FAMILY EDUCATION
A Socio-Psychological Approach to the Study of the Family
Acknowledgement

We greatly appreciate the almighty God for the strength and inspiration to produce this book. We express profound gratitude and appreciation to our family members; our husbands for the moral support and our children for their understanding and serving as guinea pigs in some aspects where we needed practical knowledge to drive home a point. Some of our colleagues and friends who gave some inputs in one way or the other as support in the course of writing this text are also appreciated. Our students; both graduate and undergraduates taking courses in family related programme of study are acknowledged for the encouragement they gave us to put together this piece of work. In like manner we also most responsibly acknowledge the various authorities whose works helped us to develop this educational resource.
Preface

This book: Family Education: A Socio-Psychological Approach to the Study of the Family is a text that takes a dive into psychosociological issues of the family. Written in fifteen chapters, well laid out it traces the concept and origin of the human family and using a multiplicity of theories in the study of the family from the functionalists, the conflict and feminist to the post modernist approaches the book gives a lucid explanation on basic concepts and issues of the family. Determinants of family size such as family income, belief and value system, sex of children, health condition of family members, reproductive freedom and infertility were discussed along with family planning practices. Family Health education as a set of learning experiences based on principles underlying health education were dealt with. Family communication as the act of information exchange between family members is a functional aspect of the but family conflicts can result from forces that flow in different directions among members due to both verbal and non-verbal communications.

Family finance and consumer education dealt with financial patterns of the family and ways of developing sound financial behaviour to cut down family expenses. The role of the family in providing warmth and nourishment for its members is captured under family nutrition. Family relationships are connections due to kinship ties linked to same ancestors using a descendency chart to trace all the descendants of an individual and to determine the relationship between two or more people in a family. The concept of domestic violence is seen as a pattern of behaviour involving extreme force intended to harm or cause pain against a person in a domestic setting. The key elements of domestic abuse are intimidation, humiliating the other person and physical injury. Parental responsibility, the duties and responsibilities of parents, parenting styles, different roles and responsibilities of a parent are highlighted while child abuse is the principal form of parental malpractice captured in the text.

The Family law dwelt on the basic statutes and case precedents that govern the legal responsibilities between individuals who share a domestic connection. The family Will is a crucial document whose use
the family needs to get properly educated about as one last disposing document of an individual to ensure one's family does not disintegrate on one's demise. The book rounds up with an inclusion on therapeutic approaches to handling family problems while the different techniques used by family therapists include the family genogram, communication skill training model.

It is an educational resource for both undergraduates and post graduates study programmes in Family Education studies, Sociology, social studies, educational administrators, family psychotherapy and family counselling. It is recommended for advanced researchers on psychosociological studies relating to the family.

FOREWORD

I am delighted to write the foreword to this book Family Education: A Socio- Psychological Approach to the Study of the Family. It is an ingenious text for the study of the human family. The book which presents a fundamental approach to psycho-sociological issues of the family is borne out of the need to make available a sound base for the study of the family. It is written by a duo of Dr. (Mrs) Comfort Atser and Dr. (Mrs) Agnes Agbanugo Ikwuba who have brought their experiences from both academic and family life to bear on the content as well laid out in fifteen chapters. They have taken a good dive into concepts and issues of both sociological and psychological concern hence putting together a book for studies in Sociology, Educational Psychology and the Family. Using a multiplicity of theories in the study of the family, the text introduces the human family from historical perspectives while touching on key issues like family size and value system. Treated in a captivating but sound manner the authors proceed to present well researched and crafted content on diverse topics.

Family Health education is dealt with as a set of learning experiences based on principles underlying health education along with family nutrition as a fundamental index to family health. Others include chapters on Family communication seen as a significant functional aspect of the family for sound mental and emotional health of families. The authors also take into account communicative attributes for forestalling and managing conflicts that result from forces among members due to errors arising from verbal and non-verbal communications. In like manner emotions that bind the family together are treated to sensitize the reader to the communicative role and potency of human emotions in family as well as extra-family matters.

The authors also deal with Family Finance and Consumer Education, financial patterns of the family and ways of developing sound financial behaviour to cut down family expenses like the use of family budget, planning and development of sound consumer culture for the family. The family as the basic unit of society is a typical root for human relationships which arise from connections due to kinship ties. Every family can trace her origins from the ancestry and using a descendancy
chart trace all the descendants of an individual and even determine the relationship between two or more people in a family. Issues of Parental responsibility have also been well researched and captured in the text. The concept of domestic violence is well captured, highlighting the key elements of domestic abuse such as intimidation, humiliating the other person and physical injury. Family conflicts are treated adequately while approaches to handling either of these family problems are highlighted.

The Family law is a very sensible inclusion with a touch on the basic statutes and case precedents that regulate the legal responsibilities and obligations in family matters. Very particularly is the content on Family Will, seen as a crucial and last disposing document of any family head that helps to ensure one's family is properly informed and does not disintegrate on one's demise. The psycho-therapeutic approaches to handling family problems and the different techniques used by family therapists such as the family genogram and communication skill training model are actually useful tools for scholars in the field.

Dr. (Mrs.) Comfort Atser and Dr. (Mrs.) Agnes Ikwuba have actually put together a good book on Family Education for Sociologists, Family Therapists Family Psychologists, Guidance Counsellors and for the Social Studies curriculum.

I hereby most sincerely recommend this book for both undergraduate and post graduate study programmes on the Study of the Family, Sociology / Social Studies, Family Psychotherapy and Family Counselling as well as for parents/prospective parents. I also recommend it for those interested in scholarly research on Family Life Education.

Rev. Fr. Prof. Francis Wegh
Benue State University, Makurdi
Family Education: A Socio-Psychological Approach to the Study of the Family

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CHAPTER ONE

THE HUMAN FAMILY
(Agnes Agbanugo Ikwuba)

Introduction
In both pre-modern and modern societies, the human family has been seen as the most basic unit of social organization and one which carries out vital tasks. It is therefore regarded as the cornerstone of society. It is the simplest and most elementary form of society's life. It is the most basic of all social groupings. It is the first and the immediate social environment to which a child is exposed.

The family is a social and universal social institution. All societies both large and small, primitive or civilized, ancient or modern have one form of family or the other. In other words, family exists in all societies of the world. No society exists and can survive without it. The modality to understand that the family structure and its role in society is everywhere the same but also the perspectives on the family in different cultures can vary considerably, these differences being caused by the existence of different norms within each human society in part. Cultural diversity manifests itself directly in terms of conceiving and organisation of family life.

Meaning of the Family
There is no generally accepted definition of the word 'family' due to its plurality or relativity. However, there are some common elements found in most definitions. Few definitions are considered here.

1. George Peter Murdock sees family as a social group characterized by common residence, economic cooperation and reproduction. It includes adults of both male sexes and their children, own or adopted, or sexually cohabiting adults (Murdock, 1949).

2. Burgess and Locke define family as a group of persons united by ties of marriage, blood or adoption constituting a single household interacting and intercommunicating with each other in their respective social roles of husband and wife, father and mother, son and daughter, brother and sister creating a common culture.

Origin of the Human Family
Have you ever wondered where the human family comes from? Research into primate societies has shed some light on the origin of the human family. It is this source that attempts to explain how the human family unit actually evolved with family structures that are distinctively different from the animals. While all animals have biological heritage with both biological parents and genetically related siblings most of them do not live with their parents or siblings and animals that hatch from eggs more often than not meet their parents while those that are raised by their mothers never know who their father is. On the contrary the human family is the cradle of relationships that range from parent-children, siblings, uncles, aunts, cousins and ultimate clans/communities that span several generations. Most human beings are raised by both biological parents, in the company of their siblings.

Understanding of the origin of human existence lays a foundation to understanding the origin of the family. The Biblical account of human history indicated how the first human creation (Adam and Eve) were placed in the Garden of Eden with all available fruits to eat. The human pre-historical account of man was provided by Lewis H. Morgan. He divided the history of man into three stages/epochs. These are savagery, Barbarism and civilization. Each epoch is subdivided into lower, middle and upper stage according to progress made in the production of means of subsistence. Mankind is the only being who may be said to have gained an absolute control over the production of food. The great epochs of human progress have been identified more or less directly with the enlargement of the sources of subsistence. The evolution of family proceeded concurrently but does not offer such conclusive criteria for the delimitation of the periods. The epochs are explained below.

1. Savagery; this is the first stage of human history according to Morgan. The lower stage is the infancy i.e. evolution stage or stage of emergence. Mankind here was in his original habitat, tropical or subtropical forests dwelling at least partially in trees. Man had to live/stay...
on trees in order to avoid being killed by large beasts. The source of food for man was fruits, nuts and roots. The main achievement of man at this stage was the formation of articulate speech. Man developed from this stage to the middle stage of savagery.

The middle stage began with the utilisation of fish for food and employment of fire. Fish was discovered in the rivers and fire was discovered which was used to prepare fish for consumption. Availability of fish made man to no longer depend completely on climate and locality. The discovery of fish made man to continue to follow rivers and coast. This helped man to spread over the greater part of the earth's surface. The migratory life enabled man to discover crude, unpolished stone implements. This is why this period was called the stone-age. More territories were occupied due to migration. The unceasing active urge for discovery linked with the command of the art of producing fire by friction made available new food stuffs such as roots and tubers baked in hot ashes or in baking pits (ground ovens). Weapons such as spear were exclusively made for hunting. Cannibalism appears to have arisen at this stage due to uncertainty with regard to sources of food stuff.

The upper subdivision of the savagery stage began with the invention of the bow and arrow whereby wide game became a regular item of food and hunting one of the normal occupations. Bow, string and arrow constitute a very composite instrument, the invention of which presuppose long accumulated experience and sharpened mental power and consequently a simultaneous acquaintance with a host of other invention. Settlement in villages began with a certain mastery of the production of means of subsistence and modern vessels and utensils, finger weaving, baskets woven from bast or rushes and polished (neolithic) stone implements. These advances were found among the Indians of North-western America.

1. Barbarism- the lower stage of this epoch was marked with the difference in natural endowment of the two great continents. The characteristics feature of the spread of barbarism was the domestication and breading of animals and cultivation of plants. The cultivation of edible plants by means of irrigation and the use of stone for buildings were added at the middle stage. This stage remained until the European conquest. The upper stage was characterised by improvement in the production of iron tools, hand mill and making of oil and wine. This epoch transited to civilisation. Instrument of warfare in this epoch is fire arms. This is a period of improved knowledge of natural productions and full industrialisation.

Fredrick Engels in his text titled 'the origin of the family, private property and the state' offers a historical account of the relations between the sexes and development of patriarchal society. He is of the view that looking at the history of human existence as summarised above, there existed a primitive state of promiscuous sexual intercourse i.e. a total free-for-all sexual relation where every woman was fair game for every man and vice versa. Gradually, because of the prohibition against incest common to all human communities, various kind of blood relatives were excluded from consideration as eligible sexual partners. This narrowed the range of available women. This made individual men to begin to claim particular women as their personal possessions as a result of which the 'pairing family' (one man married to one woman) came into existence. As human kind progressed beyond savagery to barbarism (i.e. hunting and gathering society to domestication of animals), not only were human needs met but surpluses were produced. Production outside the household slowly began to out strip production within the domestic sphere. More and more wealth was produced and the issue of inheritance assumed greater significance. Engels argues that because men 'naturally' want their own children to inherit their possession, they took steps to ensure the faithfulness of their women (where the mother of a child is always clearly known, there was always also the possibility of doubt where the father is concerned). To secure martial fidelity therefore, men imposed monogamy of women. The purpose of monogamous marriage and nuclear family is to ensure the orderly transfer of a father's private property to his sons.

Types of Family
Some experts have classified the human family on the basis of marriage, residence, descent or ancestry, and on the nature of relations and structure as discussed below:

1. Types of Family based on Marriage
A family can be classified into three major types on the basis of marriage
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Material QeaJ-qF~JJlily- IJ?,~cith~t)-s~e~~es, kinship Is'trflt:5!t through the Patrilineal family. In this type of family, as offspring are passed from father to son while the family is also headed by the males. It is the dominant ancestry family type in the human society.

Matrilineal Family- In other societies, kinship is traced through the mother's family. In this set-up, property is passed from mother to daughter. This type of family is common in some Ghanaian communities and Asian societies.

Bilateral Descent- In this type, kinship is traced through both parents and property can be inherited from both sides of the family.

4. Types of Family on the Basis of Nature of Relations:
Based on the nature of relations among the family members, a family can be classified into two main types:

The Conjugal Family- Which consists of founding adults who share sexual relationships.

Consanguine Family- This type of family consists of members with blood relationship such as brother and sister, father and son, etc.

5. Types of Family on the Basis of Size or Structure:
On the basis of size or structure, a family may be classified into two main types:

Nuclear or Single Unit Family- The term 'nuclear family' refers to a household consisting of a father, mother and their children. The nuclear family is a universal social human grouping because it is found in every continent of the world either as the sole prevailing form of the family or as the basic unit from which more complex forms are compounded.

The Extended Family- The nuclear family is usually embedded in a larger family group. The extended family is made up of three or more generations of a family sharing the same residence. This is any family unit larger than the nuclear one. Such families are extensions of the basic nuclear family unit, either vertical or horizontal extensions. Vertical extensions are addition of members of a third generation such as the spouses' parents. Horizontal extensions are addition of members of the same generation of the spouses such as the husband's brothers/sisters or an additional wife.

In addition, families today exhibit a multiplicity of forms and the new or altered family forms continue to emerge and develop. Some of these forms are single-parents (Never-married singlehood or previously married) families, cohabiting heterosexual couples, gay, and lesbian marriages and families, three-generation families, communal households and stepfamilies.

Functions of the Family:
The functions of the family considered here are universal ones. This means that, the functions are performed in every society of the world. They are not restricted or peculiar to any society whether developed or
not. These functions are essential for social life. The family does not only perform these functions exclusively, it also makes important contributions to them all. No other social institution has yet been devised to match family efficiency in this respect. Family functions for individual and society are inseparable.

1. Sexual and reproductive functions. Under marriage and family, husband and wife have the right of sexual access to each other. In most societies, there are rules forbidding or limiting sexual activity outside marriage. This provides sexual gratification for the spouses. It also strengthens the family since the powerful and often binding emotions which accompany sexual activities unite husband and wife.

The sexual functions also stabilize the society. The rules which largely contain sexual activity within the family prevent probable disruptive effects on the social order that would result if the sex drive were allowed free play. The family thus provides both control and expression of sexual drives. No society can survive without replacing its members from generation to generation. The family provides a stable institutionalized means through which this replacement can take place with specific individuals occupying the social statuses of mother and father and assuming defined responsibilities.

2. Education. Education is both formal and informal. Informal education is known as socialisation. This is the process of internalizing the norms and values of the society into the new infants. The family is the first place a child learns how to socialise. Family ensures that children learn the societal values, beliefs, attitudes, knowledge and skills. It also teaches children gender and social roles as well as socially accepted behaviour and behaviour society frowns at. Socialization is of two types, that is, primary and secondary socialization. Primary socialization which is carried out by the family refers to socialization during the early years of childhood. For instance, language of the culture, beliefs, values, skills etc are learnt. The two processes involved in primary socialization are internalization of society's culture and the structuring of the personality. Unless culture is internalized, that is, absorbed and accepted, society would cease to exist. Social life is possible through shared norms and values. Culture is not simply learned, it is internalized as part of the personality structure. The child's personality is moulded in terms of the central values of the culture to the point where they become a part of him/her. In addition, the family provides formal education for its members.

3. Economic function. Economic desire of family is readily and satisfactorily achieved by persons living together. This is done by division of labour within the family. The husband specializes in certain activities and the wife in others. Economic activities refer to any type of work done to earn money for the family. This includes office, and farm work as well as any type of business. This economic cooperation within the family not only goes a long way to fulfilling the economic function for the society as a whole but also provides rewarding experiences for the spouses working together which cement their relationship.

4. Stabilization of adult personalities. A personality must be kept stable when once it is produced through socialization. The emphasis here is on the marriage relationship and the emotional security the couple provide for each other. This acts as a counterweight to the stresses and strains of everyday life which tend to make the personality unstable. One of the functions that the family performs in stabilizing adult personalities is regulation of sexual activity. Every society regulates sexual activity in one way or the other. One common example is incest taboo. In most cultures, close relatives in a family are prohibited from engaging in sexual activities with each other. When this occurs, there are sanctions or punishment meted out on the offenders.

5. Care and protection. The family is able to offer the care, protection, security and love that are vital to its members. The family provides warmth, food, shelter and affection. The family also provides the child's first experience in social interaction, which is intimate, nurturing and enduring, thus, providing emotional security for the child.

The family cares for its members even when they get into trouble and suffer from other people's rejection.

6. Social placement. Legitimate birth into a family gives the individual a stable place in society. People inherit from family of orientation social status. There is biological, ethnic, racial and religious families that can provide social status for someone.

Family Patterns

These are basic dimensions that all family types can be analyzed.

1. Marriage form. A marriage may be either monogamous involving one man and one woman or polygamous involving one person of one sex and two or more persons of the opposite sex. Polygyny is a
marriage of one man to more than one woman and polyandry is a marriage of one woman to more than one man at a time. Other family patterns are single-parent families, cohabiting families, binuclear (i.e., joint custody or stepfamily) family.

2. Preferred partners. Some societies expect or require members to marry outside the group. This type is called exogamy. This is possible because such societies divide their entire societies into two and expect members of one to marry from the opposite group. The Aranda of Australia is an example. Exogamy is useful in building alliances between different groups. Other groups expect members to marry within the group. This is called endogamy. Some religious and ethnic groups practice this.

3. Residence pattern. This has to do with where a family should reside. A new married couple may be expected to live in an extended family with the parents of the husband. This pattern is called patrilocal pattern of residence. The other type is matrilocal where the couples are expected to live with the family of the wife. Or they may establish a nuclear family in a new place of residence known as neo-local residence. This pattern is now the usual practice of modern society.

4. Authority relationship. Patterns of authority between husband and wife are always affected by the personalities and social status of the spouses, but they generally follow the norms of the surrounding society. In most societies, a patriarchal pattern prevails where the husband has the final say in family matters. There is no true matriarchal family system in which women have authority over husbands. Matriarchal families exist in some societies but not as a norm. In most cases, there exist due to death of husbands and where single parenthood exist. The third pattern is egalitarian family pattern where husband and wife have a more or less equal say in family matters. The modern society is an example of this type.

5. Descent and inheritance. This has to do with a trace of one's lineage. Descent is traced in some societies through the male side and property passed on in this direction. This pattern is known as patrilineal system. Matrilineal system is where descent is traced and property passed through the mother's line. The third system is bilateral system is where the trace is through both sides. The relatives of both parents are considered kin and property may pass to both males and females.

Transformation of the Family

Major changes have taken place in the family over the centuries worldwide. This transformation has involved the collapse of the ancient extended family system and its general replacement by nuclear family. Currently, many people prefer cohabitation and single parenthood. Neolocal residence has been rapidly replaced patrilocal and matrilocal residence. The ideal polygamy has steadily given way to monogamy. Patriarchal families have become more egalitarian. Kinship is becoming less important as an organizer of social life. Large family size is no longer desirable. The family had to undergo these changes because of industrialization. These changes were possible because of certain characteristics of industrial society. These include:

1. Life in a modern society requires geographical mobility where workers must go to where jobs and promotions are. They cannot do so if kinship obligations tie them to a particular area and prevent prolonged separation from relatives.

2. The modern society offers a wide range of economic opportunities and with it the prospect of social mobility. Socially, mobile people have different life experiences that are different from those whose status is traditional and static.

3. People in an urban environment tend to agencies and institutions such as schools, government, corporations, hospitals and media other than the family to meet their needs. Some of the needs include socialization and child care that were once the prerogative of the family. As the bonds that kept the extended family together as a unit begin to dissolve, people seek a new foundation for married life. This is close companionship with a single spouse.

4. Modernity emphasizes personal achievement rather than circumstances of one's birth as the route to success. This reduces the importance of kinship as the main determinant of social status. Individual goals become more important than kinship obligations and people expect personal freedom in their choice of partner and place of residence.

5. Children in modern society cease to be economic asset and become economic liability. Parents receive none or little economic gain from the vast expense they incur in feeding and educating their children.

Challenges/Problems of the Human Family

The Nigerian family like any African family is confronted with several
challenges. In other words, the family institution faces multiple problems. A few of them are mentioned here.

1. **Poverty**

There are different types of poverty. These include absolute, relative, chronic, transient and mass poverty. Prevalent in Nigeria is absolute poverty. Absolute poverty according to Englama et al (1997) is a situation where an individual is not able to cater adequately for his/her basic needs of food, shelter and clothing, meet social and economic obligations, lacks gainful employment, skills, asserts and self-esteem, and as a result has limited chance of advancing his welfare to the limit of his capabilities. Relative poverty existed from time immemorial.

Poverty is a global social phenomenon as no continent of the world exists without it. Despite this, poverty situation in developing countries including Nigeria is more pronounced. The decline in Nigerian economy resulting from bad leadership has compelled many business organizations to fold up, many industries operate at low capacity level, devaluation of Naira, etc brought about the current high level of unemployment. This is a challenge because many family members have to depend on one or two members that are employed.

Nigeria's poverty situation ranked her as 20th poorest country in the world. This has worsened over the years and human conditions have greatly deteriorated. An analysis or series of national consumer surveys over sixteen year period put together by Olaniewaju and Abiodun in 2005 shows that the incidence of poverty rose drastically between 1980 and 1985 and between 1992 and 1996. It increased from 28.1% in 1980 to 46% in 1992 which increased to 65% in 1996. The current poverty situation has obviously grown worse with 70% of the Nigerian population living in poverty and seven out of every ten Nigerians live below the poverty line of less than one US dollar a day (World Bank, 2013).

This growing incidence of poverty in Nigeria makes it difficult for many families to meet their basic needs daily. As a result of this, many families fail to adequately maintain, feed and provide good shelter for their members as well as providing adequate education for them. This has been a major challenge in Nigeria today. In addition, the poverty situation has further introduced other problems that are discussed below.

2. **Inability to effectively socialize the young members.**

A family that is too poor to provide for its members cannot properly socialize/bring up the young ones. This is because child upbringing is accompanied with the provision of child's basic needs of love, food, shelter, clothing and formal education. It accounts for high level of delinquency in Nigeria.

3. **Alcoholism**

High level of alcoholic consumption has become a challenge to the family in contemporary Nigeria. Due to frustration, poverty, group influence and lack of effective socialization, many Nigerians are drug addicts. This is often at the detriment of family peace and economic wellbeing.

4. **Barrenness/Infertility**

This militates against family happiness and other attendant consequences. This has caused accusations and counter accusations among couples and in-laws. It has led to infidelity, separation and divorce.

5. **Sexual dysfunction and sexual problems**

Sexual disorders are disturbances in sexual desire and psychophysiological changes that characterize the sexual response cycle and cause marked distress, and interpersonal difficulty. The sexual dysfunctions are a result of physical or psychological disorders. The physical causes include hormonal imbalance, diabetes, heart disease and more. The psychological causes include but are not limited to, stress, anxiety, and depression (www.webmd.com). The sexual dysfunction affects men and women and can pose a great challenge to the family.

There are four major categories of sexual problems for women: desire disorders, arousal disorders, orgasmic disorders, and sexual pain disorders. The sexual desire disorder occurs when an individual lacks the sexual desire because of hormonal changes, depression, and pregnancy. Arousal disorder means lack of vaginal lubrication. In addition, blood flow problems may affect arousal disorder. Lack of orgasm, also known as, anorgasmia is another sexual dysfunction in women which occurs in women with psychological disorders such as guilt and anxiety that was caused by sexual assault. The last sexual disorder is the painful intercourse that can be the result of pelvic mass, scar tissue, sexually transmitted disease and more.

There are also three common sexual disorders for men including, sexual
desire, ejaculation disorder, and erectile dysfunction. The lack of sexual desire in men is because of loss of libido, low testosterone. There are also psychological factors such as anxiety, and depression. The ejaculation disorder has three types, Retrograde ejaculation, retarded ejaculation, premature ejaculation. The erectile dysfunction is a disability to have and maintain an erection during intercourse.

6. Increasing number of women in the labour force

More number of women are currently engaged in the labour market due to high cost of living and increasing number of educated women. This development though in some respects has become a challenge for family in terms of socialization and general up-keep of the family. This is also connected to work pressure. The pressure at work may be so daunting that a worker may devote more time and energy to the job to the detriment of family responsibilities.

7. Family Domestic Violence

This is any form of violence within the family set up. There are four types of family violence. These include:

a. Violence against the wife known as wife battery
b. Violence against the husband known as husband battery
c. Violence against the elderly (aged)
d. Violence against the children

Wife and husband battery are referred to as spouse abuse. It also refers to those who are cohabiting or involved in a serious relationship as well as those individuals who are separated or living apart from their former spouse, (domestic violence is treated in greater detail in a subsequent chapter).

8. Same-sex relationship and the third Gender

These are emerging challenges of the human family that revolve around gender roles and relationships. Same sex relationships involves homosexual, Gay and Lesbianism. Homosexual and gay refer to males who prefer same-sex relationship. This means that they are sexually attracted to persons of their own gender. Lesbian is used to refer to a female who prefer same-sex relationships.

Third gender/sex is a male/female who lives (behaves, dress, work and is treated in most respect) as a woman but does not alter the genitalia. The appearance and mannerism fall within the range of what is expected from members of the other sex. A more recent dimension to the third gender phenomenon is the transgender operations where individuals on request are through surgery transferred the hormones and biological sexual attributes of the opposite sex which make them function as either sex. Even by birth cases have been reported of individuals born with both the male and female reproductive organs unexplained even by medical sciences.

Even though same-sex relationship is not legalized in Nigeria, it is being practiced on a small scale. It has been legalized in some other countries of the world such as United States and Australia. The 2010 census bureau of data collected recorded that there were 646,464 same-sex couples in U.S. 3.5% of Americans are lesbians and gay, 37%-46% of gay men and 51%-62% of lesbians live as couples in California.

Same-sex relationship is a challenge to the family institution. How to structure their domestic arrangement in terms of household division of labour and sexual exclusivity is a problem. For instance, who is to cook, clean the house, shop for the family etc. since both couples are same-sex. How well to perform each household chore since each of them were socialized in the same way has been found to be an obstacle to smooth functioning of the family.

Another challenge is related to raising children. Since both the couples are either males or females, the decision to have children which will be by adoption can be costly. The cost also limits the number of children to have. Having same-sex parents as another kind of family is a problem for children. Children can live in confusion in terms of who they see their parents to be compared to other parents, what they were and general socialization they receive. Even when they are not married, to have one or two family members either as gay, homosexual or lesbian can cause relational problems between them and other family members as their lifestyles are opposite of others.

9. Divorce and single parenthood

Divorce is either a cultural or legal dissolution of marriage which often result from a breakdown of marital relationship and allows the former spouses to remarry if they choose to. Single parenthood is when one parent whether a mother or father has to bring up a child or children alone without the other partner. This can be due to either divorce, separation, widowhood, widower-hood, births outside marriage, homosexuality or lesbianism.
Infidelity is unfaithfulness of spouse to one another. Married couples are expected to love and be faithful to one another and to refrain from engaging in acts of infidelity. Even though Nigeria is not known to be good in keeping data/statistics, infidelity is very rampant and one of the factors that threatens family happiness and stability leading to separation and divorce. This is a strong factor in divorce rate in Nigeria. Arebi (2003) described infidelity as one of the painful injuries one can inflict on a trusting partner. Infidelity deprives family of achieving the highest level of family satisfaction. It can drain marriage of time, trust, emotional intimacy, economic resources and sexual exclusivity. It also makes it difficult for couples to support each other in providing a nurturing home for their children.

Practical life experiences or observation have shown that Nigeria has recorded high rate of both divorce and single-parenthood even though there are no accurate statistics to show. These two phenomena have been a problem to the family as pointed out by Kendal (2007) when he said that raising children alone can be an emotional and financial burden. It is emotionally and financially expensive for only one parent to raise children without the support of another partner. He further pointed out that children who are raised by one parent are likely to have poor academic achievement, high school absentee, dropout, early marriage and parenthood, higher rates of divorce, more drug and substance abuse and high crime rates. These kinds of children constitute nuisance and insecurity to parents, family and the entire society.

Divorce often disorganizes the family and often causes conflict in the family. Since it results from breakdown in relationship, resolving the conflict and restoring peace can be an intractable challenge for family. The family also will have to make financial, emotional, social and physical adjustments for a possible replacement.

10. Bereavement or Death of a family member
The death of a family member especially the breadwinner can bring a lot of challenges for the family, particularly if the mother is not working. The children will be faced with emotional and financial needs that may be too much for the neither the mother alone nor the father alone to meet. A lot of things change and often times never to be the same again.

11. Family Time
One challenge of most contemporary families is family time. Most family members are increasingly finding little or no time with each other. In an interview in the Family Digest, Gbenda (2004) asserts that the number one problem that families seem to have is finding time together. Husbands and wives hardly have time together; they don’t have time for their children either. They go from one place to another, from one activity to the other, from work to evening meetings, some ending late evening. As good as these activities are they threaten the very unity of the family because if the family does not spend time together it will soon drift apart. A senior colleague once related how his daughter who worked with the bank in a big city got frustrated out of the bank job because of this phenomenon. She would have to start commuting as early as 5 o’clock in the morning (when the children were still in bed) to beat traffic and be at her office in good time but could not be home till 9.00 pm everyday (when the children are again in bed) because of this same traffic. After her maternity leave her two children were under the nanny because even Saturdays were used out for shopping and other social activities. To her greatest surprise, the children gradually lost their attachment to her as a mother and could hardly recognize her as their mother even though they did to their father who stayed home more often. Of course she got devastated and had to quit that job for one that could give her more time with her family. But some may be insensitive and their children suffer it because how do you teach them family values, virtues, share love, discipline and correct them timely and monitor their growth in such circumstances? Families must create opportunities to spend time together no matter their schedules. The blood and social ties in the family are better strengthened if they spend time together.

Chapter Summary
Family as a concept is defined differently by different scholars because its plurality and relative nature. Nevertheless, it is a social and universal institution. Family has two types. Nuclear type consists of a couple and their offspring. Extended family consists of couples and other relations. Family functions to reproduce, socialize, care, stabilize, provides security, economic needs and social placement for its members.
Family Education: A Socio-Psychological Approach to the Study of the Family

Monogamous marriage is a union of one man and one wife. Polygamous marriage involves one person of one sex and two or more persons of the opposite sex. Polygyny is a marriage of one man to more than one woman. Polyandry is a union of one woman to more than one man.

Exogamy is when one marries outside one's kinsmen and endogamy is when one marries within his/her own group. Patrilocal residence pattern is when the newly married couple settle among the extended family of the husband and matrilocal is the opposite. Family has three types of authority structure pattern. Patriarchal pattern is where decision making lies with the husband with matriarchal pattern being the opposite. Egalitarian pattern is where authority is shared among couples. In terms of tracing relationship, where relationship is traced to the father is called patrilineal system. Matrilineal traces relationship to the mother's side and bilateral system is where lineage is traced to both sides.

The family is faced with the following challenges; poverty, socialization difficulty, infidelity, alcoholism, barrenness, migration of women to labour market, unemployment, domestic violence and divorce as well as the emerging problem of same sex and the third gender.

Review Questions
1. How important are the functions of the family institution?
2. What are the different changing family patterns?
3. Discuss the various ways family institution has transformed?
4. What are the common challenges that threaten the family institution in the contemporary society?

CHAPTER TWO

THEORETICAL PERSPECTIVES ON THE FAMILY

( Agnes Agbanugo Ikwuba)

Introduction
A wide dimension of family experts have studied the family and have come up with approaches to studying the human family. In this chapter we shall look at the multiplicity of theories they used in the study of the family ranging from the functionalists, the conflict and feminist to the post modernist approaches.

Functionalist perspectives
Functionalists emphasise the importance of the family in maintaining the stability of society and the well-being of individuals. According to Emile Durkheim, marriage is a microcomic replica of the larger society; both marriage and society involve a mental and moral fusion of physically distant individuals (Lehmann 1994). Durkheim also believed that a division of labour contributes to greater efficiency in all areas of life including marriages and families even though he acknowledged that this division impose significant limitations on some people.

Talcott parson was a key figure in developing a functionalist model of the family. According to parson(1955), the husband father fulfils the instrumental role of meeting the family's economic needs, making important discussions and providing leadership) whereas the wife mother fulfils the expressive role (running the household, caring for the children, and meeting the emotional needs of the family members). Contemporary functionalist perspectives derive their foundation from Durkheim. Division of labour makes it possible for families to fulfil a number of functions that no other institutions can perform as effectively. In advanced industrial societies, families serve four key functions;
1. Sexual Regulation; families are expected to regulate the sexual activity of their members and thus control reproduction so that it occurs within specific boundaries. At the macrolevel, incest taboo prohibits sexual contract or marriage between certain relatives. For example virtually all societies prohibit sexual relations between parents and their children and between brothers and sisters.
2. Socialization; parents and other relatives are responsible for teaching children the necessary knowledge and skills to survive. The smallness and intimacy between family members make them best suited for providing children with the initial learning experiences they need.

3. Economic and psychological support; families are responsible for providing economic and psychological support for members. In preindustrial societies, families are economic production units, in industrial societies, economic security of families is tied to the workplace and to macrolevel economic systems. In recent years psychological support and emotional security have been increasingly important functions of the family.

4. Provision of social status; families confer social status and reputation on their members. Those statuses include the ascribed statuses with which individuals are born, such as race/ethnicity, nationality, social class and sometimes religious affiliation. One of the most significant and compelling forms of social placements is the family's class position and the opportunities (or lack thereof) resulting from that position. Examples of class-related opportunities include access to quality health care, higher education and a safe place to live.

Conflict and Feminist Perspectives

Conflict and feminist analysts view functionalist perspectives on the role of the family in society as idealised and inadequate. Rather than operating harmoniously and for the benefit of all members, families are sources of social inequality and conflict over values, goals and access to resources and power (Benokraitis, 2002). According to some conflict theorists, families in capitalist economies are similar to workers in a factory. Women are dominated by men in the home in the same manner that workers are dominated by capitalists and managers in factories (Engels 1970/1884). Although childbearing and care for family members in the house contribute to capitalism, these activities also reinforce the subordination of women through unpaid (and often devalued) labour. Other conflict analysts are concerned with the effect that class conflict has on the family. The exploitation of the lower classes by the upper classes contributes to family problems such as high rates of divorce and overall family instability.

Some feminist perspectives on inequality in families focus on patriarchy rather than class. From this view-point men's domination over women existed long before capitalism and private ownership of property (Mann, 1994). Women's subordination is rooted in patriarchy and men's control over women's labour power (Hartmann 1981). Male power in our society is expressed in economic terms even if it does not originate in property relations; Women's activities in the home have been undervalued at the same time as their labour has been controlled by men (Mann 1994:42). In addition, men have benefited from the privileges they derive from their status as family bread winners.

Many women resist male domination. Women can control their reproduction capabilities through contraception and other means, they can take control of their labour power by working for wages outside the home (Mann 1994). Men are often reluctant to relinquish their status as family bread-winner. Some men continue to construct their ideal of masculinity around this cultural value. Men do not just object to women's economic role as long as it was defined simply as earning money. When women also seemed to be challenging the ideal roles of male breadwinner/female home makers, the men were much less positive. It can be concluded that the persistence of this traditional ideology reflects men's resistance to the loss of breadwinner status and the privileges in the home to which being the breadwinner has entitled them.

Symbolic Interactionist Perspective

Early symbolic interactionists such as Charles Horton Cooley and George Herbert Mead provided key insights on the roles we play as family members and how we modify or adapt our roles to the expectations of others especially significant others such as parents, grandparents, siblings and other relatives. How does the family influence the individual's self-concept and identity? Contemporary symbolic interactionist perspectives examine the role of husbands, wives and children as they act out their own part and react to the actions of others. From such a perspective, what people think, as well as what they say and do, is very important in understanding family dynamics.
According to sociologists Peter Berger and Hansfried Kneller (1964), interaction between martial partners contributes to a shared reality. Although Newlyweds bring separate identities to a marriage, overtime they construct a shared reality as a couple. In the process, the partners redefine their past identities to be consistent with new realities. Development of a shared reality is a continuous process, taking place not only in the family but in any group in which the couple participates together. Divorce is the reverse of this process of uncoupling, gradually develop separate realities (Vaughan 1985).

Symbolic interactionists explain family relationships in terms of the subjective meanings and everyday interpretations that people give to their lives. Women and men experience marriage differently. Although the husband may see his marriage very positively, the wife may feel less positive about marriage and vice versa.

