	2			
		Within Groups	224.564	442	.037	.073	.930
		Total	224.638	444	.508		
13	Take actions that are informed by their knowledge of family law in mothers Sunday activities.	Between Groups	.833	2			
		Within Groups	214.255	442	.416	.859	.424
		Total	215.088	444	.485		
14	Seek redress in court when their right are abused in women meetings	Between Groups	1.768	2			
		Within Groups	211.320	442	.884	1.849	.159
		Total	213.088	444	.478		

Analysis of Variance of Mean Ratings of the Responses of Home Economics Teachers, Nigeria Civil Defence corps, and Social Welfare Officers on the evaluation guidelines II required for the family law awareness programme for families in Anambra State

S/N	Evaluation guidelines II required for the family law awareness programme	Sum of Squares		df	Mean Square	F	Sig value
1	enumerate factors that hinder the awareness of family law in any women/men's association	Between Groups	1.995	2	.997	1.908	.150
		Within Groups	231.093	442	.523		
		Total	233.088	444			
2	enumerate the advantages of awareness of family law in family meetings	Between Groups	2.332	2	1.166	2.421	.090
		Within Groups	212.873	442	.482		
		Total	215.204	444			
3	make informal decision on family law on issues relating to family laws in women meetings	Between Groups	.363	2	.182	.342	.711
		Within Groups	234.886	442	.531		
		Total	235.249	444			
4	Discuss ways of improving the awareness of family law in church seminars.	Between Groups	1.375	2	.688	1.299	.274
		Within Groups	234.027	442	.529		
		Total	235.402	444			
5	enumerate social and cultural factors that may hinder the awareness of family law in family seminars.	Between Groups	2.679	2	1.340	2.475	.085
		Within Groups	239.240	442	.541		
		Total	241.919	444			
6	Discuss issues relating to legal dissolution of marriage in village meeting	Between Groups	3.044	2	1.522	2.772	.064
		Within Groups	242.700	442	.549		
		Total	245.744	444			
7	Seek redress in court when their rights are violated.	Between Groups	2.573	2	1.286	2.462	.086
		Within Groups	230.978	442	.523		
		Total	233.551	444			
8	Discuss rental agreement intelligently in market men/women association.	Between Groups	1.823	2	.912	1.741	.177
		Within Groups	231.399	442	.524		
		Total	233.222	444			
9	Define testator and intestator in men/women community for a	Between Groups	1.462	2	.731	1.342	.262
		Within Groups	240.794	442	.545		
		Total	242.256	444			
10	State the procedure of adoption in village meeting association and church.	Between Groups	.974	2	.487	.895	.409
		Within Groups	240.406	442	.544		
		Total	241.380	444			
11	discuss issues relating to their rights and responsibilities in youth for a	Between Groups	3.035	2	1.517	2.861	.058
		Within Groups	234.390	442	.530		
		Total	237.425	444			
12	intending marriage partners should: discuss family law related issues community for a	Between Groups	2.788	2	1.394	2.857	.059
		Within Groups	215.693	442	.488		
		Total	218.481	444			

APPENDIX J

Department of Vocational
Teacher Education
Faculty of Education
University of Nigeria,
Nsukka.
10th May, 2008.

Dear Sir /Madam

REQUEST FOR VALIDATION OF INSTRUMENT

I am a postgraduate student in the Department of Vocational Teacher Education (Home Economics) University of Nigeria, Nsukka. I am currently undertaking a research project aimed at developing family law Awareness Programme for Families in Anambra State.

Attached are draft copies of the instrument, the purpose, research question and hypothesis. You are please requested to vet the items for clarity and appropriateness of the items in measuring what they are to measure.

I will also be most grateful for other comments and suggestions.

Thank you very much.

Yours Faithfully

Uzoka Florence Amarachukwu

PG/Ph.D/04/35741

APPENDIX K

DISTRIBUTION OF THE SAMPLE ACCORDING TO SUB- GROUPS.

