

A SURVEY OF STUDENTS' PERCEIVED
KNOWLEDGE AND ATTITUDES REGARDING
A HIGH SCHOOL COURSE ON FAMILY LIVING

CENTRE FOR NEWFOUNDLAND STUDIES

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RAYMOND ARCHIBALD CASE



A SURVEY OF STUDENTS' PERCEIVED KNOWLEDGE
AND ATTITUDES REGARDING A HIGH SCHOOL
COURSE ON FAMILY LIVING

by

©

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A Thesis submitted in partial fulfillment
of the requirements for the Degree of
Master of Education

Department of Curriculum and Instruction
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ABSTRACT

The purpose of this study was to compare the perceived knowledge levels about, and attitudes toward, issues and topics covered by the Family Living 2200 course of two groups of high school students. One group consisted of students who did Family Living 2200 as part of their program of studies. The second group consisted of students who did not do this course as part of their program of studies.

To make this comparison a questionnaire was administered to students to ascertain their perceived knowledge of and attitudes toward the content of the Family Living 2200 course. This questionnaire was administered to all students in their final year of secondary school in the Avalon North Integrated School District in the province of Newfoundland. These included students who had completed Family Living 2200 as part of their high school program and students who had not completed this course as part of their high school program. The questionnaire was administered during the last week of May, 1987. At this time students doing Family Living 2200 in the school year 1986-87 had all issues and topics covered and were therefore considered as students who had completed the course.

Data collected from four hundred and sixty-eight students in eleven secondary schools provided the data used in the testing of the various hypotheses.

Statistical procedures used to test these hypotheses included a chi-square test of independence, and a comparison of mean scores of the Family Living 2200 and, Non-Family Living 2200 groups.

Analysis of the data revealed that there was a significantly higher number of females than males doing the course.

Analysis of the data revealed a practical difference in the level of perceived knowledge about issues and topics covered in the course between students who had completed Family Living 2200 and those who had not completed Family Living 2200.

Analysis of data revealed that there were no practical differences in attitudes toward issues and topics covered in Family Living 2200 between students who have done this course and students who had not done this course. Both groups indicated that all students should have a knowledge of parenting, child abuse, venereal disease, birth control, problems with teenage pregnancy, abortion, dating and courtship and problems with teenage marriage. Both groups agreed that many problems among teenagers may exist because of a lack of proper education at the high school level and that schools should assume the responsibility for teaching human sexuality and parenting.

Analysis of data revealed that there were practical differences in attitudes toward the Family Living 2200

course between those students who have completed this course and those who have not completed this course.

Analysis of data from Part III of the questionnaire indicated that students who have completed Family Living 2200 agree that this course has given them the necessary knowledge of venereal disease, birth control, dating and courtship, teenage pregnancy, teenage marriage, divorce, and child abuse. They also agree that no other high school course would have given them this knowledge.

In conclusion the results of this study indicated that Family Living 2200 appears to contain subject matter that high school students should know. However, since the study is far from conclusive several recommendations for further study are suggested by the writer. Such recommendations include the following: to carry out ~~similar studies in other school districts~~ of the province; to conduct studies which use pre-tests and post-tests on groups of students who do Family Living 2200 to measure knowledge gain as a result of doing this course; and to conduct studies to ascertain the attitudes of parents, teachers and administrators toward Family Living 2200.

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CHAPTER 1

THE PROBLEM

It is evident from the figures on divorce, single parent families, teenage marriages, teenage pregnancy, abortion and child abuse that there are very serious social problems in Canada today. Figures for Newfoundland indicate that these problems are as severe here as in any part of our nation. In a comparative study on pregnancy in teenagers O. Krishnamoni and C.J. Subach (1985) note that Newfoundland has a higher proportion of teenagers and a higher proportion of teenage pregnancies in its population than the national average. They also note that there is a higher rate of teenage pregnancy in rural areas than in urban areas. They suggest this may be due to urban teenagers having more exposure to sex education and contraceptive measures (p. 75). The researchers do not offer any reasons why this is so; however some possible explanations may be that schools in urban areas are offering wider programs than schools in rural areas, families in urban areas may be more highly educated, and contraceptives may be more readily available in the larger towns and cities where there are abundant retail outlets selling contraceptive products. Also such organizations as Planned Parenthood of Newfoundland and Labrador tend to locate in the urban areas, therefore giving urban dwelling

teenagers more opportunity to avail of their services than teenagers who live in the more remote rural areas.

A report by the Ministerial Advisory Committee on Early Childhood and Family Education (1983) states that: the number of working mothers is on the increase; from 1976 to 1981 Newfoundland's divorce rate had risen considerably; births to adolescent mothers were on the increase; and, the number of single parent families was also increasing. A survey of the Provincial Prenatal Program by Planned Parenthood of Newfoundland and Labrador (1983) notes that:

- In Canada 55 out of 100 teenagers are sexually active.
- Over 1,000 teenagers get pregnant in Canada each week.
- 94% of girls 16 and older can get pregnant.
- 1 out of 5 teenage girls who are sexually active will get pregnant.
- 80% of teenagers who are sexually active do not use reliable birth control.
- Newfoundland's rate of pregnancy is 55 teenage girls out of 1,000 will get pregnant each year. In the outports the rate is as high as 90 out of 1,000 girls.
- The V.D. rate is increasing rapidly. 50% of all new cases of V.D. are teenagers.
- 8 out of 10 girls who become pregnant before the age of 17 never complete high school. This greatly reduces their chance of getting a job later on.

Significance of the Study

There are two notable reasons why this study is significant at this time: First no such study has been undertaken anywhere in Newfoundland and only a few in all of Canada. Second it is hoped that this study will have practical value for people who wish to do further research in the area of family life education in Newfoundland or who wish to continue to do additional research on Family Living 2200 in particular.

Definition of Terms

Family Life Education--Education to provide selected learning experiences and guidance for young people concerning human psycho-sexual development, primarily as related to love, marriage, parenthood, and family life.

- (b) the importance of interpersonal relationships among peers and within the family.
- (c) personal development.
- (d) the nature of children and concern for their well being.
- (e) the functions and responsibilities of parenting.

These concerns comply with the aims of public education for this province. The course addresses itself to many of the objectives listed in the Handbook for Senior Schools of Newfoundland and Labrador, most specifically to: the development of critical thinking; the promotion of emotional maturity; students appreciation of their heritage; students appreciation of their privileges, and responsibilities as family and community members. (Family Living 2200 Course Description, 1982, p. 1)

It appears from this statement of purpose that Family Living 2200 is designed to develop in our youth a thorough understanding of many existing social problems and develop an awareness of the responsibilities they have as individuals, as family members and as members of society. However many students graduate from high school without taking the course.

Nolte, in The Journal of Planned Parenthood Federation of Canada, Tellus (1984), states that a Gallup Poll in 1984 revealed that, twenty percent of Canadians claim their parents discussed the "facts of life" with them when they were growing up and sixty-four percent would have liked more information (p. 13). This indicates

that we cannot depend on the home to give guidance and knowledge in matters of sex education, parenting and other family life issues.

As a result of social change it can be argued that we need to expose our youth to instruction in the area of family living.

Family Living 2200 is an optimal course within the program of studies for high schools in Newfoundland and Labrador. Students, therefore, may graduate from high school without completing any studies in family life education. The questionnaire completed by students indicate several reasons why they do not register for Family Living 2200. They include: students choose not to take the course, they are advised not to take the course, there is no family studies course offered in their school and students cannot fit the course into their timetable.

Purpose of the Study

The purpose of this study is to investigate perceived knowledge levels about and attitudes toward issues and topics covered by the Family Living 2200 course which may exist among students who have completed this course as part of a student's high school program.

Research Hypotheses

Based on personal experience it was the expectation of the writer that more females than males choose to do Family Living 2200 as part of their high school program of studies. It was also the expectation of the writer that students who take Family Living 2200 as part of their high school program of studies perceived themselves as having a higher level of knowledge of the issues and topics covered by this course than those students who do not include this course as part of their high school program of studies. Finally, it was the expectation of the writer that students who take Family Living 2200 will have a more positive attitude toward issues and topics covered by this course and will have a more positive attitude toward the course itself than students who do not take Family Living 2200 as part of their high school program of studies.

Null Hypotheses

The following null hypotheses will therefore be tested:

1. There is no practical difference in the number of males and females doing Family Living 2200.
2. There is no practical difference in perceived knowledge levels about issues and topics covered in Family Living 2200 between students who have taken the course and those who have not taken the course.