How do symbolic interactionists view problems within the family? Some focus on the terminology used to describe these problems, examining the extent to which words convey assumptions or 'realities' about the nature of the problem. For example, violence between men and women in the home if often referred to as 'spouse abuse' or 'domestic violence'. However, these terms imply that women and men play equal roles in perpetrating violence in families, overlooking the more active part that men usually play in such aggression.

Other symbolic interactionists have examined ways in which individuals communicate with one another and interpret their interactions. According to Lenore Walker (1979) females are socialised to be passive and males are socialised to be aggressive long before they take on adult roles of battered and batterer. However, even women who have not been socialised by their parents to be helpless and passive may be socialised into behaviour by abusive husbands. These factors contribute to the acceptance of the roles of batterer and battered:

a) Low self-esteem on the part of both people involved.
b) A limited range of behaviour (he only knows how to be jealous and possessive/ she only knows how to be dependent and anxious to make every-one happy).

c) A belief by both in stereotypic gender roles (she should be feminine and pampered/ he should be aggressive and dominant).

Other analysts suggest that this pattern is changing as more women are gaining paid employment and becoming less dependent on their husbands or male companions for economic support.

Postmodernist Perspective
Although postmodern theorists disparage the idea that a universal theory can be developed to explain social life, a postmodernist perspective might provide insights on question such as this: how is family life different in the 'Information Age'? David Elkind (1995) describes the postmodern family as permeable-capable of being diffused or invaded in such a manner that entity's original purpose is modified or changed. According to Elkind (1995), if the nuclear family is a reflection of the age of modernity, the permeable family reflects the postmodern assumptions of difference, particularity and irregularity. Difference is evident in the fact that the nuclear family is now only one of many family forms. Similarly, the idea of romantic love under modernity has given way to the idea of consensual love; individuals agree to have sexual relations with others when they have no intention of marrying or if they marry, they don't necessarily see the marriage as having permanence. Maternal parenting, which includes not only mothers and fathers but also caregivers who may either, be relatives or non-relatives (Elkind 1995).

Urbanity is another characteristic of the postmodern family. The boundaries between the public sphere (the workplace) and the private sphere (the home) are becoming much more open and flexible. In fact, family life may be negatively affected by the decreasing distinction between what is work time and what is family time. Social theorist Jean Baudrillard's idea that the simulation of reality may come to be viewed by some people 'reality' can be applied to family interactions in the 'Information Age'.

Social Exchange Theory
This perspective examines relational process in martial and family relationships. This theory borrows from behavioural psychology, sociology and Classical Economics to explain the development,
maintenance and decay of exchange relationships in terms of the balance between the rewards that martial partners obtain and the costs that they incur by selecting themselves to marry and relate. Costs are the factors that inhibits or deter a performance of a sequence of behaviours within a marriage and the rewards are pleasures, satisfactions and gratifications that each spouse enjoys in either a marriage or family relationship (Hubaut & Kelley 1959).

Martial Exchange relationships is seen as a cyclical patterns of transactions of valued resources, tangible between partners and the rewards and costs associated with such transactions which amount to individual outcomes of profit or loss. The basic argument of exchange theory is that exchange lies at the base of all relationships of men to each other and is the ground work on which society is built. Also, social human beings from the largest material business transaction to exchange of greeting, love and affection.

Psychological, emotional distress can result when there is low rate of exchange of rewards and/or high rate of exchange of punishments. This can result into psychosis. This account for why, the nature of marital and family relationships of psychiatric patients are often taken into consideration and as part of treatment.

General System Theory
The major proponent of this theory Ludwig Von Bertalanffy (1908) argued that a variety of human experience and social and scientific problems could be thought of as if they were systems. He noted that psychology in the mid-20th Century had moved beyond study of single aspects of individual life or behaviour to the whole. It is known as “Client Centred” psychology which takes account of the “wholeness” of personality and not just random feelings or behaviours. The earlier practice of psychiatry was to treat individual with psychiatric problems as single entities because their problems were seen as “individual” problems. But it was later realised that individuals are part of the larger systems-family system, communities and the entire state. Therapists therefore often request to meet with martial partners, family members (e.g. parents and children) in order to understand and help them. This means that problem individuals encounter in their lives are often not matters of individual pathology but of the structure of their relationships. Emphasis of this perspective is to avoid seeing people as mere collections of separate impulses (such as hunger, thirst or desire). The general system theory allowed each person to be viewed as active personality system a living, breathing, loving, hating, resting etc. It is not couple or families that are seen as system but person (i.e. personal wholeness).

Family Systems Theory
Murray Bowen (1988) noted that family behaviours are passed down over generations. He called this intergenerational transmission process. This perspective argues that many of the actions that are thought to be solely under the control of individuals often have their roots in learned behaviours established by parents and grandparents. Examples are the choice of whom to marry (or not), whether or not to have children, symptoms of depression or anxiety. Behaviours are learned from parents who also learnt from their own parents.

The Family Ecological Perspective
The family ecology perspective explores how a family influences and is influenced by the surrounding environment. Families' lives and choices are affected by economic, educational, religious, and cultural institutions. Every family is embedded in a set of nested structures. As human settlement occurs, for example, roads and houses are built. Agriculture and industrial development affect the natural environment. The social-cultural environment is entirely a human creation and consists of cultural values, cultural products like language and law, and social and economic systems. All parts of the model are interrelated and influence one another.

The family ecology perspective emerged in the latter part of the nineteenth century, a period marked by concern about the welfare and stability of the families. After losing ground to other theories, the family ecology model resurfaced in the 1960s with the war on poverty, a program directed toward the elimination of the high levels of poverty that then existed. The family ecology model continues to be prominent in research and in political discussion and debate. Our interest centres on families in their sociocultural environments. Family ecology theory tells us to look at the environment surrounding the family. What is that
environment like in terms of actual risk and perception of risk? What
about the reality of risk in high-crime areas? Parents often keep their
children inside, away from danger, likely a necessary strategy, but one
that is problematic in terms of child development. In fact, parents in
high-crime areas often try other means before resorting to this kind of
restriction. Parents turn to keeping children at home only when
communal efforts such as group over turns for police attention failed.
Parents also employ ‘neighbourhood survival tactics’ such as setting
rules, evaluating peers, checking in via cell phones, encouraging
children in activities to keep them off the street and away from
questionable peers.

The ecology perspective encourages researchers and policy makers to
investigate what might be done to create environments that improve
families’ equality of life.

The Family Development Perspective
While family ecology analyses family and society as interdependent
parts of a whole, the family development perspective emphasises the
family itself as the unit of analysis. The concept of the family life cycle is
central here, based on the idea that the family changes in predictable
ways over time.

The typical stages of family life are marked by
1) The addition or subtraction of family members (through birth,
death and leaving home)
2) The various stages that the children go through and
3) Change in the family’s connections with other social institutions
(retirement from for example, a child’s entry into school).

These stages of family development are termed the family life cycle.
Ideally they succeed one another in an orderly progression and have
their requisite developmental tasks, challenges that must be mastered in
one stage for a successful transition to the next. Various versions of the
stages of the family life cycle have been offered, but there is a
convergence on a six-to-eight model. The family begins with marriage
and the establishment of an independent residence for the couple. The
newly established couple stage comes to an end when the arrival of
children thrusts the couple into the families of pre-schoolers stage.

Entry of the oldest child into school brings about further changes in
family life, as families of primary school children need to coordinate
schedules with the school and parents are faced with the task of helping
their children meet the school’s expectations. Families with adolescents
may be deal with more complex problems such as sexual activity or drug
and alcohol abuse. Children become increasingly expensive during this
stage and anticipate college costs add to parents’ financial pressures.

Families in the middle years help their offspring to enter the adult world
of employment and begin their own family formation. Later, these
parents return to a couple focus with (if they are fortunate) the time and
money to pursue leisure activities. Still later, aging families must adjust
to retirement and perhaps health crises or debilitating chronic illness.
The death of a spouse marks the end of the family life cycle (Aldous
1996).

The family development perspective emerged and prospered from the
1930s through the 1950s. This was an era in which the taken-for-granted
family was nuclear; two monogamous heterosexual parents and their
children. Accordingly the model assumed that family life follows
certain conventional patterns. Couples marry and marriage precedes
parenthood, families are nuclear and reside independently from other
relatives, all families have children; fathers are employed and mothers
are not; parents remain together for a lifetime. Today and, in fact in the
past as well many of us do not proceed so predictably along these well-
marked paths.

Chapter Summary
This chapter explains the different perspectives on the family.
Functionalist perspective explains the division of family roles along
gender lines for family enhancement. Conflict perspective emphasizes
on unequal gender based division of roles and social relationship at the
family level that result in gender inequality and conflict in the family.
Symbolic interactionist perspective examines the roles of different
family members (husband, wife and children) as they act out their own
parts and reacts to actions of others. Post modern perspective argues that
there are differences in family life in this information age. Social
exchange theory assumes that social relationship between family
members is for an exchange in terms of pleasure, satisfaction and
gratifications. General systems theory explains that different human
experiences, social and scientific problems can be thought of as if they
were systems. Family systems theory proposes that behaviours of
family members are learned from established behaviour of parents and
grandparents from generations past. Family development perspective
explains different stages people go through from birth to death and
argues that family can be used as a unit to explain development.

Review Questions
1. What is the functionalist explanation of family
2. Explain how applicable the Conflict perspective is to Nigerian
   family.
3. How valid is the social exchange theory of family.

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CHAPTER THREE

FAMILY SIZE AND FAMILY PLANNING

Introduction

Based on the definition of family, family size refers to the number of
people that either live under the same roof (in the case of nuclear family)
or the total number of people who are considered to be related by blood,
marriage or adoption. The number of people in addition to biological
children a couple allows to live with or accept to be responsible for is a
function of financial strength of the couple, nature of relationship,
availability of accommodation, social compatibility or life style of each
person and the willingness of the people involved.

Consideration for raising the Family

To have a family, begins with marriage. A married couple is said to be a
family even though not all couples become parents. Couples have a legal
liberty to have children or not. Those who decide not to have children are
considered to be 'child-free' while those who do not produce children
through no choice of their own are considered 'childless'. (Kendall,
2007).

Different cultures have different attitudes about having children and
ideal family size. The more number of children a couple have, the larger
the size of their family. This also depends on the number of relations that
live with a couple. Below are the factors couples consider in deciding
the size of their family.
1. Family income and value system- all pre-modern African rural
   communities cherished many number of children because they
constituted farm labour. Every farmer who desires to be successful
would marry many wives and raise as many children as possible in order
to expand the farm size. A big family size also acted as a social boost to a
man's ego and integrity. A man with a large family size was therefore
well respected. Some people therefore value large family size. On the
other hand, Many people in modern society no longer desire large for a
large family size due to high cost of living
2. The sex of children- Every African ethnic group values male
children to the detriment of the female. A couple that is unfortunate to have female children first or more of their children as females are likely to keep reproducing with a hope to have male children. This has a tendency to increase family size. On the other hand, a couple that have the desired number of male children early in their marriage will not continue to reproduce.

3. Health condition of family members- any parent with pro-long health challenge may not have many children either due to inability or cost of medication. Relatedly, parents of children with either inherited diseases or lifelong disease like sickle cell anaemia will not want to have many of them and this will affect the size of the family.

4. Belief system; a family with a particular belief system will be incompatible with other relations of different belief system because this can cause conflict. For instance, Christians and Muslims will encounter difficulties if they live together. Lazy and hardworking family members are likely to clash.

5. Reproductive freedom; this refers to both the desire to have or not to have one or more children. Many women in contemporary era spend much time attempting to control their productivity because they have the legal liberty to decide the number of children they desire to have even though some cultures and religions are against it.

6. Involuntary infertility; this is where a couple want to have a child but unable to do so. Several factors are responsible for this problem.

7. Adoption; adoption is a legal process through which the rights and duties of parenting are transferred from a child's biological and/or legal parents to new legal parents. (Kendall, 2007). This procedure gives the adopted child all the rights of biological children. The number of children an infertile couple decides to adopt determines the size of their family.

Family Planning

Meaning of Family Planning/Contraceptive Use

Family planning practice is as old as man himself. In most cultures of the world, man has practiced child spacing using one kind of natural method available to him or the other. Family planning is a way of thinking and living that is adopted voluntarily upon the basis of knowledge, attitude and responsible decision by individuals or couples in order to promote health and welfare of a family group and thus contribute effectively to the social development of a country (Sai, 1970). According to Werner (1977), family planning is having the number of children you want, when you want them. Contraceptives are methods, devices or pharmaceutical drugs that prevent pregnancy (Lennox and Segane, 2006).

Family planning and contraceptives use can be used interchangeably, the only difference is that family planning is mostly done or carried out in a family setting while contraceptives are used by both the married and unmarried to prevent pregnancy. According to National Family Health Survey (NFHS) (2001) most contraceptive were created to be used by women, though condom was used by men as early as 950 BC.

Types of Family Planning

Contraceptives are used by both men and women though they are mostly common among women. The common contraceptive of men is the use of condom. On the other hand, women have different contraceptives, some of which are oral while others are anal (Fraser et al 2003). There are also traditional, natural and modern contraceptive methods.

Natural method- They are based on ability to recognize certain physiological changes associated with ovulation to identify both fertile and infertile phases of a woman to avoid and achieve pregnancy. Such methods include BBT (Based Body Temperature) calendar, the received mucus (CMM) or billing ovulation and symptom- thermal methods (STM).

Traditional method- These methods were and are used in various parts of the world depending on their socio-cultural attitudes and beliefs. According to Delano (1990), he classified the traditional methods into the use of roots, weeds, trees, leaves, eating of castor oil plant seed, wearing of charm like dead spider, physical exercise like jumping after intercourse, etc and also the mopping or withdrawal of sperms.

Modern method- Federal Ministry of Health (1990:51-78) divided the modern method into the following types:

Barrier method- Comprises of two sub methods namely; chemical and mechanical barrier contraceptive method. Chemical barrier prevents spermatozoa from entering the womb and the chemicals are in form of jellies, cream foam, arousal foam, vaginal foaming tablets and virginal suppositories, which are placed in the vaginal to destroy sperm.

Diaphragm- It is a dome shaped rubber cup with a flexible rim, it is
inserted into the vagina before intercourse such that, the posterior rim rests in the posterior, fornix and interior, rim fits snugly behind the pubic bone.

Condom - They are thin sheet that are worn by men over erected penis before intercourse to act as barrier for preventing semen from entering the vaginal. There are two types of condom made from different materials and these are latex rubber and condom made from natural tissue.

**Oral contraceptives** - These are special hormone tablets which are swallowed by women in order to prevent pregnancy.

**Injectables** - These are long-acting contraceptives containing progesterone only which are given by intramuscularly injections e.g. nerothisteion, emanthate (Noristerast NET-EN).

**Intrauterine contraceptive devices (IUDs)** - It is an object inserted in the womb to prevent unwanted pregnancy. It is divided into non-medicated IUDs including cooper 1 (cut 200, 200c and 380a) cooper 7 (cavigard); multiload cu-250 and cu375; progestation containing progesterone and norgestrel containing leno nogestrel.

**Importance of Family Planning**

1. It prevents women from mental problem because it is said that women who bear too many children and do not space them tend to suffer mental and also physical problems.
2. Family planning enables parents to plan for a better tomorrow for their children.
3. Family planning is important because a smaller family size allows for more food, money and clothing to be shared within the family.
4. It also allows for more educational opportunities for the children.
5. It promotes healthier children because there is adequate attention given to each child in the family.
6. It prevents unwanted pregnancies, abortion and child dumping.
7. It helps couples to continue with child bearing when they want to and are ready.
8. It helps a nation to have less population and less social problems like drug addiction, armed robbery, smuggling, unemployment and lots more.

**Problems of Family Planning**

1. Lack of finance. Because of high cost of family planning facilities, couples most especially from the rural areas cannot afford it.
2. Ignorance. Most people who are from the rural areas are not aware of family planning programmes and tend not to adopt family planning methods (Casterline et al 2001).
3. Lack of access to family planning centres.
5. It causes to reproductive problem. Some people are scared of adopting family planning because they might be unable to conceive immediately after practicing family planning.

**Chapter Summary**

Family size refers to either the total number of people that live under the same roof or related by blood. The following factors are considered when deciding family size, family income, belief and value system, sex of children, health condition of family members, reproductive freedom, infertiltiy and adoption.

Family planning is a way of life that is based on knowledge, attitude and decisions by couples in order to promote welfare of family members. Family planning is as old as human history. The three types of family planning are natural, traditional and modern method.

It is important to plan the family because moderate family size allows for more money, food, clothing, education and good health for family members and minimize cases of mental problem and poverty for family members.

The practice of family planning is associated with problems of finance, ignorance, culture, lack of access to planning centres and religious belief.

**Review Questions**

1. Explain the various considering factors in determining family size.
2. Explain the different types of family planning.
3. What are the challenges with the practice of family planning.
CHAPTER FOUR

FAMILY HEALTH AND DISABILITIES IN THE FAMILY
(Agnes Agbanugo Ikwuba)

Concept of Health

It is imperative to conceptualize what health itself means. Health is a highly subjective concept. Good health means different things to different people, and its meaning varies according to individual and community expectations and context. Many people consider themselves healthy when they are free from disease or disability. World Health Organization (WHO) defines health as a state of complete physical, mental and social well-being and not the mere absence of disease or infirmity.

Physical health refers to anatomical integrity and physiological functioning of the body. To say a person is physically healthy means all:

a) The body parts should be there.
b) Of them are in their natural place and position.
c) None of them has any pathology.
d) Of them are doing their physiological functions properly.
e) And they work with each other harmoniously.

Physical health therefore is the overall good condition of a living organism at any given time.

Mental health: refers to ability to learn and think clearly. It involves the workings of an individual psyche as it affects emotions and motivations in taking decisions affecting life. A person with good mental health is able to handle day-to-day events and obstacles, work towards important goals, and function effectively in society.

Social health: means ability to make and maintain acceptable interactions with other people. It has to do with the process of getting along with members of the society. The major issue with social health is the ability of an individual to interact well with others. The absence of health is denoted by such terms as disease, illness and sickness which usually mean the same thing though social scientists give different meanings to each.

What is Health Education?

Health education has been defined in many ways by different authors and experts. Lawrence Green defined it as “a combination of learning experiences designed to facilitate voluntary actions conducive to health”. The term “combination, designed, facilitate and voluntary action” have significant implications in this definition.

Combination emphasizes the importance of matching the multiple determinants of behaviour with multiple learning experience or educational interventions. By the word designed, it distinguishes health education from incidental learning experiences as systematically planned activity while facilitate in this definition means creating favourable conditions for action. And then, voluntary action means behavioural measures are undertaken by an individual, group or community to achieve an intended health effect without the use of force, that is, with full understanding and acceptance of purpose.

Most people use the term health education and health promotion interchangeably. However, health promotion is defined as a combination of educational and environmental supports for actions and conditions of living conducive to health. There seems to be several definitions of health education when it is applied to communities. The summary of Sommer and Sommer (1975), Moronkola (2003) and Gbefwis (2004) definitions view health education as a process of influencing voluntary behaviour change which would lead to improved health status. The World Health Organization (WHO) (1967) refers to health education as the process of helping people to learn what to do and how to do it right in order to achieve improved health status. Health education therefore is an ongoing process through which the learners are helped to acquire or improve on health practices and consequently the
health behaviour will be addressed.

The rationale behind health education or the idea behind it is that all health or disease state have a behavioural component. In other words, people's actions and reactions contribute to onset and development of any disease or illness. At the same time, certain actions contribute to restoration of healthy status.

Secondly, people are more committed to the actions and change process which they choose for themselves. This means that people will perform well and satisfactorily in any line of action they are committed to and passionate about.

Lastly, learning can best be accomplished in an environment where both the teacher and the learner are comfortable and can communicate effectively. This means that an enabling environment is necessary and sufficient for effective learning to take place and be sustained.

Children Health
A child is a living organism and a human being. A human being between zero age to five years is called an infant. A child is between 5-12 years. There are many definitions of child health. WHO defines child health as a state of physical, mental, intellectual, social and emotional well-being of a child and not merely the absence of disease or infirmity. Healthy children live in families, environments and communities that provide them with the opportunity to reach their fullest development potential. Children cannot obtain health alone. They depend on adults in their families and communities to provide them with an environment in which they can learn and grow successfully.

A Mother’s health status, habits and environment during and even before pregnancy impact very well on the health and well-being of a child. As a result, to achieve optimal child health depends upon optimizing the health and well-being of a child's mother. Child health is fundamental to adult health and well-being of that child.

A healthy adulthood depends on the following at childhood.

a. When children's health is nurtured and supported
b. Absence of physical and mental abuse
c. Absence of other intentional childhood trauma

d. Opportunities to gain habits that support good health during childhood
c. Good nutrition
f. Conducive and friendly physical and social environment
g. Good accommodation

As a result of these combination of factors, the current definition of child health was expanded by the institute of medicine, through their 2004 report to mean the extent to which individual children or groups of children are able or enable to:

a. Develop and realise their potentials
b. Satisfy their needs and
c. Develop the capacities that allow them to interact successfully with their biological, physical and social environments.

This broader definition of children's health acknowledges the influence of the biological, behavioural, social and physical environments on health condition of children.

Factors that Affect Family Health:
Children face numerous environmental and social challenges in the contexts of families, schools and communities that significantly affect their wellbeing. The behaviour of parents and other family members can affect the health of a child. For instance, whether parents are dirty or neat determines the health of a child. Even the behaviour children themselves are allowed to put on affects them. The type of social relationship between children and adults also affects their health. For example, if parents and other adults around the children are aggressive, rude and violent, it can make the children do the same which will put their wellbeing at risk. General factors that affect family health include physical environment such as type of accommodation, area, streets, urban or rural, poverty, lack of balance diet, family value system, religious belief, availability and cost of health care services, medical facilities, drugs and personnel, level of education and cultural practices.

Healthy Practices that Promote Good Health
Prevention of diseases is a cost-effective means to ensuring a healthy happy family. There are certain practices that can promote good health
such as, good hygienic practices, first aid sanitation and clean water etc; all these will be discussed in this section.

**Personal and Household Hygiene**

A clean environment is essential in preventing many diseases such as diarrhoea, worms, malaria, skin rashes, typhoid fever, and cholera, which are easily spread within a dirty environment. Good hygiene helps prevent diseases for the whole family. Below are some tips for promoting personal and household hygiene:

- Washing hands before preparing food.
- Keeping food clean and covered.
- Washing cooking pots and dishes as soon as they are finished.
- Bathing regularly.
- Washing clothes and bedding frequently and sun-drying them.
- Drinking clean tap water or treating water before drinking.
- Not allowing stagnant water to accumulate in the environment.
- Disposing garbage and waste appropriately.
- Washing hands after using the toilet.
- Keeping surroundings clean.
- Always wearing clean cotton pants and underwears.
- Moderate use of roll-ons and perfumes.
- Ensuring that nails are kept clean at all times.
- Airing of shoes after use.

**Home Care for Preventing and Treating Fever**

Fever is a common ailment in families and especially among children and this behoves on parents to learn ingenious ways of handling it at home. Fever is an indication or symptom of different sicknesses like stomach upset, anaemia, colds, etc. One of the most common symptoms of fever is a very hot body temperature and in severe cases accompanied by convulsive behaviour. High fever can be particularly dangerous if not properly handled.

One of the best ways of preventing fever is to keep the environment tidy and free from mosquito infestation and other pathogens. Personal and household hygiene can keep babies and children in a family healthy and strong. Parents need to ensure that certain health preventive measures are taken for the care of a baby. These include:

a) **Immunisation**: Immunisation means giving medicines called vaccines to a person to prevent specific diseases. The baby must receive the entire series of immunisations to be protected against six deadly diseases: diphtheria, pertussis (whooping cough), tetanus, polio, measles, and tuberculosis. These set up the baby for a healthy life ahead and should not be compromised with.

b) **Monitoring the Baby's Growth**: A healthy baby should gain weight every month. During health visits to the Child Welfare and Post-Natal Clinic the baby's growth is monitored and if a baby is not gaining weight, gaining weight slowly, or is rather losing weight, it may mean that the baby is not eating the right foods or ill; a pointer to some health challenges. A baby should be weighed regularly up to the age of five and the baby's weight marked on a chart so as to keep track of the baby's growth and development.

c) **Periodic Medical Check-up**: Aside from the periodic visits to the Child Welfare clinics for routine check and immunisation, parents should go to qualified health professionals and hospitals to get the baby examined for early detection of disease or health challenges. Mothers should also breastfeed their children exclusively for the first six months.

For treatment, when a person has a fever, family members should:

a) Uncover him/her completely and use cold water to splash down or calm the body until the temperature goes down.

b) Expose the person to fresh air.

c) Let him/her drink lots of water, juices, or other liquids.

d) Take the person for medical attention but avoid self-medication.

**First Aid Treatment for the Home**

First aid is the emergency care and treatment given to a sick or injured person before professional medical services are obtained. First aid measures are not meant to replace proper medical diagnosis and treatment, but only to provide temporary support until professional medical assistance is available. The purposes of first aid are to save life, prevent further injury and minimise or prevent infection. Every member of the family must know how and when to render first aid and be prepared to provide competent assistance to the sick and injured in all
The Structure of Health Education

Health education is structured along three categories that revolve around the individual. This means, there are three levels where health education intervention strategies are applied. Each category is seen as a structure in the sense that tools can be applied to make it change and be improved in the similar way that a mechanical structure (such as wood or iron) can be reshaped. The content of individual, family and community are similar but differences exist in time it would take to accomplish the improvement or change. The categories are: (1) the individual as a member of a family, (2) the family, (3) community; the community influences the health practices and culture of individuals.

Health Promotion

This is defined as the process of enabling people to increase control over, and to improve their health (WHO, 1986). It represents a comprehensive approach to bringing about social change in order to improve health and well-being. There is need to plan to be able to promote health of people. Planning is the process of determining in advance what one wishes to accomplish in a programme. Planning allows for proper organization, implementation and evaluation of a health programme. This is important for health education. There are four basic steps to effective planning of health promotional programmes:

1. Establishment of the main objective. Objective needs to be clearly stated before undertaking a health education programme. These include (a) identification of the learning needs. This comprises of the knowledge, attitude and skills required by an individual or community to deal with the health problems. For example, to correct the ideas and perceptions of the people, what specific information that should be given by an individual or community. What they do and feel about health problem, what specific attitude to develop and what actions of the people are desired. The approaches to the learning needs of the individual include (a) personal hygiene (b) adequate water supply (c) adequate immunization, breast feeding, proper diet, practice of family planning and adequate environmental sanitation, while that of the community include (i) the cause of the disease (ii) how to manage the disease (iii) the dangers of self-medication (iv) the dangers of traditional medicine (v) the prevention of the disease.

2. Collection of information required. All relevant information circumstances. While administering first aid, the primary objectives should be to maintain an open airway, breathing and circulation.

General tips for first aid are as follows.

- Keeping the casualty lying down, head level with the body, until you determine the extent and seriousness of the illness or injury.
- Vomiting or bleeding around the mouth requires that the casualty should be placed on their side or back with head turned to the side.
- Difficulty breathing as a result of chest injury requires placing them in a sitting or semi-sitting position.
- Do not touch open wounds or burns with your fingers or unsterile objects unless it is absolutely necessary.
- Washing one's hands with soap and warm water immediately after providing care, even if you wore gloves or used another barrier.
- Do not give the casualty anything to eat or drink because it may cause vomiting and because of the possible need for surgery. If the casualty complains of thirst, wet her/his lips with a wet towel but do not give any drink or water.
- Do not attempt straightening broken or dislocated bones because of the high risk of causing further injury and avoid moving the casualty except absolutely necessary.
- When moving/transporting, the casualty should be carried feet first to enable the rear bearer to observe the casualty for any complications.
- Keep the casualty comfortable and warm enough to maintain normal body temperature.
- Take the person to the hospital immediately and call or inform the family members of the victim.

As asserted by Olatunde (2011), health is an important aspect of life that should never be compromised. Educating family members about basic health prevention tips should not in any case replace with professional health care. First aid preventive measures are to provide temporary assistance but all health issues should be referred to a qualified health professional for appropriate medical care.
regarding the problem should be collected through listening to their problems and complaints through history taking, physical examination, observation and laboratory investigation. Enquiry and collection of data on vital and social statistics of the disease (problem), age groups involved or affected, types of health families available and potential ones for the future and the level of acceptance of the health program in the community.

3. Development and implementation of the programme. This includes:
   (a) Selecting topics for the health education session and master plan. Health education topics are derived from the health needs of the individuals, family or community, the objectives, the content to be covered during the health programme session and the resources available which include personnel, fund and time.
   (b) Identifying content of session’s plans. The content of a health education session is the health information, instruction and skills (message) to be communicated to the target group to meet the set objectives.
   (c) Selecting teaching methods for the health session. The methods include group discussion, interview, demonstration, workshop, exercise, projects and counseling.
   (d) Selecting teaching aids for the health session. These include, Television, films, radio, charts, photographs, chalkboards, bulletin boards, notice boards, etc.

**Aims and Principles of Health Education**

The aims of health education include:

a) Motivating people to adopt health promoting behaviours by providing appropriate knowledge and helping to develop positive attitude

b) Helping people to make decisions about their health and acquire the necessary confidence and skills to put their decisions into practice.

**Basic Principles**

The basic principles of health education programmes are:

1. All health education should be need-based. Therefore before involving any individual, group or the community in health education with a particular purpose or for a programme the need should be ascertained. It also has to be specific and relevant to the problem and available solutions.

2. Health education aims at change of behaviour. Therefore multidisciplinary approach is necessary for understanding of human behaviour as well as for effective teaching process.

3. It is necessary to have a free flow of communication. The two way communication is particularly of importance in health education to help in getting proper feedback and get doubt cleared.

4. The health educator has to adjust his/she talk and action to suit the group for whom he/she has to give health education, e.g. when the health educator has to deal with illiterates and poor people, he/she has to get down to their level of conservation and human relationships so as to reduce any social distance.

5. Health education should provide an opportunity for the clients to go through the stages of identification of problems, planning, implementation and evaluation. This is of special importance in the health education of the community where the identification of problem and planning, implementing and evaluating are to be done with full involvement of the community to make it the community’s own programme.

6. Health education is based on scientific findings and current knowledge. Therefore health educator should have recent scientific knowledge to provide health education.

7. Health educators have to make themselves acceptable. They should realize that they are enablers and not teachers. They have to win the confidence of clients.

8. The health educators should not only have correct information with them on all matters that they have to discuss but also should themselves practice what they profess. Otherwise, they will not enjoy credibility.

9. It must be remembered that people are not absolutely without any information or ideas. The health educators are not merely passing information but also give an opportunity for the clients to analyze fresh ideas with old ideas, compare with past
experiences and take decisions that are found favourable and beneficial.

10. The grave danger with health education programmes is the pumping of all bulk of information in one exposure or enthusiasm to give all possible information. Since it is essentially a learning process, the process of education should be done step by step and with due attention to the different principles of communication.

11. The health educator should use terms that can be immediately understood. Highly scientific jargon should be avoided.

12. Health education should start from the existing indigenous knowledge and efforts should aim at small changes in a graded fashion and not be too ambitious. People will learn step by step and not everything together. For every change of behaviour, a personal trail is required and therefore the health education should provide opportunities for trying and changed practices.

Approaches to Health Education

The common approaches to health education are:

i. The persuasion approach: deliberate attempt to influence the other persons to do what we want them to do (director approach).

ii. The informal decision making approach: giving people information, problem-solving and decision-making skills to make decisions but leaving the actual choice to the people e.g. family planning methods.

Many health educators feel that instead of using persuasion, it is better to work with communities to develop their problem solving skills and provide the information to help them make informed choices. However, in situations where there is serious threat such as an epidemic, and the actions needed are clear cut, it might be considered justified to persuade people to adopt specific behaviour changes.

The targets for health education include:

- Individuals such as clients of services, patients, healthy individuals.
- Groups e.g. groups of students in a class, youth club.
- Community e.g. people living in a village.

Health Education Settings

When considering the range of health education interventions, they are usually described in relation to different settings. Settings are used because interventions need to be planned in the light of the resources and organizational structures, peculiar to each. Thus, health education and promotion takes place, amongst other locations, in:

- Communities.
- Health care facilities.
- Work sites.
- Schools.
- Prisons.
- Refugee camps, etc.

Who is Responsible for Health Education?

Health education is the duty of everyone engaged in health and community development activities. Health extension workers are primarily responsible in working with the families and communities at the grass root level to promote health and prevent disease through provision of health education. If health and other worker are not practicing health education in their daily work, they are not doing their job correctly. When treating someone with skin infection or malaria, a health workers should also educate the patient about the cause of the illness and teach preventive skills. Drugs alone will not solve the problems. Without health education, the patient may fall sick again from the same disease. Health workers must also realize that their own personal example serves to educate others.

Role of Health Educator

- Talking to the people and listening to their problems.
- Thinking of the behaviour or action that could cause, cure and prevent these problems.
- Finding reasons for people's behaviours.
- Helping people to see the reasons for their actions and health problems.
- Asking people to give their own ideas for solving the problem.
- Helping people to look at their ideas so that they could see which were the most useful and the simplest to put into practice.
- Encouraging people to choose the idea best suited to their circumstances.
Disabilities in Families
There are many definitions of disability. Disability in business and government is defined in terms of work, for instance, an inability to engage in gainful employment. It is seen in medical profession as an organically based impairments. Disability sociologically refers to a reduced ability to perform tasks one would normally perform at a given stage of life and that may result in stigmatization or discrimination against the person with disabilities (Kendall 2007).

The notion of disability is not only based on physical conditions but also on social attitudes and the social and physical environments in which people live. Disability needs to be thought of in terms of how society causes or contributes to the problem and not only in terms of what is wrong with the person with a disability.

There is physical, mental and social disabilities, physical disability has to do with physically and medically handicapped. Some family members are born deformed or became deformed through accident or illness. Illness like arthritis and sickle cell anaemia often deform people. Mental illness often disables its victims through abnormal behaviour. Socially, people become disabled through poor nutrition, unemployment, poverty, government policies and programmes, social and natural environments.

Disability of any type has negative consequences on the family. Physical and medical disability of family members often limits the physical, economic and educational activities and advancement of families. Disability also drains family financial, energy, and time resources. Disability leaves affected families unhappy, unstable, and less progressive.

Chapter Summary
Health is defined by WHO as a state of complete physical, mental and social well-being and not the absence of disease or infirmity. Health education is a set of learning experiences meant to facilitate voluntary actions favourable to health. Health education is structured along individual, family and community lines. Health promotion is a process that enables people to have a control over and increase their health (WHO). Planning is necessary in order to promote health of people.
CHAPTER FIVE

FAMILY NUTRITION & NURTURANCE

(Consort 1veren Atser)

Introduction
The family is the foundational base of human nurturance and has the singular responsibility of keeping all members warm, well nourished and healthy. This chapter provides adequate information needed to prepare good, nutritious and safe meals to feed each member of the family well; a motivation for adopting healthy eating habits. Family nutrition means teaching and encouraging eating attitudes and behaviours within the family unit. Every family has nutrition habits. The concern is whether the habits taught and encouraged are healthy or unhealthy and the need to consider each individual’s unique nutritional needs in the family nutrition plan. Such will take care of special nutritional needs of all; the underweight and the diabetic or overweight members.

Diets and eating habits may vary from place to place because families in different areas eat different foods and cook in a variety of ways. This is because they live in different regions where the type and amount of food available can differ considerably. They may also have different beliefs about foods and how to feed their children. Even the family socio-economic status, time and other resources they have varies from one to another and this affects what they eat. Families differ in what they know about nutrition and they obtain information about nutrition in different ways. This chapter is posed to provide adequate information on all aspects of family nutrition to help couples, home makers and family members to what it takes to address such matters.

The chapter dwells on what foods are available and eaten at different seasons; what the local feeding practices, knowledge and beliefs are; what local recipes are used; how food is shared among family members; how babies, young children, older children, women, men and old people are fed; what resources are available (e.g. land, money, water, time); how food is produced, stored, preserved and cooked; what the levels of hygiene are; which foods are eaten outside the home and by whom; who makes decisions related to family feeding.

Basic points to consider in Family Nutrition
Good nutrition is important for everyone, and the family unit is the perfect place to build a healthy foundation for each member. Good family nutrition helps everyone in the family to be healthy and happy by increasing quality of life and preventing diseases. The following points are useful for family nutrition.