S/No	Population of sub- groups	Total number	10 Percent Sample	Number Sampled
1.	Lawyers	3,500	350	300
2.	Policemen	9,500	950	550
3.	Nigerian Civil Defence Corps Regular Volunteers			
a		370	37	
b		1,680	168	200
4	Social Welfare Officers	500	50	45
5	Human Right Activists	10	10	10
6	Home Economics Teachers	2000	200	200
7	Family members	377,505	60	60
	Grand total	395,065	1,825	1,365

APPENDIX L

t-Test for the efficacy of Family Law Awareness Programme (FLAWP)

Group Statistics

Groups	N	Mean	Std.Deviation	Std. Error Mean
Treated with FLAWP	60	21.5333	2.21296	.28569
Treated without FLAWP	60	10.1500	3.40899	.44010

Independent Samples Test

		t- test for Equality of Means				
		t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Score s	Equal variances assumed	21.695	118	.000	11.38333	.52470

APPENDIX M

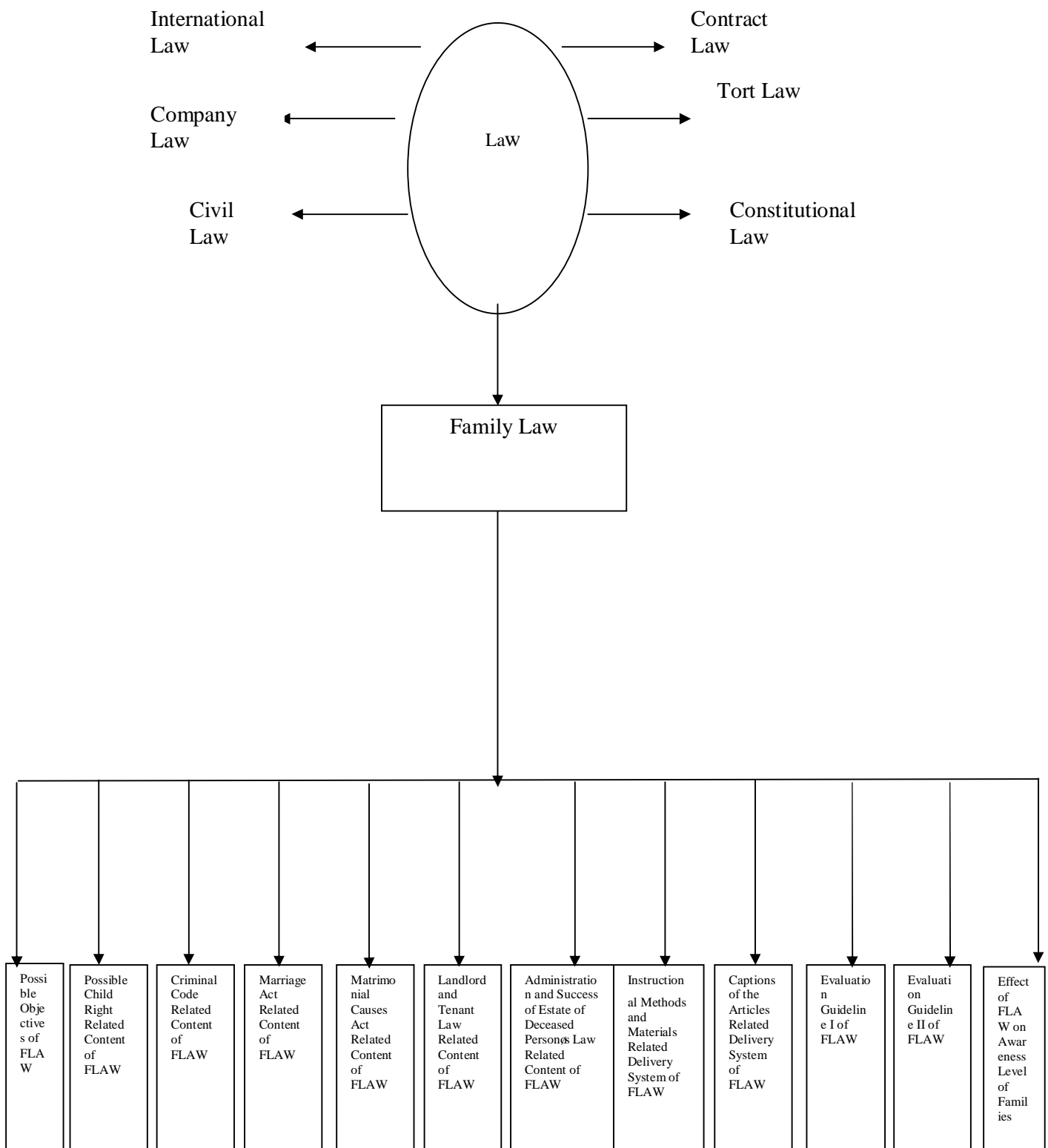


Fig: 6. Conceptual framework of family law (Source: Adapted from Nwogugu 1974)

APPENDIX N

Scores on the result of FLAW programme on families trained with FLAW programme and families without FLAW programme.

Test Scores

Respondents S/N	S_t	S_{un}
1	25	9
2	19	9
3	20	8
4	20	11
5	20	17
6	25	16
7	20	8
8	17	7
9	22	8
10	20	9
11	21	6
12	24	5
13	24	7
14	20	8
15	22	8
16	18	8
17	15	17
18	24	11
19	22	17
20	23	9
21	22	11
22	21	16
23	22	8
24	22	17
25	22	17
26	22	9
27	24	10
28	24	10
29	22	11
30	18	9
31	19	8
32	20	15
33	22	8
34	25	12
35	24	9
36	25	10
37	22	10
38	22	7
39	23	5
40	24	10
41	23	8
42	24	9
43	22	14

44	22	11
45	20	14
46	22	9
47	21	11
48	20	5
49	21	9
50	20	10
51	22	13
52	23	15
53	24	16
54	18	11
55	18	8
56	19	5
57	20	6
58	20	7
59	22	6
60	25	9
<hr/>		
\bar{X}	21.53	10.10
SD	2.19	3.40
<hr/>		

St = Scores trained, Sun = Scores untrained, \bar{X} = mean, SD= Standard deviation

APPENDIX O