3. There is no practical difference in attitudes toward issues and topics covered in Family Living 2200 between those students who have taken the course and those who have not taken the course.
4. There is no practical difference in attitudes toward the Family Living 2200 course itself between those students who have taken the course and those who have not taken the course.

Methodology

The methodology included a questionnaire administered to students to ascertain their perceived knowledge levels and attitudes concerning the issues and topics covered in Family Living 2200. It was designed to:

- (1) determine the attitudes of students toward issues and topics covered in Family Living 2200.
- (2) determine the perceived knowledge levels of students about issues and topics covered in Family Living 2200.
- (3) determine the attitudes of students regarding Family Living 2200 as part of the high school curriculum.
- (4) determine opinions of students who have taken the course with respect to making Family Living 2200 available to all students in high school.

The questionnaire was administered during the last week of May, 1987 to all Level III students in the Avalon North School District. At that time those students doing Family Living 2200 in the 1986-87 academic year answered their

questionnaire as students who had taken the course. A district co-ordinator administered the questionnaire to ensure that all students were given the same instructions and were given enough time to respond to all statements. The questionnaires were completed and collected within one class period. The only Level III students in the district who did not complete the questionnaire were those who were absent from class on the day it was given.

Scope and Limitations of the Survey

The survey was carried out in the Avalon North Integrated School District of Newfoundland. This district consists of inter-denominational schools and a vast majority of the students are Protestant. Also, this district does not include any large metropolitan area. The largest town in the district is Carbonear with a population of 5,300. Finally, Religious Education 1100 is taught as a compulsory course in all high schools in the district. The potential overlap in concepts which may exist in this course and Family Living 2200 is not considered in this study. Therefore, it would be invalid to generalize from this survey because of these inherent limitations. Any outcomes and conclusions reached as a result of this survey can only apply to the Avalon North Integrated School District.

- 60% of girls who have babies in their teens will end up on social assistance.
- Those who choose to get married in their teens will have a three times greater chance of having an unhappy marriage and being divorced later. (p. 5)

The Federal Centre for AIDS (1987) reports 1233 cases of AIDS in Canada with five of those in Newfoundland. Fifty thousand people in Canada are carrying the virus. In Newfoundland 53 people are known to be carriers.

The above statistics appear to indicate a need for adolescents to have access to information on sensitive issues which concern them. These issues include sex education, responsibilities of marriage and how to become good parents themselves.

In 1982 the Newfoundland Department of Education introduced Family Living 2200 into the high school curriculum. The course includes a unit on adolescent sexuality covering puberty and the reproductive system; a unit on child development including conception, pregnancy, and development; and a unit on parenting. The statement of purpose as given in the course outline includes the following:

Family Living 2200 is designed to introduce students to the full scope of family living, thus enriching their awareness and defining their skills as individuals, family members, and parents of tomorrow. At the same time, the course serves to help students gain some understanding of:

- (a) the functions and responsibilities of the family.

CHAPTER 2

REVIEW OF RELATED LITERATURE

The review of related literature will focus on three main areas: first, recent nationwide as well as provincial statistics on the divorce rate, teenage pregnancies, teenage marriages abortion and child abuse; second, values education and the role the school should play in this area; and third, studies, group projects and other literature that have recently been conducted and written which support or are critical of family life programs for students at the elementary, intermediate and secondary school levels.

Recent National and Provincial Statistics

During the 1970's and 1980's surveys have provided much data which indicate that serious social problems exist in our society today. They also indicate that many of these problems directly affect our young people. In a publication titled Admittance Restricted, The Task Force on Child as Citizen (1980) reported the following:

- 300,000 Canadian families are one-parent families.
- There are 631,360 children in these one-parent families.
- Over 50,000 couples a year are divorced.

These figures indicate that a high number of adults were victims of marriage failure and many children became members of single parent families during the mid 70s. Statistics Canada (1985) reports the following figures on divorce for the 1980s in Canada.

- 1980 there were 62,019 divorces
- 1983 there were 68,567 divorces
- 1985 there were 61,980 divorces

(Table 7, page 9)

Although the 1985 figures are considerably lower than the 1983 figures the numbers are still much higher than those of the previous decade.

Another area of rapid change is the phenomenal increase in the percentage of women in the labor force. The following statistics reported by Schlesinger (1979) show a rapid increase in the number of women entering the labor force. Since many of these women are between the ages of 26 and 45, a time when most of them are mothers of growing children, and in many instances their husbands are working as well, this indicates a change in family structure and a far greater change in the roles of the family members.

Year	No. of Women in Labor Force in Canada	Percentage
1965	2,076,000	31.3
1970	2,690,000	35.5
1978	3,697,000	44.2

(p. 180)

- Canada has an infant mortality rate of 15 per 1,000 live births, ranking 7th of 16 developed countries in infant life expectancy.
- Accidents and acts of violence kill twice as many people between the ages of 1 to 19 as do diseases.
- 27% of first admission to public mental hospitals and public psychiatric units occur at 19 years of age or younger.
- In 1974, 38,314 babies were born to mothers between the ages of 12 and 16.

(p. 53)

This same publication reported the following statistics for the United States:

Each year, more than one million 15 to 19 year-olds become pregnant, one-tenth of all women in this age group. (Two-thirds of these pregnancies are conceived out of wedlock.) In addition, some 30,000 girls younger than 13 get pregnant annually. (p. 73)

Benjamin Schlesinger in Families: Canada (1979)

cites the following statistics on divorce in 1975:

Dependent Children	No. of Divorces	Percent
0	21,458	42.4
1	11,523	22.7
2	9,985	19.7
3	4,643	9.2
4	1,904	3.8
5	<u>1,098</u>	<u>2.2</u>
Total	50,611	100.0

The total number of dependent children involved in divorce in 1975 was approximately 58,527.

- Divorce in 1975 involved 101,272 adults and 58,527 children for a total of 159,799 persons. (p. 40)

Statistics Canada (1985) reported that in 1980 46.2 percent of Canadian women were in the labor force and in 1984 this rate had increased to 47.3 percent.

Child abuse is another area where statistics give reason for concern. It is difficult to state exact figures since many cases are never detected. The "Report of the Standing Senate Committee on Health, Welfare and Science", Child at Risk, (1980) states that, "one witness estimated the number of abused children in Canada to be somewhere between 5,000 and 9,000. One research project estimated the incidence to be at a rate of 250 per million population" (p. 38). The report goes on to state:

There is now an increasing awareness of the seriousness of the problem of child abuse. In some countries legislation has been passed to protect the safety of children. In Canada there are provincial laws requiring the mandatory reporting of child abuse. Each province has enacted legislation for the protection of neglected children. Nevertheless, the problem remains unsolved and children continue to be abused. (p. 38)

The Federal Centre for AIDS, Ottawa reports the following as of October 1987:

- 1,303 cases of AIDS in Canada.
- 1,277 of the above cases are adults.
52% of these cases have died.
- 26 of the 1,303 cases are children.
69% of these have died.
- 3,000 to 5,000 people have symptoms of the disease but are not considered full-blown AIDS victims.
- 50,000 Canadians are carrying the virus without any symptoms.

Figures for Newfoundland indicate that generally the situation is very similar to the national scene. A report by the Ministerial, Advisory, Committee on Early Childhood and Family Education (1983) states the following:

1. Approximately 30% or 15,000 of our preschool population have working mothers.
2. Our divorce rate is changing rapidly. In 1975 the divorce rate was 69.2 per 100,000 population, while in 1981 it was 95.8 per 100,000 population.
3. In our province 9.4% of families with children are single-parent families.
4. Fifteen percent of all live births in our province are to adolescent mothers. Many of these mothers are unmarried, many of these mothers keep their babies..
5. Parents in our province are less likely to have the support of family members in helping with child rearing. The latest census figures reported that in 1981 there was an average of 3.8 adults in the Newfoundland household. This average decreased from 4.6 in 1971, 5.0 in 1961 and 5.0 in 1951. (pp. 3-5)

Statistics Canada (1985) reports that the teenage therapeutic abortion rate for Newfoundland went from 1.7 per 1,000 females aged 15-19 in 1971 to 5.1 per 1,000 females aged 15-19 in 1985. It also states that there were 561 divorces in 1985 in this province, about the same as the figures for 1981.

The above statistics on the divorce rate, teenage pregnancies, teenage marriages, abortion and child abuse indicate that there are many serious social problems in our society today which directly affect our young people. The statistics also indicate that many of these problems have been increasing over the past two decades. The Newfoundland figures indicate that our province is no exception.