1. Starting healthy nutrition in infancy. Breastfeeding is the best nutrition for babies 0 to 6 months old. If however the parents have chosen to feed their baby infant formula, they should be sure to maintain a high level of hygiene in the use of clean water.
2. Encouraging the eating of three square meals every day plus a couple of snacks. This will help keep the digestive system regular.
3. Eating as many meals together as possible at least when home at meal time with others. Families that eat together generally eat healthier and know more about what is happening with their children.
4. Offering a variety of foods from all of the food groups: grains, vegetables, fruits, dairy, and meat/protein. Home keepers should learn about the Food Pyramid and be sure to have foods available that meet a variety of preferences in the household.
5. Choosing low-fat foods and whole grains. Reading food labels can be helpful. Whole grains, like wheat, bran, and oat, can help keep the digestive tract healthy and help keep cholesterol low.
6. Remember that drinks have nutritive value, too. Low-fat or non-fat milk and 100% fruit juices can be great choices to help meet nutritional needs while sweet teas, juice-flavored drinks, and sodas add only sugar to the diet.
8. Encourage healthy food habits and eating right among both children and adults. This will discourage unhealthy habits in a constructive manner. Teach children not to tease each other.
about eating habits as this could have a devastating effect long-term.

9. Seeking medical attention especially from a dietician when needed about any family member's nutritional habits or health that might affect them.

The food needs of the Family
Eating good food, especially with family and friends, is one of the pleasures of life. A food is something that provides nutrients. Nutrients are substances that provide energy for activity, growth, and all functions of the body such as breathing, digesting food, and keeping warm. It is food that provides materials for the growth and repair of the body, and for keeping the immune system healthy. We all know that people who eat healthy, balanced diets are likely to have plenty of energy to work and enjoy life and suffer less infections and illnesses. Children who eat well usually grow well. Women who eat well are likely to produce healthy babies. It is therefore important to know which combinations of foods make good meals and what the different food needs of different members of the family are.

There are many different nutrients which can be divided into two; the macronutrients and the micronutrients.

Macro (big) nutrients are those that we need in large amounts and these are:

i. carbohydrates (starches, sugars and dietary fibre)
ii. fats - there are several kinds
iii. proteins - there are hundreds of different proteins and they come in different forms.

Micro (small) nutrients are those that we need in small amounts. There are many of these but the ones most likely to be lacking in the diet are:

i. minerals - iron, iodine and zinc;
ii. vitamins - vitamin A, B-group vitamins (including folate) and vitamin C.

The best way to make sure that we get enough of each nutrient and enough energy is to eat a mixture of foods. We must therefore learn how to combine foods to get all these nutrients.

Types of Food and their Functions
Different types of foods perform different functions in the body. These foods are hereby classified as energy foods, body building and protective foods as well as fats and oils for body warmth.

Energy giving Foods
These foods are sometimes called “staple foods”. A staple food is a food that is eaten routinely or regularly and in such quantities that it constitutes a dominant portion of a standard diet for a given people, supplying a large fraction of energy needs and generally forming a significant proportion of the intake of other nutrients as well. The staple food of a specific society may be eaten as often as every day or every meal while most people live on a diet based on just a small number of staples. Of course, staple foods vary from place to place, but typically they are inexpensive or readily-available foods that supply one or more of the three organic macronutrients needed for survival and health such as carbohydrates, proteins, and fats. Typical examples of staples include starchy tubers and roots; cereals and grains, as well as legumes, and other seeds. Most families eat at least one or two types of energy-giving food in a day. Examples of such foods include food made from cassava meals like garri or eba, cassava flour; yam, bread, plantain, rice, amala, Irish potatoes, sweet potatoes, maize, millet, and so forth. Most of these foods are easy to prepare.

Protective Foods
Sometimes these types of foods are called “glow foods”. They contain essential vitamins and minerals that the body needs to function well and be shining. Examples of protective foods are vegetables (such as spinach, pumpkin), tomatoes and carrots. Most fruits such as pawpaw, mango, orange, and pineapple contain important vitamins. It is important for parents to teach their children to take these protective foods at least once in a day to prevent diseases. It also helps children’s brain to develop properly and helps them to perform well in school. Children also need to know the length of time required to cook these foods and how to preserve the vitamins in them. Most protective food should be taken fresh after thorough washing with clean water where necessary, cooked lightly.

Body Building Foods
These types of foods are also referred to as “grow foods”. They contain protein, which is regarded as the building blocks of the body. Protein helps the body to grow and develop properly. As children become
adolescents, they require protein to develop to transit from their childlike body to that of an adult. Protein foods also help the body to heal and repair itself, when someone gets a cut. Examples of food that contains protein are groundnuts, peas, beans, and meat, chicken, fresh fish, dried fish, snails and so forth. Other types of food that contain protein are cheeses, yogurt, milk and eggs. Many sources of protein are also rich in iron, which is also good for the body, especially green and dark leafy vegetables. Iron is very important especially for girls and women when they are menstruating and when they get pregnant.

Fats, oils and sweets
These types of foods are sources of energy. Examples include groundnut oil, palm oil, coconut oil, and butter. While these types of food are important for the body, they should be taken in small quantity because they are fatty foods which contain much of energy, whereas the body needs only a limited level. Eating too much of these foods can cause some health problems in future. Another example is sugar. But sweets are generally not healthy for the teeth. Usually, parents should encourage their children to keep to healthy diets and avoid eating too much fats, oil and sweets. Fats contain fatty acids some of which are needed for growth. In addition to ‘pure’ fats (e.g. butter) and ‘pure’ oils (e.g. maize oil), other rich sources of fats and oils are oilseeds, cheese, fatty meat and fish, avocados and fried foods. Red palm oil is a rich source of vitamin A as well.

Sugar- gives only energy and no other nutrients. It is useful for making foods taste nice and for improving appetite, even during illness. However, eating sugary foods too often can be harmful to health for several reasons and sweet, sticky foods, such as ice lollies, or snacks and pastries prepared with plenty of sugar, honey or syrup, are bad for the teeth if eaten often. Many sugary foods also contain much fat, which increases the risk of ‘overeating’ for those who should limit their energy intake. People who often eat sugary foods and consume sweet drinks such as sodas are more likely to become overweight and to develop diabetes. These people also often eat less of other, more nutrient-rich foods. Examples of sugar rich foods are sweets (candy), sodas, jam and sweet cakes and biscuits.

Vegetables and fruits- are important sources of micronutrients and dietary fibre but the amounts vary according to the type of vegetable or fruit. Most fruits and fresh (not overcooked) vegetables provide vitamin
Parents' also have the responsibility to teach their teenage children how to make meals for themselves as well as family-friendly recipes for their future families.

Good nutrition is important for health hence, family plays a central role in the choice of food that is eaten. Providing food for the family is an important role that parents play within the family. This is because children need nutritious and balanced diets so that they can develop well and grow into healthy adults. Food is also important to adults because it helps them stay healthy. The importance of food in the family can never be overemphasized for the following reasons:

i. It keeps a family healthy and strong.
ii. Food helps to prevent diseases and death within a family due to starvation.
iii. It is essential for children's growth and physical and mental development.
iv. Families that feed well save more money (which otherwise would have been spent on hospital bills as a result of deficiency diseases).
v. Meal preparation and meal time provides the family an opportunity for the family to spend time together as a family.

A Sample of Family-Friendly Recipes
It suffices to make a quick presentation of some common recipes for family use to help guide even single parents or beginner families.

Yam Pottage
Ingredients: (2 servings)
- 1 small yam (about 6 medium pieces)
- 1 medium smoked fish
- 1 cup of palm oil (milk-can)
- 1 small onion
- 1 small bunch of green fresh vegetables
- Salt (to taste)
- Pepper (to taste)
- 2 cups of water

Method
- Peel the yam, cut it up into rectangular pieces, wash.
- Put the yam into a saucepan add water, put to boil.
- Add oil, salt, pepper, Cray fish, tomatoes and onions.
- When the yam is almost cooked, add vegetables.
- Turn gently to make a fairly thick pottage.
- Taste for salt
- Dish out and serve hot as lunch or dinner.

Akara (Bean Cake)
Ingredients:
- 1 cup of beans (cowpea)
- 1 small onion
- 1 large red pepper
- Salt to taste
- 1 cup of water
- Vegetable oil or bleached palm oil

Method
1. Pick any stone, sticks, and dry pod from the beans.
2. Soak the beans for few minutes in water and remove seed coats or skins. Wash properly.
3. Grind or blend into a smooth paste using grinding stone or a blender.
4. Put in a small mixing bowl or mortar. Add ½ cup of cold water.
5. Beat with a wooden spoon or whisk with a pestle to incorporate air.
6. Continue beating until the mixture becomes fluffy and can easily drop from the spoon. Add more water if necessary.
7. Add chopped onion, pepper and salt to taste. Beat to obtain light mixture.
8. Fry in deep hot oil, dropping the mixture with long spoon.
9. Turn the Akara balls and fry until light brown.
10. Drain in a clean basket or sieve
11. Serve hot with any type of porridge or as snack.

Jollof Rice
Recipe: (2 servings)
- 1½ cups (milk-can/about 300g) rice
- 150g meat or 300g fresh fish
- medium size fresh tomatoes (or 1 table spoon of tomato puree)
Cooking and meal times are important periods that a family can spend together. It also presents an opportunity for children to learn how to make healthy foods. Parents should provide for and encourage their children to eat a nutritious balanced diet and help them to refrain from eating junk unhealthy foods containing too much fat and oil and sweets.

Ensuring Food Security for the Family
A family is said to be food secure if it has sufficient, safe and nutritious food throughout the year so that all members can meet their nutrient needs with foods they like/prefer for an active and healthy life. People usually get food by producing or buying it. To be food secure, people need enough food and a variety of foods. The family may be short of food if members complain of hunger, eat fewer meals or smaller than usual meals each day; the children grow slowly and/or there is little food in the home.

Signs that a family has little variety in their diet are: the same few foods are eaten daily; the family eats few vegetables or fruits or little food from animals; and/or they may have a rather dull monotonous diet.

Developing food security requires that, families improve:

i. Food production; even if they cannot buy they should produce enough of what they can of their staple food to supplement for their food lack if need be. Even people with small amounts of land may be able to improve kitchen gardens or grow vegetables in containers.

ii. Food preservation and storage; to ensure proper food storage is a sure way of being food secure especially in rainy days. Some foods can be preserved so they keep longer (e.g, by drying). Flour, porridges and milks keep longer if they are soured or fermented. This also improves the digestion of these foods and increases the absorption of iron from the food.

iii. Food budgeting; making realistic food budgets that are time and income sensitive. Families should always be mindful of which foods give the best value for their money or foods that may give good buys in their locality. That is while the elementary home economics advise on eating foods that are in season to get good value in terms of quality and price is quite sensible. They can also compare the prices of similar foods (e.g. different legumes, different iron-rich foods) in different shops and

Method
1. Wash the meat and cut into pieces of desired size.
2. Place meat in a sauce pan and season with salt, onion, thyme and curry.
3. Grind/blend tomatoes and pepper, cut the remaining onion.
4. Make the stew as follows:
   - Heat the vegetable oil
   - Fry the cooked meat to a golden brown colour.
   - Add the onions, fry on a gentle heat.
   - Add the tomatoes and other ingredients. Fry gently for about 10 minutes.
   - Add the meat stock and more water for the cooking of the rice. Remove the stew from fire.
5. Prepare the rice as follows:
   - Pick the stones or grits from the rice. Winnow to remove any husks.
   - Wash and boil for 10 minutes. Drain.
   - Wash again and drain.
6. Pour the rice into the stew, add remaining water and salt to taste.
7. Mix properly.
8. Cook gently over low heat. Add extra water gradually if necessary until the rice is cooked. Cook at low heat to avoid burning.
9. Stir the cooked rice to obtain uniform colour and taste.
10. Prepare the vegetable as follows:
    - Pick the vegetables, wash thoroughly and drain.
    - Shred or cut up as desired.
    - Sauté with onions. That is, toss vegetable with onions in little vegetable oil in a frying pan over sharp heat for short time.

Dish out the jollof rice and garnish with vegetables.
markets before making purchases. Buying food in large quantities may surely save money too. Most families do not have the money or storage space to do this, but sometimes a group of families can buy in bulk and share the food (e.g., beans, sugar).

As a matter of fact, some foods give poor value for money because they contain just a few nutrients and yet expensive. Examples are sodas (bottled fizzy and carbonated drinks), ice lollies and sweets, which are mainly sugar and so bad for the teeth. These foods should be kept as treats and not given often to children.

Foods fortified with micronutrients are often 'poor buys' especially if they cost a lot. Exceptions to this rule are salt and fortified staple foods (cereal flours) which usually do not cost much more than the non-fortified variety and can therefore bring some nutritional advantage at an acceptable cost. A sound consumer education suffices.

In general, it is better to obtain nutrients by eating a healthy diet. Buying a food fortified with a micronutrient is only justified if there is a serious lack of foods containing that particular micronutrient like is the case of iodized salt. Iodine deficiency disorders are serious and can be prevented by using iodized salt. It thus becomes more than a good buy — it is a 'must buy' to provide iodine security. Other nutrient supplements and tonics are quite expensive and can be checkmated by wild collection of food varieties for family use.

**Making Good Family Meals**

Good family meals should be well balanced nutritionally. A balanced diet is the type of diet that provides the correct amounts of food energy and nutrients needed to cover the dietary requirements of the person eating it during the day. It is a typical diet composed of a variety of different foods from different food groups so that it contains all the macro and micronutrients needed by the body. To eat a balanced diet, the meals and snacks a family eats during the day should provide a combination of different foods with enough of each nutrient to satisfy the energy and nutrient needs of each family member. A good family meal should therefore contain:

- A staple food,
- Legumes and/or foods from animals,
- At least one vegetable, some fat or oil (but not too much) to increase the energy and improve taste.
- Most of the fat or oil should be from foods containing unsaturated fatty acids.

It is good to eat fruits with each meal (or as a snack) and to drink plenty of water during the day. It is also in good taste to avoid drinking tea or coffee until 1-2 hours after a meal (when food will have left the stomach) as these are said to reduce the absorption of iron from food.

Snacks could be eaten between meals. Examples of foods that make good snacks include fresh milk, soured milk, yoghurt, cheese, roasted groundnuts, melon seeds, eggs, fried fish, bread and butter, peanut butter, avocado pearl, roasted or boiled maize, bananas etc. Eating snacks is a good way of improving one's diet which may lack food energy and nutrients.

**Preparing the family food**

In food preparation, it is good to keep food preparation surfaces clean and avoid other foods touching fresh meat, offals poultry or fish. The way we store, prepare and cook our food affects the nutrients in it. For example, some vitamin C and folate are lost during cooking. We can reduce nutrient losses by buying or picking vegetables and fruits on the day you want to use them and storing them in a cool place; cleaning and cutting vegetables and fresh starchy roots immediately before cooking. Vegetables should be cooked in little water or with stew until just tender. Other cooking methods for vegetables that preserve nutrients are stir-frying (i.e. frying very quickly over high heat), or cooking in fat or oil in a pan or on a griddle and eating it soon after cooking.

It is essential to prepare meals in a safe, hygienic way. If germs (such as harmful micro-organisms and parasites) get into our foods and drinks, they may get contaminated and give us food poisoning (resulting, for example, in diarrhoea or vomiting). We can prevent most food poisoning by following a few basic and simple rules of hygiene that aim to prevent germs from reaching foods and drinks. Many germs come from human or animal faeces. Germs can reach food via dirty hands, flies and other insects, mice and other animals and dirty utensils; water supplies if they are not protected from faeces. This include checking the disposal of faeces, hand washing practices, the source and storage of
Feeding Babies between 0-6 Months

Babies should breastfeed exclusively for six months. Exclusive breastfeeding means an infant receives only breast milk from the mother or a nurse, or expressed breast milk, and no other liquids or solids except drops or syrups consisting of vitamins, mineral supplements or medicines. Breast milk contains all the nutrients full-term baby needs for the first six months of life. It provides enough water even in hot weather and is the safest source of water.

Exclusive breastfeeding therefore reduces the risk of diarrhoea and other infections. Giving any other food or drink increases the risk of diarrhoea. This means starting to feed the baby with milk immediately after delivery beginning with colostrum intake. Colostrum contains high levels of vitamin A and anti-infective factors that protect newborns from disease. Giving colostrum is like giving a first immunization.

Replacement feeding means feeding a child who is not receiving breast milk with a diet that provides all the nutrients the child needs. During the first six months this should be a suitable breast milk substitute, such as commercial or home-made formula.

If the mother or couple decides not to breastfeed exclusively then they should be aware of the risks of giving both breast milk and other foods; they should also ensure that the family has the resources and skills for making and giving replacement feeds. There is need to emphasize good hygiene and for diluting the milk correctly while the family can take the baby quickly to a health worker if there are any feeding or health problems.

Feeding Young Children Aged Six Months and above

From six months children need some extra feeding, aside from breast milk and this is called complementary feeding. Complementary feeding means giving other foods in addition to breast milk (or breast milk substitutes). This is not weaning foods which mean foods given when the child stops breastfeeding or during the change from breast milk to family foods. Complementary feeding means continued breastfeeding plus complementary foods. Most babies should start complementary foods when they are six months old because at this age breast milk alone cannot supply all the nutrients needed for growth while children are also...
increasingly able to eat and digest other foods. This does not stop breastfeeding which can continue up to two years. Good complementary foods are rich in energy, protein and micronutrients, especially iron, and are not watery; are easy to eat and digest; are hygienically prepared and fed. Examples are meals that:

- Contain no bones or hard pieces that might cause choking;
- Are not too spicy or salty because too much salt is bad for children;
- Contain some fat-rich foods to increase the energy content;
- Contain fresh fruits and vegetables, especially ones rich in vitamins A and C;
- Eggs, milk foods and iron-rich animal foods (meat, offal, poultry, fish, as appropriate) daily or as often as possible.

Young children need foods rich in energy and nutrients because their stomachs are small and they cannot eat large amounts at each meal. Porridge is the most common food for young children, but its energy and nutrient content is often too low to meet their needs fully. This is due to the high starch content of staple foods, such as maize, millet, sorghum, cassava and yams. During cooking, these flours absorb much water, which makes them bulky and thick. If water is added to make the porridge less thick and easier for young children to eat, its energy and nutrient content is further decreased. Feed young children frequently, the appropriate number of feedings depending on the energy density of the local foods and the usual amounts consumed at each feeding. Young children have small stomachs, so they should eat often, with an increasing number of times as he/she grows older. Young children are often slow and messy eaters who are easily distracted. They eat more when their parents supervise mealtimes and actively and lovingly encourage them to eat. This is especially important when children start complementary foods and until they are at least 3 years old. Parents should make mealtimes happy times. Help them hold their spoons or foods if they want to feed themselves and tell them not to worry about messy eating. Do not hurry children because a child may eat a bit, play a bit, and then eat again; provide adequate amount of drink but avoid filling children's stomach with fluids during mealtime. Parents should not wait for the children to start crying for food before they feed them to forestall psychological torture. Parents should avoid force-feeding because this increases stress and decreases appetite even more.

Nutritional needs of Growing Children
By the age of 3 years, most children can feed themselves. But families should continue to watch and encourage children at mealtimes, especially if they are sick. Give family meals that contain a variety of different foods and are not too spicy, starchy or salty. Give three meals and 1-2 snacks a day. Where families eat from the same pot, it is a good idea to give young children their own plate or bowl so they receive their fair share of food.

Feeding School-Aged Children
Like other members of the family, children of school age and youths need to eat healthy, balanced diets. It is especially important that girls eat well so that when they are women, they are well nourished and can produce healthy babies. The needs for most nutrients increase as girls and boys reach puberty because they are growing so quickly and often gain half their final body weight during adolescence (10-18 years). Adolescent boys have especially high energy needs and that is why they are often hungry, have voracious appetite and eat large quantities of food. The girl children's needs for iron more than double when they start to menstruate and until menopause, girls and women always need much more iron than boys and men. These can be met by giving larger or more frequent meals and snacks, selecting foods particularly high in nutrient content, and ensuring that the diet includes a wide variety of foods. The combination of pregnancy and growth makes iron needs so high that it is usually advisable to give iron supplements. As asserted by Burgess and Glasauer (2004) older children who are left hungry or who have poor diets are likely to grow slowly, will have little energy to play, study or do physical work. They are also prone to anemic and/or lack vitamin A or iodine and may have short attention spans which make them not do as well at school as they should.

Overweight and obesity can also be a problem among children and youths especially urban areas. In family nutrition members should be mindful of these extremities and invest more time and effort as well as resources to curb these ills nutritionally the much they can.

Feeding Older Children and Adolescents
Older children like adults need three square meals and some relevant snacks. They should have their breakfast as matter of necessity. This is
very important especially if the child's school is a long way off and he may not likely eat much at midday. A good example of a breakfast is one made of starchy food (porridge, bread or cooked cassava) with milk, margarine, peanut butter or cooked beans, and fruit. Parents should try to give children a variety of different foods if they take food to school or work such as bread, an egg and some fruit. If children buy food from street vendors or kiosks, they should know which foods give the best value for money. It is right to discourage sticky, sugar-rich and salty snacks. Parents should make their children understand that sweets, sodas and carbonated drinks can cause tooth decay and can result in an unbalanced diet if taken in large amounts and above all are poor value for money.

The mid-day meal may be the biggest meal of the day for many children and so it should be a good mixed meal. Parents should realize that fast-growing children are usually hungry children and that they are not being greedy if they want to eat a lot. They should avoid making gis of them and giving conditional feeding. Some children, especially adolescent girls who feel dissatisfied with their weight should be made to know that it can be dangerous to 'diet' and it is rather better to stay slim and healthy by eating good foods just enough and being physically active.

Parents should ensure they use iodized salt in family meals as a supplement for iodine. This help to sort out iodine deficiency which affects children's study. Iodine-deficient girls may also risk having babies who are mentally or physically damaged. As a necessary supplement to good family nutrition, families should always remember to deworm children regularly, especially those with heavy worm loads. Deworming improves growth and helps to prevent anaemia and this makes good the effort on adequate nutrition.

**Nutritional Care for Women**

Women should also eat well because well-nourished mothers are likely to have healthy babies and this beget a well nourished family. Girls and women need to eat well throughout their lives but particularly when they are planning to have a baby, are pregnant or breastfeeding. This will help them stay active and well, produce healthy babies and breastfeed successfully.

A woman is at risk of complications during labour/childbirth if she is already undernourished when she becomes pregnant, or is undernourished during pregnancy, and her baby is likely to have a low birth-weight (i.e. <2,500 g) (Burgess and Glasauer, 2004). Low birth-weight babies are at greater risk than healthy newborns. They may grow slowly, contract infections more easily, may experience health disorders like anaemia and nutrient deficiencies and have higher death rates. Such nutritional problems can even predispose them to some terminal illnesses in later adulthood like obesity, heart problems, diabetes etc.

Women's needs for energy foods and other nutrients increase during pregnancy and breastfeeding. Perhaps these can be supplemented with relevant supplements, such as iron/folic acid tablets. All girls and women of reproductive age should eat a healthy, balanced diet that contains plenty of iron-rich foods, take plenty of clean, safe drinks and eat iodized salt. Pregnant and breastfeeding women and girls need extra food. When pregnant they need about 280 kcal extra/day, more protein, zinc, vitamin A, vitamin C and folate, and much more iron (i.e. the equivalent of an extra nutritious snack each day. When breastfeeding they need about 450 kcal extra/day and much more protein, zinc, vitamin A, vitamin C and folate (i.e. the equivalent of an extra small meal each day. Women should also eat well between pregnancies so that they can rebuild their body stores of nutrients.

Another way to help women and their unborn babies is to advise parents to wait at least two to three years between pregnancies, to avoid having babies when the woman is too young (e.g. under 18 years) or too old (above 35 years). Productive mothers should also wait at least six months between ending breastfeeding and becoming pregnant again. This gives time for women to 'fill up' their body stores of fat, iron and other nutrients and become strong again. There is need to warn adolescent girls of the dangers of becoming pregnant, but they should be monitored and counselled empathically if they do get pregnant.

**Nutritional needs of Men**

Like everyone else, men need good meals so they are healthy and active. However, men are usually the better nourished members of the family because they often have more control over the family cash and
traditionally may expect and get the biggest and best share of a family meal. For example, they may get a bigger share of meat than women and children (women are taught to serve the men dignified portions of everything). Despite all these, they do not have the additional nutritional needs that women have because of menstruation, pregnancy and breastfeeding. Of course, men’s energy needs are higher than women’s needs, especially if they are doing heavy physical work. But men need less iron than women and girls of reproductive age. So they need less iron-rich food (e.g. meat or liver) than women. Even so, some men are at risk of under nutrition if they live alone (are migrant and seasonal workers) and have little cash and most often they do not know how to shop and cook. Some men are single fathers caring for several children in some circumstances the family is very poor or there are severe food shortages, the man may be ill or an addict on drugs.

Men who are sole caregivers for children should learn how to buy good-value foods and how to make good meals from other relations and food recipes. They may need recipes that are easy to prepare and some advice on food hygiene.

Feeding and care for old people
Good nutrition helps old people to stay healthy and active longer so old people should eat healthy, balanced diets. Although the energy needs of older people are usually less than those of younger people they still need the same amounts of protein and micronutrients. Older people may have small appetites because people tend to eat less as they grow older, so they rather need nutrient-rich meals so that they can get enough nutrients from a smaller amount of food. Some old people do not eat enough and so become thin and anaemic because they may have fewer teeth or sore gums, or are unhappy, lonely due to loss of loved ones or are sick. Some are poor or disabled and have no one to help them grow, buy or prepare enough food. Some in advanced countries who are made to live in institutions may be provided with poor meals they do not like particularly. Other old people care for many grandchildren on little money. Some old people are overweight or obese because they are confined to sedentary lifestyle after retirement, introducing health challenges.

Families can help older people to be able to eat better and get better nourishment by teaching them how to make easy-to-cook and easy-to-
days, they need a variety of foods to help their immune systems recover and to prevent weight loss. So families should give small, frequent meals that contain a combination of foods. Adding a little fat-rich food or sugar is an easy way to increase energy without making the meal too big and bulky, including a variety of fruits and vegetables provides micronutrients.

If a young, breastfeeding child is sick, the mother should breastfeed more often. Breast milk may be the only food and drink the child wants. The mother should express her milk and feed it from a small cup or spoon if a child is too ill to suckle. Children with measles, diarrhoea, respiratory infections or malnutrition often benefit from vitamin A supplements but emphasis should be on the need for vitamin A-rich foods as well.

Children and adults with diarrhoea and/or vomiting lose much water and so must drink frequently to prevent dehydration. Suitable drinks are oral rehydration solution made from packets of oral rehydration salts (from the clinic or pharmacy) or ordinary home-made fluids containing normal amounts of salt, such as soups or rice water. People with diarrhoea must also eat well because food helps the gut to recover and absorb water. Breastfeeding children who have diarrhoea should do well breastfeed frequently.

Nutrition for recuperating family members
During recovery from disease most people are hungrier than usual. So they eat more food and quickly to regain lost weight. Children can grow faster than normal (catch-up growth). Sick people may have used up their stores of vitamin A, iron and other micronutrients so need a variety of nutrient-rich foods to fill up these stores again. Families can help them eat extra food at each meal and/or more meals and snacks each day. Breastfeeding children who are recovering from illness should breastfeed more often as well.

Nutritional needs for People Living with HIV/AIDS (PLWHA) and the Terminally Ill
HIV/AIDS has become part of human reality and the family as the last resort of every person takes the responsibility for looking after PLWHA them nutritionally. It is especially important that people living with HIV/AIDS eat healthy, balanced diets because good diets prevent weight loss and help people to stay healthy longer. The nutrient needs of people living with HIV/AIDS are as follows:

Energy needs- infected adults and children with no symptoms of HIV or other (opportunistic) infections need about 10% more energy than non-infected people in order to maintain normal weight, activity and growth, while those with signs of other infections or AIDS need 20-30 percent more energy to maintain normal weight. HIV positive children who are losing weight need 50-100 percent more energy (Olatude 2011).

Protein and fat needs are not significantly different from the norm. HIV positive adults and children should have diets that are as healthy and balanced as possible. People living with HIV/AIDS may often become malnourished or more severely malnourished because the HIV infection, other infections and drugs can reduce the appetite, change the taste of food and/or prevent the body from absorbing nutrients. They may also eat less if they have sore mouths, nausea or vomiting, they have increased energy needs because the immune system gets more tasked than normal, they may even be tired and depressed, so it is an effort for them to prepare and eat food or they may be short of money for food.

They are less resistant to other infections because the immune system is damaged. This speeds up the downward cycle of additional infections leading to worse malnutrition and additional infections, their wounds heal more slowly while they feel weak and are less able to work and live a normal life.

It is very important to ensure that people living with HIV/AIDS are made to know that they should eat healthy, balanced diets. People who are already malnourished when they become infected with HIV have especially high energy and nutrient needs. It is essential that they have sufficient food (especially energy-rich foods) and a combination of foods. Home keepers should be especially careful about food hygiene as to avoid food-borne infections that may cause more harm. Care should also be taken to adjust their food intake when they have diarrhoea, a sore mouth, and lack of appetite or nutrient absorption challenges to make sure they eat enough and choose foods that help recovery.
Other members of the family may be terminally ill with conditions that make them nearly invalid like stroke, diabetes, physical disability, mental health cases, old age etc. They need to be cared for like those living with HIV/AIDS with particular attention to their food needs.

Prevention and Management of Malnutrition in the family

What is malnutrition? Malnutrition is a term that refers to lack of proper nutrition, caused by not having enough to eat, not eating enough of the right things, or being unable to use the food that one does eat. This means both under and over feeding can amount to malnutrition especially if food nutrients and substances are poorly selected/chosen and combined.

Causes of Malnutrition

There are many reasons why a child or adult becomes mal or undernourished. The causes may vary but include: family food shortages, inadequate care and feeding practices, especially of children and women, and poor living conditions and poor health services.

Family food shortages are due to:

a) Poverty or economic challenges.

b) Low food production among peasant farmers

c) Poor storage and preservation

d) Poor food and consumer choices and budgeting.

e) Women's workloads and social roles can also be important underlying causes of malnutrition.

f) The low status and education of women;

g) Population pressures;

h) Environmental damage;

i) Political unrest and conflict;

According to Burgess and Glasauer (2004) malnutrition itself can reduce the ability of a family to care for all its members - and so creates a vicious circle of malnutrition and its underlying causes. This happens when a malnourished child needs more attention from care givers and hence further weakens the family's capacity to look after the needs (food, health, etc.) of other family members. Malnutrition can even bring about disability and ultimate death.

The Types of Malnutrition

Malnutrition can take the form of nutrient deficiencies, under feeding, overfeeding, poor feeding etc. These may commonly result to health conditions like scurvy, stunted growth, overweight and/or obesity.

Nutrient Deficiencies

Children are at greatest risk of malnutrition from the age of about six months to three years because breast milk seems inadequate to cater for the nutrient needs of the fast growth at this period. Healthy children gain weight steadily. According to Olatunde (2011) a child could be severely malnourished if he shows signs of severe wasting (thinness) and/or oedema of both feet. Undernourished or malnourished children need frequent nutrient-dense meals. This may mean increasing breastfeeding, improving complementary feeding, feeding more frequently and/or giving more attention during meals. They may also take the child for treatment if sick and learn how to prevent childhood infections in the future. The family should also see social welfare workers, agricultural field workers or other community service to help deal with underlying reasons for poor nutrition.

Iron deficiency can be managed by ensuring intake of iron-rich diets and iron supplements for those vulnerable to anaemia. Signs of anaemia are: low haemoglobin, pale palms and inner eyelids. The main causes of anaemia are lack of iron but other nutritional causes include lack of folate, vitamin B12 and vitamin A; malaria and hookworm infection, other infections (such as HIV/AIDS), heavy bleeding and sickle-cell disease. Managing these may require prescription for iron supplements and sometimes folate (as folic acid) and other micronutrient supplements in addition to a good diet. Such individuals must understand that they must take supplements regularly and for as long as prescribed. The side effects of iron supplements, such as indigestion can be overcome by taking supplements together with food, other side effects are black stools. Treatment for other causes of anaemia, such as hookworm infection, malaria or other parasitic diseases, including schistosomiasis should also be made promptly to avoid devastations.

Anaemia can be prevented altogether by ensuring a diet rich in iron and vitamin C, if the iron mainly comes from foods of plant origin. Iron supplements may be needed at certain times, such as during pregnancy, preventing hookworm infection, malaria and other causes of anaemia.
Vitamin A deficiency disorders may also arise as a result of malnutrition. Lack of vitamin A in the diet weakens the immune system, often causing people (especially children) to become ill and die. If the deficiency is severe, the eye is affected. One of the first eye signs is night blindness (inability to see at dusk and in dim light). Families can prevent vitamin A deficiency by ensuring the eating of foods rich in vitamin A made from plant foods containing some fat or oil. Other alternative sources of vitamin A are foods fortified with vitamin A (e.g. some oils and fats), vitamin A supplements (Olatunde, 2011). However it should be noted that high doses of vitamin A supplements may harm the unborn baby.

Overweight and obesity

Overweight and obesity are other kinds of malnutrition; in both, the weight is 'too high' in relation to the person's height. How do we know if someone is obese or overweight? The Body Mass Index (BMI) can be used to determine if an adult has a normal weight or is underweight, overweight or obese. BMI = weight in kilogramme (kg) divide by height in meters square (m^2).

Overweight and obesity are principally caused by regularly eating too much food, particularly energy-rich food that contains large amounts of fat and sugar, living a lifestyle (work, sports, travel) that does not involve enough physical activity. Overweight and obesity affect almost all ages and socio-economic groups, and the increasing numbers of obese children is a major cause for concern. The non-fatal, but debilitating health problems linked to obesity include respiratory difficulties, chronic musculo skeletal problems, skin problems and infertility whereas the life-threatening problems are cardiovascular diseases, including hypertension and stroke, type 2 diabetes, certain types of cancers, and gallbladder disease. The ultimate health consequences of these conditions range from premature death to disabilities that reduce the quality of life.

Overweight and obese people need less energy-rich foods, a healthy, balanced diet and more exercise. People who are overweight or obese are at risk of heart disease, hypertension and stroke, diabetes, certain types of cancers and gallbladder disease. It is most dangerous if a person has a 'fat waist' (the waist is large compared to the hips). People put on weight when they eat more energy food than they use especially when people's normal lives (and work) do not involve much physical activity while their meals contain large amounts of energy-rich foods, such as fats and oils.

Albeit sugar is not a particularly energy-rich food, people who are, or at risk of becoming, overweight or obese should limit the amount they eat. Sugary foods are often rich in fats and they encourage overeating because they are sweet and therefore tasty to eat.

While overweight and obesity is normally seen as a problem of excessive food energy intake only, overweight people often also suffer from micronutrient deficiencies (in particular, vitamins A, E and C, and some B-group vitamins) because they often eat poor, unbalanced diets as they choose. Families should ensure that not only do they need to reduce the energy intake and/or increase their physical activity level of overweight members, but they also must have healthy, balanced diets. The difficulty in managing overweight and obesity lies in the social norms and values whereby fat people are seen as rich and healthy people while psychological factors also play important roles. There is therefore poor motivation and it's more difficult to persuade people to change what they eat and to change their activity level to check this duo nutritional ills. Families can nevertheless help their own members prevent and manage overweight and obesity by:

- Encouraging people to be more physically active whenever possible (at work, play, sports). For example, to walk vigorously for at least 1/2 hour every day or to dig or dance for at least 1/2 hour three times a week.
- Ensuring the eating of plenty of fresh fruits and vegetables; lean, instead of fatty meat and fish; wholemeal cereals and pulses;
- Helping them avoid fatty and sugary foods and alcoholic drinks (e.g. 1 litre of beer provides about a tenth of a man's energy needs per day). Fat should supply only about a third of the energy needs; this can only be met if foods rich in fat are eaten only in smaller amounts. Most of the fat in the diet is often 'hidden' in foods like meat, groundnuts, milk and fried foods as well as oils used in cooking. The fat in plant foods and fish is usually healthier than fat in meat and milk.
- Increasing physical activity is essential because regular exercise lowers the risk of heart disease even if there is no weight loss.
Overweight and obsessed people must also eat less food, especially less high-energy foods and drinks (i.e. fatty and sugary foods/drinks) at each meal. Water, instead of sugary beverages is the better choice. It is also important to eat only when hungry e.g. avoid eating meals or snacks while watching TV or leisure eating.

- It is safer to lose weight gradually on a low-energy healthy, balanced diet than on a special slimming diet.

Chapter Summary
This chapter dwelt on matters relating to family nutrition. The role of the family in providing warmth and nourishment for its members can never be overemphasized. No matter where we head to each day and whom we associate with we all individually and collectively look forward to the warmth our families can offer us. The chapter dealt with the nutritional needs of the family, how to select, choose and combine food substances to ensure balanced family meals for all members. Ideas on family food security were discussed relating to finding succour in producing some staple foods in our locality, improving our storage and food budgeting sense. Ensuring proper feeding for all categories of members in the family from the suckling babes to the old and sick members were also discussed. Malnutrition may also occur in the family if members lack some of the basic nutrients in their food, they eat less or are underfed or even overfed the wrong food substances. Malnutrition may arise from several reasons and causes. The common types of malnutrition are nutrient deficiencies and obesity or overweight which solution the family nutrition can very fundamentally address and curb.