FAMILY LAW AWARENESS TEST (FLAT)
Used in item Analysis

1. Child's Right law is
 - a. The law that provide and protect the rights of the Nigerian child.
 - b. The law of the child
 - c. The law that provide right to freedom of movement
 - d. The law that provide right to survival and development.
2. One of the benefits of child's right law is
 - a. Child's right law deals with delinquent children.
 - b. Children are the future leaders
 - c. Nigerian children are still more maltreated
 - d. It prohibits traditional and cultural practices that violates the rights of the child and criminalizes those acts
3. Child abuse is
 - a. Physical treatment of children.
 - b. Cruel or violent treatment of a child.
 - c. A child is sexually abused
 - d. Child hawking.
4. The person to contact when the right of a child is violated is
 - a. The Government
 - b. The parents
 - c. The courts
 - d. The guardians
5. One of the effects of marriage between adopting parents with her adopted child is
 - a. The child will feel insecure
 - b. The child will feel bad
 - c. The child will cry
 - d. It is a taboo.
6. One of the effects of raping a child is
 - a. loss of weight
 - b. mental trauma
 - c. fear of trouble
 - d. Physical problems
7. The meaning of going arm is
 - a. People going to farm with Knives
 - b. People walking on the streets carelessly with Knives so as to cause fear.
 - c. People going to farm with their cutlass, hoes and knives.
 - d. People going to farm with food
8. The penalty involved in going arm is
 - a. Four years imprisonment.
 - b. Three years imprisonment
 - c. Two years imprisonment
 - d. Five years imprisonment
9. One of the procedures involved in marriage Act is
 - a. The celebration must be between 10 a.m and 4 p.m.