Values Education and the Role of the School

The twentieth century has been one of massive change. In the last thirty years man has landed on the moon; the 1960s produced a turbulent social upheaval; there has been a sexual revolution; and we have moved rapidly into the age of the computer. This century of techno-social change has had a profound effect on the whole realm of values. In the experience of the writer many young people, in the past, internalized the values of their parents and church leaders often without questioning these values. Indeed those who questioned and did not readily accept the values of the home and the church often felt a certain amount of guilt. In the writer's experience, however, this is often not the case today. Today peer pressure is, to some extent, stronger and the influence of family and church weaker than in the past. Therefore, adolescents find it more difficult to make choices such as: to take drugs or

not to take drugs, to become sexually active or to abstain from sex, and to listen or not to listen to the advice of their parents or their friends. What effect has this on children? Harmin and Simon (1971) state that their observations of young people indicate that value confusion not value clarity is growing. Silver (1976) points out that the range and scope of value alternatives exacerbate personal conflict and decision making, and erode confidence in the values and beliefs previously held.

The cognitive developmental approach to moral development has profound implications for the school. Put very simply the theory indicates that, like intellectual development, moral reasoning is developed as a result of progression through a series of stages. Theoretically, schools readily accept the responsibility for moral/values development. However, many teachers have been reluctant to get involved in values education because they feel more comfortable in the area of intellectual development.

It appears obvious to the writer that some institutions in society should have values education as one of their main goals. The three institutions traditionally chosen to carry out this task have been the home, the church and the school. Many people believe that the home and the church have declined as sources of values education. Hornbeck (1987) writes:

Regretfully, membership and involvement in religious institutions of whatever faith is not nearly as robust today as a generation ago. Sunday school attendance is down; religious

youth organizations are also in a dangerously weak position. Frequently when kids are involved in synagogue or church, their parents dropped them off and are not involved. (p. 4)

Should the school, then, fill the gap? Some studies show that the general populace is quick to say yes to this question. Woodward (1975) stated that the Gallup poll of 1974 reported that seventy-nine percent of those surveyed agreed that schools should deal with moral education. Wallace and Saunders (1975) state that in a survey they carried out in the public schools of Philadelphia an overwhelming majority of teachers felt that schools should play some role in the values education process. Hornbeck (1987) argues that "schools should contribute to the education of the heart as well as the head" (p. 5). He goes on to say that values education cannot be left to chance. One of Hornbeck's three suggested approaches to teaching values education is to offer it as a course in the eleventh or twelfth grade. Mills (1987) cites Davis (1984) who "points out that it is impossible for schools not to reflect a value system and, further, if schools do not help some students form values, no one else will" (p. 371).

The very nature and purpose of the school lends itself to values education. When dealing with purpose, one might conclude from John Dewey (1959) that the business of the educator, whether parent or teacher is to see to it that the greater number of ideas acquired by children and youth are acquired in such a vital way that

they become moving ideas, motive forces in guidance and conduct. This requires the opportunity to make the moral purpose universal and dominant in all instruction--whatsoever the topic. Silver (1976) states the following when dealing with values education as a purpose of the school:

Youth needs inordinate self-confidence to force drastic change, and education must play a forceful role in such attitudinal formation. Toffler writing in Future Shock has made a point emphatically clear: education's prime objective must be to increase the individual's coping ability....the speed and economy with which he can adapt to change. Schools can assist the process of decision making and valuing for each individual. (p. 10).

The philosophical starting point of education in Newfoundland, namely, the Aims of Public Education for Newfoundland and Labrador (1984) also argues in favour of values education in the schools. This document reflects the denominational character of the Newfoundland system of education. The influence of the Christian denominations has resulted in a particularly strong emphasis on values education. According to this document the fullest and best developed person is defined as "one who (among other things) is possessed of a sense of moral values, based on a belief in and an earnest endeavour to practice and exemplify in his daily living, the virtues both spiritual and moral affirmed by his religious faith" (p. 3). Also this document states specifically that one of the objectives of the Newfoundland school system is to "help

pupils develop moral values which will serve as a guide to living" (p. 6).

The nature of the school affirms the thesis that values education is an important part of formal education. Childs (1950) contends that the organization of the school is in itself a moral enterprise, for it represents the deliberate attempt of a human society to control the pattern of its own evolution. Values permeate the whole school organization. It is a phenomenon which is a part of both curricular and co-curricular activities. As Farmer (1983) states, "The school swims in an ocean of values" (p. 52). Values may appear in school policies, in discipline, in schoolground interaction, in selection of learning activities and so on. This may give rise to what Jack Frankel (1977) calls the "hidden curriculum" (p. 2).

What function does values and morals education serve within the school context? When one pursues the question, the word society appears over and over. That is, values education serves a social function. Dewey (1959) argues that the school must go beyond preparing good citizens. As he states, "We must take the child as a member of society in the broadest sense and demand for and from the schools whatever is necessary to enable the child to recognize all his social relations" (pp. 8-9). The school's moral aim lies in developing all of the social interfaces of the child--the citizen, the worker, the parent, the neighbour, etc. The Department of Education,

Master Guide for Social Studies (1981) also makes inferences to the social functions of values education. One of the major functions of Social Studies listed by this guide is, "personal development and socialization". It then goes on to state:

Personal development is concerned with:

- a positive self-concept
- a sense of cultural identity
- human relationships
- respect for the dignity and rights of others
- ability to make rational and independent judgments and a willingness to take appropriate action
- adjustment to change
- an appreciation of the value of productive human activity. (p. 6)

The overall goal of Social Studies as stated in the Master Guide for Social Studies (1981) is:

1. Person-centered. The Social Studies should help the learner to find meaning in life situations and in human relationships, to be self-accepting and others-accepting as he develops in ways of knowing, thinking, feeling, valuing, and intelligent behaviour.
2. Citizen-centered. The Social Studies should help prepare the person-citizen to participate effectively in the changing life of the democratic society of which he is a member. (p. 12)

Writers such as Silver, Childs, Dewey, Woodward, Mills and others agree that the school has a role to fill

in the moral education of our youth. The Department of Education of Newfoundland and Labrador clearly states that a major function of our schools is personal development and socialization.

Studies and Projects

Need and Desire for Family Life Education

The Department of Education of Newfoundland and Labrador published a bulletin (1984) entitled Aims of Public Education for Newfoundland and Labrador. This bulletin contained fourteen general objectives for education in Newfoundland and among these objectives were the following:

1. To help pupils understand the Christian principles and to guide them in the practice of these principles in their daily living.
2. To help pupils develop moral values.
4. To help pupils to mature mentally.
5. To help pupils to mature emotionally.
10. To help pupils understand the human body and practice the principles of good health.
11. To help pupils appreciate their privileges and responsibilities as members of their families and the wider community and so live in harmony with others.

On December 11, 1964, the Newfoundland Government appointed the Royal Commission on Education and Youth to

examine all aspects of education in Newfoundland. Among the aspects of education to come under the Commission's study was sex education. The first volume of the Commission's report, issued in 1967 contains its findings with regard to sex education in Newfoundland schools. The Commission outlines a twofold purpose of sex education and also the manner in which it should be presented.

The purpose of sex education is twofold: first, to provide biological information; and second, to develop appropriate social attitudes and ideals of human relationships and family life. The knowledge that is important should be presented in a manner that would help both in the molding of these ideals and in the building of character. (Vol. One, p. 172).

The Family Planning Association of Newfoundland and Labrador organized a Provincial Family Planning and Sex Education Conference on May 11-12, 1973. This conference was planned by the Family Planning Association of Newfoundland and Labrador with financial assistance from the Family Planning Division of the Department of National Health and Welfare. One of the purposes of the Conference was "to hold open discussions on local problems, methods of reaching those who are in need, communication, education of public opinion, introduction of family life education into the schools, teacher training, etc." (Report, p. 1).

Some of the recommendations coming out of the Conference were as follows:

1. Family life education should be made available to all people.

2. Family life education, including the emotional aspects of sexuality as well as the physical effects should be integrated into the curriculum at all levels of schooling. Sex education should be considered part of a broader program dealing with many sides of family life, with special emphasis on human relationships.
3. The Department of Education should move rapidly to construct a flexible family life education program which would start at Kindergarten and continue through to Grade XI.
4. Such a program should be co-educational.
5. Planning and implementation of family life education at the local level should be done in full consultation with both parents and students.
6. All birth control information should be made available to students as part of the family life program.
7. Sex education should not be divorced from a profound examination of sex role stereotypes.
8. Regional family life counselling services should be established. They would include trained resource people in several disciplines, e.g., doctors, nurses, social workers, parents, clergy and law enforcement personnel. The teacher in the local areas would act as co-ordinator of this team in providing family life education programs to the schools.
9. A program in family life and sex education should be implemented at Memorial University and credits should be given for such a course. Family planning courses should be a compulsory part of teacher training, para-medical and medical training, social services and social welfare training.