Review Questions
1. What is family food security?
2. What is exclusive breastfeeding?
3. Why is colostrum an excellent food for newborns?
4. Which foods are good for breastfeeding women?
5. When should most children start to eat foods in addition to breast milk?
6. Do pregnant women need extra food? Why?
7. Why is it important for old people to eat nutrient-rich foods and have healthy, balanced diets?
8. List 10 important minerals and vitamins?
9. Which important nutrients are found in: cereals, legumes, milks, meats?
10. Why is it important that sick people and people with HIV/AIDS eat well?
11. Why do some children grow too slowly?
12. What are the causes of anaemia?
13. Which health problems are linked to overweight and obesity?
CHAPTER SIX
FAMILY COMMUNICATION PATTERNS
(Comfort Iveren Atser)

Introduction
Communication is a process through which we convey thoughts, feelings or ideas to other people in our family and in society and having those ideas, thoughts, and feelings understood by the people we are communicating with. Communication is a two-way process with the dynamism of a sender and a receiver. It is through communication processes that parents and children express their wants, needs, concerns as well as their love, appreciation cum approval and admiration for one another. According to Green (2000), communication processes may lie at the heart of daily interactions that take place between parents and children. The importance of effective communication within families cannot be over emphasized. Effective communication is a major part in achieving successful parent-child relationship because it is a necessary tool for parenting.

Effective communication between parents and children lead to variety of positive outcomes such as higher self-esteem, greater adherence to moral standards, compliance with parents' wishes, less aggression and other problem behaviour. Father's supportive messages foster cognitive development, masculine sex-role identification and academic achievement of sons while mother's supportive messages foster the cognitive development and feminine sex-role identification of daughters. Negative control messages such as physical punishment lead to greater aggression in children, coercion, which weakens a child's adherence to moral standards, rejection, and lead to greater dependency.

On the other hand, positive control messages such as giving reasons and explanations to situations help children develop the social competence they need to be successful. Since effective communication is vital to successful parent-child relationship, it is therefore, important to learn the necessary communication skills for proper behavioural attitudes within the family. In this chapter, we shall look at the forms and importance of family communication, patterns of communication used in families as well as their merits and demerits.

Forms of Communication
People communicate in different ways. Some forms/types of communication include:

1. Verbal Communication- Involves expressing ideas, thoughts or feelings through spoken words (or messages). It entails speaking clearly and using terms that can be easily understood.

2. Non-verbal Communication- Involves expressing oneself using body language, facial expressions, gestures, nods, smiles, etc without speaking. As reported by Heathfield (undated) communication consists of much more than a few spoken words as the non-verbal content often takes as high as 93% of the entire communication process whereas the verbal content makes up only 7%.

3. Intra-personal Communication- This is talking within oneself. It is the thought going on within a person. This form of communication takes place before any other form of communication. Before anybody communicates with another person or takes any action, he/she must have thought about it. It is also termed as internal verbalization or self-talk.

4. Inter-personal Communication- This involves face-to-face verbal and non-verbal exchange of information, ideas, or feelings between individuals or groups. It is used in families and all other areas of human endeavour.

5. The Mass Media- This involves communicating with a large group of people through specialised media such as electronic (television, radio, moving pictures, etc) and print (newspaper, magazines, posters, etc.) media.

Factors that Hinder Communication
Barriers keep us from understanding other's ideas and thoughts. Barriers can appear at any point of the communication process. There are two types of barriers internal and external. Examples of internal barriers are poor listening skills, lack of interest in the message, mistrust, etc. Examples of external barriers include noise, distractions, server (internet) problem, bad phone signal; use of technical words by the sender.

Rationale behind Family Communication
Parents and significant others often have the most influence over their children and this is typified in the exchange of information between
It is through communication with children that parents get the opportunity to pass family values and useful information that helps the children grow into useful individuals. The rationale for effective family communication includes:

a. Forming and strengthening bonds for a lifetime of care most beneficial to members of the family.
b. Building family members' trust in one another especially children's.
c. Satisfying children's curiosity and inquisitiveness.
d. Helping to forestall being wrongly informed by inappropriate groups.
e. Fostering family cohesion and unity.

**Tips for Effective Listening**

- Be attentive and maintain eye contact to show that you are paying keen attention.
- Demonstrate that you are listening by nodding and show encouragement.
- Do not interrupt.
- Be mindful of your facial expression and body language, for example, do not smile at a sad story or experience.

**Importance of Family Communication**

Communication is the center of human interaction. Without communication, people cannot relate with each other or one another. If we can understand the communication process better and improve it, we will become more effective and successful communicators.

a. Family communication is the mechanism for most early socialization experiences. It is by observing and interacting with family members that most people learn to communicate and as a model for future interactions (Bowlby, 1973). By communicating with close family members, infants and children quickly learn what they should (and should not) anticipate from others. Family communication is the means by which rules about social interaction and social relationships are established and maintained.

b. Family communication is a very useful vehicle through which family members establish, maintain, and dissolve their intimate relationships. Families are formed through social interaction, from dating to marriage based in part on the assessments of the parties as they interact (communicate) (Surra, Arizzi, & Asmussen, 1988). Spouses employ communication strategies to maintain their marriage, while children's relationships with their parents, siblings and other family members are influenced by both the amount and the type of communication used among them. Family relationships also are terminated using communication.

c. Family communication reflects the interpersonal connections among family members. As such, it offers counsellors and therapists a way to predict the quality and the course of family relationships. Communication is an indicator of the quality of marital relationships. The majority of strife within families is attributed to miscommunication or void communication.

d. Family communication supplies each family member with recognition and relational support. The International Encyclopaedia of Marriage and Family (undated) explains that relationships between family members are usually the closest and most emotionally intense of all human experiences. It's a useful tool that gives a cord of relationship in the family, making the home a place where each member finds acceptance and foundational support needed for all round development (DeCuzman, 2007). Of far more and central concern in the concept of family communication is the purpose of supplying each member with the needed social recognition, what Berne (1963) terms as stroke.

**Family Communication Patterns**

Family communication refers to the exchange of verbal and non-verbal information between two or more family members. Family communication pattern represents the assumption that children's perceptions of reality and socialization reflect how parents communicate with their children. According to Ritchie and Fitzpatrick (1990), Family communication pattern (FCP) is 'a set of norms governing the trade-off between informational and relational objectives of communication'. Relational objectives imply a standard pattern of expressing relationships as family members communicate, which is 'the who is who' of communication as well as the roles played by each member. Informational objectives on the other hand involve exchange of facts or definite knowledge about somebody or something that is acquired or supplied in the course of communication. It has to do with the pattern of getting or giving facts/information. McLeod and Chaffee...
The Concept-oriented Family Communication Pattern also termed as conformity orientation; parents use of put-down words or statements like dumb, stupid, lazy “What do you know? Or you’re just a child.”. For Koerner and Fitzpatrick’s (2002) the high conformity-oriented family is a traditional family structure that is highly cohesive and hierarchical. The children in this type of FCP are expected to follow the family’s values and avoid arguing with parents. According to Ritchie and Fitzpatrick (1990), conformity-oriented parents have high authority and exert power over their children. They argued that the socio-oriented family reflects the use of parental authority to enforce children's conformity and obedience rather than family harmony. This parental communication pattern is authoritarian in nature as the parents are highly demanding and directive but non-responsive; for Baumrind (1991, 62), “they are obedience and status-oriented, and expect their orders to be obeyed without explanation”. The parents here are high in behavioural control but low in psychological control, hence they expect children to accept their judgments, values goals and to behave appropriately without questioning. The parents are hereby overbearing, quick to criticize and slow to praise while they may also be guilty of emotionally abusing the child just to enforce conformity.

**The Concept-oriented Family communication pattern**
The Concept-oriented family communication pattern also termed as conversation-oriented communication is the type that emphasizes individual ideas, beliefs and feelings. These types of families encourage children to express ideas openly and to even positively challenge the views of others. Family members are independent and equally share their opinions. They spend most of the time discussing with one another to reach a decision. In Koerner and Fitzpatrick’s (2002) perspectives, the high conversation-oriented family is low in hierarchy and cohesion, family members focus on the topics of conversations. Discussion involves all members opinions, so children are allowed to debate a course of action with their parents (McLeod & Chaffee, 1972; Stone & Chaffee, 1970). Children from conversation-oriented families perceive that everyone in the family has equal power to speak up (Ritchie & Fitzpatrick, 1990).

Emergent from these two dimensions of FCP, McLeod and Chaffee (1972) developed a four-fold typology of family communication patterns, which they termed as pluralistic, protective, consensual and laissez-faire.

1. **Pluralistic Family communication pattern**- these are families high on concept-orientation but low on socio-orientation which emphasize children's free expression of ideas without fear of punishment. According to Atser (2015) in pluralistic FCP, there is positive exchange of strokes as the young person is encouraged to develop strong and even differing opinions without fear of punishment. They feel loved even in conflicts.

2. **Protective Family communication pattern**- these are families low on concept-orientation and high on socio-orientation. Protective parents stress obedience and harmonious relationships with the children and show little concern over conceptual matters. In
protective families parents believe in考核ing their children whose 
opinions are disregarded on family issues, giving of positive strokes are 
constricted on account of strict compliance with parental rules and 
authority. Ator again observes that, the parents in protective 
communication hover round and over children making them feel 
inadequate.

3. Consensual family communication pattern refers to 
big families that are high on both dimensions of socio and concept oriented 
pattern of communication. This pattern has emphasis on both relational 
harmony and free communication exchange. In this type of family, 
children are allowed to express their ideas as long as the family's internal 
harmony is maintained. Consensual FCP stress both relational harmony 
and open communication between parents and children; as parents listen 
to their children they expect obedience from them. Characterized by 
positive communication attributes of stroking and affirmation, the 
young persons are adequately stimulated to develop positive values and 
behaviours.

4. Laissez-faire family communication pattern refers to 
families that are low on both the socio and concept-oriented dimensions. 
Laissez-faire families encourage neither open communication between 
parents and children nor relational harmony. In this type of family, there 
may be very little conversation between parents and children and thus 
low stimulation by way of stroke exchange. The laissez-faire FCP is 
neither concerned about challenging others' opinion nor harmonious 
relationships, there is little or no stimulation.

Family Communication as a basis for exchanging Social 
Recognition

Social recognition is a concept that is used in social psychology to mean 
stroke which comes through a touch, spoken word, a look or a smile. 
This implies that strokes or units of social recognition can be conveyed 
verbally or non-verbally and this quality makes it a very crucial part of 
human communication. The exchange of social recognition between 
two or more family members can be in form of a one-word greeting 
and/or the accompanying non-verbal component. The key idea of stroke 
or social recognition in human communication is that, all people are 
stroke hungry with the need for social recognition being just as crucial 
for them as the need for food and nourishment. Spitz (1945) earlier 
termed it as stimuli and observed that it adversely affect the growth and 
development of the human personality. Freud (1962), sees it as the most 
fundamental human motive being the desire to be great second only to 
the sex urge. Carnegie (1981), like Freud observes that this basic hunger, 
craving for social recognition, greatness or appreciation is the hallmark 
of human civilization starting right from the family via communication. 
While Rogers in Allen (2000) caps it as the need for everyone to be 
prized. Strokes or stimulation given to convey social recognition is a 
basic human hunger that only quality communication can satisfy 
(Sebastian, 2006). It is apt to examine the interplay of social recognition 
in family communication:

Strokes or social recognition come both verbally and non-verbally-
Verbally, exchange of strokes can be made as individuals talk and listen 
to each other. Verbal strokes are exchanged consciously or 
unconsciously by the choice and use of words as well as the connotative 
and denotative meaning attached to such words (Hybels & Weaver, 
2001). The verbal behaviour of people as they speak and listen and the 
context within which they operate all culminate into a transaction that is 
instrumental in the exchange of social recognition. This implies that 
words are not divorced from how they are spoken and heard. The spoken 
word can convey a lot of what is in an individual's mind and yet can as 
much conceal or be very deceptive.

Non-verbal strokes are exchanged through a non-verbal communication 
or transactions like actions and gestures. According to Chapman (2009) 
non-verbal strokes are signals being exchanged which may accompany 
spoken words or may not. It assists in revealing the true feelings of those 
involved in the transaction. Since they are made without using words 
much of non-verbal strokes are unintentional albeit they may be most 
revealing. Non-verbal strokes complement verbal messages, for 
example, giving a pat on the back alongside affirmative words like "I 
really appreciate you". They also regulate verbal communication, 
substitute or even accent what is exchanged verbally. Non-verbal 
strokes or units of social recognition can be physical like a simple touch, 
hugs, kisses, caresses, holding hands, listening attentively, empathizing, 
actively showing love or likeness, others include a slap, a frown, a bad 
look, (Steiner, 1998).
Biologically, units of social recognition are said to stimulate the nerve cells; hence it is considered a source of neural energy. As observed by Berne (1971) poor stimulation due to lack of strokes can cause degenerative changes in the nerve cells. No wonder then that Sebastian (2006) asserts that a kiss is certainly fine if not, a kick is absolutely necessary; this implies that strokes are very necessary, positive or negative (in other words it's better to hurt than just ignore someone) at least to stimulate the neural system. Communicating in the family helps to also stimulate the individual for ultimate growth for sound psycho-physiological functioning.

Strokes or units of social recognition can be made positive or negative. Positive strokes are the ones deemed positive or pleasant by both the giver and the receiver as they communicate. They elicit positive experiences, while negative strokes elicit negative experiences. Example of positive strokes are a smile, a kiss, words of encouragement, acknowledgment, affirmative words, while negative strokes include a hard look, deliberately ignoring someone; words depicting hatred, a slap, a discounting word, scolding or insults and unfair criticisms.

Strokes or units of social recognition can be both conditional and unconditional. According to Sebastian (2006) this is based on the purpose of giving such strokes. Whereas conditional strokes are given consequent on doing or abstaining from doing a thing, unconditional strokes are given for the individual's “being” or existence. As put by Steiner (1998) strokes have great power to soothe or agitate, to create good or bad feelings, to make people feel fine or bad, O.K or not O.K about themselves and even to heal physical and mental illnesses. Units of social recognition may be a potent remedy for rescuing emotionally traumatized individuals. Unconditional positive strokes like “my son you are more than the world to me” can create vibrations deeper in the mind of the recipient and cause long lasting impressions. In any case he observes that unconditional negative strokes are the most powerful strokes which seem like curses because they are capable of remaining as a “self-fulfilling prophecy” in the mind of the recipient. Emotionally charged transactions verbal or non-verbal like, “you are so useless”, “go to hell”, “I hate you” a terrible frown or hiss would be imbibed by the growing child or a partner. According to Sebastian (2006) the individual’s mind will orient it to committing mistakes to prove that he is the way he is labelled. And this is why Sebastian (2006) asserts that ever so often, the success or failure of many a child's life is on the tip of the tongue of their parents, teachers and other elders. What they say by word of mouth or non-verbal transactions goes a long way to influence positively or negatively the behaviour of each child and ultimately his life.

Communication in the family can therefore be viewed as positive or negative depending on the nature of the transactions and the nature of the strokes exchange therein. The nature of transactions vis-à-vis exchange of strokes or social recognition is therefore important in understanding the concept of family communication pattern.

Communication Patterns and the Risk of Family Violence
Violence within families has been associated with deficits in family members' communication skills and aversive-defensive communication patterns such as blaming, interrupting, invalidating, and withdrawing (Murphy & O'Farrell, 1997). Partners who use aversive or defensive forms of communication or who lack problem-solving skills may be at higher risk for violence because they lack the skills to communicate their needs clearly or to deescalate family conflict. Communication skills deficits increase violence in those with propensity while communication acts and their emotional responses to these interpretations are crucial components of the relationship between communication skills deficits and family violence.

Similar interpretative processes are said to affect the relationships between parents and children in families harmed by spouse abuse. Holden and Ritchie (1991)'s research on mothers' reports of domestic violence and parenting practice found that men who perpetrated domestic assaults against their wives were more irritable and less physically affectionate in their interactions with their children than were nonviolent men. Abusive parents also interpret their children's actions as hostile or threatening. In comparison to non-abusive parents, physically abusive parents express higher levels of annoyance and irritation in response to their children's behavior (Anderson & Umberson, 1999).

The interplay of Violence and Family Communication
The risk of violence within families may be increased by the communication skills deficits, interpretive processes, and interactive
patterns. However, violence within families also has negative consequences for family communication and interaction. In a context of violence, family members may withdraw from social interaction or repress their concerns about the violence out of fear for themselves or for other family members. The pattern of controlling behaviour enacted by perpetrators of family violence creates a family setting in which victims are unable to communicate their desires, needs, or emotions. These characteristics may impede the victim's ability to engage in direct or open communication with others and is apt to briefly examine them here:

Deficit Communication Skills
Adults and children living in families marked by violence have limited opportunities to witness and practice positive communication skills. Violence decreases the communication skill level of victims because it creates a setting in which family members are not able to communicate freely. Family violence is associated with reports of fear and anxiety among children and women (Edleson, 1999; Jacobsen, Gottman, Waltz, Rushe, & Holtzworth-Munroe, 1994). Family members who live in the context of fear do not have opportunities to learn and develop effective communication skills.

Abused children exhibit deficient verbal language skills while children who witness violence against a parent or sibling exhibit deficits in social competence and higher levels of fearfulness and anxiety than do non-exposed children. Among adults, the experience of abuse at the hands of a loved one often leads to a loss of self-confidence and undermines the victim's ability to form and sustain healthy social relationships. Survivors of child sexual abuse report experiencing poor communication with their intimate partners as adults (DiLillo & Long, 1999).

Interpretive Processes used in families
Violence is a communicative act that is given meaning through interpretative processes. The abuse that occurs within families must be assigned meaning by its perpetrators and victims. Family members interpret abuse in a variety of ways and children who learn to interpret communicative acts in a context of abuse also attribute hostile or aggressive intentions to others outside of their family context (Edleson, 1999). This pattern makes it difficult for abused children to form healthy relationships later in life. Additionally, children who are exposed to domestic violence may learn that violence is an effective means of conflict resolution or to enhance one's self-image.

Adult female victims of partner violence may have difficulty interpreting their experiences of domestic violence because violence within families is hidden and unnamed as those who experience infrequent assaults are hesitant to call it violence due to the stereotypical depictions of severe family violence that are presented in the media. Aside from that, cultural depictions of domestic assault attribute negative characteristics to the victim: women may be reluctant to interpret their experiences as domestic violence. Kirkwood (1993) also found that emotional abuse was construct as more damaging and more difficult to overcome than was physical abuse. Many victims of violence report that the verbal abuse is characterized by constant degradation of their appearance, beliefs, actions and goals. Thus, abusive partners continually attack even the victims' interpretations of violence leading them to question the validity of their own interpretations.

Common strategies wives and partners use to deal with violence include forgetting, minimizing, and self-medication with alcohol or drugs (Kelly, 1990). These they may use as coping strategies to help victims to repress the physical and psychological pain caused by the abuse. In any case such may rather reduce the victims' chances of obtaining help from friends, family, or community members.

Interactive Patterns involved in family violence
Family violence has consequences for social interaction that occurs inside and outside of the family setting. The anxiety, fear, and isolation experienced by victims may make them less willing or less able to form positive relationships with others. These interactive styles are not conducive to the creation of friendships or supportive relationships with other children or adults. Childhood exposure to abuse and neglect has been linked to loneliness and isolation among young adults (Loos & Alexander, 1997). Moreover, young adults' retrospective reports of child abuse have also been associated with greater risk of aggression toward themselves and against others (Fergusson & Lynskey, 1997). Whereas boys tend to respond to family violence by developing
aggressive and antisocial behaviors, girls tend to exhibit depression and other internalizing symptoms (Edleson, 1999).

Violence in partner relationships affects children directly because children observe, hear, or intervene in fights; but also indirectly, because violence increases negative communication between family members (Margolin, John, Ghosh & Gordon, 1996). Violence between parents was linked to a number of negative parenting practices and Parents who reported spousal violence also showed higher levels of negative affect in interactions with their children. In addition, aggression between parents is linked to higher levels of withdrawal and distraction among boys and exposure to parental violence generally leads to a feeling of fear and anxiety in social/family interactions.

Norms of family privacy and loyalty may also prevent victims from receiving help from friends, neighbours, or social welfare service agencies. Abusive partners and parents often go to great lengths to prevent discovery of the violence that they perpetrate against family members.

In summary, violence has detrimental consequences for family members' ability to learn positive forms of communication. Violence undermines the self-esteem and confidence of its victims, it teaches victims that aggressive and controlling styles of interaction are normative, and it isolates victims from other people. Children and adults who experience violence at the hands of a family member learn to be fearful, anxious, and insecure in their relationships with others.

**Bi-directionality of family communication and family violence**

Links have been established between negative communication patterns and family violence also termed as bidirectional relationship. On the one hand, communication skills deficits of one or both partners may lead to increasingly negative forms of interaction/communication between partners and ultimately to the emergence of violence. On the other hand, past violence within the family relationship may lead to a pattern in which one or both partners withdraw, become negative or critical, and report feelings of fear or anger when they attempt to communicate.

**Ways of improving family communication**

To avoid miscommunication that can lead to more serious issues, such as feelings of neglect and disconnect as well breed violence against others in the family, some ways have been suggested to keep the lines of communication clear and flowing in your family such as:

- **Keeping focus** on the informational and relational dimensions of communication in the family as well as fostering relational support by way of genuine exchange of strokes.

- **Putting it in Writing** – With so much happening around us these days, our short term memories are overloaded so if you want someone to pay attention and remember something, then you can write it down to be read for reminders.

- **Keeping a Family Calendar** – the family can have one calendar that shows all important appointments and events for all family members. Make sure everyone has easy access to review and add to it. It can be with the use of a dry erase board or electronically made available at all times.

- **Having Family Meals together** – Sharing at least one meal together as a family to reconnect. At such times family members are asked each about their day and experiences.

- **Holding Family Meetings** – This may involve discussing important issues or events at a planned meeting where every family member attends and participates.

- **Using a Post-It Note** – Families can also agree in one of their meetings to do a 'Write it on a Post-It,' whereby snappy information is written and stuck on the door members exit the home each day. It can be like "buy some fruits" "Buy diapers" or "Wear shoes for P.E.," "carry the tool bag" switch off all electronics, etc one will be sure to remember.

- **Repetition is key**—Using a variety of tips to communicate the same message rather than whining can bring good communication results in families. Whining because others forget what they are told several times is the surest way to have the other person not listen because it may cause the person to tune out when you think you are communicating the message the umpteenth time.
Using basic language of common courtesy in family communication—Saying "thank you" and "I love you" "I'm sorry" to our closest family members as we are sure to say to others is a good approach in family communication. They are super phrases in communication that communicates care and some social recognition. When we assume that the other person knows that we love and appreciate them, we miss opportunities to strengthen our relationships. I know that I get so happy when I hear my son say, "mummy you always give me the best" it challenges me to be sure to acknowledge my thanks and appreciation to others. We don't have to wait for yet another reason to tell someone how much they mean to us but always remember to text, call or send a love note. Also establishing a positive, free flowing environment that encourages deeper communication is a foundational element to building strong families.

Chapter Summary
Family communication has been seen as the act of information exchange between family members. The chapter dwelt on the basic concepts involved in family communication like the types of communication and patterns of family communication. Family communication has been conceptualized as a set of norms governing the trade-off between informational and relational objectives of communication in the family. Two categorizations of family communication patterns have been reviewed like the two-fold topology given as socio-and concept oriented as well as the four-fold topology identified by Fitzpatrick as pluralistic, protective, consensual and laissez-faire family communication patterns. The central role of social recognition in family communication has also been dealt with and it was stressed that the quality inherent in strokes or units of social recognition makes them a very crucial factor in fostering sound communication among members of a family and in the larger society. The interplay between family communication pattern and family violence was dealt with while hints on improving communication in the family were also put forward.

Review Questions
1. What do you understand by family communication?
2. List the types of family communication patterns common among Nigerian families.
3. State any three ways you can improve communication among members of your family.

CHAPTER SEVEN
FAMILY RELATIONSHIPS
(Comfort Iveren Atser)

Introduction
Family relationships is the relatedness or connection by blood or marriage or adoption and kinship relationships in families. The study of family relatedness can be graphically presented on the anthropological concept of family trees. The family tree, or pedigree chart, represents family relationships in a conventional tree structure while genealogical data can be represented in several formats, such as a pedigree or ancestry chart. Family trees are often presented with the oldest generations at the top and the newer generations at the bottom. An ancestry chart, which a tree is showing the ancestors of an individual, more closely resembles a tree in shape, being wider at the top than the bottom. In some ancestry charts, an individual appears on the left and his or her ancestors appear to the right. A descendency chart, which depicts all the descendants of an individual, is narrowest at the top and does not in general have a regular structure, as a person can have any number of children or none at all. To determine the relationship between two people in a family, it is necessary to know what direct ancestor the two people had in common. In this chapter, we will dwell on relationships in families and how these affect interactions among members of the family.

Terminology used in Family Relationships
According to Amy Sell (2016) it can be very daunting when we try to express relationships, but there is a consistent formula to the kinship titles we assign to various family members. In English-speaking societies, classification is based on gender, generation, and consideration of consanguinity (direct descendants) and immediate affinal (in-law) relationships. The common familiarity in human relationship is with the immediate family and direct lines, so brother, sister, cousins, aunts/uncles and the (great) grandparents. It starts to get confusing when differentiating between the "degrees" and "removals" of cousins.

There are various kinship terminology systems used around the world depending on language and cultural affinities that describes a system of
familial relationships. According to Schapera (1977), there are five principal kinds of kinship terminologies which one could use to describe people with whom one is connected, either by descent from a common ancestor or by marriage. These can be classified, for example, into members of one's family, extra-familial kin (relatives of blood) and one's relatives by marriage. Kinship terminology can be referred to as a system of terms used in languages to describe people's relationships to one another. Morgan, cited by Rosman and Rubel (2003), argues that if people recognize that the kin terms they use in their own culture form a system, they are better able to recognize such systems in other cultures, and they become aware of the fact that these systems differ from their own. However, this is not as simple as it might seem. Kinship systems convey important social information which carries the culture of the society, and it is difficult to provide accurate translations of the cultural meaning of kinship terms, particularly when the languages in question are not related. Through kinship terminology we are able to understand the intergroup relations in a society. In order to translate kinship terminology one has to determine the methods of classification in both the source and the target languages. This can be achieved by consulting native speakers of the languages concerned or people who are fluent in both the source and the target languages. Knowledge of the structure of kinship relationships is of invaluable assistance when translating kinship terms and they help distinguish between gender (brother - sister), generations (child - parent) and relatives. The kinship terminology determines and controls the social behaviour of the members of society; thereby guiding their communication. The table of consanguinity adopted below gives a graphical presentation of family relationships terminology from ancestral origins.

**Table of Consanguinity**

<table>
<thead>
<tr>
<th>Degree of Relationship</th>
<th>Terminology</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Cousins</td>
<td>Non-siblings that share grandparents</td>
</tr>
<tr>
<td>Second Cousins</td>
<td>Non-siblings that share great-grandparents</td>
</tr>
<tr>
<td>Third Cousins</td>
<td>Non-siblings that share great-great-grandparents</td>
</tr>
<tr>
<td>First Cousins once Removed</td>
<td>Two people for whom the first cousin relationship is one generation removed</td>
</tr>
<tr>
<td>First Cousins Twice Removed</td>
<td>Two people for whom the second cousin relationship is two generations removed</td>
</tr>
</tbody>
</table>

Here is the breakdown:
- **First Cousins**: Non-siblings that share grandparents
- **Second Cousins**: Non-siblings that share great-grandparents
- **Third Cousins**: Non-siblings that share great-great-grandparents
- **First Cousins once Removed**: Two people for whom the first cousin relationship is one generation removed
- **First Cousins Twice Removed**: Two people for whom the second cousin relationship is two generations removed

This could be a parent, grandparent, great grandparent, great, great grandparent, etc. It has to be the same common ancestor for both people. However, the relationship to the common ancestor does not have to be.
the same for each person. For example, for one person, the common ancestor could be their grandmother, and for another person the same person could be their great grandmother.

Once the common ancestor has been identified, it is a straightforward exercise to determine the relationship between any two relatives. It is simply a matter of looking it up on the Family Tree Relationship Chart.

First Cousin- child of an aunt or uncle i.e when you share one set of grandparents but you do not have the same parents.

Second Cousin- the grandchild of a great-aunt or great-uncle, when you share one set of great-grandparents but you do not have the same grandparents.

Third, Fourth, and Fifth Cousins- one's third cousin is the great-grandchild of one's great-great-aunt or great-great-uncle. You share a set of great-great-grandparents with your third cousin, but do not have the same great-grandparents. Fourth cousins have one set of great-great-great-grandparents, not the same great-grandparents. In this light, the fifth cousin are also described.

Double Cousins- if two siblings in one family marry two siblings from another family and each couple has a child, the children are double first cousins. The word double in addition to the first cousin term is because they share the same four grandparents. Regular first cousins share only one set of common grandparents, while double first cousins share both sets of grandparents plus all lineal and collateral relatives.

Removed- The relationships of cousins of different generations are explained by using the word "removed". Cousins who are "once removed" have a one-generation difference. For example, the first cousin of your father is your first cousin, once removed. In that case, one's father's first cousin is one generation younger than his grandparents and he has two generations younger than his grandparents. This one-generation difference is what is explained by saying that one and the other are cousins "once removed." Twice removed means that there is a two-generation difference between cousins. If you are two generations younger than the first cousin of your grandfather, then the relationship between you and your grandfather's first cousin are first cousins, twice removed. Removed cousin relationships is never measured by age, but only by generation differences, thus cousin relationships can be any combination of first, second, third and so on, with once removed, twice removed, and so on. A genealogy program calculates exact family relationships in one's family tree for both blood relatives and relatives by marriage.

Other terms used in Family Relationships

Biological family or bio-denotes some aspects of biological or genetically related family. For example, bio-family are bio-parent, bio-mother, bio-father, bio-sister, bio-brother, bio-grandparent, bio-child, and bio-kin. The prefix is useful because bio family roles are often very different from their post-divorce and stepfamily counterparts. A biological parent is someone who contributed half the genes of a living or dead child, and usually their last name. A psychological parent is any person who tries to fill the primary holistic needs (nutrition, shelter, safety, stimulation, health-care, guidance,...) of a dependent child, part-time or full time, whether genetically related or not. So the noun parent can refer to a person, a role, or both.

Blended (Step) Family – due to some unpleasant associations of "stepfamily" some people prefer to use the term "blended family" instead to refer to where both mates have prior kids. Thus each mate has two roles of stepparent and bio-parent. All blended families are stepfamilies, but not all stepfamilies are blended because if a childless stepparent has a child with a bio-parent partner, that does not make them a blended stepfamily.

Co-Parent - Co-parents are two or more adults in any family who intentionally nurture dependent kids together. Active grandparents, aunts, and uncles and some older teens can act as co-parents. A co-parent can be a bio-parent, a childless stepparent, or involved adult relative. Legally and physically, divorcing-family and stepfamily co-parents are custodial, noncustodial, or share joint custody. "Parent" can be a family role, (noun) a nurturing process, (verb) or a person who conceives and/or nurtures a child (noun). Some caregivers have stepparent and bio-parent roles ("dual-role co-parents"). A nuclear stepfamily may have three or more co-parents living in two or more related homes with their resident and visiting bio-kids and step kids.

In-Laws- when a brother or sister gets married, his/her new spouse becomes one's sister-in-law or brother-in-law. When one marries, one has acquired a family of in-laws; father-in-law, mother-in-law, sister- or brother-in-law. Even in-laws, like step-relatives, who are not related by blood, are related by extended family ties. Note that the term sister- or brother-in-law is used both for the spouses:
Parent-Child Relationships and Interactions

Parent-child communication plays a central role in family functioning and has been linked to the well-being of individual family members. It also has far-reaching implications, as communications with parents necessarily informs children's concurrent and future communications with individuals outside of the family (Socha & Stamp, 1995). Effective communication with children has also been identified as a potential "buffer" to adverse effects, such as those that result from parental divorce or separation.

Parents and children develop a particular style of communicating that remains stable across topical areas, be they discussions about curfew, chores, clothing, or homework. Communication patterns and topics of communication vary as a function of the child's development, the intensity and frequency of communication, particularly around household chores. Parent-child communication concerns the issue of the informant; who is reporting on the quality and quantity of the communication, parents' reports the children's or adolescents' reports.

Types of Parents

The type of parent in any family can greatly impact how members of such a family relate to one another. Some of the common types of parents are given as follows.

1. **Biological parents**: Biological parent who has a direct genetic relationship to a child.
2. **Adoptive parents**: One who through legal means takes voluntary responsibility for another person's child/children as his/her own.
3. **Foster parents**: Person who nurtures or provides parental care to a child who is not related to him/her by blood or legal ties.
4. **Single parent**: Single parent who might be the biological father, biological mother or adoptive) is one who takes the sole responsibility of nurturing a child.
5. **Step parents**: This refers to a father or mother that has remarried.

Family Relationship Patterns

The common relationship patterns range from the strict family, the amalgamated, the overprotective family, the conflict-evading family, single parent families etc. A brief expatiation will suffice.

1. **The strict family pattern**
   In this type of family, parents do not allow the children to have freedom. They insist on having things done their own way and the child is expected to always listen to them and obey their instructions. In this situation, children have no other option than to give in to their parent's wishes. Children, sometimes, rebel and this leads to conflicts between parents and children.

2. **The overprotective family pattern**
   In this kind of family, parents show a level of concern and try to give their children all sorts of protection and well-being. However, overprotection does not allow children to develop healthy emotional and social patterns. Such children are likely to become defenseless, incompetent and insecure.

3. **The amalgamated family pattern**
   This kind of family does things together and there is no respect for privacy. This may not be a very ideal situation for the family because children, especially adolescents need some independence and privacy and even others like parents.

4. **The conflict-evading family pattern**
   This family has little tolerance for conflicts therefore, there is little self-criticism and as a result, people tend to avoid conflicts and confrontation. This type of situation has its disadvantages because children will not be able to learn how to deal with or negotiate difficult situations. Sometimes, children raised in this type of family pattern will explode when they are no longer able to bear the repressed feelings, thus leading to a surprising family crisis that may bring overwhelming consequences.

5. **The family focused on children pattern**
   In this kind of family pattern, parents are incapable of facing conflicts as a couple and divert attention toward their children. Therefore, the couple's stability and family satisfaction are also focused on the children. In this situation, children cannot grow, and therefore, continue to be dependent as the reverse would alter the apparent family balance.
6. The single mother/father family pattern
In this case, one of the children substitutes for the missing parent by performing a role not corresponding to him/her. Children cannot perform such roles, and if they do, they are likely to grow older.

7. The pseudo-democratic family pattern
In this kind of family, parents are incapable of imposing discipline on their children. Under the pretence of being flexible, they do not set the necessary limits. This allows the children to do whatever they like. The symbol of authority is confusing and the children show a disproportionate, destructive and unlimited degree of competitiveness, lawlessness and rivalry.

8. The unstable family pattern
In this family, goals are uncertain and vague, there is no planning; instead, there is much improvisation, and anything goes. The child is insecure, distrustful, and fearful and experiences difficulty in developing his/her identity. The best parenting approach is not a dictatorship or “authoritative parenting” but a relationship where parents seek input from the children. Good parenting is characterised by love, good teaching, clear and consistent expectations, and avoidance of severe or harsh discipline. Numerous studies show that this kind of parenting has the most positive benefits for children.

Chapter Summary
This chapter dwelt on family relationships which are connections due to kinship ties linked to same ancestors. A descendency chart is used to trace all the descendants of an individual and to determine the relationship between two or more people in a family. Terminologies used in describing family relationships were highlighted from biological parents to siblings, cousins, uncles, aunts, grand relations as well as great grand relations. Others include blended families, co-parents, single parents, in-laws etc. Family relationship patterns range from the strict family, the amalgamated, the overprotective family, the conflict evading family, single parent families and unstable family patterns. These relationship patterns determine to a large extent how members of a family interact with one another.

Review Questions
1. What is a descendency chart?
2. Name any five types of parents we may have in any typical family.
3. Family relationship patterns determine to a large extent the tone of interaction among family members. Discuss this assertion, highlighting any five relationship patterns in a typical Nigerian families.
CHAPTER EIGHT
EMOTIONS IN THE FAMILY
(Comfort Ivere Atser)

Introduction
Emotion simply refers to any relatively brief but conscious experience that is characterized by an intense mental activity and a high degree of pleasure or displeasure. As a concept, emotion is often intertwined with mood, temperament, personality, disposition and motivation. According to Hockenbury & Hockenbury, (2007) "an emotion is a complex psychological state that involves three distinct components: a subjective experience, a physiological response, and a behavioural or expressive response." Emotions are complex; being a state of feeling that results in physical and psychological changes that influence our behaviour. Emotion is often the driving force behind motivation, positive or negative. Emotions actually involve different components, such as subjective experience, cognitive processes, expressive behaviour, psycho-physiological changes, and instrumental behaviour.