- b. Failure to comply may constitute an offence of five years imprisonment
- c. The Registrar having received license from the parties will ask; do I understand that, A, B and C, D are here for the purpose of becoming man and wife?
 - d. Marriage in Registrar's office
- 10. One of the advantages of Marriage Act is
 - a. Right to husband's surname
 - b. Right to matrimonial home
 - c. Right to consortium
 - d. Right to succession to property
- 11. Bigamy is
 - a. an offence for a party to the customary marriage to contract another marriage during the subsistence of the first one.
 - b. An offence of man marrying two wives
 - c. An offence of polyandry type of marriage
 - d. an offence for a party to the marriage Act to contract another marriage during the subsistence of the first one.
- 12. Custody Order is
 - a. order made in favour of one parent or guardian
 - b. order made by a court of law which gives all the parental rights and duties relating to the possession of a child to specific person or persons.
 - c. a person appointed by the court to have parental responsibility when a fostering or adoption order is refused or revoked.
 - d. A person appointed by the court upon the death of both parents of a child.
- 13. The person responsible for child custody is
 - a. natural parents
 - b. adopted parents
 - c. guardians
 - d. either of the child's parents as the court thinks fit
- 14. The meaning of divorce petition is
 - a. filing a petition for dissolution of marriage
 - b. filing a petition to the court of law for dissolution of marriage
 - c. filing for divorce
 - d. filing for marriage
- 15. The meaning of marriage by duress is
 - a. marriage entered by mutual love
 - b. went into marriage forcefully by one's parents
 - c. marriage entered by love
 - d. quarrelsome marriage
- 16. The meaning of rental agreement is
 - a. the length of house
 - b. the length of rental term, price paid and amount of notice required before a landlord or tenant can cancel the lease.
 - c. Amount of money paid
 - d. The length of rental term
- 17. The penalty of a landlord breaking a tenant door in his absence in the night is
 - a. Seven years imprisonment
 - b. Ten years imprisonment
 - c. Life imprisonment

- d. Twenty years imprisonment
- Quit notices given to Tenants in the followings are:
18. A week tenancy;
- A month notice
 - A week notice
 - Six months notice
 - A year notice
19. A quarterly tenancy;
- A week notice
 - Six months notice
 - A year notice
 - A month notice
- b. A yearly tenancy;
- a A month notice
 - A week notice
 - Six months notice
 - A year notice
21. Will is ;
- a revocable document
 - a testamentary and revocable document voluntarily made, executed and witnessed according to law by a Testator with sound disposing mind.
 - testamentary and revocable document
 - document voluntarily made
22. One of the reasons for making a will is;
- The intestator can choose people he wants as his personal representative.
 - The Testator can choose people he wants as his personal representatives.
 - The remembrance of death
 - The Testator has no plan to dispose his properties in the way he wishes.
23. Another reason for making a will is;
- The intestator can choose people he wants as his personal representative.
 - The Testator cannot choose people he wants as his personal representatives.
 - The remembrance of death
 - The Testator has plan to dispose his properties in the way he wishes.
26. An example of will is;
- Court will
 - Multiple wills
 - Specimen will
 - Wills
27. One of the reasons why testator's estate is distributed by the Executors of the will is;
- He did not write a will
 - He made oral will
 - He wrote a will when he was alive
 - He was a good man
28. One of the reasons for child labour is;
- Accumulation of wealth
 - Children are important
 - Labour is essential
 - Children must be busy.