10. Family life education should be brought to the community through workshops and seminars where educators and parents can discuss human sexuality.
13. The Family Planning Association should encourage co-operation among various service organizations involved in family life education throughout the province.
14. At the community level it is desirable to write the local clergy, teachers and other community leaders asking them to co-operate in providing family life education and family planning services.
16. The Family Planning Association should seek out the "Family Law Study Report for Newfoundland (1968-70)" and study its recommendations regarding family life education.
17. The television and radio media should be used to bring family life and sex education to the home.
32. The Provincial and Federal Governments should be asked to help fund regional family life conferences. (Report, pp. 92-95)

These recommendations stress both the need for family life education through a variety of means, including the school, and the necessity of providing such education at all levels in the school.

Schlesinger (1972) writes the following in support of family life education in the schools:

Although there is a role for parents and the church in educating the young for family living, we suggest that the need for appreciation of home life is so pressing in our society that courses in family life education should be an important part of every child's learning. To ensure that the vast majority of young people are reached by such a program it

must be carried out by the organization best suited to do this. The organization in our society which reaches the largest number of children and their parents is the public school system. It is, therefore, suggested that such courses be part of our public school curriculum. In this way the largest number of young people will be reached. (p. 142)

Schlesinger goes on to say:-

It is apparent that our society has much to gain from the development of educational programs that will contribute positively to the task of preparing the nation's young people to become socially responsible - and responsive participants in the interpersonal relationships of adulthood and family life. Recognizing this, many educational and medical groups, including some of the most prestigious professional organizations, have endorsed the concept of professionally prepared and implemented family life and sex education curriculum. Support also comes from religious groups, fraternal organizations, governmental agencies and parent-teacher associations. (p. 142)

Deiseach (1977) in a 1975-76 survey of family life education in Canada found that family life education

has been widely adopted by school districts: at least one-fifth of all operating districts in Canada profess to have some kind of FLE program....that students appreciate the course, and that parents are generally supportive of the program. (p. 32)

Nolté (1984) stated the following in The Journal of Planned Parenthood Federation of Canada, Tellus:

Family Life Education courses provide the only opportunity for students to see that sex, generally considered as belonging in the private sphere, is linked to the social, economic and political concerns of our society.

To deny teenagers the right to information to please a small minority is unjust. The values of opponents can be respected by having them withdraw their children from "offensive" sections of courses, for example. The needs and

wishes of 84 percent of Canadians who support sex education in schools must also be respected.

Judging from the results of this survey and other recent opinion polls, the majority of Canadians want to have Family Life and Sex Education courses in schools from Grades K-13. Such courses give students the information they need to make responsible decisions about their lives. (p. 15)

Ministerial Advisory Committee on Women's Issues in Education (1983) cites a survey done in 1973 which indicated that 88.1% of 800 people questioned in the study would like to see sex education taught in the schools. This indicates that parents were generally in favour of sex education being taught in schools (p. 8).

To further support the claim that there is a need for sex education in the high schools Krishnamoni and Subash (1985) cite a survey done in Canada in 1977 when 493 women had therapeutic abortions. Four hundred and sixteen of those abortions were performed in the hospital where the study was carried out. The age range of those women was from 14 to 45 years with three quarters (75%) under the age of 24. Eighty-two percent of those women were single. It was found that 10 of the 416 women surveyed knew absolutely nothing about contraceptive methods. There were 170 women (41%) who knew of contraceptive methods but for various reasons had never used any method at any time. The following reasons were given. Sixty-four women admitted ignorance or carelessness, 53 women said intercourse was unintended, 39 could not get any form of contraceptive because they needed parental consent, 11 did

not use contraceptives because of religious beliefs and 3 had medical reasons for not using contraceptives. The significant factors here are that many of those women were either high school age or just beyond high school age and one of the reasons given for their situation was lack of knowledge about the effective use of contraception.

Koblinsky and Weeks (1984) describes a survey carried out in 380 California districts during the 1981-82 academic year to measure the status of their Family Life Education efforts in ninth and tenth grades. In this survey superintendents, principals and family life education teachers were sent questionnaires. Based on the findings the following recommendations were made:

1. The finding that a relatively small fraction of ninth and tenth grade students are enrolled in FLE courses suggests that school district personnel, parents, and community representatives should expand opportunities for students to receive FLE instruction. Special attention should be given to program development in rural and smaller districts when FLE programs are less often found in the curriculum.
2. District personnel should make efforts to establish and consult with an FLE advisory board, especially in smaller rural districts. The membership of such boards should include parents, clergy, health professionals and representatives of special interest groups.
3. School administrators should attempt to increase their involvement in the development and implementation of FLE programs and should express greater support for teachers in larger districts with a higher percentage of minority students. Increased interaction between administrators and FLE teachers may improve

- teacher confidence and morale as well as promote more stable programs.
4. Schools with shorter FLE units should examine the possibility of expanding their curricula to address such topics as adolescent development, marriage, parenting and interpersonal and decision-making skills.
 5. School personnel should attempt to promote greater parent involvement in FLE programs through such mechanisms as parent/child homework assignments and parent education workshops.
 6. Teachers should be encouraged to evaluate their FLE programs on a more regular basis. Inservice training programs can assist teachers in developing skills to systematically evaluate the impact of different curricula, teaching methodologies and parent/community outreach strategies.
 7. Future research should attempt to obtain more detailed information about the quality and effectiveness of FLE programs. Studies might examine the ways that adolescent attitudes and behaviors are influenced by programs that vary on the basis of length, instructional objectives, content, grade level or other relevant characteristics. (p. 184)

This section has presented a number of studies and projects carried out by government sponsored groups and private individuals to ascertain the need and desire to have family life education in our schools. The findings in these studies and projects appear to indicate that there is a need and desire to have family life education available to all students at all school levels.

Effectiveness of Family Life Education Courses

John F. Crosby (1970) did a study in New York State to determine whether the attitudes held by adolescents, especially toward themselves and their families, could be changed in a positive direction as a result of a one semester Family Life Education program. In this study three experimental groups were used: private school boys, public school boys, and public school girls. Initially, difficulty in obtaining a sample population was encountered, due to the controversy concerning Family Life Education in the school at the time (1968-69). The final sample consisted of 38 volunteers who would be accepted only on condition that there was signed parental permission. Their ages ranged from 14 to 17 years. Three control groups were matched to the experimental group on age, race, sex, school grade and socioeconomic status. The experimental groups received a total of two hours per week for seventeen weeks in class instruction plus homework assignments. Credits and course grades were given to all students in the experimental groups. The course was taught by the researcher and based on a text co-authored by the researcher with a psychologist (Crosby and Caldwell-unpublished). The experimental and control students were both given identical pre-tests and post-tests.

To measure the students' human development knowledge, a multiple choice test by the author was administered. To

determine how the adolescent felt about himself, two tests were used: the Elias Family Opinion Survey (Elias) and a self-concept inventory developed by the researcher.

In this experiment the results showed that students who had taken a Family Life Education course achieved a significantly greater increase in knowledge of concepts covered in the course curriculum than students who had not taken such a course (at a .01 level using a one-directional t test). It also showed a significant gain in positive attitude toward themselves by students who had taken the course, as compared with students who had not taken the course (at the .05 level using a one-directional t test). However, there was no significant change in attitudes toward family either by students who had taken the course or by those who had not.

The results of this study suggest that Family Life Education at the secondary level acquaints students with the developmental aspects of human growth and development, sexual function, dating, mate selection, marital interaction, and family relations.

At the same time Edward E. Coates (1970) did a study on the effects of the acquisition of knowledge on attitudes. The purposes of this study were: (a) to determine the extent to which specific factual information about reproduction could be acquired by an experimental group as compared to a control group; (b) to determine how knowledge about human reproduction affects students' sex-

related attitudes; and (c) to determine how this increase in knowledge affects student-parent sex-related dialogue.

The Maturation and Reproduction Inventory of Factual Knowledge (MARIFAK) developed by Coates was used to measure sex knowledge, and a semantic differential scale was used to measure change in attitude. These instruments were administered to the experimental and control groups of fifth and sixth grade students both before and after experimental instruction in sex education was given to the experimental group.