The different components of emotion are categorized somewhat differently depending on the academic discipline.

Emotions are often called feelings that include experiences such as love, hate, anger, trust, joy, panic, fear, and grief. They may relate to moods but differ in the sense that emotions are specific reactions to a particular event that are usually of fairly short duration while mood is a more general feeling such as happiness, sadness, frustration, contentment, or anxiety that lasts for a longer time. Albeit experienced by all individuals emotions are complex and have both physical and mental components that include subjective feelings, physiological (body) responses, and expressive behaviour. The subjective feelings here refer to the way each individual person experiences feelings which cannot be observed by others instead, the person experiencing the emotion must describe it to others, and each person's description and interpretation of a feeling may be slightly different.

Physiological responses may include attributes like a pounding heart, sweating, blood rushing to the face, or the release of adrenaline in response to a situation that creates intense emotion. People have very similar internal responses to the same emotion. The psychological part of emotions may differ for each feeling; several different emotions can produce the same physical reaction. Expressive behaviour is the outward sign that an emotion is being experienced and may include fainting, a flushed face, muscle tensing, facial expressions, tone of voice, rapid breathing, restlessness, or other body language. The outward expression of an emotion gives other people clues to what someone is experiencing and this helps to regulate social interactions for opportune aid or succour. The family is the most fundamental basis for the expression of emotions hence this chapter dwells on issues that relate to the expression of emotions in the home. Emotions seem to rule our daily lives within and without. We make decisions based on whether we are happy, angry, sad, bored, or frustrated and we tend to choose activities and hobbies based on the emotions they incite.

Basic Characteristics of Emotions
Emotions are characterized by three key features of subjective experience, physiological and behavioural response.

The Subjective Experience- Notwithstanding that there might be broad labels for certain emotions such as anger, sadness or happiness, each person has their own unique experience of these emotions in a multi-dimensional way. Consider anger and you will see that not all anger is same and your own anger experience might range from mild annoyance to a blinding rage. In addition, we may not always experience 'pure' forms of each emotion as these emotions might occur simultaneously, or you might feel them one after another.

The Physiological Response-this include many of the physical reactions experienced during emotion such as sweating palms, racing heartbeat, or rapid breathing controlled by the sympathetic nervous system. The sympathetic nervous system is charged with controlling the body's fight-or-flight reactions. When facing a threat, these responses automatically prepare the individual's body to flee from danger or face the threat head-on.

The Behavioural Response-these are called emotional expressions which play a major part in overall body language. The ability to accurately understand emotional expressions is what psychologists call emotional intelligence. There appear to be a universal pattern for interpreting many of the common emotional expressions. For example,
a smile indicates happiness or pleasure; a frown indicates sadness or displeasure. Cultural rules and norms may guide the way we express and interpret emotions like in the typical African setting men are not expected to be so open in expressing fear nor cry openly and so such emotions are often masked.

Emotions and Moods
In typical human relations people often use the terms 'emotions' and 'moods' interchangeably, but they differ in that emotion is quite short-lived, but intense and with a definite and identifiable cause. A mood in contrast is usually much milder than an emotion, but longer-lasting with an unidentified or specific cause. For example, it's common to find that a spouse or another family member feels gloomy for several days without any clearly identifiable reason causing worry to others in the family.

The Types of Emotion
Psychologists have given the basic emotions that are universal throughout human cultures to include fear, disgust, anger, surprise, happiness, sadness, embarrassment, excitement, contempt, shame, pride, satisfaction, and amusement (Paul Ekman, 1999). Every emotion has a prompting event, thoughts related to the event, a physical response, an urge to act, an action and the final after-effects. Suffice to briefly look at some of these primary emotions.

Fear- Fear is triggered by a prompting event that one perceives as dangerous or threatening, and accompanying thoughts that one might not be able to handle the situation. The action urge that accompanies fear is the desire to avoid or escape. Fear actually acts as a signal to keep us away from things that are dangerous. It is commonly experienced in the form of anxiety. Fear distinguishes one's feelings as alarmed, anxious, nervous, shy or worried.

Anger- Anger is usually triggered by a prompting event in which a goal or something important to you is being blocked or taken away. One of the signs that you're feeling anger is when you find yourself being hurt. From an evolutionary perspective, anger serves as a warning signal to keep you from losing things important to your survival or to keep you from being taken advantage of. The action urge that accompanies anger is when one wants to attack or strike back (either physically or emotionally). If feeling annoyed, frustrated, irritated, insulted or rage, then one might be experiencing the emotion of anger.

Sadness- Sadness is the emotion you feel when you experience a loss. It can be an actual loss of something tangible, or a figurative loss of the idea of something you wanted very much. The action urge that accompanies sadness is to withdraw or isolate. From an evolutionary perspective, sadness helps us to appreciate what we have and take better care to guard against losing it. One can be described as feeling blue, defeated, discouraged, hopeless, lonely, rejected or miserable, if experiencing the emotion of sadness.

Shame- You experience shame when you feel that something about who you are or what you've done will get you kicked out of your group. Shame is a tricky one to identify sometimes. From an evolutionary perspective, being accepted in your tribe is paramount to survival, so the action urge that accompanies shame is to hide and attempt to avoid rejection. If one's feeling is described as embarrassed, humiliated, invalidated, insecure, guilty or mortified, then that is the emotion of shame.

Disgust- Disgust is triggered by things that you find to be gross, dangerous and distasteful. The action urge for disgust is avoidance and that universal facial expression everyone can identify to accompany the statement, "Ewwwwww!" If you would describe how you're feeling as appalled, offended and repulsed or turned off, you're experiencing the emotion of disgust.

Jealousy- Jealousy is triggered when you feel something important is in jeopardy of being taken away or when you see that someone else has something that you want. The evolutionary purpose of this emotion is to help us hold onto important resources like a mate! The action urge for jealousy is trying to control what's happening around you. It involves feeling competitive, distrustful, envious, petty or resentful.

Happiness- Happiness is triggered by pleasurable events on getting what one wants or needs. If you feel good doing something you'll do it more and it motivates you to do that even the things you do not want to do are good for your survival. It is described by feeling amused, content, excited, joyful, proud or satisfied.

Love- Love is triggered when you get your needs met and when you feel valued and respected. If you're feeling attracted, compassionate, interested, protective, and vulnerable or warm, you're experiencing the emotion of love.

Plutchik in 1980 also gave an emotion classification system known as the "wheel of emotions" which demonstrated how different emotions
emotional expression, including criticism, hostility, and intrusiveness (Blechman, 1990). This kind of volatile, aggressive emotional climate is not good for anyone especially to the mentally ill (particularly schizophrenic) patients, who tend to relapse quickly after returning home.

ii. Coldness and emotional disengagement—characterized by others being dominated by a highly controlling family member who terrorizes and intimidates the rest of the family, effectively creating a climate of fear. This emotional climate is fraught of insensitivity and triggers what some marital partners term as ‘incommunicado’.

iii. Positive emotional family climates—characterized by high levels of mutual trust, nurturing, affection, and warmth. Such nurturing family climates promote children’s empathy for others, including their siblings (Zahn-Waxler, 2000) and are attributed to the role of women in creating and maintaining them. Women’s emotional expressions overall tend to revolve around empathic responding to others’ needs, whereas men’s emotional expressions tend to be associated with asserting their dominance in the family (Roberts & Krokoff, 1990). Other interpretation may arise from women’s meditational roles in the family; women are frequently responsible for nurturing the relationship between fathers and children. This involves offering suggestions for father-child activities and maintaining positive images of fathers to their children. Women may also initiate peace-keeping strategies when fathers and children are unhappy with one another thereby encouraging reconciliation.

Family emotional communication patterns are interwoven with the transmission of both positive and negative emotions among family members in ways that affect the wellbeing of all and develop into distinctive emotional climates given above. The frequent expression of positive emotions is a most crucial factor for adaptive functioning in families. As asserted by Cummings and Davies (1996) it is not just the absence of fear and anger in children’s lives that leads to optimal development, but the presence of love, joy, and contentment that allows children to feel emotionally secure. Happy spouses are more likely to inhibit their impulses to react destructively while children, who are taught by their parents how to effectively regulate their emotions display greater socio-emotional competence and positive relationships with parents, siblings, and peers (Denham, 1998; Planalp, 1999).

Emotional intelligence points to a quality of sensitive response to one another in the family. As reported by Gottman (1998) marriages may become distressed when spouses become too busy to respond fully or appropriately to one another’s needs. In the process of turning away from one another, they also neglect to listen to one another, fail to even make ‘cognitive room’ for each other, rarely soothe and comfort one another, and are more likely to express anger and contempt rather than spontaneous admiration and affection, in their interactions with one another. This suggests that emotionally intelligent families have a culture which Gottman and Levenson (2002) referred to as a culture of appreciation, whereby family members regard one another with fondness and respect; accept and respond to the emotional expression of one another’s needs; and cultivate interpersonal warmth, compassion, and emotional connectedness with one another. Generating positive emotions in the family, requires making active efforts to exceed each other’s expectations; planning and delivering pleasant surprises, facilitating each other’s hopes and plans, and helping each other to deal with life’s problems. Members can also show positive emotions like interest and excitement to enhance family functioning (Aron, Noller, Aron, & Heyman, 2000). Emotional sharing of novel and exciting activities through plays and stories generates feelings of cohesion as well as mutual pleasure to strengthen social bonds.

The Role of the family in Emotional Development

Development of Emotions like any other aspect of human development follows a sequence right from infancy.
Infants do not have the full repertoire of emotions at birth, so the various emotions emerge in the following order:

At birth: infants experience only simple emotional states such as distress, contentment and interest.

Two to four months: Evidence of happiness appears as seen in a baby’s social smile as she connects through eyes and touch.

Four to six months: Basic emotions emerge, including fear, excitement, anger, disgust, surprise, joy and sadness with relevant stimulus.

Six to eighteen months: Basic emotions above continue to develop and are expressed in broader ways by the child.
Eighteen to twenty-four months: Self-conscious emotions develop, such as guilt, embarrassment and pride. Strong bonds arise in the course of emotional development as parents who are strongly bonded to their children share certain characteristics as they respond more often and more quickly to their infant's cries. The parents are able to guess correctly what their child needs when he cries, respond in a positive way to their child and spend more time interacting with their child.

Family as a basic unit for socio-emotional development of individuals has the charge to guide their children into an emotionally healthy future as follows:

- Focusing intentionally on the child's emotional needs and guiding them purposefully like is done in other aspects like the social, cognitive, physical and spiritual.
- Building a strong bond by spending quality time with the child. Experts agree that parents who interact regularly with their children beginning in infancy develop stronger emotional bonds.
- Staying emotionally in tune and connecting with the child on an emotional level by attempting to understand and share her feelings.
- Modelling healthy emotional relating. Children mimic the way parents handle emotions and the way they relate to others. Children who practically watch their parents manage their own emotions in positive ways learn to do so as well. Parents should make sure they manage their emotions in a way they like to see repeated by their children.
- Teaching children how to handle negative emotions. Children need to be taught how to handle defeat, deal with conflict or be angry in a healthy way. Children who are taught these skills early are better able to handle negative feelings as adults. This can be done by labelling the feelings using words like mad, happy, sad and scared. For older children, more specific words help them to pinpoint the exact emotion such as disappointed, worried and embarrassed.
- Stating the reason for the feeling by making the best guess as to why the child feels as he does. For example, say, "It looks like you're so sad because Dad didn't bring your toy."
- Avoid judging the child because he needs to know that it is okay to express emotions and feelings in ways that are healthy and not hurtful to others. Encourage the child to use words to express his feelings as appropriate to describe what the child feels rather than words used to hurt others.
- Supporting your child by giving physical support like the hugs, kisses and verbal support and acknowledging his feelings.
- Helping a child understand why she is upset by connecting feelings with experiences. Make them what caused the anger, sadness, fear, etc.
- Giving the child space as need may be to be taken out of the upsetting situation briefly to find a way to calm down.
- Teaching the child empathy rather than ignoring her when she is angry or sad. Helping her think of ways she might help someone if they were feeling the same emotion will help develop empathy for others and help herself in the process.
- Parents should also:
  - Avoid neither trying to fix all emotional hurdles for children nor bribing them from feeling upset. They need to learn how to manage their feelings over the long term.
  - Avoid distracting them from their feelings by acting as if nothing has happened or avoiding negative feelings, as this prevents children from learning how to deal with such properly.
  - Avoid punishing the child on account of experiencing negative feelings as this will not only make her feel worse but it will discourage her from having those feelings by being open about them.
  - Never allowing the child to hurt others with their negative feelings by saying insulting things and physically hurting others when upset. Teach the child that it is never okay to harm others when upset.

The Love Languages as used by family Members

According to Chapman (2012) there are five love languages used to express the love emotion and affective bonds among family members and in particular, each teen in a home has a primary love language that speaks more loudly and deeply to him/her. If a parent fails to speak this language adequately, the teen will not feel loved, regardless of other expressions of love. It is apt for parents and significant others to discern their own children's languages for nurturing the growing children to full blossom. Here is a brief description of each of the five love languages.
1. **Physical touch**—this involves giving hugs, kisses, and tender touches in abundance when a child is young. However, cultural conditioning may make some parents feel more awkward about touching their child in adolescence. But to say the least if one's love language is physical touch, then they are still very appropriate during the teen years as in the earlier years although cultural biases should help guide such.

2. **Words of affirmation**—Using words to encourage and affirm is at the heart of this language. This is the same love language we use to encourage a toddler learning to walk, as we say "That's right! Come on; you can do it." Oh, good. If this is the child's love language then parents and significant others must continue to use it even in later years. Example when 14 year old Seember lost her shopping money and her mother showed that she does not blame her because she has been quite responsible and that she is happy that she is not hurt such words of affirmation gave her the assurance she needed to overcome her anxiety.

3. **Quality time**—This love language involves giving the young person undivided attention when needed. For some teens, regardless of what you're doing together, nothing is more important than when a parent gives focused attention. Such teens feel secure in their parents' love and attention. They can discuss anything with them as they take time to understand and try to help them make wise decisions.

4. **Giving and receiving gifts**—Some parents speak this language almost exclusively and are often shocked to find that their teen does not feel loved. Although gift giving is not the love language of all teens, gifts speak loudly for many. When asked what he wants for his Christmas dress Gabriel would say that his mother loves him so much and always gives him the best so he needn't say. Giving gifts makes him understand he is loved.

5. **Acts of service**—Parents are continually doing actions designed to assist their kids, but if these acts of service are to be expressions of love, they must be done with a positive, caring attitude. When children say that "I know my mom loves me because she sews the buttons on my shirt when they fall off and she also helps me with my homework. She works hard so we can have food and clothes" then acts of service appears to be their love language so parents should leverage that to connect with them.

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**Managing Emotions in the Face of Family Disagreement**

Expressing and acknowledging emotions correctly lays a good foundation to healthy family conversations even in the midst of disagreements. Emotions are unpredictable, and so are likely to undermine the ability to discuss issues objectively and dispassionately hence the need to manage them more appropriately in order to resolve disagreements that may arise in families. To suppress, deny or push aside our emotions when we confront conflicts is not the ideal. Ignoring or belittling another person's emotion also depicts a high level of insensitivity and poor emotional intelligence.

Suppressing our emotions during a charged conversation may inadvertently suppress the motivation to resolve the conflict or disagreement. No wonder the great Puritan preacher Jonathan Edwards asserts that the human nature is otherwise inactive unless motivated by a powerful feeling or affection. It is therefore feelings of hatred, love, passion, hopefulness, hopelessness and anger that serve as a spring of action to propel individuals to duty and others. So, if we consciously or mistakenly suppress our emotions, we may also short-circuit the very mechanism that launches us toward resolution/solution to family disagreements and life problems.

Emotions are a powerful indicator that individuals care about each other and the relationship. So any emotional attachment shows a connection to the other person, that is why you may not love someone but at the same time not hate him because you still care about them. Even anger is more likely to arise in response to people who mean something to us like our spouse, child or other close individual.

Tips on engaging other persons in a disagreement prone conversation include the following.
Check your current emotional state to guide against your emotions getting the better of you. This helps to recognize our feelings using words with sound emotional vocabularies. It is key to reflecting on and clarifying one’s emotional state.

Use fractionation - Fractionation is the process of breaking conflict down into smaller, more manageable portions. The idea is that the smaller the conflict, the less severe the emotion which becomes more manageable but without trivializing (Muehlhoff, 2014).

Chapter Summary
This chapter dwelt on emotions in the family. Emotions are seen as conscious experiences that are characterized by intense mental activity and a high degree of pleasure or displeasure. Tracing from historic perspectives, psychologists have identified a list of primary emotions such as love, hate, anger, trust, joy, panic, fear, and grief which form the basis of all human emotions. The basic characteristic features of emotions include the subjective, behavioural and physiological qualities. The human emotions function as an informational and communicative mechanism while family emotional climates range from the high expressed emotion, the cold emotional and negative emotional climates. The outward expression of an emotion gives other people clues to what someone is experiencing because emotions seem to rule our daily lives and thus they help to regulate social interactions even within the family. The family is the most fundamental basis for the expression of emotions by providing a cushion and opportune aid or succour for difficulties that may arise from such expressions. The course of emotional development and the role of parents in enhancing emotional development among children were all discussed. Five love languages of communication were identified and their use in helping family members especially the teens understand and are understood to include physical touch, words of affirmation, giving quality time, giving/receiving gifts and acts of service. The subjective quality of emotions can get in the way of peaceful family resolutions hence a section on managing emotions in the face of family disagreements.

Review Questions
1. What is an emotion?
2. Highlight and discuss 4 different family emotional climates
3. What is the function of emotions in human families?
4. What do you mean by love language?
provisions of the law, the court can also transfer parental responsibility to other persons (e.g. adoptive parents) or in cases of child abuse or neglect to the state, represented by local authority social services. While the concept of parental responsibility can be found in most countries, the exact terminology varies from one country to another, as well as over time. In order to understand the concept of parental responsibility fully it is therefore apt to establish a country-specific meaning through legislation and policy documents. Parental responsibility is a legal construction that implicitly carries assumptions about family composition, child welfare and the relationship between families and the state. The concept is therefore closely linked to the biological, social and legal understanding of 'parent' and 'parenthood', whose meanings again vary between countries.

In Nigeria Parental responsibility as contained in the Nigerian Child Act enacted by the Nigerian National Assembly in 2011 is the term used to describe the legal duty that a parent has to their child. Parental responsibility refers to a set of rights and privileges that children have with their parents and with those adults who have a significant role in the child's life as the basis of their relationship. But legally speaking, parental responsibility laws are one vehicle by which parents are held accountable for at least a minimal amount of damage caused by their children as a result of intentional acts or vandalism. Usually, parental responsibilities include both parenting time and decision-making responsibilities. When parental responsibilities are determined through courts, the court allows the parent with decision-making responsibility to determine the child's upbringing, including his/her religious training. Usually, the parental responsibility for a minor child must be shared by both parents unless the court finds that shared parental responsibility would be detrimental to the child. However, the court can order sole parental responsibility, with or without visitation, when it is in the best interests of the minor child.

Parental responsibility and rights (PRRs) is what entitles a parent to take key decisions relating to the child, such as where they will live and go to school, and what medical treatment they should receive. Having parental responsibility rights gives a father the right to contribute to decision making regarding his child's future. Allen compiled the following list of Parental rights:

1. The right to determine where the child should live.
2. The right to determine education.
3. The right to determine religion.
4. The right to discipline the child.
5. The right to consent to the child's marriage.
6. The right to authorize medical treatment.
7. The right to administer the child's property.
8. The right to appoint a guardian.
9. The right to agree to adoption.
10. The right to change a child's name.

Of course rights have corresponding responsibilities and duties hence a list of Parental duties is given too.

- The duty to protect the child.
- The duty to maintain the child.
- The duty to secure the child's education.
- The duty to control the child. (Allen 2005, 23)

Other parental responsibilities include:
- providing a home for the child
- having contact with and living with the child
- disciplining the child
- determining the religion of the child
- agreeing to the child's medical treatment
- naming the child and agreeing to any change of the child's name
- being responsible for the child's property
- appointing a guardian for the child, if necessary
- allowing confidential information about the child to be disclosed

Parental responsibility is automatically granted to biological mothers while biological fathers who are married to the mother at the time the child was born also have it but it is not so for step-fathers who were yet unmarried to the biological mothers at the time of the child's birth. Fathers who do not have parental responsibility still have to pay child maintenance. Adoptive parents who jointly adopt a child both have parental responsibility.

A married couple who have children together both automatically have parental responsibility which is not lost even after divorce. From a legal standpoint, mothers automatically have parental responsibility. But
where the parents are not married, the unmarried father has parental responsibility only if:

i. His name is registered on the birth certificate.
ii. He later marries the mother.
iii. Both parents have signed an authorized parental responsibility agreement.
iv. He obtains a parental responsibility order from the court.
v. He obtains a residence order from the court.
vi. He becomes the child's guardian.

Others, such as grandparents and stepparents, do not have parental responsibility but they can acquire it by appointment as guardian if parent dies, obtaining a residence order from the court for a child to live with them and/or adopting the child.

Parental Roles or Responsibilities
By virtue of the parents' responsibilities they are charged with the following roles:

✓ Providing the basic necessities for the children including food, shelter, clothing and other basic rights of the child.
✓ Providing proper nutrition, health care and safe environment to safeguard the child's physical health.
✓ Providing love, guidance and acceptance for healthy emotional nurturance and development.
✓ Providing supervision, protection and shelter for the child's safety.
✓ Imparting cultural values, norms and skills.
✓ Promoting opportunities for education and recreation for intellectual and social development.
✓ Setting rules and regulations as a guide for the child to follow.
✓ Teaching children moral and religious values.
✓ Motivating children to be imaginative, creative, reliable, hopeful and encourage them when their spirits are low.
✓ Parents and children must also share, communicate and confide in each other. The table below provides in sketch what parental tasks parents have in relation to their children's needs.

Parental Responsibility and Guardianship
All minor children are subject to either parental responsibility or guardianship. Parental responsibility is exercised by the child's parents while guardianship is responsibility for a minor child that is exercised not by the parents but by someone else. The right and obligation to care for a child then passes from the biological parents to the guardian. It is up

<table>
<thead>
<tr>
<th>Children's needs</th>
<th>Parental tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical development – appropriate conditions for the healthy growth of a child.</td>
<td>To care for a child's health, To provide a child with the means of developing physically.</td>
</tr>
<tr>
<td>Intellectual security – the conditions necessary for the child's mind to develop.</td>
<td>To train the body of a child, through physical exercise and developing healthy habits.</td>
</tr>
<tr>
<td>Intellectual development – providing opportunity for a child to learn.</td>
<td>To provide an atmosphere of peace, justice and respect for one's dignity.</td>
</tr>
<tr>
<td>Emotional security – to help protect a child's psyche.</td>
<td>To provide an environment free of fear, threat, and abuse.</td>
</tr>
<tr>
<td>Emotional development – developing the child's ability to love, care, help, etc.</td>
<td>To support and/or provide school related activities.</td>
</tr>
</tbody>
</table>

Taken from: Wikipedia online Encyclopaedia
to the person or persons with parental responsibility, or the guardian, to make decisions about the child's care and upbringing and to administer the child's property.

Loss or Removal of Parental Responsibility

In legal parlance, one can lose parental responsibility if they are unable to care for and raise their child, or if they mistreat the child. Families experiencing parenting problems are usually referred to local help organised by the Social Welfare scheme. In cases of domestic violence and child abuse, a Youth Care Agency may offer family assistance, with the aim of solving the problems with the parents' volition. If this approach is unsuccessful, or if a parent or his child do not accept assistance, the Social Welfare or the Child Protection Board as the case may be in different countries (particularly in advanced countries) will assess whether the child's development is at serious risk then the children's judge will be allowed to relieve the parent of parental responsibility. The judge may transfer responsibility for the child to someone else permanently or temporarily, in which case a certified agency will carry out the order. If he does not agree with the judge's decision he will proceed to submit an appeal.

Parental responsibility is shared by all parties who have it and can only be lost through adoption or following a surrogacy arrangement. Ordinarily, no parent loses parental responsibility through divorce, but a mother who puts the child/children up for adoption loses parental responsibility when an adoption is made in respect of such. This is the only way a mother or a married father can lose parental responsibility for a child if the mother dies and she was not married to the father, parental responsibility does not always pass to him.

As a parent, one is responsible for his children's upbringing, education and property, if they have any. They also have the right to represent them legally.

The need for Parental Responsibility

If one is living permanently with a child, in a parental role, he/she may feel the need for declared authority, stability and recognition, especially if the actual parent has no contact, or is abroad, unknown or even dead. Without parental responsibility one cannot make the decisions about a child's life, such as choice of school or religion, surname or guardian on one's death. Even if one is a stepparent, one cannot automatically have the child live with him/her on the death of an actual parent unless they have parental responsibility and the other parent that has parental responsibility may have a greater claim for the child to live with them. This includes the right to teach the child through discipline.

Child Discipline

The motive of discipline is not to revenge because one is irritated or inconvenienced but it should be to drive out the rudeness and inconsiderate disrespect from the heart of a child (Plowman, 2016). Good approaches for discipline therefore should include:

Avoiding embarrassing the child in the name of discipline- children are more attentive to parental instructions that are less embarrassing especially if reproved in front of friends. Discipline is a teaching and learning process and that should not be laden with unnecessary embarrassment and humiliation and the ultimate goal is not to embarrass but to correct and mould. Other parents take advantage of their children's dependency to harass and intimidate them at will if that's the best way to correct them. Very absurd and counter-productive! Parents should endeavour to choose the right words that are instructive and positive rather than abusive and negatively suggestive. They are also better off with the right tone of voice. A parent can reprove the child better when he/she is able to speak to him in a normal tone of voice and with carefully measured words. Therefore they should make conscious efforts not to scold the children when instructing. Clay Trumbull in 1891 had succinctly described the dangers of scolding stating that, "Scolding is in fact never in order in dealing with a child, or any other duty in life as it is an expression of a bad spirit and of a loss of temper. Of course most of us are guilty of this parenting evil called scolding; we believe there can be no parenting without scolding particularly among Africans. By verbally correcting children in love, they are prepared to govern their own actions and that enables them to discern matters so that they can learn how to discern what is right.

Parents should correct inappropriate behaviour by training youngsters as to what is appropriate and what isn't. This could be everything from how the girl child looks at guys and vice versa, to the makeup they wear
and the clothing they wear to whatever occasion. This will most naturally help them develop wholesomely and adjust as they go through the different stages of their lives. One of the important things to do with the girl child or even the boys is to go shopping with them as it will allow one to give approval or disapproval of certain clothing before the purchase is made. Parents should know that the children need parental love and guidance during the teen years as never before. They need to be loved when they don't believe in themselves and to be clothed in wisdom and morality.

Giving Age-Appropriate Chores to Children—This has to do with knowing what chores children can do at specific ages. Training of children begins very early in life with age-appropriate chores which children learn best by doing. Parents should never undermine even toddlers because a child of that age can be asked to fetch items, fold washcloths, pick up toys, and carry plastic dishes to and from the table. So we can as well train, even at the toddler age. Learning of life skills is a process, so parents shouldn't over expect from children, of course children can do more or less. Parents should learn what chores to assign children at the different stages in relation to their capacity as provided in the following chart to provide ideas to try out in ones' family.

<table>
<thead>
<tr>
<th>Age (years)</th>
<th>Appropriate Chores</th>
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<tbody>
<tr>
<td>2-3</td>
<td>Begin to dress self, Put silverware in dishwasher, Help make bed—at least pull covers up, Help feed animals, Help wipe up spills, Pick up toys, Dry unbreakable dishes, Hang clothing on hooks, Sweep, Carry laundry to and from laundry area, Bring in newspaper, Mop a small area, Help fold towels, Pour from a small pitcher, Empty light trash cans, Pull weeds, Dust, Fetch diapers, Carry plate to sink after meals, Help pick up living room.</td>
</tr>
<tr>
<td>Ages 4-5</td>
<td>Dress self, Help in kitchen—stirring, ripping, drying dishes, Make own bed, Clear dishes from table, Help carry and put away groceries, Set table, Retrieve the mail, Wash toys when needed, Dust, Help rake yard, Water plants, Help wash car and clean interior, Sweep patio/yard, Sort clean clothes by family member, Wash floors, low walls with sponge, Sort dirty clothes by colour, Put away own clothes—put dirty clothes in hamper, Hang towels after bath, Help load dishwasher.</td>
</tr>
<tr>
<td>Ages 6-12</td>
<td>Make bed, Take care of pets—clean cages and feed them, Wash, dry, and put away dishes, Clean bathroom completely, Cook simple foods—use simple recipes, Rake leaves, shovel trash, Weed and water garden, Make school lunches, Help with yard work, Take out trash, Help wash car, Strip and change beds, Wash, hang, and fold laundry, Dust, Help rake yard, Water plants, Help wash car and clean interior, Sweep patio/yard.</td>
</tr>
<tr>
<td>Ages 13 and up</td>
<td>Any of the above, plus: Cook meals, Change light bulbs, Do all laundry functions, Replace vacuum cleaner bag, Iron clothes, Wash inside and outside windows, Do clothes mending, repairs, Mow lawn, Clean out refrigerator, Trim yard, Clean stove and oven, Wash and polish car, Prepare a meal, Maintain a bicycle—fill tyres with air, oil squeaks, Make grocery lists, Shop for groceries, Help paint.</td>
</tr>
</tbody>
</table>

The age range from five to twelve is a good age for teaching children at home. They are increasingly capable and yet not too preoccupied with school and extracurricular activities. It is important to start giving both boys and girls the opportunity to do chores inside the home, like cooking and cleaning and outside chores like maintenance-type tasks even with their father.
Legal matters relating to Parental Rights and Obligations

Legally, the issue of child custody is the most common dispute in family court following a divorce or breakup, as parents tend to be distrustful of each other at these times. Parents are most concerned with the safety, education, and overall wellbeing of their children. Regardless of the state of affairs between the parents, nonetheless, custody is usually based on the best interests of the child to avoid unnecessary disruptions to the child’s life. A typical schedule would allow the child to spend weekends, holidays, and alternating holidays with the non-custodial parent, with both parents having an equal say in major decisions affecting the child. When approving a custody schedule, the court will do what it can to avoid unnecessary disruptions to the child’s life. All parents have a legal duty to provide financial support for their children. The amount of support ordered in a particular case will be calculated according to state statute. In advanced countries, most states publish a child support worksheet that simplifies the task. The calculation will take into account the respective incomes of the parents, the cost of health insurance for the child, support paid for other children by the non-custodial parent, and more, (https://www.hg.org/family.html).

Roles of Individual Parents in the Family

Identifying roles of parents creates responsible orderliness in home training and society at large. Parents have an all-important duty of bringing up their children in love, by providing for their physical and spiritual needs and teaching them to be law-abiding citizens wherever they live. These roles can be categorized into those for the father, mother, and other family members.

Roles of the Father
The father as the head of the family has the responsibility of providing for his family’s emotional, social, spiritual needs and support. Chief among these are listed below.

- Provision of basic needs for the family such as shelter, food, and clothing.
- He acts as the role model in the house in matters of discipline.
- He protects family members and shields them from social harassment.
- He teaches his family members the culture of the society and other values like respect for elders.
- He has authority over all the family’s affairs and decisions.

Roles of the Mother
Mothers have motherly roles for all family members relating to nourishment and nurturing of children and other family members. The mother’s roles include:

- Taking care of the family members’ feeding and warmth. As a homemaker, the mother plans, cooks, and serves meals that would nourish all family members. She also ensures that the family is well clothed.
- She acts as role model to her daughters in moral and disciplinary matters.
- The mother helps to teach the cultural values like respect and housekeeping industry especially to the girl children.
- She is responsible for the bearing and rearing of children.

Roles of Children in the Family
Children, no matter how young also have roles to play within the family and these include:

- Assisting their parents in household chores.
- Showing respect and obedience to their parents and other elders.
- Learning the family values, religious beliefs, societal norms and the culture of the society at large.
- Protecting the name of the family by behaving well.

Roles of Extended Family Members
In a family with extended members living together each member has varying roles and responsibilities vis-a-vis their age, sex, ability, and health conditions. For example, cousins, nephews, and nieces should join the children in carrying out domestic chores and running errands for the parents. Grandparents can also assist in raising the children and
How Children Learn Values of Right and Wrong

Children learn from their parent's behavior through silent observation and association. Therefore, if a parent persistently does something that is wrong, in the presence of a child, it becomes the right thing to do for the child, so he naturally copies it. Likewise, if a child does something wrong and the parents do not correct or reprimand him/her, the child will continue in that behavior thinking it is right or acceptable. Below are a few examples of scenarios where the family teaches a child to learn between what is wrong and right by whatever they do.

a. When a parent regularly returns from office with a bag full of office supplies and begins to use them at home, the child will conclude that it is okay to steal or take things from the office.
b. When a parent throws waste items out on the streets, the child believes that it is okay to throw items anywhere on the floor and on the streets.
c. When a parent tells a child to lie to the landlord or neighbor that he/she is not at home in order to avoid being confronted over payment of rent or loan, the child learns that it is right to lie to people to avoid taking responsibilities for their actions such as paying house rents or loans when they are due.
d. When a parent drives past a traffic light without obeying the rules, the child concludes that it is right to disobey traffic regulations.
e. When a child watches a parent lie to a police officer about his/her car's ear particulars, the child learns that it is right to disrespect the law and that telling lies to a policeman is okay.
f. When a father hits or slaps (beats) his wife at every provocation the child learns that the right way of handling conflicts or family matters is to be aggressive verbally or in action.
g. When a mother sends her daughter to deliver messages/food to a secret lover she grows up knowing that the right thing for any woman is to keep secret lovers/friends.

There are several other instances where a child learns to choose the right or wrong things from their parents. Children always do what they see their parents do, not only what they say. Therefore, when children see their parents accept situations that are morally wrong, it inspires them to grow up to be immoral adults. On the other hand, when parents show good example, their children grow up to be law abiding citizens, honest, and responsible adults.

Basic Behaviour Rules a Child Should Know

Socialization is one of the primary functions performed by a family. Parents teach their children to interact with others in good manners. Some examples of basic behavior rules that children should know include the following.

1. Using simple courtesies such as saying "please", "thank you", "excuse me" or "I'm sorry" when the need arises.
2. He or she should be taught good table manners consciously, (For instance not talking while eating).
3. He/she must be taught to talk to all adults with respect and decorum. This include polite language, respect to all people, older or younger refraining from yelling at people.
4. They should be taught to refrain from rude silence when being addressed and also avoid interrupting others rudely when someone is speaking.
5. A child should also be taught industry to do household chores without wearing a long face.
6. Children should be taught punctuality at school and/or any appointments.
7. They should be taught to obey rules whether they are generated in the family, school, religious body or by government.

Basic Table Manners to teach at home

It is important for parents to spend time with their children at the table to teach them good table manners. It may be difficult to do this in the morning when everyone is rushing off to work, but dinner period presents a good opportunity to learn basic behaviors to be followed while on the dining table. Some basic table manners parents are to teach their children are:

a. Asking for things out of reach: Rather than reach across the table to take something, asks the person nearest to the item to please pass it to you and say thank you when you receive it.
b. Taking only modest portions of food at a time: One should request
to have more only when the food has gone round and is enough for everyone on the table.
c. Eating quietly: Chewing only small bites of food, and swallowing them with the mouth closed. Not making noise with one's mouth while eating.
d. Wiping one's fingers and mouth often with a napkin: Children should be taught not to lick fingers or rub it on their clothes.
e. Learning to hold and use the fork and knife correctly: Children should be properly educated on how to use cutlery. That is, holding the fork with the left hand and the knife with the right hand.

Nurturing Feelings of Self-Worth in Children
Apart from physical nurturance through proper feeding, it is important to nurture a child psychologically to develop high and sustainable self-esteem. This helps the child to feel good about himself/herself and be able to resist peer pressure to do wrong things. Below are suggestions for fostering self-worth in children which helps them to be self-motivated.

Parents should listen and be attentive to the child: When parents listen attentively to their children, they make the child feel that he/she matters to them. Showing interest in a child's activities, spending time with them at home, dropping them at school, attending events where the children show their talents, such as school plays, musical performances, or sporting events and so on are effective ways of making them feel that they are special.

Treat children with respect: Children should be acknowledged, even if parents are busy. Parents should avoid criticising them and talk positively about their children to other people in situations where they can hear parents praising them.