29. Any person who marries a child promotes;
 - a. Christian marriage
 - b. adult marriage
 - c. adolescent marriage
 - d. customary marriage
30. Any person who hires a child for begging for alms;
 - a. attracts 10 years imprisonment
 - b. attract 5 years imprisonment
 - c. attract 15 years imprisonment
 - d. attracts 3 years imprisonment
31. Any person who exploits a child's welfare;
 - a. attracts 700,000.00 fine
 - b. attracts 20 years imprisonment
 - c. attracts 100,000.00 fine
 - d. attracts 50 years imprisonment
32. Any person who abandons a child;
 - a. attracts 1 year imprisonment
 - b. attracts 2 years imprisonment
 - c. attracts 3 years imprisonment
 - d. attracts 4 years imprisonment
33. Depriving a parent/guardian a child below 12 years;
 - a. is a good act
 - b. attracts 12 years imprisonment
 - c. attracts 13 years imprisonment
 - d. attracts 15 years imprisonment
34. Any person who sells food or drink unfit;
 - a. attracts 3 years imprisonment
 - b. attracts 4 years imprisonment
 - c. attracts 5 years imprisonment
 - d. attracts 10 years imprisonment.
35. four sources of Nigerian family law are;
 - a. extended family
 - b. nuclear family
 - c. polygamous marriage
 - d. monogamous marriage
36. succession is;
 - a. title under customary law
 - b. properties
 - c. accumulator
 - d. customary
37. custody of children under customary marriage;
 - a. parental rights are primary

- b. child's right are paramount
 - c. children are given all their benefits
 - d. it is child centered.
38. divorce under customary law marriage;
- a. .has right to claim for maintenance
 - b. Has chance to be maintained
 - c. Has every privilege to be maintained
 - d. Has power to be maintained.
39. statutory marriage is;
- a. marriage entered by customary law
 - b. marriage entered by legitimacy
 - c. marriage entered by dux
 - d. Marriage entered by adults.
38. Consortium is;
- a. living together of adults
 - b. living together of children
 - c. living together of adolescents
 - d. living together of friends
39. Right of husband's surname is ;
- a. restrain a wife from using his name
 - b. bound the wife from answering his name
 - c. should not answer his name at all
 - d. must answer the father's name
40. right to matrimonial home
- A. Children living together
 - B. Students living together
 - C. Cousins living together
 - D. Sisters living together
41. Right to sexual intimacy;
- a. injured health
 - b. established behaviour
 - c. purpose of divorce
 - d. spouse suffering
42. right to mutual defence;
- a. cooperation
 - b. anxiety
 - c. love
 - d. understanding.
43. right to marital confidence;
- a. trust
 - b. confidence
 - c. love
 - d. tolerance
44. Enticement;
- a. bribe
 - b. corruption
 - c. perjury
 - d. complication.
45. Legitimacy is ;

- a. child born outside wedlock
 - b. child born in Moslem marriage
 - c. child born in native law marriage
 - d. child born in the church.
46. legitimation is;
- a. process of legitimating.
 - b. illegitimacy
 - c. commencement
 - d. subsequent
47. Illegitimate child is ;
- a. child born within wedlock
 - b. child born at home
 - c. child born abroad
 - d. orphans.
48. Putative father is;
- a. father
 - b. mother
 - c. uncle
 - d. aunt
49. A juvenile is ;
- a. a person 18 years and above
 - b. a person 20 years above
 - c. a person 30 years above
 - d. a person 50 years above.
50. CRC means;
- a.OAU
 - b.ILO
 - c. UNESCO
 - d. UNICEF
51. Recognition of the right of the child dates;
- a. 1920
 - b. 1990
 - c. 1910
 - d. 1930
52. Adoption of the right and welfare of the child in Liberia was;
- a. 1990
 - b. 1995
 - c. 1996
 - d. 1998
53. federal government of Nigeria passed child right Act in ;
- a. 2000
 - b. 2006
 - c. 2007
 - d. 2010
54. Every one has right to;
- a. shout
 - b. dance
 - c. walk