The experimental group received a six week program based on typical sex education curriculum guides and on recommendations of the American Association of Health, Physical Education and Recreation. These guides were developed in consultation with personnel of Oak Ridge, Tennessee, public schools. The program was presented by regular classroom teachers to five randomly selected intact classes ($N = 148$) as part of their health science program. Five additional randomly selected classes ($N = 174$) were utilized as the control group. The effect of the experimental sex education program on student-parent sex-related dialogue was evaluated by a questionnaire. Data from the MARIFAK and the semantic differential scale were subjected to an analysis of covariance because (a) intact classes and not individuals were the treatment units, and (b) possible pretest-posttest regression, as well as knowledge gain were investigated. The results

showed that a significant increase in knowledge (beyond the .01 level) occurred in the experimental group as compared to a negligible increase by the control group. The results of the attitude tests showed several significant changes in separate male and female scores within specific concepts by the experimental group as compared to the control group. The parent questionnaires showed a significant increase (beyond the .05 level) in sex-related dialogue with children who were in the experimental groups.

Lark April McGuire (1972) conducted a study to investigate the relationship between sex education courses and student attitude formation and change among freshmen at Rider College. The results of her investigation supported the hypothesis that sex education contributes to the development of more open student sexual attitudes. Furthermore, sex education influences the formation of liberal sex attitudes in students and lessens the development of romantic ones. Sex education is clearly significant in relation to the formation and change of student sexual attitudes.

Freda Rashkovan (1974) conducted a study similar to McGuire's to evaluate the extent to which a Family Life Education program contributes to the acquisition of Family Life Education knowledge, a positive gain in attitudes about this knowledge and the correlation between knowledge gain and attitude change. The program was judged to

fulfill its above mentioned goals by adequately increasing student related knowledge and positively increasing relevant attitudes, especially, self image.

Herz et al. (1984) in A Summary of Three Quasi-Experiments describes a study to measure the impact of three family life education courses on black inner-city, junior high school students in Detroit. A total of 172 students in 7th and 8th grades participated in the experimental and control groups. The programs varied in intensity. The students in the experimental group met for 40 minutes once a week for 15 weeks during the school day and students in the control group met for 40 minutes once a week for 10 weeks. The results of this experiment revealed that students in the more intensive program gained greater knowledge about reproductive psychology, contraception, and the consequences of teen pregnancy and parenthood and they had a greater knowledge of the various methods of birth control.

Robert Tobias (1985) carried out a survey to measure knowledge gain and attitude change of junior high and high school students in a New York City school district. A student opinion questionnaire designed to gather information on students' perceptions of the Family Living/Sex Education programs was administered during the Spring of 1985. Nearly all of the 345 students answering the questionnaire reported that they could comfortably ask questions in class, 75 percent felt that they could share

their opinions, and even more answered that different points of view were expressed. Seventy-five percent of the students responded that they were encouraged to speak with parents and other family members, 54 percent indicated that they actually spoke more with parents about these subjects and 55 percent reported that they spoke more with their friends as a result of the Family Living Sex Education classes. Eighty percent of the students surveyed said that they believed the Family Living/Sex Education program would make it easier for them to speak about these subjects with their parents and other family members in the future.

Students were also asked to suggest ways to improve the Family Living/Sex Education program. Nineteen percent believed students should take the class more seriously; and two percent said that other students would benefit by taking this course. The students also noted that shy students should not be pressured to participate in class; more films should be offered; and the class could be made more interesting. The conclusion reached from the student data is that there was overall support for the program.

Joanne Blair (1986) carried out a study to measure the effectiveness of a parent education course for secondary students. This study was carried out with a threefold purpose. First, the study investigated whether students who had received instruction in an elective one-semester parent education course exhibited a better

understanding of parent education concepts than those students who had not received instruction. Second, the study investigated the student's understanding of the parent education concepts. Finally, the study investigated the relationship between the variables of age, sex, race, and grade and the students' understanding of basic parent education concepts.

The findings indicated that students who had enrolled in a parent education course for one semester exhibited a better understanding of the basic concepts of parenting. The findings also indicated that an understanding of these same concepts could be attained, if basic parenting concepts were taught in related consumer and homemaking courses. Recommendations made as a result of this study assisted educational decisions concerning the importance of placing additional emphasis on parent education concepts in related courses, such as Family Living.

Summary

This chapter has surveyed part of the literature and research related to the role of the school in family life education. Recent statistics on various social problems which exist among teenagers were discussed. Related literature dealing with the role of the school in values education was also examined. Finally several studies, group projects as well as other recent literature supporting family life programs were reviewed.

Statistics show that many social problems exist among teenagers today. Writers such as Silver, Childs, Dewey, Woodward and others have long supported the thesis that the school has a definite role to play in values education. Studies and surveys show significant positive relationships between family life programs and knowledge gain and attitudinal change among students who have participated in family life courses.

CHAPTER 3

METHOD OF COLLECTION AND TREATMENT OF DATA

Presented in this chapter is a description of the general methodology and the specific procedures used in this study. The data-collection instrument is described and the methods of data analysis are outlined.

Introduction

This study consists of a survey of all Level III high school students in one school board district in Newfoundland. The information for the survey was gathered by the use of a questionnaire using a Likert-type attitude scale for student responses. Four hypotheses were tested and several other questions were investigated.

Separate sections will deal with Population and Data Collection, Data Collection Instrument and Method of Data Analysis.

Population and Data Collection

The population for this study was 468 Level III high school students from the Avalon North Integrated School District. The numbers of graduating students from each school ranged from 8 to 222. Five hundred and thirty questionnaires were prepared and 468 were completed

because a total of 62 students were absent from class at the time the questionnaires were administered (Table I, p. 39). They were administered to students during class time in the last week of May, 1987. This was done with the cooperation of Reverend Clarence Sellars, co-ordinator of Family Studies at the Avalon North Integrated School Board District. The questionnaires were administered and collected during one class period. The questionnaires from the individual schools were divided into two groups, those answered by students who had finished the Family Living 2200 course and those answered by students who had not done this course.

Data Collection Instrument: The Questionnaire

The questionnaire used for the present study is divided into three sections (Appendix). Section I contains questions that are related to the perceived knowledge and attitudes of students concerning topics and issues covered in Family Living 2200. This section was answered by all students completing the questionnaire. Section II contains questions relating to the students themselves and was answered by all students. Section III contained questions that were directed only to students who had completed the course as part of their high school program of studies. An attitude scale of 1 to 4 is used in the questionnaire with 1 meaning strongly disagree, 2

meaning disagree, 3 meaning agree and 4 meaning strongly agree. The choice of undecided was omitted from the scale to avoid students making this response without giving any thought to the question or statement.

To ensure content validity of the questionnaire it was presented to four judges, Dr. Frank Cramm, Department of Curriculum and Instruction, Memorial University of Newfoundland; Reverend Clarence Sellars, Coordinator of Family Studies, Avalon North Integrated School Board; Mr. Lorne Squires, teacher of Family Living 2200, and Miss Jill Pottle, teacher of Family Living 2200. An analysis of the judges' evaluation resulted in the revision of the instructions to the respondents and a refinement of Section II of the questionnaire.

Table I

Tabulation of Questionnaire Returns

Questionnaires	Students who have completed Family Living 2200	Students who have not completed Family Living 2200
Returned by Respondents	211	257

Method of Data Analysis

The following null hypotheses are tested:

Null Hypothesis 1: There is no difference in the number of males and females doing Family Living 2200.

Null Hypothesis 2: There is no difference in the perceived knowledge levels about issues and topics covered in Family Living 2200 between students who have taken the course and those who have not taken the course.

Null Hypothesis 3: There is no difference in attitudes toward issues and topics covered in Family Living 2200 between those students who have taken the course and those who have not taken the course.

Null Hypothesis 4: There is no difference in attitudes toward Family Living 2200 itself as part of the high school curriculum between those students who have taken the course and those who have not taken the course.

Practical significance was tested rather than statistical significance because the total population of Level III students from one school district was used instead of a sample. The SPSS-X Release 2.2 computer program was used to analyze the data. The practical

significance of the differences in scores obtained from the questionnaire was tested by comparing the mean scores of the group who have completed Family Living 2200 with the mean scores of the group who have not completed Family Living 2200. The attitude scale uses a range of 3, from 1 (strongly disagree) to 4 (strongly agree). Therefore .3, which is 10 percent of the highest possible range, is the point above which differences in means is judged to have significance.

To test the four hypotheses the following questions were investigated. The question investigated to test hypothesis one is:

1. Is there a relationship between enrollment in Family Living 2200 and the sex of the student (M/F)?

The questions investigated to test hypothesis two are:

1. Is there a difference in students' perception between those who have done the course and those who have not done the course in the following:
 - (a) High school has broadened their knowledge of (i) parenting, (ii) child abuse, (iii) V.D., (iv) birth control, (v) abortion.
 - (b) Their high school program has made them more aware of: (i) problems with teenage pregnancy, (ii) problems with teenage marriage.