Be affectionate with children: Parents should show children affection both physically and verbally. Most young children love to be held, hugged and kissed. Older children also appreciate hugs and pats on the back. Spending time with children also communicates affection.

Communicate appreciation to children: Parents should praise their children when they do the right things rather than just scolding them when they do the wrong thing. It is important for them to know that they are loved just because of who they are.

Discipline children in positive ways: Parents should never discipline their children when angry. Rather, they should take time to think of positive ways to teach and correct him/her. A child responds much more positively to kind and gentle teaching than to harsh discipline.

Parents should teach their children to be independent and responsible: Children should be taught principles and then allowed to explore and learn. Parents should set tasks for them and allow them to carry them out and support and direct them. However, while it is important for children to be independent and responsible, parents should perform tasks for and with them occasionally, even if they are capable of doing it on their own.

Parenting Styles and Patterns
Parents play a critical role in the lives of their children. This is why the parents must be mature and be ready to deal with the issues and challenges associated with marriage before venturing into it. It is apt to learn about parenting patterns and skills. Parenting refers to how a parent (father or mother) takes care of their children and others in the household (Ahi, 2001). It is the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood (Wikipedia on-line encyclopaedia). This means that parenting involves the task of raising a child or children even without the biological relationship such as, parental care from non-parent, blood or non-blood relations who raise an orphaned child or one belonging to a relation). Parenting is also done on children who are raised in foster care or orphanage homes.

Characteristics of Negative Parenting Styles
There are certain characteristics that describe the type of parent an individual is. Each of this has either a negative or positive impact on the child. Examples of these characteristics are:

1. The busy parent-Parents do not spend enough time with the children; he/she hardly stay at home even on public holidays when families should be together. Such parent does not provide an opportunity to discuss the problems or challenges being faced by the child.

2. The strict or autocratic parent-Some people believe that, the
best way to raise a child is to be a strict parent. Such parents do not allow their children to express their opinion freely, their words are final, they instil fear in a child and they give out order without considering the feelings of the child. They virtually intimidate and harass the child in the name of parenting.

3. The frustrated parent- This type of parent feels frustrated by the behaviour of the child. The parent feels that the child is always disobedient, feels upset about differences of opinion and interests between him/her and the child. Such parent, therefore, indulges in bad habits such as drinking and smoking as a way of coping with the situation.

4. Selfish and over protective parent- These parents do not always consider the best interest of the child. Rather, the parent wants to be heard always without listening to the child, likes to win arguments, and displays ignorance of the child’s needs. The parent does not give the child some degree of freedom to explore.

5. The impatient parent- Such parents do not give the child the opportunity to prove himself or herself, gets angry, yells, blames and criticises the child when he/she makes a mistake, does not correct the child lovingly, calls the child names. These lower the child’s self-esteem. Such parents most often than not give multiple orders all at once.

Parenting Styles that Foster Responsible Behaviour
According to Baumrind (1970), the following types of parenting styles foster the development of socially responsible and independent behaviour in children:

a) Parents who lead by good example.
b) Those who set firm standards of behaviour in which socially accepted behaviour is rewarded and unacceptable behaviour is punished.
c) Parents who are committed to the child in such a way that, they are neither overprotective nor rejecting.
d) Those who provide security for children and an enabling environment for them to showcase their creative talents, skills and rational thinking.
e) Parents who have high demands for achievement and are receptive to a child’s rational demands.

Tips for Good Parenting
According to the Teacher’s Training Manual on Sexuality Education (AH, 2001), parents need to acquire good parenting skills in order to ensure proper training of the child. Some tips for good parenting are:

✓ Parents should take interests in their children by asking questions about their concerns, worries, schooling, relationships etc.
✓ They should listen to their children’s feelings.
✓ They should also let their children know that they love them and have their best interest at heart.
✓ Discuss the rules they set with their children (like the time to come back home from an outing etc).
✓ Parents should not feel shy or uncomfortable to discuss sensitive issues with their children such as sexuality issues.
✓ Recognise the fact that, sometimes, children need to be independent and therefore give them a little bit of freedom and trust them to make good decisions and judgments. Help children find interests and hobbies.
✓ Praise and encourage children when they do positive things. Correct them lovingly when they make mistakes.

Parenting at different stages of the Lifespan
The pre-pregnancy Stage
At this stage, the married partners are learning to live with each other for the first time. At this stage parents should first agree on the number of children they want to have. Family planning is therefore essential in order to ensure that they have only the number of children they agree on and can cater for. This is adequately covered in the chapter on family size and family planning.

Pregnancy
The health and diet decisions of the mother can have either a positive or negative impact on the child during prenatal parenting. So, during pregnancy, the mother needs to make healthy decisions about the choice of food and lifestyle that will make her child healthy. With the coming of a child, finance, leisure time, entertainment, and privacy will undergo changes because proper child care becomes very significant at this stage.
Parenting of Newborns and Infants

Parents have the obligation to provide basic necessities of a baby before its arrival. Afterwards, the newborn's basic needs such as food and comfort have to be taken care of by the parents. Each time a baby cries, his/her needs have to be attended to. Also, the mother has the responsibility of breast feeding her baby for at least six months.

Parenting of Toddlers

This is the pre-school stage and at this stage, parents are concerned with showing the child how to do things rather than doing it for them, and the child will often mimic the parents. Toddlers need help to build their vocabulary, increase their communications skills, and manage their emotions. Toddlers will also start learning toilet training; understand social etiquette such as being polite. At this stage, parents need to cater for the critical needs and interests of the pre-school children to stimulate their growth and development. The energy depletion in homes where domestic help or help is not available calls for the need to share the household work.

Parenting at Early Childhood and Pre-adolescent

Learning in the early years comes from being involved in activities and household duties. Parents who join their children in play have the opportunity to experience their children's world, learn to communicate more effectively with them and also have the opportunity to offer guidance. Parents teach their children healthy, hygienic and eating habits through instruction and by example. Parents are expected to make decisions about their child's education by paying attention to the child's educational and growth needs. The parents are also expected to collaborate with the demands and expectations of the school in helping the child in his/her studies.

Parenting at Adolescence

Adolescence can be a challenging period for children, a period described by developmental psychologists as 'a period of storm and stress' due to the identity crisis individuals experience at this period. Parental issues at this stage of parenting include dealing with 'rebellious' teenagers. Adolescents have special troubles that need the help of parents to ensure a balance which will be beneficial and productive in several life situations.

Adults

At the stage of adulthood, the family need to uphold a supportive home base for the children, to provide guidance on several cultural, religious and traditional family based events like marriages, birthday celebration and other ceremonies with the support of parents and elder relatives. As children grow into young adults, their personalities show the result of successful or unsuccessful parenting and proper guidance especially when young adults make their independent life decisions about their education, work and choosing mates for friendship or marriage.

Middle-Age and Old Age

Parenting does not end when children grow up and advance in age. Parents always remain parents to old children. Their relationship continues as parenting issues may include the relationship with grandchildren and stepchildren. Traditionally, young mothers receive advice from their own parents, and exchange advice with other young mothers. The reduction in the income in later adulthood makes it significant to adopt a more modest standard of living.

Parental Responsibility in Later years

The family members especially parents need to learn to cope with the 'empty nest syndrome' occasioned by the children leaving home and settling down; bereavement and living alone are typical at this stage in family life. Very often helpers like home nurses may have to give the required services to the parents but grown children especially in African families have the responsibility of taking good care of aged parents. Whether they bring them to stay with their families or are left at home in the village or even cities, grown children should never abandon their aged parents to despair. Taking care of them include not only providing their basic physical, health and nourishment necessities but also their emotional and mental needs. This has to do with psychological care and a positive attitude towards them as this ensures they are kept warm.

Parenting Children with Disabilities

While families with children that have disabilities experience challenges, it is important for such parents to provide the necessary support that will make the child live a happy healthy life. Some tips for coping with such situations include:
I. Maintaining a strong marital relationship—Acknowledging the special need of the disabled child can be traumatic or stressful, hence, keeping their relationship strong and healthy will increase their ability to adapt to the new situation.

ii. Staying positive and having realistic expectations—Researchers say that families which cope well with special children have a positive attitude, realistic expectations of their child, and are less preoccupied with negative thoughts (Yau & Li-Tsang, 1999).

iii. Recognising that the child cannot help the situation—Parents should be reminded that the problem the child is experiencing comes from a special need he/she cannot control.

iv. Avoiding anxiousness—It is normal to be concerned about the future of the child, but excessive anxiety can get in the way of making good decisions and make parents irrational.

v. Letting the child grow up at his/her own pace—Parents should not compare the child with another or subject the child to pressure of keeping up with his/her peers. He/she should be allowed to grow and learn at his/her own pace.

vi. Helping the child to maintain self-confidence—Accepting the child as he/she is, by allowing him/her to feel unconditionally loved, irrespective of whom he/she is, not by what he/she achieves.

vii. Turning to the higher power through religious faith for strength—Religious faith and beliefs provide many families with strength, support, and hope during times of difficulty. Belief in a divine plan allows many fathers and mothers find meaning in their situation and to rise above discouragement. Many parents see their special child as a divine gift from God and often consider it as a blessing to be entrusted with this special spirit in their home.

viii. Seeking support/Help—Joining a parent support group where parents can share experiences and worries with others in a similar situation can be helpful. Educate relatives, friends, or neighbours about the child’s disability and communicate the child’s needs and feelings. Also, actively seeking support can greatly decrease stress and anxiety for the family. Begin by talking with doctors, school counsellors and religious leaders.

Chapter Summary

This chapter dwelt on the responsibility and obligation of parents to their children. Parental Responsibility is seen as a legal term that has to do with all the legal rights, duties, powers and responsibilities for and over a child. In Nigeria in particular, Parental responsibility as contained in the Nigerian Child Act enacted by the Nigerian National Assembly in 2011 is the term that describes the legal duty that a parent has to their child. Examples of parental responsibility include the duty to protect, maintain, secure the child’s education, and control the child as well as providing a home for the child. Parents also have corresponding rights over their children such as the right to determine where the child should live, to determine education and religion, to discipline the child and give consent to the child’s marriage amongst others. The children’s needs in relation to the parents tasks include among others needs for physical security and development as well as emotional security and development. All family members have their various roles that make the home warm for them all. It is the parents responsibility to give sound home training and upbringing for the children that include training on table manners.

Review Questions
1. What is parental responsibility?
2. List five parental rights and five parental duties.
3. Highlight five things the parents capture in the course of home training their children.
CHAPTER TEN
PARENTAL MALPRACTICE
(Consufit Iveren Atser)

Introduction
In the course of parenting, the parents may err or indulge in practices that are not completely beneficial to the child they are parenting and so are termed as parental malpractice. The most common form of parental malpractice is child abuse discussed in this chapter while treatment and prevention are also dealt with.

Child Abuse
The term child abuse is often used interchangeably. Child abuse or child maltreatment is physical, sexual, or psychological mistreatment or neglect of a child or children, especially by a parent or other caregiver. It may include any act or failure to act by a parent or other caregiver that results in actual or potential harm to a child, and can occur in a child’s home, or in the organizations, schools or communities the child interacts with. In general, abuse refers to deliberate acts of commission while neglect refers to acts of omission. Child maltreatment includes both acts of commission and acts of omission on the part of parents or caregivers that cause actual or threatened harm to a child.

The World Health Organization (WHO) defines child abuse and child maltreatment as "all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power." The four types of child maltreatment are: physical abuse; sexual abuse; emotional and psychological abuse as well as neglect.

Physical Abuse
It is quite difficult to get people to agree on what behaviours actually constitute physical abuse among children but the WHO defines physical abuse as intentional use of physical force against the child that results in - or has a high likelihood of resulting in - harm for the child's health.

Sexual Abuse
Child sexual abuse (CSA) is a form of child abuse in which an adult or older adolescent abuses a child for sexual stimulation. Sexual abuse refers to the participation of a child in a sexual act aimed toward the physical gratification or the financial profit of the person committing the act (Holt, Buckley, Whelan, 2008). Forms of child sexual abuse include asking or pressuring a child to engage in sexual activities (regardless of the outcome), indecent exposure of the genitals to a child, displaying pornography to a child, actual sexual contact with a child, physical contact with the child's genitals, viewing of the child's genitalia without physical contact, or using a child to produce child pornography.

Psychological Abuse
Psychological abuse refers to the spuming, terrorizing, isolating, exploiting, corrupting, denying emotional responsiveness, or neglect or a repeated pattern of caregiver behavior or extreme incident(s) that convey to children that they are worthless, flawed, unloved, unwanted, endangered, or only of value in meeting another's needs. In 2013, the American Psychological Association (APA) added Child Psychological Abuse to the DSM-5, describing it as "non-accidental verbal or symbolic acts by a child's parent or caregiver that result, or have reasonable potential to result, in significant psychological harm to the child." Some have defined it as the production of psychological and social defects in the growth of a child as a result of behaviour such as loud yelling, coarse and rude attitude, inattention, harsh criticism, and denigration of the child's personality. Other examples include name-calling, ridicule, degradation, destruction of personal belongings, torture or killing of a child's pet, excessive criticism, inappropriate or excessive demands, withholding communication, and routine labelling or humiliation.

Child Neglect
Child neglect is the failure of a parent or other person with responsibility for the child, to provide needed food, clothing, shelter, medical care, or survival, development or dignity. This includes hitting, beating, kicking, shaking, biting, strangling, scalding, burning, poisoning and suffocating. Much physical violence against children in the home is inflicted with the object of punishing especially corporal.
supervision to the degree that the child's health, safety or well-being may be threatened with harm. Neglect is also a lack of attention from the people surrounding a child, and the non-provision of the relevant and adequate necessities for the child's survival, which would be a lacking in attention, love, and nurture. Some observable signs of child neglect include: the child is frequently absent from school, begs or steals food or money, lacks needed medical and dental care, is consistently dirty, or lacks sufficient clothing for the weather. Acts of neglect can be divided into six sub-categories:

i. Physical Neglect: such as the failure to provide the basic physical necessities, such as a safe and clean home.
ii. Medical Neglect: characterized by the lack of or inadequate medical care.
iii. Supervisory Neglect: characterized by the absence of a parent or guardian to protect the child from avoidable physical harm, sexual abuse or criminal behaviour.
iv. Emotional Neglect: characterized by a lack of nurturance, encouragement and support.
v. Educational Neglect: characterized by the parents’ or caregivers’ indisposition to provide an education and educational resources for the child to actively participate in the school system
vi. Abandonment: when the parent or guardian leaves a child alone for a long period of time without a babysitter, caregiver or company.

Effects of Child Abuse
Child abuse can result in immediate adverse physical effects and it is also strongly associated with developmental problems, with psychological effects, high-risk health behaviours and shortened lifespan. maltreated children may grow up to be maltreating adults because that is the language they understand.

Emotional Effect
Emotional child abuse can actually result in long-term and short-term effects that ultimately affect a child's upbringing and development. Children who are constantly ignored, shamed, terrorized or humiliated suffer at least as much, if not more, than if they are physically assaulted. Abused children can grow up experiencing insecurities, low self-esteem, ongoing difficulties with trust, social withdrawal, trouble in

Physical Effect
The immediate physical effects of abuse or neglect can be relatively minor (bruises or cuts) or severe (broken bones, haemorrhage, or even death) while the long-term impact of child abuse and neglect on physical health and development can be intracranial hypertension (increased pressure in the skull), damage to the spinal cord and neck, and rib or bone fractures.

Psychological Effect
Childhood psychological abuse is as harmful as sexual or physical abuse and is about "the most challenging and prevalent form of child abuse and neglect. Victims of childhood abuse may also suffer from different types of physical health problems later in life. Many children who have been abused in any form develop some sort of psychological problem. Neglected children may experience delays in physical and psychosocial development, and may develop impaired neuropsychological functions like attention, language, memory, social skills and even executive functions.

Forms of Child Abuse
There are different forms of child abuse which may be as described briefly below.

Child labour
Child labour refers to the employment of children in any work that deprives children of their childhood, interferes with their ability to attend regular school, or is mentally, physically, socially or morally dangerous and harmful. It also refers to those occupations which infringe the development of children (due to the nature of the job and/or the lack of appropriate regulation). Child soldiering is another form of child abuse wherein children are conscripted and indoctrinated to
perform war tasks well beyond their courage and strength. Such children suffer trauma as they are brain-washed to carry out all forms of violence against their very nation (Effiong and Deng, 2011). Another form of child labour is hawking wherein the child is made to move from place to place advertising and selling goods publicly. Many of these children do not go to school, do not receive proper nutrition or care, and have little or no time to play.

**Corporal Punishment**
This has to do with inflicting pain on children by flogging when they go wrong. Corporal punishment at home or at school is a form of child abuse as it renders the child vulnerable to injury. Alternative ways of correcting wrong behaviour can be used such as non-physical discipline like withdrawal of praise or rewards due to one’s offence. Other better alternatives are manual labour and withdrawal of privileges.

**Child trafficking**
Child trafficking is the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation through commercial sexual exploitation, bonded labour, camel jockeying, child domestic labour, drug courting, child soldiering, illegal adoptions, begging. Trafficking is another form of slavery as those who arrange them collect huge sums of money and deceive their victims of prospects (education, jobs, business, facilities, etc) as they arrive at their destinations.

**Female genital mutilation**
This is a form of child abuse that is perpetrated in some sub-cultures in Nigeria and other African and Asian countries. Also called female circumcision, female genital mutilation (FGM) is defined by the World Health Organization (WHO) as "all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The consequences of FGM include physical, emotional and sexual problems, and include serious risks during childbirth and social humiliation. This is treated more fully under domestic violence.

**Child marriage/prostitution**
A child marriage is a marriage between two minors, or between an adult and a minor. Often before the minor has reached puberty. Such marriages may constitute child abuse but in regions with such practices (like Africa and Asia) even if/where laws prohibit child marriage, they are often unenforced. Many parents, guardians and caregivers charged with the responsibility of the child's welfare and care are the ones that lure them into prostitution or early marriages for their economic gratification. Even most of such marriages sooner than later fail and the 'young wife' may know no other means of survival than the twin evil sister of prostitution.

**Child Neglect/Rejection**
This involves showing indifference or apathy to the child. Rejection can cause loneliness, withdrawal and more serious depression as the child gets emotionally deranged.

**Causes of Child Abuse**
The World Health Organization (WHO) and the International Society for Prevention of Child Abuse and Neglect (ISPCAN) has identified multiple factors at different levels that combine to influence the occurrence of child maltreatment. At the individual level, such factors include age, sex and personal history, while at the level of society factors may include cultural norms encouraging harsh physical punishment of children, economic inequality, poverty and the lack of social safety nets. Parents who physically abuse their spouses are more likely than others to physically abuse their children.

**Prevention and Treatment of Child Abuse**
There is need for teaching of child rearing skills to prospective parents, while support-group structures like Social Welfare Centres are needed to reinforce parenting skills and closely monitor the children's well-being. Reported and established cases of child abuse can be handled by social-worker visits to observe and evaluate the progress of the child and his/her caretaking situation.

Paediatricians may be of help in identifying children at risk of maltreatment and intervene with the aid of a Social Worker to provide access to treatment. Unintended conception increases the risk of subsequent child abuse, and large family size increases the risk of child neglect. Thus it is quite necessary to ensure that affordable contraceptive
services should form the basis for child abuse prevention to help prospective parents only bring forth children they are prepared for and forestall 'unwanted pregnancy syndrome' at the base of some child abuse.

Child abuse can also be prevented or forestalled if parents and prospective parents are exposed to the Rights of the Child as provided by a nation's legislations and Child laws. In Nigeria such provisions are taken from the Federal Government's document contained in the Bill for An Act to protect the right of the Child.

Rights of the Child
The basic Rights of the Nigerian Child as provided by the Federal Republic of Nigeria (2003) provide a clue as to the boundaries of what parents and guardians should or should not do to their child no matter the circumstances. These provisions constitute the basic Rights of the Child in Nigeria and can guide parents and guardians against child abuse or parental malpractice. They include highlights as follows:

Section 4. Every child has the right to survival and development.

Section 5.—(1) Every child has the right to a name and, accordingly, shall be given a name on his birth or on such other date as is dictated by the culture of his parents or guardian.

Section 6. Every child has the right to freedom of association and peaceful assembly in conformity with the law and in accordance with the necessary guidance and directions of his parents or guardians.

Section 7.—(1) Every child has the right to freedom of thought, conscience and religion.

(2) Parents and, where applicable, legal guardians shall provide guidance and direction in the exercise of these rights having regard to the evolving capacities and best interest of the child.

Section 8.—(1) Every child is entitled to his privacy, family life, home, correspondence, telephone conversation and telegraphic communications, except as provided in Subsection (3) of this section.

Section 9.—(1) Every child is entitled to freedom of movement subject to parental control which is neither harmful nor coercive to the child.

Section 10.—(1) A child shall not be subjected to any form of discrimination.

Section 11. Every child is entitled to respect for the dignity of his person, and accordingly, no child shall be—

(a) subjected to physical, mental or emotional injury, abuse, neglect or maltreatment, including sexual abuse; or
(b) subjected to torture, inhuman or degrading treatment or punishment; or
(c) subjected to attacks upon his honour or reputation; or
(d) held in slavery or servitude, while in the care of a parent, legal guardian or school authority or any other person or authority having the care of the child.

Section 12. Every child is entitled to rest and leisure and to engage in play, sports and recreational activities appropriate to his/her age.

Section 13.—(1) Every child is entitled to enjoy the best attainable state of physical, mental and spiritual health.

Section 14.—(1) Every child has a right to parental care and, protection and accordingly, no child shall be separated from his parents against the wish of the child.

(2) Every child has the right to maintenance by his parents or guardians in accordance with the extent of their means, and the child has the right, in appropriate circumstances, to enforce this right in the family court.

Section 15.—(1) Every child has the right to free, compulsory and universal basic education and it shall be the duty of the Government in Nigeria to provide such education.

(2) Every parent or guardian shall ensure that his child or ward attends and completes his/her primary school education and junior secondary education.

(5) A female child who becomes pregnant, before completing her education shall be given the opportunity, after delivery, to continue with her education, on the basis of her individual ability.

These are a few of such rights; a close look at these will make many parents over child malpractices or child abuse. Nonetheless if parents are made to study this document ahead of and preparatory for family life, it will go a long way in sensitizing them and other care givers to avoid indulging in acts of child abuse.

Chapter Summary
Parents should be the primary teachers of children in moral values and attitudes. They should teach them by precepts and example and through religious values. This will enable them make wise choices, even in the face of temptation and peer influences. In this chapter, you have learnt about parental malpractice. Child abuse is the principal form of parental
malpractices which open doors of poor parenting practices that takes their toll on the child physically, socially and emotionally. The varying forms of child abuse include child trafficking, child labour, genital mutilation, child marriages etc. Educating prospective parents on sound parenting styles will help in forestalling some of the forms of parental malpractice. Such education may also dwell on the provisions of Child Rights to get the parents well educated about his responsibilities and obligations as to how he should handle his children vis-a-vis the legislative provisions. Parents must be made to understand that albeit they gave birth to a child, they have no legal right to make life a hell for such a child or neglect their obligations as provided by the Child Rights Act.

Review Questions
1. Parenting can turn sour: discuss the concept of child abuse as relates to parenting malpractice.
2. What are the forms of child abuse?
3. What are the basic Child Rights that should guide parents against parental malpractice?

Introduction
Financial and other material resources are scarce and so their management are some of the most crucial things in family life. Research has shown that money is the most frequently reported issue that families argue about. They fight over differences in ways to spend it, the need to save, how to invest it, who should pay what, how to divide up the responsibility for money tasks, and many more issues. A lot of marital/family decisions, in some way, are linked to money from taking a new job, to choosing what kind of car to buy, to deciding about children’s education. While some family members may feel rather hesitantly uncomfortable to talk about money matters, this tendency may tend to inflame so many passions and result in so many relationship crises. Money can enhance or destroy a family and can lead to mistrust, name-calling, selfishness, dishonesty, and even divorce. But most couples may find that when they are able to resolve their financial difficulties and conflicts, their marriage or family relationship usually improves and there is less strain on the relationship.

Management of family finance can go a long way to facilitating the success and happiness of relationships within the family. Parents especially have a moral duty to provide for their children’s needs and this can only be guaranteed through responsible financial behaviour and management. A financially stable family is likely to be more peaceful and serene. In this chapter therefore, we will learn the important financial skills required to manage financial resources and related resources in the home. We will also cover aspects like financial patterns of a family, causes of family financial problems as well as factors that influence financial behaviour and strategies of changing financial behaviour among family members is also dealt with.

Family Financial Patterns
There are basic things that members of the family can do to manage their
financial and other resources within the family. This behoves the family unit to learn and adopt financial patterns that can sustain the family such as these:

Setting realistic financial goals: the family head should realise the fact that the individual has different values, standards and goals that influence his or her view of money and its uses. It is therefore apt to involve other family members as they set financial goals to get a common memorandum of understanding needed for realizing such goals.

Setting appropriate family rules: every family has rules that guide their conduct on crucial aspects of life. Members need to develop understanding and respect for these rules although they should also learn to curb their selfish attitude about money. No matter the size of income for the family the couple as the custodian of family finances should discuss finances and consider the other spouse’s feelings when spending money.

Open Communication: couples should be open with one another about their wishes for the family financial pattern. This may call for regular review of current family financial rules to go with relevant wishes and inputs, while also being open to the other spouse before making large purchases or investments. This has potential for forestalling the brewing of suspicion and ill will.

Holding regular Briefing/updates with family members on family projects: it is a very useful practice to teach all family members about the family finances, resources and projects. Children can be taken into confidence and shown how the money is allocated to various expenses and savings programmes. Between couples they can hold monthly or quarterly briefings to discuss money matters to provide needed updates and avoid impulse spending.

Family budgeting: this is a pattern of planning that puts together both family income and family expenditure to enable the family strategize and re-strategize on how best to spend the resources of the family. Details about family budgets are discussed more fully later in this chapter.

Factors that Influence Financial Behaviour
Notwithstanding the financial patterns obtainable in a family, there are certain factors that are likely to influence the financial behaviour of all family members as individuals. These include emotions, personality, and an individual’s attitude toward money.

1. Emotional Intimacy: Money can be strongly linked to our emotions. Some people spend money to cover-up some emotional issues. For instance, some people go out for shopping to overcome sadness or loneliness. While some other people spent money on others in order to control them. Others have incurred debt to buy gifts and relieve feelings of guilt because they are neglected by someone. For instance, a man who has been coming home very late from work for a long time and forgot his wife’s birthday may decide to borrow money from a friend to buy a very expensive gift for his wife to cover up his guilty conscience. Since this is an important aspect of family resource management, couples need to understand their spouse’s feelings towards money; why money matters make them anxious, why and how a spouse can be motivated to save money for unanticipated and future family needs.

2. Personality: one’s personality also affects his/her financial behaviour. A person who is carefree may not value the need for financial planning, budgeting and saving. On the other hand, another person who values order, control and authority may oppose extravagant spending except only on necessities. Such an individual may have difficulty matching their financial behaviour with a spouse who has a different personality.

3. Individual’s attitude towards money: Financial behaviour can be influenced by an individual’s attitude toward money which is, to some extent, learnt or determined by a person’s childhood experience. Some people may associate money with feelings of control, fear, guilt or abandonment. That’s why a man may refuse to discuss financial matters with his wife because he has been taught that control and authority are critical to financial resource management in the family. Talking about and with each other will help identify ways of planning for the financial needs of the family. If members make large purchases without foreknowledge of others it can breed suspicion and contempt so it’s important for a spouse to discuss his/her plans before making a decision.
large purchase. Whatever the need may be - school fees, family home keeping expenses, needs of extended family members and so forth, discussing them openly will affect most positively the financial behaviour of members and between couples.

5. Mutual Respect and Consideration: how much we respect each other can affect how we behave financially too. If a spouse respects and considers his partner, he/she will not use money to control him/her, spend money lavishly on shopping sprees and disregard the family budget. Of course this can cause strife and disagreements in the family. It is essential for a spouse to recognise a partner's wish or desire to save money for a family project, such as buying a land to build a permanent family home, rather than spending it on an expensive car to keep up with social status. The spouse's feelings should be considered before making financial decisions.

6. Trust and Love: Within a family, a couple should trust each other hence trust is the bedrock of family life. One should know that the other partner has his or her interests at heart and so be able to openly communicate about their income rather than keeping money away from each other or being exclusive.

Family Budget
From our knowledge of elementary economics, a family budget is a plan that is drawn by members of a family to indicate the total income that the family gets every month and also the total expenditure that the family incurs every month. A family budget is a statement which shows how family income is spent on various items of expenditure. It shows the distribution of the family income over the various items of expenditure. The standard of living of a people is reflected in their family budgets. It affects the different aspects of family financial resources and so all the family members should be aware of what the budget entails. Without a budget in place, families will have no idea where their money is going. A budget helps to create order in a household and cuts down on haphazard spending. Once budgets are set, the family work as a team to stay within the parameters.

For a family budget to be effective the following should be considered.

1. Income: The amount of income is the first thing that should be taken into consideration. This is because the amount of money to be spent is pegged on what is available for spending. The family should endeavour to learn to spend less money than the amount that is available to ensure that it lives within its means. If this does not happen, it will make the family live off debts which might accumulate to unmanageable levels. This creates resource constraint that is likely to destabilize the family.

2. Family size: The number of family members, their ages and their unique needs should be considered. This is because members who are sick and children may require special food care hence making the budgetary allocation on food to go up.

3. Basic needs and wants as priority: The family budget should seek to satisfy the basic human wants and needs while cutting down on luxuries to the barest minimum. This does not mean that the luxuries should be eliminated from the budget but they should not be a priority especially in a biting economic situation.

4. Educational needs as priority: The budget should cater for the education needs of the family which comprise of money required for tuition, books and even transport or school runs. In case the family has engaged the services of house workers, their wages should be included.

5. Utilities: Another expense includes the bills for water, gas and electricity. The amount used for the maintenance of the house should also be included. The health of the family should not be forgotten.

The family budget should be drawn in such a way that it will leave some allowance for compulsory savings. The minimum amount that a family should endeavour to save should be 5% of the total income every month. Normally the savings should be put away before the other expenditures are put into consideration and should not be taken even if the expenses surpass the income.

In case there are some debts to be serviced, the family should restrict such debt repayment to 15% of the total income but the goal of the family should be to eliminate debts completely and restrain from getting further indebtedness.

Importance of Family Budget
Study of family budgets is of very great use from the economic point of view. Some economic organisations devote special attention to the study
of family budgets because it helps in checking the socio-economic matrix of the different classes of people. This can create awareness of the need for economic reviews or revolutions as the case may be.

To family head, the budget is a very useful tool of ascertaining where money is going. He will be able to find out from the budget before him whether his income has been properly distributed among the various items of expenditure and also whether he has been able to balance his budget or not. This helps to checkmate excesses and unwarranted spending on irrelevant items.

The family budget is a mirror of the consumption of people which all depends on their standard of living which in turn determines the prevailing economic tone and/or prosperity of the people.

**Step by Step guide to Family Budgeting**

A budget is a planning tool, and it is most effective when it is realistic. It's not the place for what you wish the numbers were. Once the budget is set up and you can see where your money is really going, there will be plenty of opportunities to change your spending. If a budget is too complicated, one may not find it as useful, so it is better to create a simple, workable budget using a piece of paper, a spreadsheet, or budgeting software as the case may be. It may also be easier to look at monthly amounts since so many bills are paid on a monthly basis.

**Starting with the Family income**

This has to do with adding up the expected monthly income, plus any side income. Adjustments can always be made later.

---

**Sample Record of Family Income**

<table>
<thead>
<tr>
<th>Source of Income</th>
<th>Expected Income</th>
<th>Actual Income</th>
<th>Net Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Husband's</td>
<td>180,000</td>
<td>150,000</td>
<td>120,065</td>
</tr>
<tr>
<td>Wife's</td>
<td>120,000</td>
<td>89,000</td>
<td>89,000</td>
</tr>
<tr>
<td>Family orchard</td>
<td>285,000</td>
<td>75,000</td>
<td>75,000</td>
</tr>
<tr>
<td>Husband's black industry</td>
<td>150,000</td>
<td>120,000</td>
<td>95,000</td>
</tr>
<tr>
<td>Wife's business centre</td>
<td>55,000</td>
<td>55,000</td>
<td>45,000</td>
</tr>
<tr>
<td>Family piggery farm</td>
<td>185,000</td>
<td>63,000</td>
<td>60,000</td>
</tr>
<tr>
<td>Family tipping business</td>
<td>220,000</td>
<td>150,000</td>
<td>115,000</td>
</tr>
<tr>
<td>Family rice farm</td>
<td>195,000</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Family yam farm</td>
<td>50,000</td>
<td>200,000</td>
<td>182,000</td>
</tr>
<tr>
<td>Total</td>
<td>1,890,000</td>
<td>902,000</td>
<td>719,065</td>
</tr>
</tbody>
</table>

The amounts that you think you will pay go as you go through your receipts, you will update your budget with the Actual Amounts in the second column. The main goal is for the expenses to be less than the income.

---

**Family Budget Template of expenditure**

<table>
<thead>
<tr>
<th>Item Categories</th>
<th>Actual Expense</th>
<th>Targeted Expense</th>
<th>Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fixed Expenses</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Savings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Tithes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. Mortgage repayments (cash, rental payments)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv. Conservancy &amp; property taxes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v. Insurance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi. Income tax</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vii. Children's educational needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>viii. Allowances for parents &amp; children &amp; maids</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Transport</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Car loan repayment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Vehicle insurance/road taxes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. Car park charges where applicable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv. Petrol and maintenance expenses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v. Public transport fare where need be</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi. Religious and social ceremonies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Utilities and Household Expenses</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Utilities bill</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Home / mobile phones</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. Cable TV/internet services, subscription</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Food and Basic Necessities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Groceries' perishables</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Snacks and eating out</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. Clothing and personal maintenance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv. Health and medical reserves</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Miscellaneous</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Family outings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Entertainment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Highlights of the budget expenditure template show the sections on fixed expenses, transport, utilities, food/basic necessities and miscellaneous. These in turn have their sub-sections. For example, the sub-section under fixed expenses has

**Savings** - most work establishments now run a scheme for compulsory savings and loan schemes that individuals should leverage.

**Debt payoff** - here all kinds of mortgages, debts, loan repayment, insurances, taxes etc. Paying off any kinds of debt should be a high priority. Of course this will free up the income for future opportunities when you are less burdened with the monthly payments and interest.

**Home** - this include rent or mortgage payment, insurance, property taxes. You could even include home repairs and furnishings in this budget category.

**Utilities** - this include monthly bills for water, electricity, gas, phone, internet, cable TV.

**Car** - Car payments, gas, insurance, repairs, registration, inspection, tires.

**Healthcare** - Doctor visits and prescriptions, medical check ups

**Food** - Groceries and dining out.

**Personal** - Clothing, hair cuts, wants, entertainment.

**One-time or big expenses** - set aside money each month for any big-ticket items before buying them.

**Grace** - this is a buffer for any mistakes or eventualities which helps you stick to your budget.

### Strategies for Developing Sound Financial Behaviour and Cutting Costs in Family Expenditure

Developing good financial behaviour is a very crucial aspect of managing family finances and cutting down family expenses. Adequate management of family finance prepares every family against adversity. This has to do with being modest in expenditures; disciplining yourselves in purchases to avoid debt. Wise financial management can provide security and promote family well-being. Paying an honest tithe as the case may be, living within family means, saving for unexpected expenses, and avoiding debt are essential parts of financial stability. Also keeping a record of expenditures and reviewing monthly income and expenses can help families identify and determine how to reduce spending on nonessentials. If a family wishes to cut expenses they can begin practicing one or more of some cost reduction strategies.

Combined, these can result to a significant reduction in the day-to-day living expenses in the family. Cost reduction strategies include:

**Buying Less on Credit**

Due to the biting economy most people keep buying on credit but the money spent for interest charges might be better used for buying goods or services or for adding to a savings plan. The irony is that some of these items are not as crucial to warrant paying extra charges as is done on credit buying. A good way to cut expenses is simply to not make new purchases of nonessential goods or services until you might have paid all or at least most of your old debts. Family members should learn to discipline their urges to put off buying like new furniture, appliances, clothing, a car, or taking a vacation until the current level of debt is reduced. This applies to cash loans as well.

**Planned purchases**

This means avoiding impulse buying, rather members should plan ahead for their purchases. Planned purchases will help families to shop when sales will allow greater savings. In the same vein, we should not just buy something because it is on sale when we don't actually need it. Buying products from local stores can offer better prices and more reliable service than from door-to-door sellers who may not offer whole sales.

**Carrying Less Cash**

The cashless society policy now suffices. Families can also shun the temptation of making impulse purchases by carrying less cash and leaving credit cards or cheque book home unless there is need to make a planned purchase. Even on long journeys we can consider carrying travellers cheque but only use them in an emergency.