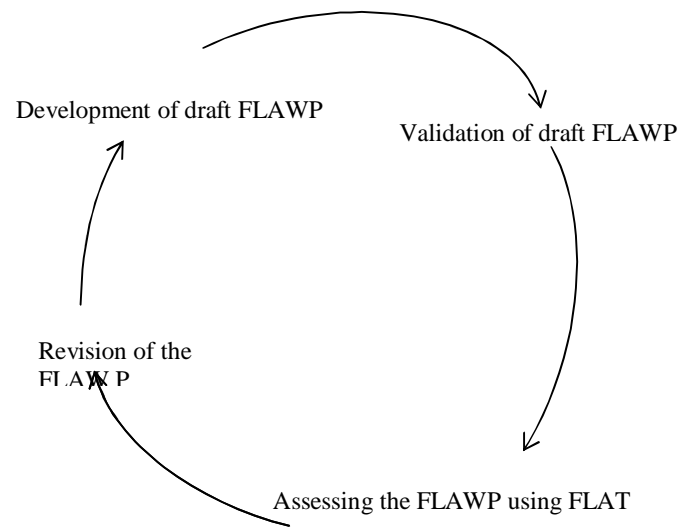
- d. marry
- 55. What is the role of the court?
 - a. empowerment
 - b. orders
 - c. appointments
 - d. disappointment
- 56. What is the responsibility of a Guardian?
 - a. Flogging children.
 - b. Slapping children
 - c. Beating children
 - d. Scolding children.
- 57. child betrothal is;
 - a. very good
 - b. tattoos.
 - c. Skin marks
 - d. Criminal activities.
- 58. fostering means;
 - a. bearing a child
 - b. monitoring a child
 - c. guiding a child
 - d. destitute
- 59. Adoption is ;
 - a. neglected
 - b. parents
 - c. relatives
 - d. biologically
- 60. Who may adopt a child?
 - a. an orphan
 - b. unborn child
 - c. a child
 - d. Physically challenged girl.
- 61. What is the procedure for adoption?
 - a. customary marriage
 - b. traditional marriage
 - c. Moslem marriage
 - d. Statutory marriage.
- 62. Who is the child in need of care and protection?
 - a. myself
 - b. yourself
 - c. themselves
 - d. ourselves
- 63. What court deals with children's issue?
 - a. high court
 - b. appeal court
 - c. magistrate court
 - d. customary court
- 64. children's institutions are;
 - a. hospitals

- b. markets
 - c. park
 - d. mosquitoes
65. Do accused children have right?
- a. no, they do not.
 - b. Immaterial
 - c. Important
 - d. Successful
66. Matters concerning children should not be heard in public?
- a. false
 - b. ilo
 - c. don t know
 - d. why
67. Residuary powers means;
- a. residuary
 - b. power
 - c. authority
 - d. Query.
68. Enforcement of decrees
- a. matrimonial causes Act
 - b. marriage Act
 - c. childø right law
 - d. criminal code law
69. Ancillary relief is ;
- a. dissolution of marriage
 - b. nullity of marriage
 - c. judicial separation
 - d. jactitation of marriage
70. Decree of consanguinity means;
- a. celebration
 - b. jubilation
 - c. what next
 - d. it pays to be good
71. marital bliss means ;
- a. sorrow
 - b. unhappy
 - c. bad mood
 - d. wickedness
72. Bride price is ;
- a. price
 - b. bride
 - c. marriage
 - d. money
73. breach of contract means:
- a. bridge
 - b. railway
 - c. contract
 - d. breach
74. Cohabitation means;

- a. marriage
 - b. cohabit
 - c. Nigeria
 - d. National Anthem
75. Nature of contract means :
- a. plaintiff
 - b. defendant
 - c. witnesses
 - d. judges.
76. forms of marriage
- a. adoption
 - b. fostering order
 - c. legitimacy
 - d. void marriage.
77. Tort law means;
- a. law
 - b. tort
 - c. evidence
 - d. warrant
78. Historical background is important in marriage;
- a. false
 - b. not important
 - c. essential
 - d. irrelevant
79. Damages for adultery means;
- a. damages
 - b. adultery
 - c. flirting
 - d. Abstinence
80. Harboring a runaway wife means;
- a. customary law
 - b. divorce
 - c. run away
 - d. wife.