2. Are students who have done Family Living 2200 more aware of existing social problems than those who have not done this course?
3. Have students who have done Family Living 2200 had more opportunity to discuss concepts related to sex in a classroom situation than those who have not done the course?

The questions investigated to test hypothesis three are:

1. Is there a difference in the two groups' perceptions of the effect high school programs have on preparing students factually and emotionally:
 - (a) to deal with their sexuality?
 - (b) to deal with (i) V.D., (ii) birth control, (iii) how the reproduction system works, (iv) dating and courtship?
2. Is there a difference in the two groups' perceptions on the role schools should play with regard to education in the areas of: (i) V.D., (ii) birth control, (iii) how the reproduction system works, (iv) dating and courtship?
3. Is there a difference in the opinions between the Family Living 2200 students and non-Family Living 2200 students with regard to the frequency of parent-child discussions on matters of human sexuality?

4. Is there a difference in the attitudes of Family Living 2200 students and non-Family Living 2200 students toward having the opportunity to discuss:

- (a) dating,, courtship, intercourse, birth control and venereal disease in an educational setting?
- (b) child abuse, abortion and parenting in an educational setting?

The questions investigated to test hypothesis four are:

- 1. Is there a difference in how Family Living 2200 students feel about making this course compulsory and how non-Family Living 2200 students feel?
- 2. Is there a difference in the importance Family Living 2200 students place on this course in relation to Cultural Heritage 1200, Democracy 2102, Canadian Law 2104 and Canadian Economy 2103 and the importance non-Family Living 2200 students place on the course in comparison to those same courses?
- 3. Is there a difference in the importance Family Living 2200 students and non-Family Living 2200 students place on the course in comparison to Math, English, the Sciences and French?

Finally, the data from Section II and Section III of the questionnaire not analyzed for the testing of

practical significance will be presented in tabular form and accompanied by a descriptive analysis. Section II includes data related to reasons for not doing Family Living 2200. Section III presents data on how students who have done Family Living 2200 rate the course.

CHAPTER 4

ANALYSIS OF DATA

The purpose of this chapter is to present an analysis of the data. The chapter is divided into three major sections: (1) an analysis of the data from Section II of the questionnaire related to personal information about the students and an analysis of the data related to the first null hypothesis; (2) an analysis of the data related to hypotheses two, three and four which refer to the differences in perceived knowledge levels and attitudes of the Family Living 2200 students and the non-Family Living 2200 students; and (3) an analysis of the data from Section III of the questionnaire containing questions answered by only those students who have completed Family Living 2200.

Analysis of the Data Related to Scores Obtained from Section II of the Questionnaire

Out of 468 students surveyed 45 percent indicated that they had completed Family Living 2200 as part of their high school program of studies. The data were subject to a chi-square test of independence in order to determine whether there is a relationship between the students' sex and their enrollment in the course.

Null Hypothesis One. There is no difference in the number of males and females doing Family Living 2200.

Table II

Cross-tabulation of Completion and Non-completion
of Family Living 2200 by Sex

Completed the Course	Male	Female	Row Total
Yes	74	137	211
No	143	114	257
Column Total	217	251	468

Chi-square = 18.70

Degrees of freedom = 1

This is significant at .05 level.

Table II indicates that the number of females who have completed Family Living 2200 is significantly higher than the number of males who have completed the course. More females choose to do the course; thus the null hypothesis is rejected.

Table III presents the reasons for not doing Family Living 2200 and the frequencies.

The figures in Table III indicate that the most common reason for not taking Family Living 2200 is the course could not fit into the student's timetable.

Twenty-two percent of the students chose not to do the course, nearly 12 percent could not do the course because it was not offered by the school, nearly 10 percent were advised not to do the course while six percent indicated there were other reasons for not doing the course.

Table III

Reasons for Not Doing Family Living 2200	Frequency	Valid Percent
Chose not to do the course	55	22.2
Advised not to do the course	24	9.7
The course was not offered	29	11.7
The course did not fit into the students timetable	125	50.4
Other	15	6.0

Other questions from section II of the questionnaire were related to size of the community, size of the family and order of birth in the family. The results showed that none of these had any relation to the student's choice of doing or not doing Family Living 2200.

Analysis of the Data Related to Null Hypotheses
Two, Three and Four

Null Hypothesis Two. There is no difference in the perceived knowledge levels about issues and topics covered in Family Living 2200 between students who have taken the course and those who have not taken the course.

In the treatment of data related to the second null hypothesis, means and standard deviations were calculated for each of the two groups on the basis of scores obtained from the attitude scales in Section I of the questionnaire. The means and standard deviations are presented in Table IV. This attitude scale has a range from 1 (strongly disagree) to 4 (strongly agree).

Table IV presents students' responses regarding the effect high school has had on broadening their knowledge of important issues and topics that concern them.

The point above which differences in means are judged to have a practical significance is .3. The differences in the means of the two groups are .5 and greater. This indicates that in each case the differences are great enough to have practical significance. The means for the Family Living 2200 group range from 2.7 to 3.3 indicating that they agree that their knowledge of the subjects listed in Table IV has been broadened through courses they have taken during their high school years. The means for the Non-Family Living 2200 group range from 1.9 to 2.3 indicating that this group feels that their knowledge of

Table IV

Students' Responses Regarding the Effect High
School has had on their Knowledge
(Question 1 of the Questionnaire)

	Students who completed Family Living 2200.		Students who have not completed Family Living 2200		Difference in Mean	Difference in S.D.
	Mean	S.D.	Mean	S.D.		
(1) High school has broadened my knowledge of:						
(a) Parenting	3.0	0.8	2.1	0.7	.9	.1
(b) Child abuse	2.7	0.9	2.2	0.8	.5	.1
(c) Venereal disease	3.0	0.8	1.9	0.8	1.1	.0
(d) Birth control	3.3	0.8	2.2	0.8	1.1	.0
(e) Teenage pregnancy	3.2	0.8	2.3	0.8	.9	.0
(f) Abortion	3.0	0.9	2.3	0.9	.7	.0
(g) Dating and courtship	2.9	0.8	2.2	0.8	.7	.0
(h) Teenage marriage	2.9	0.9	2.1	0.9	.8	.0

the same subjects has not been broadened through courses they have taken during their high school years.

Table V presents the students' responses regarding how they perceive the effect high school has had on making them more aware of social problems.

The differences in the means of the two groups are .5 and greater. Therefore the differences are great enough to have practical significance. Family Living 2200 students tend to agree that their program of studies in high school has helped in making them more aware of existing social problems while the Non-Family Living 2200 students feel that their program of studies in high school has not made them more aware of existing social problems. The Family Living 2200 students also indicated that they have more opportunity to discuss concepts related to sex in a classroom situation than those who have not done the course.

The analysis of the data in Tables IV and V indicates a difference in the means of the two groups in their responses to each of the statements. Although .3 was set as a basis for practical significance, in all cases the difference in the means is greater than .5. The means for the Family Living 2200 group ranged from 2.7 to 3.3. This indicates that this group agrees that their high school program has broadened their knowledge of parenting, child abuse, venereal disease, birth control, teenage pregnancy, abortion, dating and courtship, and teenage marriage; and

Table V

Students' Responses Regarding the Effect High School has had on their Awareness of Social Problems (Questions 2 and 3 of the Questionnaire)

	Students who completed Family Living 2200		Students who have not completed Family Living 2200		Difference in Mean	Difference in S.D.
	Mean	S.D.	Mean	S.D.		
(2) My program of studies in the high school has helped me be more aware of existing social problems in the areas of:						
(a) Teenage pregnancy	3.1	0.8	2.3	0.8	.8	0
(b) Teenage marriage	2.9	0.8	2.2	0.	.7	.1
(c) Venereal disease	3.0	0.8	2.0	0.8	1.0	0
(d) Divorce	2.8	0.8	2.2	0.8	.6	0
(e) Child abuse	2.8	0.9	2.3	0.8	.5	.1
(2) Discussing concepts related to the subject of sex with my peers in a classroom setting has broadened my knowledge of the subject.	3.0	0.8	2.5	0.9	.5	.1

that their school program has made them more aware of the social problems involving teenagers such as teenage pregnancy and teenage marriages. The means for the Non-Family Living 2200 group range from 1.9 to 2.5. This indicates that this group disagrees that their high school program has broadened their knowledge of those same issues and topics. Therefore, null hypothesis two is rejected.

Null Hypothesis Three. There is no difference in attitudes toward issues and topics covered in Family Living 2200 between those students who have taken the course and those who have not taken the course.