**Renting Rather Than Buying**

We can also cut cost by renting rather than buying very expensive items you rarely use. Perhaps several pieces of equipment can be shared among neighbours, with sizable savings to all persons involved.

**Compare costs and qualities Before Buying**

Family financial stake holders should not settle for mediocre or poor quality goods just because they're cheap since poor quality goods are often discarded/replaced because they don't look good, last long, or
Reducing Transportation Costs
This may involve cutting down car expenses by driving less. Avoid making extra trips to the store for one or two items and also planning ahead. It may also involve shopping for one or two week’s groceries/other necessities at a time. Picking up other perishable items more often but avoiding convenience stores. Consider whether it would be cheaper to use public transportation (if it is available) or personal car to work rather than own a second car.

Spending Less on Utilities
Families should consider washing clothes only when they have a full load rather than washing every other day in trickles. Reduce telephone expenses, cut food expenses by guiding against overfeeding the family by eliminating snack foods but rather concentrating on nutritious food items. Hide food so it is not eaten unnecessarily.

Financial Services open to families
In the modern day society when the economy is depressed and where there is emphasis on cashless transactions, family stake holders need financial education that puts them on a vantage to run family finances in a very responsible manner. Financial services like savings, loans and monetization are rendered by Banks, savings & loan associations, micro-finance institutions and credit unions. There are some local saving schemes like the local bam, periodic contributions (adashi), share bam and multipurpose cooperative and thrift societies. These financial institutions offer multi dimensional financial services like savings/investing, loan services and a host of others. It may be worthwhile for family stakeholders to examine how to use these different financial institutions to advantage, like some of them can be leveraged to help families to run large scale family projects.

The Family and Consumer Education
Consumption is an important part of everyday life that uses up a significant proportion of family money and other resources. Knowledge of family consumption patterns is needed for providing buffers in the management of family resources. Consumer education has been defined in many ways by different organisations, from UNESCO, OECD and the United Nations Environment Program (UNEP).

Consumer Education is concerned with teaching people the skills, attitudes and knowledge required for living in a consumer society. It is a fundamental component of general education, which should support consumers in their attempts to organise everyday living in a sustainable way. Consumer education is the preparation of an individual through skills, concepts and understanding that are required for everyday living to achieve maximum satisfaction and utilization of his resources. For the United Nations Environment Program (UNEP), (2013), it is defined as education given to the consumer about various consumer goods and services, covering price, what the consumer can expect, standard trade practice, etc. Such information may be relayed through magazines, websites or word of mouth and is most needed for effectual management of family financial/material resources. It is made part of the formal school curriculum that incorporates knowledge from many disciplines, including: economics, game theory, information theory, law, mathematics and psychology. Consumer education involves three parties viz, business, consumers and the government. Teaching consumer education is investing in our future: it means protecting, giving confidence and enhancing the resource accountability of future consumers. The numerous themes on consumer education can be tackled in almost all traditional teaching subjects and curricula to provide consumer education and to help educate the consumers of tomorrow.

Consumer Education is about promoting an understanding of the structures and systems within the market. Evidence suggests that many adults are not only unaware of how their individual consumer habits can affect their family economy, the environment and society, but are also inadequately equipped to participate effectively in the market place to advantage. Consumer Education therefore provides the insight necessary to develop citizens into responsible and intelligent acting consumers beginning right from their families. In an increasingly globalised world, it is ideal to create awareness regarding the rights of consumers to ensure protection, confidence and social responsibility while consuming.

Six consumer rights
In order to safeguard consumer interest, six consumer rights were initially envisioned by consumer rights activists of the West, namely:
1. **Right to Safety** - consumption and use of products must be safe and not inflict risks.
2. **Right to Information** - consumers must be well aware of what they are offered, content, ingredients, labels suffice. E.g., the adver on cigarettes would always tell consumers that smokers are liable to die young due to the inherent risks.
3. **Right to Choice** - consumers are not compelled to choose what they don't want.
4. **Right to be Heard** - consumers have the right to express their views, criticisms about goods and services they subscribe to and to be heard.
5. **Right to Redress** - consumers have the right to seek redress even in the law court on matters relating to products consumed.
6. **Right to Consumer Education** - consumers are given adequate education concerning purchases they make, typical examples are the manuals, leaflets that accompany products.

### Advantages of Consumer Education
Consumer education has a lot of advantages including the following:

1. Feedback for the business-consumer response provides a good feedback for business owners to make adjustments or consolidate on certain business practices.
2. Producers and sellers will not take consumers for granted and so avoid merely exploiting consumers.
4. Consumer - Producer interaction that creates room for more responsible practices.

### Importance of Consumer Education
Consumer education helps the consumer in many ways in protecting himself from the malpractices of the seller and in making judicious purchases. Let us see what the advantages of consumer education are:

1. Consumer education helps a person in making proper purchase. It enables the consumer in making right selection.
2. Consumer education familiarizes the consumer with the problems which he faces while making purchases. This education inculcates the logical viewpoint in him.
3. Consumer education provides the consumer full information of marketing conditions like various sources of purchasing a particular commodity, from where to get cheap and best goods, the shops providing additional facilities, and to latest products. All these information enables him in taking right decision regarding shopping.
4. Consumer education familiarizes the consumer with various standards of standardization and their markings.
5. One of the most important uses of consumer education is that it familiarizes the consumer about the various acts enacted by the Government from time to time. Consumer education helps the consumer in getting maximum satisfaction by proper utilization of his money and resources.

Effective financial management serves as the cornerstone of the consumer education program. The curriculum must meet some basic and essential criteria in order to prepare the student for learning about budgeting, a concept which encompasses buy-manship and financial management. Through knowledge, insights, and attitudes, students can be helped toward a rich image of the personal and family life they want to work toward, the values they mean to live by, and their commitments toward the economic system and toward the processes of government as contained in their social philosophy.

### Chapter Summary
One of the key lessons here is that, once a family is set-up, the husband and wife should be prepared to work assiduously to manage their financial and material resources to advantage. This they can do by learning to differentiate between needs and wants, communicating openly and honestly about family finances, using a budget or financial plan, and understanding the connection between money and family relationships. The act of effectively managing resources in the family helps to avoid debts and other forms of financial crises. Families should be properly educated of the factors that help them to manage their family finances effectively such as open communication, emotional intimacy, attitude to money, personality, mutual trust and respect, among others. We have also discussed financial patterns of the family and described some ways of developing sound financial behaviour as well as ways of cutting down family expenses.
CHAPTER TWELVE

FAMILY CONFLICTS
(Comfort Ivoren Atser)

Introduction

Family conflicts refer to any conflicts that occur within a family—between husbands and wives, parents and children, between siblings, or with extended families (grandparents, aunts, uncles etc.). A number of factors can cause conflict to arise between family members, including differing opinions, finances, changes in the family structure and sibling rivalry. Both trivial matters and significant circumstances have the power to cause problems between relatives. This chapter covers discussion on causes and impact as well as ways of controlling and resolving conflicts in the family. Like the hen and egg analogy the vicious circle of family conflict may unresolved endure forever and contaminate all humanity for longer than can be imagined. Family life thus offers an ideal environment for analyzing conflicts in line with healthy development of the relationships involved.

Concept of Family Conflict

Conflict in a family is the resultant of the dynamic forces and energies that flow in different directions among the members, through verbal and non verbal communication. According to Petrus (2008), family conflict can be seen as an “Interpersonal tension or struggle among two or more persons (within the family) whose opinions, values, needs or expectations are opposing or incompatible”. It refers to when family members have different views or beliefs that clash, misunderstand each other and jump to the wrong conclusion. While it is normal to disagree with each other from time to time, ongoing conflict can be stressful and damaging to relationships and most people find it difficult to manage their temper and become intentionally hurtful, aggressive or even violent. The interaction of the members produces continuous conflicts, all the time, so the existence of a conflict is absolutely normal in the group. While the presence of minor arguments and disagreements is a signal of psychological health the intensity of a conflict spells crisis. When allowed to brew on for long unresolved even minor crises may degenerate to family separation, divorce or disintegration. These may give rise to tension that increased slowly, such that the thread holding the
family together gets weakened and is ready to be disarmed. Tension may arise from differences in couple's background, opinions, personality, interests, sociability, vacation, necessities, circle of friends, attitudes. Verbal and physical violence by way of explosions of anger or anguish at unwarranted offences, calumination, immoral behaviour etc can eventually give way to full blown family conflicts.

Causes of Family Conflict
A variety of issues can cause conflict between relatives, including extramarital affairs, financial difficulties, poor communication and child related hardships like infertility, disabilities, opposing parenting styles etc. Families are supposed to provide security, pleasure and rest for members, but in many cases they turn out to be a source of unending conflict and nightmare for some. There are some reasons why conflicts may arise in families.

Extramartial Affairs
Extramartial affairs refer to having or keeping lovers outside ones' marriage, cheating and infidelity. It is a situation where one of the partners decides to have affairs outside his/her marriage, for example the husband may keep other women as mistresses or concubines while the wife may keep secret lovers. This, of course, is an act that is usually neither negotiated nor condoned/accepted by the other partner. Infidelity is the cause of some of the most serious family conflicts and can even lead to separation and divorce. It may arise from lack of emotional support, intimacy, respect or admiration for or from the other partner. It may also be due to a spouse's selfishness, loneliness and a feeling of lack of fulfilment in ones' family. Cheating through extramarital affairs can breed a feeling of contempt, betrayal, anger, deep pain and distrust as the aggrieved partner is also embarrassed. However it is experienced, extramarital affairs impacts children and the family negatively if it gives rise to a separation or divorce that calls for custody issues. It is a major challenge in family cordiality and can cause the family to crack and finally break apart.

Financial Difficulties
Financial problems are difficulties that relate to how money is made and used in the family. Financial stress can occur when a husband and wife disagree about how, where or when money is spent. Other financial conflicts arise from issues of unemployment, non payment of salaries as well as poor payments. Financial problems are actually one of the leading causes of family conflicts and divorce. A family as a basic social unit unites together to share things, ideas and even emotions freely without any reservations. By legal and religious customs family property and finance has the 'we' and 'our' selfless quality. It is therefore not acceptable that a partner in marriage/family decides to spend all or the larger part of what he/she has on him or herself alone. Insensitive extravagance on part of a member can be a real cause of family conflict.

Communication problems
When members of a family fail to communicate effectively, arguments erupt more quickly and easily. The common communication issues that can cause conflict in the family include, mixed messages such as saying something and meaning something else, doing the opposite of what is said, interrupting the speaker and focusing on the negative. Communication failure can result to lack of understanding between couples or parents and their children. Certain family communication patterns are prone to encourage conflicts as they discourage problem solving. The power assertive conflict styled families allow one family member to completely control the decision-making process even if others are uncomfortable or not. Those with avoidant conflict style may engage in secretly manipulating their situation behind the scenes while families with an irrational conflict style engage in endless squabbling. They fight about everything but the real issue and sacrifice important family relationships in the process (Vuchinich and Messman, 2013). Good communication skills require that family members should to be humble and submissive as we listen to understand the other person. On the contrary, some members seem to speak even out of turn to be heard or in defence of themselves rather than to try to listen, interpret, ask for explanation and reflect on what others say.

Parenting Issues
Parenting can be complicated, stressful, tiring and can lead to arguments between parents. Difficulty in having children can also be a source of conflict while having excess number of children or unwanted pregnancies can also generate heat in the home. Parents may also have conflicting parenting styles bordering on discipline and the child rearing practices. The human family as a basic social unit is a place where
learning takes place every day in all the domains from the cognitive, behavioural, and affective. It forms a fertile field of formation and exchange of knowledge. Nevertheless, it is what children witness, be it appropriate or inappropriate that they follow accordingly. Effective role modelling has to do with committed nurturing, and display in practical terms of the values children are taught in theory. Such display may include loyalty, self-control, faithfulness, godliness, punctuality, commitment, and reliability. If parents set poor examples before their children, they can expect a harvest of disappointments and failures with the attendant conflicts right in the family circle. Siblings may compete for important family resources but when they don't get what they want or even needed nurturing, while others get, such siblings can become bitter enemies through conflicts. When a child is caught between warring parents there may be triangulation which involves a child openly taking sides with either parent to blame the other parent for causing family problems.

Child Development crises
There are some development stages that are prone to crises and can also cause family conflicts. For example the "Autonomy Versus Shame" stage at the ages of between two to four children realize their autonomy, the right to say "no" and so they do it a lot thereby driving their parents crazy with their willfulness, stubbornness and tantrums. Adolescents who are in the "Identity Versus Identity Diffusion" stage are also faced with identity crisis. As they figure out who they really are, it's common for them to rebel, break rules and even challenge their parents.

Poor or Unforgiving disposition
Unforgiveness is a situation whereby a partner continuously holds unto an offence committed against him/her by allowing this feeling to affect relationship with such or others in the family. Forgiveness may come when the other partner asks for forgiveness but it is just as important to forgive even before they know about it or even if the other partner does it deliberately. Unforgiving disposition is like a disease that eats into an individual and slowly moves to infect the entire body of a family, because it is likely to trigger up a conflict prone reaction.

Pride is another terrible monster that can scare peace out of the family. It is rather sad when some family members do not even know they are proud as they always imagine that they only have better reasoning than others. Family members who always insist that things happen the way they want them to be show pride which always prepares ground for conflict.

Lack of Quality Time for the Family
The essence of marriage and family life is that families spend quality time together to enable them share feelings and enjoy the warm benefit of togetherness. Everyone wants company, and such intimate company of close relationships, allows for sharing of personal secrets. So, no matter what job one does, he/she must create time to be together with his/her family otherwise conflicts can erupt very easily.

Lack of Family Values
Every family has a set of rules or values for their members based on principles that govern their way of life. They display those principles in their manners and the ethics used to direct the language they use, and religious beliefs, the places they go, the people they interact with, and much more. Members learn early in life to imbibe those values but often fail to uphold that result becomes a generational curse. For example, if one fails to uphold the situation the results may be severe. In some situation the where such are lacking it may result in severe costs. In some situation the how to fix it may result in severe costs. In some situation the where such are lacking it may result in severe costs. In some situation the where such are lacking it may result in severe costs. In some situation the where such are lacking it may result in severe costs. In some situation the where such are lacking it may result in severe costs. In some situation the where such are lacking it may result in severe costs. In some situation the where such are lacking it may result in severe costs. In some situation the where such are lacking it may result in severe costs. In some situation the where such are lacking it may result in severe costs. In some situation the where such are lacking it may result in severe costs. In some situation the where such are lacking it may result in severe costs. In some situation the where such are lacking it may result in severe costs.
warm, soothing and trusting atmosphere for all in the home.

Conflict in the Extended Family

Extended kin are those relations that are more than one generation distant in blood lines and may include relations created through marriage, adoption or other socio-familial mechanisms. Albeit variations in extended kinship relationships across human cultures, extended kin are less strong than those within nuclear families and as such are less prone to intense conflict as may be in nuclear families except those that arise from religious, legal, economic or ethical issues that border on parenting. There are numerous other sources of family conflicts such as sibling rivalry when children are not made to understand the need to respect senior siblings and preferring one child over the others. Prevalence of domestic violence/injustice may be witnessed by children. When discipline is too much or non-existent it may also result to conflicts in the family. Conflicts can also arise from learning to live as a new people, birth of a baby or other children, a child going to school or becoming a young person/adult.

Effects of Family Conflict on Children

Children are affected by parental conflict both immediately (emotionally) and over time (psychologically). Consistently, research has found that intense, negative marital conflict may threaten a child’s sense of security and safety in the home and in the outside world (Gordis, Margolin, & John, 2001) as it manifests in typical ways such as:

a. They begin to respond to adult anger with various negative emotions, such as distress, fear, sadness, and anger, which are often manifested in non-verbal signals, such as changes in body movement and facial distortion.

b. The children learn conflict indirectly by watching their parents and modelling their behavioural style such that children in high-conflict homes begin to show higher levels of anger and aggression (Jenkins, 2000).

c. Children who witness competitive parental conflict have more adjustment problems. Indeed competitive parental conflict is acclaimed to be even a powerful predictor of children maladjustment than even the effects of divorce. That is to say that, if conflicting parents just manage to remain married with the illusion of “for the sake of the children” the same children

Expressing Emotions in the Family without conflicts

Emotions can sometimes be very deceptive and bitchy with the tendency to create conflict and friction. Family members may sometimes have to engage in difficult conversations due to tension cause by heightened emotions and friction. The following steps can be useful in identifying and expressing emotions without conflicts.

Putting a check on one's current emotional state- Foundational to expressing emotions effectively is recognizing the feelings being experienced before the conversation even starts. This requires giving words to one's feelings rather than using poor emotional vocabularies. We should avoid use of acidic words, name calling, insults, yelling, scolding and nagging. The key is to reflect on and clarify one's emotional state.

Tackling conflicts by fractions at a time- Breaking conflicts down into smaller and more manageable portions helps in tackling smaller fractions of conflict at a time. The idea is that the smaller the conflict, the less severe the emotion. For example, statements like, "I feel so humiliated in this family!" or "my wife is so insensitive to my needs" are too broad and emotionally charged and so can be broken down into infractions. This can help in structuring conversation among family members so that it does not seem like an attack that evokes strong emotions.

Resolution of Family Conflicts

Conflict is inevitable among families, and the ways families choose to resolve conflict makes a huge difference. Families who peacefully resolve conflict may grow closer as they learn from one another and work hard to take one another's feelings into consideration. When
conflict remains unresolved, however, it may lead to family members harbouring anger, growing resentful and trying to force other family members to take sides. Whether family conflict remains simple or it includes years of unresolved disputes among extended family members, it is worthwhile to make attempts to restore peace by reaching a resolution amenable to everyone involved.

Step 1 - Identify / State the problem and determine members who need to work together to find the solution. When family members clearly identify a problem, they can begin to work on it. However, when people don't acknowledge the problem, or avoid discussing it altogether, a successful resolution becomes impossible.

Step 2 - Establish ground rules for resolving the problem. Before discussing ways to resolve the problem, set some rules for the discussion. For example, agree that no one will call anyone names or ban yelling. Encourage small breaks from the discussion if tempers flare, and emphasize the importance of resolving conflict peacefully.

Step 3 - Brainstorm solutions to the problem. Allow everyone involved to offer input into potential solutions. During the brainstorming process, don't judge whether each solution is good or bad, but instead, create a list of potential solutions.

Step 4 - Evaluate the risks and benefits of each potential solution. Listen to each family member's input about the pros and cons of the solutions.

Step 5 - Reach a solution as a team. Try to reach a consensus about which solution will best resolve the conflict. Be willing to negotiate, and encourage family members to be open to new solutions.

Step 6 - Identify what each family member will do to work on the solution. Each person should identify action steps he will take to work toward the solution.

Chapter Summary

Family conflicts have been seen as resulting from forces that flow in different directions among members due to both verbal and non-verbal communications. Family conflicts may arise from many causes such as extra-marital affairs, communication problems, financial difficulties, developmental crises, parenting styles, unforgiving disposition, pride, lack or poor family values and a host of other factors. Family conflicts have a great deal of impact on family unity and can bring devastating consequences on the children. Resolution of family conflicts has been seen as very crucial for the overall health of the family. The steps for resolving such conflicts have been highlighted to include first and foremost, identifying the problems causing the conflicts and then identifying the role of each family member in resolving such conflicts.

Review Questions
1. What do you understand by family conflicts?
2. Discuss any five factors that can cause conflicts in the family.
3. Emotions are quite subjective but powerfully inclined to conflicts. Discuss showing how family members can express their emotions without causing conflicts.
4. Discuss the procedure for handling conflicts in the home.
CHAPTER THIRTEEN
FAMILY VIOLENCE
(Comfort Iveren Atser)

Introduction
Domestic violence is a pattern of behavior which involves some extreme force intended to harm or cause pain or other abuse by one person against another in a domestic setting, such as in marriage or cohabitation. Domestic violence (also termed as domestic abuse, battering, or family violence) can take place in heterosexual and same-sex family relationships, and can involve harm against children in the family. It can take a number of forms, including physical, verbal, emotional, economic, religious, and sexual abuse that range from subtle, coercive forms to marital rape and to violent physical abuse such as female genital mutilation and acid throwing. Domestic abuse between spouses or intimate partners is when one person in a marital or intimate relationship tries to control the other person. The perpetrator uses fear and intimidation and may threaten to use or actually use physical violence. The victim of domestic abuse or domestic violence may be a man or a woman. The abuse may occur during a relationship, while the couple is breaking up, or after the relationship has ended and it may even end up in murder (homicide). The key elements of domestic abuse are intimidation, humiliating the other person and physical injury.

On a global note, the victims of domestic violence are overwhelmingly women because they tend to experience more severe forms of violence. According to the National Coalition Against Domestic Violence (2013), domestic violence occurs across the world, in various cultures, and affects people of all economic statuses. It usually occurs when the abuser believes that abuse is acceptable, justified, or unlikely to be reported. It may produce intergenerational cycles of abuse in children and other family members, who may feel that such violence is acceptable or condoned. In this chapter we will be looking at the concept of domestic violence, the types and occurrence, effects and prevention or management of this menace.

Forms or Types of Domestic Violence
Domestic violence can take many forms, including physical aggression or assault or threats thereof; sexual abuse; controlling or domineering; intimidation; stalking; passive/covert abuse (e.g., neglect); and economic deprivation. The types of domestic abuse are: physical abuse (domestic violence), verbal or nonverbal abuse (psychological abuse, mental abuse, emotional abuse), financial abuse, spiritual abuse, etc. It can also mean endangerment, criminal coercion, kidnapping, unlawful imprisonment, trespassing, and harassment. Suffice to look closely at these.

Physical Violence
Physical abuse is the type that involves contact intended to cause pain, injury, other physical suffering or bodily harm (the United States Department of Justice, 2007). Physical violence may arise from the culmination of other abusive behavior, such as threats, intimidation, and restriction of victims through isolation, manipulation and other limitations of personal freedom. Typical examples of physical abuse are pushing, throwing, kicking, slapping, grabbing, hitting, punching, beating, tripping, battering, bruising, choking, shaking, pinching, biting, holding, restraining, confinement, breaking bones, assault with a weapon such as a knife or gun, burning, murder etc. Other forms include denying medical care, sleep deprivation, and forced drug or alcohol use as well as inflicting physical injury onto other targets, such as children or pets to cause emotional harm to the victim. Others include:

Acid attacks which is an extreme form of violence in which acid is thrown at the victims, usually their faces, resulting in extensive damage including long-term blindness and permanent scarring. In most cases, acid attacks are used as a form of revenge against a woman for rejecting a marriage proposal or sexual advance (Mannan, Ghani, Clarke, White, Salmanta, Butler, 2005). Very absurd indeed!

Another one obtainable in other parts of the world like the Middle East is planned domestic homicides, or honour killings, carried out by the perpetrators due to their belief that the victim has brought dishonour upon the family or community (WHO Pan American Health Organization (PAHO) 2012). As reported by Human Rights Watch, honour killings are generally performed against women for "refusing to
enter into pre-arranged marriages, being the victim of a sexual assault, seeking a divorce or being accused of committing adultery (as if adultery is committed alone). Honour killing also awaits a bride if she is deemed not to be a virgin on her wedding night due to the absence of blood in some cultures.

Sexual Violence

Sexual abuse, is defined by World Health Organization (WHO) as any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed against a person’s sexuality using coercion. Sexual abuse includes: sexual assault (such as forcing someone to participate in unwanted, unsafe, or degrading sexual activity), sexual harassment (such as ridiculing another person to try to limit their sexuality or reproductive choices), sexual exploitation (such as forcing someone to look at pornography, or forcing someone to participate in pornographic film-making). Sexual abuse often is linked to physical abuse; they may occur together, or the sexual abuse may occur after a bout of physical abuse. It also includes obligatory inspections for virginity and female genital mutilation. Sexual abuse also occurs if a person is unable to understand the nature or condition of the act, unable to decline participation, or unable to communicate unwillingness to engage in the sexual act due to immaturity, illness, disability, or the influence of alcohol or other drugs, or due to intimidation or pressure. Even rape after abusing the woman is still blamed on the victim who is made to face severe familial violence like honour killing.

Another form of sexual abuse is Female genital mutilation (FGM), defined by the WHO as “all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons.” Female Genital Mutilation (FGM) is a traditional practice that involves cutting or altering the female genitalia as a rite of passage or for other socio-cultural reasons (Mohammed, Ali and Yinger, 1999). Female Genital Cutting according to Population Reference Bureau, (2000) is practiced in 28 African countries and in about 20 middle Eastern and Asian nations. The practice, according to doctors, can also be associated with the spread of HIV, the virus that causes AIDS through cuts and abrasions in scar tissue, during intercourse and childbirth. It is also associated with lack of orgasm or sexual gratification and depression (Population Reference Bureau, 2001).

Incest, or sexual contact between an adult and a child, is another form of familial sexual violence. In some cultures, there are ritualized forms of child sexual abuse taking place with the knowledge and consent of the family, where the child is induced to engage in sexual acts with adults, possibly in exchange for money or goods. For instance according to Toronto Star (2014), in Malawi some parents arrange for an older man, called 'hyena', to have sex with their daughters as a form of initiation.

Reproductive coercion are threats or acts of violence against a partner’s reproductive rights, health and decision-making intended to pressure or coerce a partner into either becoming a parent or ending a pregnancy against their wish. Reproductive coercion is associated with forced sex, fear of or inability to make contraceptive decision, fear of violence after refusing sex and imposed social obligation for women reproduction.

Marital rape is non-consensual sexual contact perpetrated against a spouse with the forced belief that through marriage, a woman gives irrevocable consent for her husband to have sex with her whenever he wishes even when she is not ready.

Emotional Violence

Emotional abuse (termed as psychological abuse) is behaviour that threatens, intimidates, or systematically undermines self-worth. According to the Istanbul Convention, as reported by Follingstad, and, DeHart (2000), psychological violence is “the intentional conduct of seriously impairing a person’s psychological integrity through coercion or threats”. Emotional abuse also termed as mental or psychological abuse can be verbal or nonverbal. Verbal or nonverbal abuse of a spouse or intimate partner consists of more subtle actions or behaviours than physical abuse. Studies show that verbal or nonverbal abuse can be much more emotionally damaging than physical abuse. These include threatening or intimidating to gain compliance, destruction of the victim’s personal property and possessions, or threats to do so, violence to an object (such as a wall or piece of furniture) or pet, in the presence of the intended victim, as a way of instilling fear of further violence, yelling or screaming, name-calling, constant harassments, embarrassing,
making fun of, or mocking the victim, either alone within the household,
in public, or in front of family or friends, criticizing or diminishing the
victim's accomplishments or goals, not trusting the victim's decision-
making, telling the victim that they are worthless on their own, without
the abuser, excessive possessiveness, isolation from friends and family,
excessive checking up on the victim to make sure they are at home or
where they said they would be, saying hurtful things while under the
influence of drugs or alcohol, and using the substance as an excuse to say
the hurtful things, blaming the victim for how the abuser acts or feels,
making the victim remain on the premises after a fight, or leaving them
somewhere else after a fight, making the victim feel that there is no way
out of the relationship. Emotional abuse also includes threats, isolation,
public humiliation, unrelenting criticism and constant personal
devaluation.

Stalking is another form of psychological intimidation, and is
most often perpetrated by former or current intimate partners in such a
way that victims feel their partner has nearly total control over them. It
involves harassment of or threatening another person, especially in a
way that haunts the person physically or emotionally in a repetitive and
devious manner. Stalking of an intimate partner can take place during
the relationship, with intense monitoring of the partner's activities even
after a partner or spouse has left the relationship. The stalker may be
trying to get their partner back, or may wish to harm their partner as
punishment for their departure.

Stalking can take place at or near the victim's home, near or in their
workplace, on the way to the store or another destination, or on the
Internet/online or on the phone (cyber stalking). Stalkers may never
show their face, or they may be everywhere, in person.

Stalkers employ a number of threatening tactics such as repeated phone
calls, sometimes with hang-ups following, tracking (possibly even with
a global positioning device), finding the person through public records,
online searching, or paid investigators, watching with hidden cameras,
suddenly showing up where the victim is, at home, school, or work,
sending emails; communicating in chat rooms or with instant
messaging, sending unwanted packages, cards, gifts, or letters,
monitoring the victim's phone calls or computer-use, contacting the

Economic Abuse

Economic abuse is a form of abuse when one intimate partner has
control over the other partner's access to economic resources. It may
involve exploiting economic resources of the victim thereby
diminishing the victim's capacity to support themselves and increasing
their dependence on the perpetrator. It may even include reduced access
to education, employment, career advancement, and assets acquisition
(Adams, Sullivan, Bybee & Greeson, 2008). Economic abuse can also
take the form of coercing or pressuring a family member to sign
documents, to sell things, or to change a family Will. It may as well
include withholding food and this sort of abusive relations has been
associated with malnutrition among both mothers and children.

Ethical Boundaries on Family Violence

Laws on domestic violence vary by country and suffice to quickly
examine such geographical variations especially as relate to legal and
legislative concerns. While it is generally outlawed in the Western
world, this is not the case in many developing countries like Nigeria.
The social acceptability of domestic violence also differs by country.
While in most developed countries domestic violence is considered
unacceptable by most people, in many regions of the world the views are
different because people there think that a husband is justified in hitting
or beating his wife under certain circumstances. Violence against
women therefore tend to be less prevalent in developed Western
nations, and more common in the developing world.

Wife beating was made illegal nationally in the United States by close to
a hundred years ago in 1920. Although the exact rates are disputed, there
is a large body of cross-cultural evidence that women are subjected to
domestic violence significantly more often than men often exacerbated
by economic and or social dependence. (Felson, 2002). The United
Nations Declaration on the Elimination of Violence against Women
(1993) states that “violence against women is a manifestation of
historically unequal power relations between men and women as well as domination over and discrimination against women by men. Men may also suffer domestic violence in form of physical, emotional and sexual exploitation.

Causes of Domestic Violence

Of the most important factors in domestic violence is a belief that abuse, whether physical or verbal, is acceptable. Other factors include substance abuse, unemployment, mental health problems, lack of coping skills, isolation, and excessive dependence on the abuser. According to Walker (2012), the cycle of abuse consists of four phases from the build-up to abuse when tension rises until a domestic violence incident ensues. At the reconciliation stage, the abuser seems all so kind and loving bringing a period of calm. The abused person may get hopeful that the situation will change but then, tensions begin to build, and the cycle starts again.

Intergenerational pattern of violence

A common feature among abusers is that most of them must have witnessed abuse in their childhood and are likely involved in a chain of intergenerational cycles of domestic violence. Thus understanding and breaking the intergenerational abuse patterns may do more to reduce domestic violence than other remedies for managing the abuse. Individuals who observe their parents abusing each other, or who were themselves abused may incorporate abuse into their behaviour within relationships that they establish as adults. Research reported by Nusrat (2011) indicates that the more corporal punishment children receive, the more likely they are as adults to act violently towards family members, including intimate partners. Physical punishment is associated with “higher levels of aggression against parents, siblings, peers and spouses”, even when controlling for other factors.

Very similar to this explanation is that offered by the social and observational learning theories which hold that individuals who watch their parents perpetrating acts of abuse and aggression imbibe such and are caught in a web of domestic violence as well. Some individuals who find it very difficult to show kindness and unaggressive acts claim they were conditioned by harsh parenting to be as harsh.

Biological and psychological causes of Domestic Violence

According to Hutchison (2014) Psychological theories focused on personality traits and mental characteristics of the offender may offer causes of domestic violence. Personality traits include sudden bursts of anger, poor impulse control, and poor self-esteem. Various theories suggest that psychopathology is a factor, and that abuse experienced as a child leads some people to be more violent as adults. Simmons and Johnson (1998) have also reported correlation between juvenile delinquency and domestic violence in adulthood.

An evolutionary psychological explanation of domestic violence is that it represents male attempts to control female reproduction and ensure sexual exclusivity. Patrick, (2008) observe that power and control in abusive relationships is the way that abusers exert physical, sexual and other forms of abuse to gain control within relationships.

Similarly the Non-subordination theory takes the position that society, and more especially men in society, use sex differences between men and women to perpetuate power imbalance. Proponents of non-subordination theory propose several reasons to explain domestic violence. First, there are certain recurring patterns in domestic violence that indicate it is not the result of intense anger or arguments, but rather is a form of subordination. This is evidenced in part by the fact that domestic violence victims are typically abused in a variety of situations and by a variety of means (Murray, Mobley, Buford, Seaman-DeJohn, Megan, 2007). Supporters of non-subordination theory use these examples to dispel the notion that battering is always the result of heat of the moment anger or intense arguments. Batterers often employ manipulative and deliberate tactics when abusing their victims, which may “range from searching for and destroying a treasured object of hers to striking her in areas of her body that do not show bruises (e.g. her scalp) or in areas where she would be embarrassed to show others her bruises.”

Non-subordination theory explains that the frequency with which domestic violence occurs overpowers the idea that it is merely the result of a batterer’s anger. It contends that it is the barterer’s desire to subordinate the victim, not his uncontainable anger, which explains the frequency of domestic violence; to show her that he has power over her.
Additionally, in some cases the abuser may purposely abuse the mother or father in front of the child to cause a ripple effect, hurting two victims simultaneously. Children may intervene when they witness severe violence against a parent, which can place a child at greater risk for injury or death.

Some people with typical traditional beliefs think they have the right to control their partner, and that women aren’t equal to men. Others may have an undiagnosed personality disorder or psychological disorder. Still others may have learned this behaviour from growing up in a household where domestic violence was accepted as a normal part of being raised in their family.

A partner’s domination may take the form of emotional, physical or sexual abuse. Studies suggest that violent behaviour often is caused by an interaction of situational and individual factors. That means that abusers learn violent behaviour from their family, people in their community and other cultural influences as they grow up. They may have seen violence often or they may have been victims themselves. Some abusers acknowledge growing up having been abused as a child. Children who witness or are the victims of violence may learn that violence is a reasonable way to resolve conflict between people. Boys who learn that women are not to be valued or respected and who see violence directed against women are more likely to abuse women when they grow up. Girls who witness domestic violence in their families of origin are more likely to be victimized by their own husbands.

Alcohol and drugs may contribute to violent behaviour. A drunk or high person will be less likely to control his or her violent impulses toward their partner.

**Effects of Domestic Violence**

Domestic violence has both short and long term effects on the victims: the children, the physical, health, emotional/psychological health as well as their social wellbeing.

**Effects on children**

There has been awareness that domestic violence impacts how the child develops emotionally, socially, behaviourally as well as cognitively. There has been an increase in acknowledgment that a child who is exposed to domestic violence during their upbringing will suffer developmental and psychological damage. Whitaker, Hailey, Swahn, Saltzman, 2007). Some emotional and behavioural problems that can result due to domestic violence include increased aggressiveness, anxiety, and changes in how a child socializes with friends, family, and authorities. Depression, emotional insecurity, and mental health disorders can follow due to traumatic experiences. Correlation has also been found between the experience of abuse and neglect in childhood and perpetrating domestic violence and sexual abuse in adulthood.

**Physical Effects**

Physically domestic violence can bring about bruises, broken bones, head injuries, lacerations, and even internal bleeding that may require medical attention and hospitalization. Some chronic health conditions that have been linked to victims of domestic violence are arthritis, irritable bowel syndrome, chronic pain, pelvic pain, ulcers, and migraines (Pavlidakis, 2009). For pregnant victims they may experience greater risk of miscarriage, pre-term labour, and injury to or death of the fetus.

**Health Effects of Domestic Violence**

There are often urgent and long term physical and health consequences of domestic violence. Short-term physical consequences include mild to moderate injuries, such as broken bones, bruises, and cuts. More serious medical problems include the danger of sexually transmitted diseases, miscarriages, premature labour, and injury to unborn children, as well as damage to the central nervous system sustained as a result of blows to the head, including traumatic brain injuries, chronic headaches, and loss of vision and hearing.

According to Brady (2001), many women who undergo female genital cutting have serious health consequences which include shock, pain, infections, injury of the adjacent tissue and organs, urinary retention and tetanus. Long-term effects may include cysts and abscesses, urinary incontinence, psychological and sexual problems and difficulty during childbirth. Obstructed labour may occur if a woman is infibulated. All
of these damage a girl's lifetime health. The World Health Organization has also stated that women in abusive relationships are at significantly higher risk of HIV/AIDS because they have difficulty negotiating safer sex with their partners, are often forced to have sex, and find it difficult to ask for appropriate testing when they think they may be infected with HIV.

Psychological Effects
The most common psychological effect of domestic violence is Post-Traumatic Stress Disorder (PTSD). PTSD (as experienced by victims) is characterized by flashbacks, intrusive images, exaggerated startle response, nightmares, and avoidance of triggers that are associated with the abuse. Those who are battered either emotionally or physically often are also depressed because of a feeling of worthlessness which often persist long-term and may result to the risk of suicide and other traumatic symptoms. They may also experience long-term anxiety and panic.