APPENDIX P

CIRCULAR REPRESENTATION OF MODIFIED VERSION OF R & D



Appendix Q

Test Blue Print (Table of Specification) for Family Law Awareness Test (FLAT)

Content	Weight %	Knowledge 35	Comprehension 25	Application 20	Analysis 10	Synthesis 5	Evaluation 5	Total number of items 100%
Child's right law 30%	30%	3	3	1	-	-	-	6
Criminal code law 10%	10%	1	1	-	-	-	-	2
Marriage Act 10%	10%	1	1	1	-	-	-	2
Matrimonial Causes Act	15%	2	-	3	-	-	-	5
Landlord and Tenant Law	20%	2	1	1	-	-	-	5
Administration and Succession Estate of Deceased Person's law.	15%	3	-	-	-	-	-	5
Total	100 %	12	6	6				25

APPENDIX R

SUMMARY OF THE DIFFICULTY, DISCRIMINATION AND DISTRACTOR INDICES OF FAMILY LAW AWARENESS PROGRAMME ACHIEVEMENT TEST

Note

$$\text{Difficulty Index} = \frac{\text{Number of students that got the Item Right}}{\text{Total Number of family members}} \times 100$$

$$\text{Discrimination Index} = D = \frac{R_u - R_l}{\frac{1}{2} \times T}$$

D is the Discrimination Index

R_u is the Number of students in the upper group who got the item Right

R_l is the number of students in the lower group who got the item Right

T is the total Number of students in both groups

$$\text{Distractor Index} = D = \frac{R_u - R_l}{\frac{1}{2} \times T}$$

Where:

D is the Discrimination Index

R_u is the Number of students in the upper group who choose that particular distractor

R_l is the number of students in the lower group who choose the distractor

T is the total Number of students in both groups

NOTE: According to Okoro (1991). An item is good if:

1. it has difficulty index ranging from 20 to 80;
2. has discrimination of 0.20 and above
3. has all its distractor index a negative decimal

All the items that have their difficulty, discrimination and distractor indices within the range were selected. The results are presented below:

Item	Difficulty Index	Discrimination Index	Distractor	Distractor	Distractor	Distractor
1	55	0.3	-0.15	*	-0.1	-0.05
2	67	0.25	*	-0.05	-0.2	-0.1
3	62.5	0.25	-0.1	-0.1	*	-0.15
4	65	0.3	-0.05	-0.1	*	-0.05
5	62.5	0.25	-0.05	*	-0.1	-0.1
6	60	0.3	*	-0.1	-0.05	-0.15
7	57.5	0.25	*	-0.05	-0.15	-0.05
8	65	0.3	*	-0.2	-0.05	-0.01
9	67.5	0.25	-0.1	*	-0.05	-0.1

10	60	0.3	-0.05	-0.05	*	-0.2
11	57.5	0.35	*	-0.1	-0.1	-0.15
12	52.5	0.25	-0.05	-0.15	*	-0.1
13	55	0.3	-0.05	-0.15	*	-0.1
14	60	0.3	-0.1	-0.1	*	-0.1
15	55	0.3	-0.1	-0.15	-0.05	*
16	60	0.3	*	-0.05	-0.15	-0.1
17	55	0.3	-0.1	-0.15	*	-0.05
18	70	0.3	-0.5	*	-0.1	-0.05
19	65	0.3	-0.05	-0.15	*	-0.1
20	65	0.3	-0.1	*	-0.1	-0.1
21	50	0.3	-0.1	*	-0.05	-0.15
22	52.5	0.35	*	-0.15	-0.05	-0.15
23	70	0.3	-0.1	-0.15	-0.05	*
24	57	0.25	-0.1	-0.1	*	-0.05
25	55.5	0.3	-0.1	*	-0.05	-0.15

• denotes correct alternative