In the treatment of data related to the third null hypothesis, means and standard deviations were calculated for each of the two groups on the basis of scores obtained from the attitude scales in Section I of the questionnaire. The means and standard deviations are presented in Tables VI and VII.

Table VI presents students' responses regarding their perception of the reasons why problems exist among teenagers today.

The differences in the means of the two groups are all below .3; too low to have practical significance. Both groups agree that if the high schools do not provide the proper instruction, young people will be poorly prepared factually and emotionally to deal with their sexuality. They also agree that many problems among teenagers exist because of a lack of proper education at

Table VI

Students' Responses Regarding their Perceptions of Why
Problems Exist Among Teenagers
(Questions 4, 5 and 6 of the Questionnaire)

	Students who completed Family Living 2200		Students who have not completed Family Living 2200		Difference in Mean	Difference in S.D.
	Mean	S.D.	Mean	S.D.		
(4) Without proper instruction in high school, young people will be poorly prepared factually and emotionally to deal with their sexuality.	3.0	0.9	2.9	0.9	.1	0
(5) Many problems among teenagers exist because of a lack of proper education at the high school level in the areas of:						
(a) Venereal disease	2.8	0.8	2.8	0.9	0	.1
(b) Birth control	2.9	0.9	3.0	0.9	.1	0
(c) How reproductive system works	2.7	0.8	2.6	0.8	.1	0
(d) Dating and courtship	2.7	0.8	2.6	0.8	.1	0
(6) Parents frequently discuss matters of human sexuality with their children.	2.1	1.0	2.0	1.0	.1	0

Table VII

Students' Responses Regarding their Perceptions of the Role
Schools Play in Providing Education in Issues and
Topics that Concern Them
(Questions 7, 8 and 9 of the Questionnaire)

	Students who completed Family Living 2200		Students who have not completed Family Living 2200		Difference in Mean	Difference in S.D.
	Mean	S.D.	Mean	S.D.		
(7) Schools should assume the responsibility for teaching human sexuality, parenting and providing opportunity for discussion on matters which concern teenagers' relationships with their peers, adults and younger children.	3.1	0.7	3.0	0.8	.1	.1
(8) Schools should provide opportunity for discussion of topics such as dating, courtship, intercourse, birth control and venereal disease.	3.5	0.6	3.4	0.6	.1	0
(9) Schools should provide opportunity for discussion of topics such as child abuse, abortion, and parenting.	3.5	0.5	3.4	0.5	.1	0

the high school level. The low means for the two groups in question 6 indicate that most of the students agree that parents do not discuss matters of human sexuality with their children. The large standard deviations for both groups suggest, however, that there are many parents who do discuss matters of human sexuality with their children.

Table VII presents students' responses regarding their perception of the role schools should play in allowing them the opportunity to learn about and discuss topics and matters which concern them as young people in today's world.

The differences in the means of the two groups are all below .3 which is too low to have practical significance. The means for the two groups in questions 7, 8 and 9 are all above 3.0, indicating that both groups are of the opinion that schools should assume the responsibility for teaching topics and issues which concern teenagers and address social problems.

The analysis of the data in Tables VI and VII indicates that no practical difference exists in the means of the two groups in their responses to each of the statements. In all cases the difference in the means is .2 or less. The means for the Family Living 2200 group range from 2.1 to 3.5. The means for the Non-Family Living 2200 group range from 2.0 to 3.4. Both groups tend to disagree that parents frequently discuss matters of

human sexuality with their children. Both groups tend to strongly agree that teenagers should be given the opportunity to discuss such topics as dating, courtship, intercourse, birth control, venereal disease, child abuse, abortion and parenting in an educational setting during their high school years. They also tend to agree that schools should assume the responsibility to provide students with this opportunity. The means indicate that both groups tend neither to agree nor disagree that problems exist because of a lack of proper education at the high school level in the area of how the reproductive system works. One reason for this might be that a number of students in each group do biology while there are others in each group who do not do biology. However no such conclusion can be reached at this time. The means indicate that both groups tend neither to agree nor disagree that problems exist among teenagers because of a lack of proper education at the high school level in the area of dating and courtship. Therefore, null hypothesis three cannot be rejected.

Note here that a large standard deviation indicates considerable disagreement within each group about these topics.

Null Hypothesis Four. There is no difference in attitudes toward Family Living itself as part of the high school curriculum between those students who have taken

Family Living 2200 and those who have not taken the course.

In the treatment of data related to the fourth null hypothesis, means and standard deviations were calculated for each of the two groups on the basis of scores obtained from the attitude scales in Section I of the questionnaire. The means and standard deviations are presented in Table VIII.

Table VIII presents students' responses regarding the importance they place on Family Living 2200 as part of the high school curriculum.

The analysis of the data indicates a practical difference in the means of the two groups in their responses to each of the statements with the exception of the responses of the students to the statement: All students should do Family Living 2200 as part of their high school program of studies. In this case the mean for the Family Living 2200 group is 3.6 and the mean for the Non-Family Living group is 3.5, a difference of only .1. Both groups tend to strongly agree that Family Living 2200 should be a part of the high school program of studies. For the remaining four statements the means for the Family Living 2200 group range from 2.3 to 3.4 while the means for the Non-Family Living 2200 group range from 2.0 to 3.0. This indicates that the Family Living 2200 group tend to place greater value on the Family Living 2200

Table VIII

Students' Responses Regarding the Importance They Place on Family Living 2200
as part of the High School Program of Studies
(Questions 10, 11, 12, 13 and 14 of the Questionnaire)

	Students who completed Family Living 2200		Students who have not completed Family Living 2200		Difference in Mean	Difference in S.D.
	Mean	S.D.	Mean	S.D.		
(10) All students should do Family Living 2200.	3.6	0.6	3.5	0.6	.1	0
(11) Family Living 2200 is as important as Newfoundland and Labrador Culture; Democracy, Canadian Law and Canadian Economy.	3.4	0.7	3.0	0.8	.4	.1
(12) Family Living 2200 is as important as Math, English, the Sciences and French.	2.9	0.8	2.5	0.9	.4	.1
(13) Family Living 2200 is more important than Newfoundland and Labrador Culture, Democracy, Canadian Law and Canadian Economy.	2.8	0.8	2.5	0.9	.3	.1
(14) Family Living 2200 is more important than Newfoundland and Labrador Culture, Democracy, Canadian Law and Canadian Economy.	2.3	0.8	2.0	0.9	.3	.1

course than the Non-Family Living 2200 group. Thus null hypothesis four is generally rejected.

It is interesting to note that although the standard deviation differs very little between the two groups, in each case it is large. This indicates that there are considerable differences of opinions among students within each group. Further research is needed to ascertain why these differences of opinions within the groups exist.

Analysis of the Data from Section III of the Questionnaire

Section III of the questionnaire contained questions that were directed only to the students who did Family Living 2200. They were designed to ascertain the student's evaluation of the course as part of the high school program of studies. The results are shown in Table IX.

Two hundred and nine out of 211 students responded to the statements in Section III. To the statement: I would advise my friends to do Family Living 2200, 99 percent either agreed or strongly agreed. Ninety-four percent of the students agreed or strongly agreed that they enjoyed classes in Family Living 2200; eighty percent agreed or strongly agreed that they felt more like taking part in discussions in Family Living 2200 than they did in classes of other subjects; ninety-seven percent agreed or strongly agreed that Family Living 2200 has helped broaden their

Table IX

Questions Answered by the Students who have
Completed Family Living 2200 Regarding
Their Evaluation of the Course
(Questions from Section III
of the Questionnaire)

Question	Strongly Disagree		Disagree		Agree		Strongly Agree	
	Frequency (%)		Frequency (%)		Frequency (%)		Frequency (%)	
(a) I would advise my friends to do Family Living 2200.	0	(0)	2	(1.0)	71	(34)	136	(65)
(b) I enjoy classes in Family Living 2200.	3	(1.4)	10	(4.8)	85	(40.7)	111	(53.1)
(c) I feel more like taking part in discussions in Family Living 2200 than I do in classes of other subjects.	5	(2.4)	36	(17.2)	86	(41.1)	82	(39.2)
(d) Family Living 2200 has helped broaden my knowledge of the issues covered in the course.	2	(1)	4	(1.9)	79	(37.8)	124	(59.3)
(e) No other course would have given me the knowledge of such concepts as V.D., birth control, dating and courtship, teenage pregnancy, teenage marriage, divorce and child abuse.	2	(1.0)	3	(1.4)	55	(26.3)	149	(73.3)

knowledge of the issues and topics covered by the course; and ninety-eight percent agreed or strongly agreed that no other course would give them the knowledge of such concepts as venereal disease, birth control, dating and courtship, teenage pregnancy, teenage marriage, divorce, and child abuse.