Social views of Domestic Violence
Social views on domestic violence vary from person to person, and from region to region, but in many places outside the West, the concept is very poorly understood. This is because in most of these countries the relation between the husband and wife is not considered one of equals, but instead one in which the wife must submit herself to the husband and sometimes as that of even slave and master. According to Lehman, (1997) wife-beating is seen as justified in some circumstances by a majority of the population in various countries, most commonly in situations of actual or suspected infidelity by wives or their "disobedience" toward a husband or partner. Violent acts against a wife are often not considered a form of abuse by society (both men and women) but are considered to have been provoked by the behaviour of the wife, who is seen as being at fault. India is known as one of the worst countries in the world for violence against women because domestic violence there is often seen as deserved. In such conservative cultures, a wife dressing in attire deemed insufficiently modest can suffer serious violence at the hands of her husband or relatives, with such violent responses seen as appropriate.

Religion and Domestic Violence
There is controversy regarding the influence of religion on domestic violence as views on the influence of religion on domestic violence differ. While some authors, argue that Islam is connected to violence against women, especially in the form of honour killings, others, argue that it is the domination of men and inferior status of women in society that lead to these acts, not the religion itself (Bonimy, 2009). Whereas no religion seem to sanction violence against women, there are some religious scriptures that are been "taken out of context" to support discrimination against women within a community. The three dominant religions of Judaism, Christianity and Islam have traditionally supported male-dominant households. While socially sanctioned violence against women has persisted since ancient times.

Staff writer in 2011 reported that the Catholic Church has been criticized for opposing divorce, and therefore trapping victims of violence in abusive marriages. Conversely, religious leaders can rather play important roles in preventing and treating domestic violence, when they provide abusers with guidance and treatment option, information and offer their support to those who have been subjected to abuse.

The Place of Custom and Tradition in Domestic Violence
Local customs and traditions are often responsible for maintaining certain forms of domestic violence. Such customs and traditions include son preference, which can lead to abuse and neglect of girl children by disappointed family members; child and forced marriages. This of course leads to discrimination and restricted opportunities of the females and thus making them more vulnerable to abuse; strict dress codes for women that may be enforced through violence by family members; strong requirement of female virginity before wedding and
violence related to non-conforming women and girls; taboos about menstruation leading to females being isolated and shunned during the time of menstruation; female genital mutilation (FGM); ideologies of marital 'conjugal rights' to sex which justify marital rape etc (Ahmed, 2008).

According to a 2003 report by Human Rights Watch, "Customs such as the payment of 'bride price' in some cases is made to seem as if the man essentially purchases his wife's sexual favours and reproductive capacity. This underscores men's entitlement to dictate the terms of sex, and to use force to do so if need be, notwithstanding that some women's social value and status may even surpass such miserly bride price. Examples of traditional norms and beliefs that support violence against women include:

- A man has a right to assert power over a woman and is considered socially superior.
- A man has a right to physically discipline a woman for 'incorrect' behaviour.
- Physical violence is an acceptable way to resolve conflict in a relationship.
- Sexual intercourse is a man's right in marriage.
- A woman should tolerate violence in order to keep her family together.
- There are times when a woman deserves to be beaten or subdued.
- Sexual activity (including rape) is a mark of masculinity.
- Girls are responsible for controlling a man's sexual urges.

Legislative Attention on Domestic Violence

Legislative process with the promise of criminalizing domestic violence, or alternatively legislation which prohibits consensual behaviours may hinder the progress in regard to reducing the incidence of domestic violence. According to WHO, "one of the most common forms of violence against women is that by the husband as such violence is often ignored because the legal systems and cultural norms do not treat as a crime, but rather as a 'private' family matter, or a normal part of life. Even the criminalization of adultery only incites violence against women, as the prohibitions are often meant, in law or in practice, to control women's and not men's behaviour.

Management and prevention of Domestic Violence

Prevention of domestic violence includes offering safe shelter, crisis intervention, advocacy, and education and prevention programs. Management on the other hand may take place through medical services, law enforcement, Barnett. (2001) counselling, and other forms of prevention and intervention. Participants in domestic violence may require medical treatment, such as examination by a family physician, other primary health care provider, or emergency room physicians. Counselling is another means of managing the effects of domestic violence. For the victim of abuse, counselling may include an assessment of the presence, extent and types of abuse. Counselling may be used by offenders to minimize the risk of future domestic violence (Meyer and Carroll, 2011).

Reforming the legislation in order to ensure that domestic violence falls under the scope of the law is important. This may involve repealing existing laws that discriminate against women like when the law allows husbands to physically discipline wives, implementing a programme to prevent intimate partner violence may have little impact. Marriage laws should also be able to enable women freely enter into a marriage or to leave it, to obtain financial credit, and to own and administer property. Abolishing or regulating the payment of dowry and bride price as part of the legislative process regarding domestic violence may also prove
Chapter Summary

This chapter dwelt on the concept of domestic violence which is seen as a pattern of behaviour involving extreme force intended to harm or cause pain against a person in a domestic setting, such as in marriage or a home. It is a menace with global reach and cross-cultural coverage. The abuse which predominantly affect the female gender may occur during a relationship, while the couple is breaking up, or after the relationship has ended and it may even end up in murder (homicide). The key elements of domestic abuse are intimidation, humiliating the other person and physical injury. The types of domestic abuse are: physical abuse, verbal or nonverbal abuse (psychological abuse, mental abuse, and emotional abuse), financial abuse, spiritual abuse, etc. The causes of domestic violence also arise from the belief that abuse, whether physical or verbal, is acceptable. It may also arise from intergenerational patterns of violence in one's family as well as from social and biological sources. The effects of domestic violence are also multidimensional; on the children, psychological, social, health and physical dimensions. The position of custom and tradition in relation to domestic violence was examined while some traditional norms and beliefs that support violence against women were also highlighted.

The prevention and management of domestic violence were also discussed. Prevention of domestic violence includes ways of offering safe shelter, crisis intervention, advocacy, and education and prevention programs. Management on the other hand may take place through medical services, law enforcement, counselling, and other forms of prevention and intervention. Other avenues include reforming legislation on matters involving domestic violence while empowering the victims both economically and socially to help them resist or withstand its perpetuation.

Review Questions
1. Define domestic violence
2. What are the forms of domestic violence?
3. Discuss any four factors that are responsible for domestic violence
4. What are the effects of domestic violence on members of the family?
5. How would you prevent violence from dominating your family?
CHAPTER FOURTEEN

FAMILY LAW AND LEGAL MATTERS
(Comfort Ivoren Atser)

Introduction
Family law is a branch of private law that comprises the legal rules or norms which regulate the legal relationship between spouses (husband and wife), parents and children, guardians and wards. The family as the smallest unit in the social structure of every society is regarded as the nucleus of society and the basis of every human community. Family law deals with family-related issues and domestic relations. Most family law practices focus on representing clients in a divorce and issues related to divorce such as the division of marital property, child custody and support, and alimony where there are legal provisions.

Family law consists of a body of statutes and case precedents that govern the legal responsibilities between individuals who share a domestic connection or who are related by blood or marriage. The vast majority of family law proceedings come about as a result of the termination of a marriage or romantic relationship. Family law attorneys help their clients file for separation or divorce, alimony, and child custody, visitation, and support. The division of property at the end of a marriage is also a common issue in family law cases, in which case, every state has a comprehensive set of laws in place to determine the rights of the parties.

Family law also involves the prevention of physical and emotional abuse in relationships between current or former spouses and their children, elderly family members, someone in a dating relationship, or even a roommate. When allegations of abuse are made, the court issues a restraining order that prevents further contact. Family law cases can involve a number of other issues like establishing paternity which has actually become less complicated with the ability of courts to order and get DNA testing. Other issues include the termination of parental rights, adoption, gay relations, and grandparent rights. Family law in the 21st century is evolving quickly, making it more important than ever to seek advice from a qualified attorney. This chapter dwells on the basic issues that constitute the attributes of family law, rights and privileges as well as legal obligations of family members one to the other (https://www.hg.org/family.html).

Basis of Family Law
The conduct of the people in any organized society starting of course from the family must be regulated in order to ensure stability and social harmony with established laws of the land relating to the family as coded into the Matrimonial Causes Act of 2004. Marriage is a universal institution that forms the root of a family and the society. It is characterized by the acquisition of status as well as social and religious norm of the society. The requirement for marriage includes the capacity to undertake a contract along with its formalities which makes for a valid marriage and the absence of which the marriage may be termed as void or voidable. The law in respect of marriage deals with legal requirements for a valid marriage, the consequences of marriage and the dissolution of marriage. The laws relating to husband and wife relationships thus apply only where a formal marriage exists.

Forms of Family Law
Family law forms a separate branch of private law albeit not completely an independent field which is divorced from the other sources of law. It is related to and sometimes overlaps with a number of other branches of law, which include:

(a) The law of succession: for example, the rights of surviving spouses, children and relations to succeed.
(b) The law of contract: e.g. engagement is a contract and with some exceptions, the general principles of law of contract apply to it.
(c) Law of property: mode of acquisition of property as a married couple is also defined here. (d) Criminal law: for example, if a person fails to pay maintenance to his or her spouse and or children, this is a crime.
(e) Law of procedure: for example, if one spouse wants to divorce the other there is a procedure to follow or if a child wants to seek social redress against maltreatment from a parent or sibling.
(f) Constitutional law: for example, the rights enshrined in the Constitution for each member of the family collectively and individually.

The particular forms of family law of interest include:
The Law Concerning Husband and Wife Relationship
The law of husband and wife who are the founders of the family consists of the rules regulating engagement and marriage. The law in respect of engagement in customary law consists of the rules of customary law in each jurisdiction in respect of customary law; in missions, church blessing, marriage at the marriage registry and celebration of marriage. This form of law also regulates the legal boundaries of couples' relationships, obligations and responsibilities to each other. The law is explicit and steps in when marital relationship begins to go sour.

The Law of Parent Responsibility and Child Welfare
This family law deals mainly with parental power i.e. the legal power of a parent over his or her child. It determines how parental power is acquired, what the contents of parental powers are, how parental responsibility is terminated and under what circumstances the court may interfere with parental power. It also encompasses child rights and legal boundaries concerning the welfare of the child vis-à-vis parental obligations. These are discussed more fully in chapter eight.

The Law on Family Property
Family property under both native law and custom can be classified into: "movable" and "immovable" or "real" and "personal" property. Family property is that property in which every member of the family has an interest and is entitled to as a right. Where the founder/head of the family marries under the native law and custom and dies intestate, then the property will be inherited according to native law and custom. Where however, the marriage is under the Marriage Ordinance or Act and he dies intestate, the property will devolve or be inherited according to the estate's law.

Family Property under Native Law and Custom
Immovable family property under the native law and customs is viewed not only from the point of physical immobility but also from the prevalent desire from time immemorial to retain them in the family for all times. Immovable family property is normally inalienable either or by will. The houses and farmlands left by a deceased ancestor, become, after his death, the family property for the members of his family. All children, both male and female are entitled to inherit their parents' land.

In a polygamous family, the property of the deceased father becomes that of all the children and wives and it is accordingly divided according to the number of branches. On the death of a wife, her property is devolved on her children as family property. But if the woman dies intestate and childless, her property will revert to her original (biological) family. In most Nigerian customs, the wife cannot inherit the real property of the deceased husband. A typical example is the Yoruba's and Ibos who regard their wives as part of the property of the deceased to be inherited. Among the Yorubas where the wife is childless, her rights on the husband's property are based on the death of the husband. However, where she has a child, she will continue to enjoy the property of the husband apportioned to that child. Among the Ibos, it is only the male children who can inherit the property of their father and the family land.

Among the Ibos and the Tivs a man's property passes to his eldest son but where he has more than one wife, all the eldest sons of his wives inherit jointly while the overall eldest son is saddled with the responsibility of managing and administering the estate in trust and for the benefit of the whole family. According to the native laws if the deceased has no male child, the property left behind will be inherited by the brother of the deceased of the same blood. In the absence of the brother, the property will be inherited by the uncles.

Among the Idomas the native law and custom provides that the brother of the deceased is the next of kin and as such inherits the deceased's property, including his wife and children. The native law and customs in the Northern part of Nigeria provides the rights for sons to inherit the family property at the demise of their father in the absence of which the brothers will take over. In most African cultures, especially Nigerians, females have no right to inherit their father's property but they can inherit all female movable properties from their mothers.

In Yoruba custom however, the eldest son becomes the head of the family but thereafter his death both brothers or sisters follow in order of seniority and become successively the head of the family. The head of the family nonetheless has no right to alienate any portion of the family property without the consent of the family. He is a trustee and stands in this position to the other members of the family. He is saddled with the
responsibility of managing the property for all the members of the family and so he must perform his duties fairly and equitably. A sale of the family property without the consent of the head of the family property is said to be void. On the other hand, the sale of family property by the head of the family without the consent of the other members of the family is voidable if the rest of the family members do not consent to it collectively. This is because his interest and rights in family property are not greater or wider than those of the other members of the family. 

Rights of members in the Family's Immovable Property
1. Every member has a right to reside in the family house.
2. Every member has a right to be consulted in any dealing with the family property.
3. Every resident member has a right of ingress into and a right of egress from the family house and non-resident members have no such right.
4. No member has any alienable interest in the family property.
5. Males as well as females have equal rights in the family property, particularly in Yoruba land.
6. No one has a right to build his own house on the family property without the consent of the others.
7. Every member has a right to ask for the portion of the property, if his rights are denied him.
8. Every member has a right of entering into the family house for the purpose of attending family meetings and if a member of the family council also for the purpose of viewing the state of repair.
9. The different branches of the family are entitled to be represented by stripes on the family council and to share the proceeds of any alienation of the property in such properties and as such accordance with the native law.
10. The management of the family property and the control of all its affairs are vested in the head of the family.

Movable Property
Movable property is that property which has been so used and regarded definitely as property belonging to the whole family. Movable family property may consist either of the whole or portions of the personal paraphernalia of a chief or of portions of the articles of household adornment like the crown in the case of a traditional adornment i.e. the crown in the case of a traditional ruler, the sword and the staff of office of the throne and the house hold furniture, as well as the royalty due from immovable property etc. Others include regalia and special vestments of special groups (e.g. knights, professional bodies) the family head belonged to. Unlike the immovable family property, the only right of the members of the family in the movable property is no more than their right of watching the property being properly handled, used and not alienated. The physical use and the enjoyment of movable family property go to the head of the family. Any sale of the movable property without the consent of the other members of the family is usually accompanied by serious consequences.

Family Will
A will is simply a solemn, authentic written instrument by which a person declares his or her will as to the disposal of his or her property or inheritance after his or her death to benefit specified heir or heirs. It expresses the owner's desire, longings, intentions and decisions even after he/she has passed on. According to Abayomi in Efiong and Deng (2011) a will is a testamentary and revocable document that is made; expressed and attested according to law by which a person with sound disposing mind and memory distributes his properties or gives further instructions and appoints his personal representatives subject to limitations imposed by law. It may also be seen as the expression by a person of wishes he intends to take effect only at his/her death. It is a legal document that ensures lawful conduct of family members after the demise of the family head or any other member. In legal parlance the maker of a will is called a testator. The personal representatives of a testator who administer his estate are called executors. A person who dies without a will is said to have died intestate and their personal representatives are thus termed as administrators. A will is said to take effect only after it is admitted into probate which is a legal process of verifying the legality of a will. A will on movable property is referred to as a Bequest or Legacy gift while the beneficiary of such is termed as a Legatee. A will that bequeaths immovable property like land, estates, factories etc is known as Devise while the beneficiary of such property is known as Devisee.
Characteristic Features of a Family Will
For a will to pass the legality test and qualify as a will admissible into probate it must have the following characteristics:

a) It must be voluntary - it should be accompanied by evidence of undue influence, fraud exerted on the testator at the time of making the will in part or whole.

b) Sound mental and physical health of the testator at the time of making the will.

c) It must abide by the provisions of the Wills Act 1837 refer: Section 6 Wills Law Cap 194 Laws of Lagos State, 1994, Section 6 Wills Law Cap 131 laws of Western Region. Suffice to employ the services of a trained lawyer.

d) It must also recognize the customary laws of the host society.

e) It must have testamentary quality that makes it take effect only after the death of the testator.

f) Intention - one of the requirements for a valid will is what is termed in legal parlance as 'animus testandi' which means intention to make a will. This implies that the words of the will shall be a record of the testator's wish and not someone else's. This provides that the testator should know and approve the content of his will to make it valid.

The Essential Parts of a Will
A will should be drafted by a Solicitor/Barrister but the lay person wanting to make a will should note that it must contain the clauses as given by Effiong and Denga (2011):

i. Opening or words of commencement

ii. Provocation clause

iii. Appointment of executors

iv. Charging clause

v. Residuary clause

vi. Attestation

Fundamental reasons for making a Family Will
For many people making a will is no palatable topic albeit they know that death is inevitable. Some hold that talking about making a will means you are going to die soonest or wishing someone dead. Others advance several other reasons why they would not make a will for their family. Notwithstanding all of these however, the usefulness of family wills cannot be overemphasized as it displays a great deal of wisdom in addressing posthumous matters that can throw the bereaved family into further trauma in the absence of the will. According to Effiong and Denga (2011) there are several justifications for making wills in families and some of these include:

a) It assures family cohesion - if the wishes of the testator are duly recognized by both the immediate and extended members of his/her family, the Will plays a significant role in sustaining family affection, unity and cohesion even after their demise. The will can prove very useful in preventing rancour and disaffection among members of the deceased family.

b) The will plays a vital role of timely disposal of the deceased's estates to avoid unwarranted waste and dissipation which comes with delayance in obtaining letter of administration.

c) A will saves cost of obtaining probate - absence of a will at ones' demise can bring added cost in supplying and furnishing bond and surcharges which is a precondition for obtaining the letter of administration on the deceased estate or property.

d) Added powers to executors - the testator empowers the executors to go by the customary laws of the land to administer the will fully.

e) Appointment of Guardians and executors - the will affords the individual a unique chance of appointing guardians for children who are still minors and thus entrusting the administration of his/her estate in the hands of efficient and capable executors outside the testator's family. In the same vein the will also offers the unique chance for the testator to give directions about the disposal of his/her remains.

f) Another basic reason is that no one knows when he or she will die and so should not wait till when he/she feels the time is up for them. Fortunately now, most offices require information on next of kin before hand to forestall confusion that accompany sudden demises.

Classification of Gifts and legacies in Wills
As earlier discussed, the bequeathing of gifts and property in a will are
classified as legacies and devises. Albeit a Legacy may be referred to the movable properties of the testator it generally refers to all the gifts in a Will. Suffice to briefly look at the various types of legacies that may be contained in a Will.

I. General Legacy- A gift of an unidentified and undistinguished personal property which the testator intends to come from the general assets of his estate. A general legacy may go like ‘I give to Adooter a business centre’ which the testator may not even possess as at the time of making the Will. It is thus up to the executors to purchase the said gift with funds from the testator’s estate for the Legatee. Example of general legacies include shares, stock which are not particularized. It is gift not described.

ii. Specific Legacy- this refers to gifts offers in a will that are properly described and distinguished from other properties. Example ‘my storey building at no 10 Akume Road, Makurdi to my first son Ngutor”. Legally, specific legacy are subject to redemption but not abatement.

iii. Absolute Legacy- this is when a gift in a Will is vested automatically and immediately on the beneficiary without condition.

iv. Conditional Legacy- when a gift is to be made on the condition of an occurrence or non-occurrence of a specified event. Example, ‘on graduation from Law School my first son Istifanus should be handed my Law Firm’. It is on condition that the son, Istifanus studies law and competes law school.

v. Alteration- the will can undergo alteration when a clause in the will is changed or amended by the testator as a result of change in mind or marital status. In such a case the old content so altered must be completely erased and not left visible to the eyes to leave no one in doubt. It must also be done in the presence of witnesses and such alteration must be made final in ink and pen not deliberative.

vi. Codicil- this is a supplement to a will or miniature will made by the testator. It is an instrument the testator uses in amending, altering, revoking, reviving or republishing an already made Will. A codicil is made based on an existing Will.

vii. Revival of Will- the codicil is what a testator can use to revoke or revive a Will. This can also be done through re-execution on the condition that the Will is already existent and at least partly revoked on a manifested intention.

viii. Revocation of a Will- a will is revocable during the testator’s lifetime and becomes only effective after his/her death. Until death therefore, a Will can be altered, revoked, amended, cancelled or even destroyed by one’s volition or involuntarily. According to Effiong and Denga (2011) voluntary revocation can be occasioned by divorced situation, executing another Will or codicil, a written intention to revoke. It can also be done under circumstances of void marriages, wills made in contemplation of or before celebration of marriage or under native and customary law rather than under legal provisions.

Custody of Wills
Now, finally who keeps the Will? Since the validity of the document called Will is sensitive and takes effect only after the testator’s death, it must be kept quite safe to make it tamper proof and avoid cases of falsification, forgery and even outright destruction by interested parties. For safe custody therefore, a copy of the family Will can be kept with any of the following who must attest to their commitment:

A. The Bank:- the bank offer services to their customers of keeping in safety items of value like the Will.

B. The Executor:- persons whose commitment is attested can be appointed with due diligence to execute the will and as such can be trusted with the safe keeping of a copy of the Will.

C. At the testator's home kept securely in a secret place where only a confidant is allowed to be aware of.

D. The solicitor of repute who drafted the Will can also be trusted with a copy.

E. The probate division of the High Court domiciled in each state. A copy of the Will can also be submitted sealed for safe custody on payment of appropriate fees with the probate Registrar.

Matters of family law from the law of husband and wife, parents and children as well as family Wills relating to inheritance are matters that may require some legal advice and proceedings and as such should not be taken for granted.
Chapter Summary
This chapter dwelt on family law which consists of a body of statutes and case precedents that govern the legal responsibilities between individuals who share a domestic connection or who are related by blood or marriage. These help in safeguarding the interest of all members of a family to forestall abuse and the tendency to take others for granted because of the subjective ties in one’s family. This is the rationale and basis for legal matters in a family; laws relating to succession, relationships, responsibilities, inheritance are matters that can challenge family cohesion and bring untold woes for many families if not properly addressed. The family Will is also a crucial document whose use the family needs to get properly educated about. As one last disposing document of an individual to ensure one’s family does not disintegrate on one’s demise, the elementary aspects of the Will has been discussed to create awareness among family members of the necessity and workings of the Will document. The distribution of an individual’s estate or property by way of Legacies is highlighted why the appropriate custody of the Will is also given to include the executor, the Bank, the High Court and family confidential safe.

Review Questions
1. Define family law
2. Name any four forms of family law
3. What is the rationale for a family law?
4. What is a family Will?
5. Discuss any five reasons why parents should be educated to draft a will for their families

CHAPTER FIFTEEN

FAMILY THERAPY
(Comforth Iveren Atser)

Introduction
Family therapy is a type of psychotherapy that helps families or individuals within a family understand and improve the way members interact with each other and resolve conflicts. The family can be the greatest source of support, comfort and love albeit it can also be the greatest source of pain and grief. A health crisis, mental illness, work problem or teenage rebellion may threaten to tear the family apart calling for interventions. Family therapy can help patch strained relationships, teach new coping skills and improve the tune of the family and how members work together. Whether it’s one’s partner, a child or even a sibling or parent who’s on crisis, family conflict is rarely due to just one family member but family therapy can help all family members to learn to communicate better and to get along.

Family therapy covers marital problems relating to separation and divorce, it may also touch on disorders like eating disorder (such as anorexia or bulimia), managing substance abuse and chronic health problems (such as asthma, or cancer as well as grief, loss and trauma). Family therapy is a branch of psychotherapy that works with families and couples in intimate relationships to nurture change and development. It tends to view change in terms of the systems of interaction between family members. It emphasizes family relationships as an important factor in psychological health. Family therapy often brings entire families together in therapy sessions while they may also see a family therapist individually. This may involve examining ones’ family’s ability to solve problems and thoughts and emotions as well as exploring family roles, rules and behaviour patterns in order to spot issues that contribute to conflicts. The therapist can help you identify your family’s strengths, such as caring for one another, and weaknesses, such as an inability to confide in one another.

Historical background of Family Therapy
Formal interventions with families to help individuals and families
experiencing various kinds of problems have been a part of many cultures, probably throughout history. These interventions have sometimes involved formal procedures or rituals, and often included the extended family as well as non-kin members of the community. Following the emergence of specialization in various societies, these interventions were often conducted by particular members of a community – for example, a chief, priest, physician, and so on as it relates - usually as an ancillary function. (Broderick and Schrader, 1991)

Family therapy as a distinct professional practice within Western cultures can be argued to have had its origins in the social work movements of the 19th century in the United Kingdom and the United States. As a branch of psychotherapy, its roots can be traced somewhat later to the early 20th century with the emergence of the child guidance movement and marriage counselling. The formal development of family therapy as reported by Broderick and Schrader, (1991) dates to the 1940s and early 1950s with the founding in 1942 of the American Association of Marriage Counsellors (the precursor of the American Association of Marriage and Family Therapy), and through the work of various independent clinicians and groups - in the United Kingdom (John Bowlby at the Tavistock Clinic), the United States (Donald deAvila Jackson, John Elderkin Bell, - who began seeing family members together for observation or therapy sessions. There was initially a strong influence from psychoanalysis (most of the early founders of the field had psychoanalytic backgrounds) and social psychiatry, and later from learning theory and behaviour therapy - and significantly, these clinicians began to articulate various theories about the nature and functioning of the family as an entity that was more than a mere aggregation of individuals (Sholevar, 2003).

Family therapists tend to be more interested in the maintenance and/or solving of problems rather than in trying to identify a single cause. This might sound more appropriate as some families may perceive cause-effect analyses in therapy as attempts to allocate blame to one or more individuals; of course, a focus on causation is said to offer very little or no utility clinically.

Techniques Used in Family Therapy
Counsellors and therapists at all levels are expected to work effectively with couples and families experiencing a wide variety of issues and problems. Family therapists use a range of counselling and other techniques including: communication, theory, media and communications psychology, psycho-education, psycho-therapy, relationship education, systemic coaching, systems theory, reality therapy etc. Of course, most of today's practicing family therapists go far beyond the limited number of techniques usually associated with a single theory.

The following techniques have been used in working with couples and families to stimulate change or gain greater information about the family system. While each technique can be judiciously applied it should not be viewed as a cure for family problems, but rather a method to help mobilize the family to find solution. The therapist determines when, where, and how each intervention is used depending on his inklings, professional judgment and personal skills.

The use of Genogram
The genogram is a technique often used in the early diagnostic stages in family therapy, to provide a graphic picture of the family history. The genogram reveals the family's basic structure and demographics, offering through symbols, a picture of up to three generations. Information contained in the genogram include; names, dates of marriage, divorce, death, and other relevant facts about family members which provides insight through data collected for both the therapist and family members in therapy. It serves as a diagnostic tool.

The Family Floor Plan
According to Smith and Stevens-Smith (1992), the family floor plan
Family Sculpting

As developed by Duhl, Kantor, and Duhl (1973), family sculpting provides for recreation of the family system, representing family members relationships to one another at a specific period of time. The family therapist can use sculpting at any time in therapy by asking family members to physically arrange the family. Adolescents often make good family sculptors as they are provided with a chance to nonverbally communicate thoughts and feelings about the family. Family sculpting is also a diagnostic tool that provides the opportunity for future therapeutic interventions in the family.

A variation of sculpting is family choreography whose arrangements go beyond initial sculpting: here family members are asked to position themselves as to how they see the family and then to show how they would like the family situation to be. Family members may be asked to re-enact a family scene and possibly re-sculpt it to a preferred scenario. This technique can help out a stuck family and create a lively situation.

Family Photos

The family photos technique has the potential to provide a wealth of information about past and present functioning. One use of family photos is to go through the family album together. Verbal and nonverbal responses to pictures and events are often quite revealing. Adaptations of this method include asking members to bring in significant family photos and discuss reasons for bringing them, and locating pictures that represent past generations. Through discussion of photos, the therapist often more clearly sees family relationships, rituals, structure, roles, and communication patterns as well as what values the family hold.

Special Days, Mini-Vacations, Special Outings

Couples and families that are stuck frequently exhibit predictable behavior cycles. Boredom is present, and family members take little time with each other. In such cases, family members feel unappreciated and taken for granted. "Caring Days" can be set aside when couples are asked to show caring for each other. As developed by Stuart, (1980) special or specific times for caring can be arranged with certain actions in mind to enable the therapist generate necessary information and difficulties members experience in caring and warmth.

The Empty Chair

The empty chair technique, developed and often utilized by Gestalt therapists (Perls, Hefferline, & Goodman, 1985), has been adapted to family therapy. In one scenario, a partner may express his or her feelings to a spouse (empty chair), then play the role of the spouse and carry on a dialogue. Expressions concerning absent family, parents, and children...
Holding Family Council Meetings

Family council meetings are organized to provide specific times for the family to meet and share with one another. The therapist might prescribe council meetings as homework, in which case a time is set and rules are outlined. The council should encompass the entire family, and any absent members would have to abide by decisions. The agenda may include any concerns of the family. Attacking others during this time should not be acceptable. Family council meetings are said to help provide structure for the family, encourage full family participation, and facilitate communication to set the family against eminent dousing.

Strategic Alliances

The strategic alliance technique involves meeting with one significant member of the family as a supportive means of helping that person change which individual change is expected to affect the entire family system. The individual is often asked to behave or respond in a different manner. This technique attempts to disrupt a circular system or behaviour pattern and a vicious cycle that revolves and would otherwise infest and consume the entire family.

Prescribing Indecision

Conflicts and problems in families are often exacerbated by a faulty decision-making process. When straightforward interventions fail to correct problematic decisions, paradoxical interventions can be used to produce change or relieve symptoms of stress due to such problems. The indecisive behaviour is reframed as an example of caring or taking appropriate time on important matters affecting the family. A directive is given to members in therapy not to rush into anything or make hasty decisions which they follow to the latter. These techniques are typical examples of those that family therapists use. Family counsellors can adopt or customize them according to presenting problems. With the focus on healthy family functioning, therapists cannot allow themselves to be limited to a prescribed operational procedure or set of hypotheses. They can use sound judgment and their ingenuity to personalize these applications as appropriate.

Some key developers of family therapy are: Alfred Adler of individual psychology, Nathan Ackerman in psychoanalyses, Tom Andersen, reflecting practices and dialogues about dialogues, Harlene Anderson of postmodern collaborative therapy and Aaron T. Beck. Other approaches used in family therapy are:
- Strategic therapy which identifies and re-orders the organisation of the family system.

Cognitive Behaviour Therapy

Cognitive behaviour therapy (CBT) pioneered by Albert Ellis and Aaron T. Beck in the 1960s is the type of therapy that helps people understand how their thoughts and behaviours contribute to how they feel. The treatment focuses on changing an individual's thoughts (cognitive patterns) in order to change his or her behaviour and emotional state. CBT therapists attempt to make their patients aware of these distorted thinking patterns and behaviours, and then help them to change them and replace them with healthier thoughts and behavioural patterns. CBT is a collaborative, structured treatment that may make use of a variety of homework or assignments to get patients try out new responses to situations discussed in therapy sessions. Cognitive rehearsal is also often used, where the patient imagines a difficult situation and the therapist guides him or her through the step-by-step process of facing and successfully dealing with it. (http://www.beckinstitute.org/cognitive-behavioral-therapy/)

A family therapist usually meets several members of the family at the same time. The number of sessions depends on the situation, but the average is 5-20 sessions. This has the advantage of making differences between the ways family members perceive mutual relations as well as interaction patterns in the session apparent both for the therapist and the family. These patterns frequently mirror habitual interaction patterns at home, even though the therapist is now incorporated into the family system. Therapy interventions usually focus on relationship patterns and they may use instruments such as the genogram to help to elucidate the patterns of relationship across generations.
The distinctive feature of family therapy is its perspective and analytical framework rather than the number of people present at a therapy session. In therapy, some therapists listen without comment to tales of violence, substance abuse, infidelity, even incest. Their silence is tacit approval. Some therapists do worse than silently accept whatever the client says or does; some actively affirm that the client is always right. They may actually provide 'interpretations' to relieve clients of the guilt they feel in order to keep them from hurting others and bringing disaster upon themselves.

According to Doherty (2009) a sound family therapist is one with a good background and training in marital therapy, has a wonderful attitude toward salvaging a troubled marriage versus helping couples break up if need be. He does not necessarily step ahead in his approach when one partner is seriously considering ending the marriage and the other wants to save it. Such a therapist needs to analyze the percentage of practice as to what works out enough to solve couples problems to make them stay married with a reasonable amount of satisfaction with the relationship. This will cover percentage break up even in the course of therapy and what percentage does not improve at all. This may help in identifying what makes the differences in the results of such.

Skills for managing family conflicts
Family members can develop good skills for relating with one another in the family which can help them in handling or even to forestall conflicts among members. These include:

✓ Use of 'I'-statement instead of 'you'-statement to avoid ambiguities such as 'I would like you to wash the clothes I left on the bed before you leave' instead of 'you should wash those clothes'.
✓ Avoid name-calling and put-downs to make the other person unnecessarily defensive and angry, thereby escalating the conflict
✓ Deliberately (but not sarcastically) softening your tone
✓ Taking a time-out when there is inevitable heat, one party may announce a time-out with 'let's take a break and cool down'
✓ In a conflict, one should try to acknowledge the other person's point of view too
✓ Watching one's body language and verbal language to avoid using acidic words that cause more injury and a posture that

The Therapeutic power of forgiveness
We've all got wounded in family related problems, albeit we may try to cover it up and get over it, it does not stop at that if we go through without the act of forgiveness. One of the harder parts of forgiveness is that we don't always feel like forgiving. But family members in therapy must be taught to practically forgive erring members to avoid becoming more and more embittered. Therapists should teach their clients that forgiveness is essential and also possible if some family crises is to be resolved. Even the biblical injunction in Matthew 6:14-15 says, "If you forgive other people (family members) when they sin against you, your Father in heaven will also forgive you. But if you do not forgive others their sins, you Father will not forgive your sins and this is tantamount with living with guilt. When something reminds us of our pain, we nurse the hurt and then just can't get past it. The tendency is to throw erring member's offences or weaknesses back in their faces at the slightest provocation. This may easily remind them of past failures but reacting like that may never bring about forgiveness.

The key thing in forgiveness is to facilitate healing from wounds created in the course of interacting with other family members; it gets rid of knots in the stomach of those injured and sets them free from guilt feelings. According to Cindy Beall (2011) therapists and individuals on family therapy can identify if they are healed from a wound caused by a relation or someone else if they cease to feel resentment against their offender. This means that one can look back on the situation and see just facts of hurts.

Therapeutic approach to handling Parental Alienation
Parental alienation is the process, and the result, of the psychological manipulation of a child into showing unwarranted fear, disrespect or hostility towards a parent and/or other family members. It is a distinctive and widespread form of psychological abuse and family violence towards both the child and the rejected family members that occurs almost exclusively in association with family separation or divorce. It often leads to the long-term, or even permanent, estrangement of a child from one parent and other family members and, as a particularly adverse childhood experience, results in significantly increased risks of both mental and physical illness for children. Some (Schaeffer, 2015) severe cases are caused by harmful parenting practices and one wonders why a
cases are caused by harmful parenting practices and one wonders why a parent would employ those parenting practices. The child lacks attachment to a parent. The child also engages in splitting, believing that one parent is entirely good and the other parent is entirely bad.

In this way, a parent can triangulate the child into the marital/family conflict by encouraging the child to make even minor complaints about the other parent and then "enthusiastically validating" them. This signals to the child that the other parent is dangerous and insensitive or worthless or uncaring.

Family therapist must watch for signs of parental alienation and help members purge themselves of such practices. The success of restoring the child's attachment to their parent hinges on first protecting the child from harmful parenting if possible. The child may not experience this protection as being traumatic. Structured intervention as used in family therapy may involve:

- Developing critical thinking to overcome rejection and enmeshment dynamics
- Resetting the child's place in the family hierarchy
- Addressing the family system
- Temporarily protecting the child from the bad parenting practices of the enmeshed parent.

Chapter Summary
This chapter dwelt on therapeutic approaches to handling family problems, be they crises, conflicts or stress. The history of family therapy is traced to the early 19th century work in the United Kingdom and the United States by some group of Social Work specialist which later transformed into formal psychotherapy with the emergence of Marriage Counsellors. The different techniques used by family therapists include the family genogram, the family photo, sculpture, communication skill training model and a host of others. The therapeutic power of forgiveness and the therapeutic approach to handling parental alienation are also tools in the hands of a family therapist.

Review Questions
1. What is the relevance of family therapy?
2. Highlight four key techniques family therapists use in handling family problems
3. What is the therapeutic approach for curbing parental alienation?

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