The statistics in Table IX appear to indicate that students who do Family Living 2200 highly value the course as part of their high school program of studies. They agree that this course contains subject matter that young people should know. They also agree that no other course in the high school curriculum can give them this information. Finally, they agree that other high school students should do the course as part of their program of studies.

Summary

This chapter has presented the results of the statistical analysis of the data gathered by the questionnaire used for the study. The final judgement is that Null Hypothesis One is rejected. This indicates that in the Avalon North Integrated School District the number of girls taking Family Living 2200 is significantly higher than the number of boys.

Null Hypothesis Two is rejected because the differences in the means calculated for the questions of

the questionnaire related to this hypothesis are large enough to have practical significance. This indicates that the Family Living 2200 students perceive their knowledge levels about issues and topics covered in the course to be significantly higher than the Non-Family Living 2200 students.

Null Hypothesis Three was not rejected because the differences in the means calculated for the questions of the questionnaire related to this hypothesis was too small to have any practical significance. This indicates that there is no difference in the attitudes toward issues and topics covered in Family Living 2200 between those students who have done the course and those who have not done the course.

Null Hypothesis Four is rejected because the differences in the means calculated for the questions of the questionnaire related to this hypothesis were large enough to have practical significance. This indicates that there is a difference in the attitudes toward the course itself as part of the high school program of studies between those students who have done the course and those who have not done the course. The Family Living 2200 students tend to place a higher value on the course as part of the high school program of studies than the Non-Family Living 2200 students.

In the evaluation of Family Living 2200 by students who did the course the results showed that 99 percent of

the students would advise their friends to do Family Living 2200, 94 percent indicated that they enjoyed doing the course, 80 percent indicated that they felt more like taking part in discussion in Family Living 2200 classes than in classes of other subjects, 97 percent indicated that Family Living 2200 broadened their knowledge of the issues covered in the course and 98 percent said that no other course would have given them the knowledge of such concepts as venereal disease, birth control, dating and courtship, teenage pregnancy, teenage marriage, divorce and child abuse.

In conclusion, Chapter 4 has presented the results of the statistical analysis of the data collected by the questionnaire. Chapter 5 will summarize this analysis, draw conclusions and suggest recommendations for further research.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents a summary of the problem which was investigated, the methodology, instrumentation and the methods of data analysis. An analysis of the findings is presented, and finally, general conclusions are drawn and recommendations for further research suggested.

Summary

The purpose of this study was to compare the perceived knowledge levels about, and attitudes toward, issues and topics covered by the Family Living 2200 course of two groups of high school students. One group consisted of students who did Family Living 2200 as part of their program of studies. The second group consisted of students who did not do this course as part of their program of studies.

It was the expectation of the writer that students who had taken Family Living 2200 would have higher perceived knowledge levels about and a more positive attitude toward issues and topics covered by the course. Also it was the expectation of the writer that students who had taken Family Living 2200 would have a more positive attitude toward the course itself than students who had not taken the course.

The necessary data was collected through the use of a questionnaire which was administered to 468 Level III students in the Avalon North Integrated School District during May of 1987. Two hundred and eleven students had taken Family Living 2200 while 257 students had not taken the course.

The questionnaire used for the study was divided into three parts. Section I contained questions that were related to perceived knowledge and attitudes of students concerning topics and issues covered in Family Living 2200 and was answered by all students. Section II contained questions related to personal data about the students and was answered by all students. Section III contained questions relating to the evaluation of Family Living 2200 and was answered only by the students who had taken this course.

A chi-square test of independence was used to test Null Hypothesis One regarding the relationship between enrollment in Family Living 2200 and the sex of the student. A comparison of the mean scores of the two groups was used to test Null Hypothesis Two, Three and Four to determine differences that may exist in perceived knowledge levels and attitudes of students who did Family Living 2200 and the perceived knowledge levels and attitudes of students who did not do the course.

Findings related to Hypothesis One. Null Hypothesis One, which states that there is no difference in the

number of males and females doing Family Living 2200 was tested and rejected. There was a significantly higher number of females doing the course than males in the Avalon North Integrated School District.

Findings related to Null Hypothesis Two. Null Hypothesis Two, which states that there is no difference in perceived knowledge levels about issues and topics covered in Family Living 2200 between students who have taken the course and those who have not taken the course was tested and rejected. This indicated that students who did Family Living 2200 perceived their knowledge level about issues and topics covered in the course to be higher than that of students who did not do the course.

Findings related to Null Hypothesis Three. Null Hypothesis Three, which states that there is no difference in attitudes toward issues and topics covered in Family Living 2200 between those students who did the course and those students who did not do the course was tested and could not be rejected. Students in both groups had similar attitudes toward issues and topics covered in Family Living 2200.

Findings related to Null Hypothesis Four. Null Hypothesis Four, which states that there is no difference in attitudes toward the Family Living 2200 course between those students who have taken the course and those students who have not taken the course was tested and rejected. Students who did Family Living 2200 had more

positive attitudes toward the course as part of the high school program of studies than those who did not do the course.

Findings related to the evaluation of Family Living 2200 by the students who had done the course. A calculation of percentages indicated that a very large majority of students placed a high value on Family Living 2200 as a necessary part of their high school program of studies.

Conclusions

There are several conclusions which follow from this study.

First, the number of females who chose to do Family Living 2200 was considerably higher than the number of males. Therefore, females were more attracted to the course than males.

Second, the students who had taken Family Living 2200 perceive that during their high school years they had gained a high level of knowledge related to parenting, child abuse, venereal disease, birth control, abortion, dating and courtship, teenage pregnancy and problems with teenage marriage. However, students who did not do Family Living 2200 perceive their knowledge level to be low with regard to some of these issues and topics.

Third, all the students had similar attitudes toward issues and topics covered by Family Living 2200. Both the Family Living 2200 group and the non-Family Living 2200 group agreed that it is important for all students to have a thorough knowledge of parenting, child abuse, venereal disease, birth control, abortion, dating and courtship, teenage pregnancy and problems with teenage marriage. Also both groups agreed that the school should play an important role in the imparting of this knowledge and give them the opportunity to discuss the problems related to those issues and topics in class.

Fourth, students who did Family Living 2200 had a more positive attitude toward the course as part of the high school program of studies than students who did not do the course. Family Living 2200 students agree that the course should be made available to all students. They also agreed that Family Living 2200 is more important than Cultural Heritage 1200, Democracy 2102, Canadian Law 2104, and Canadian Economy 2103, and is as important as Math, English, the Sciences and French. Although students who did not do Family Living 2200 agree that the course should be made available to all students and that the course is equally as important as Newfoundland and Labrador Culture 1200, Democracy 2102, Canadian Law 2104, and Canadian Economy 2103, they did not agree that it is as important as Math, English, the Sciences and French. Therefore, Family Living 2200 students placed a higher value on the

course as part of the high school program of studies than the Non-Family Living 2200 group.

Fifth, students who had done Family Living 2200 agreed that it helped broaden their knowledge of the issues and topics which concern parenting, child abuse, venereal disease, birth control, abortion, dating and courtship, teenage pregnancy and problems with teenage marriage. They said that no other high school course would have given them this knowledge.

Finally, the wide range in standard deviations indicates there is a considerable number of students in both the Family Living 2200 group and the Non-Family Living 2200 group who are of a different opinion than the majority of students in their groups. A further investigation is needed in order to ascertain why the differences of opinion exist within the groups.

Discussion of the Conclusions

There are several points of interest that arise out of these conclusions.

More females than males do Family Living 2200. There are several reasons why this might be so. One, there may be more female teachers teaching this course. At the high school level males may tend to shy away from courses taught by female teachers. Second, females are more mature than males during the middle teenage years and

therefore they may more readily see the value of Family Living 2200 to them than males do. Finally, in some school programs Family Living 2200 is scheduled in the same period as physical education and/or industrial arts courses. Many girls tend to shy away from those courses therefore they choose to do Family Living 2200 whereas boys tend to enjoy physical education and industrial arts.

It was the expectation of the writer that students who did Family Living 2200 would have more positive attitudes toward issues and topics covered by this course. However, the results showed that students who did not do Family Living 2200 were just as interested in knowing about issues and topics that concerned them as teenagers. Therefore, these positive attitudes cannot be attributed to doing the Family Living 2200 course. Such attitudes may be acquired through general knowledge or from the peer group.

Students who did not do Family Living 2200 did not value it as highly as students who did the course. This may indicate that only after doing Family Living 2200 are students aware of the true extent of its value. Therefore, students may not be fully informed of what the course has to offer when choosing their high school program. This, in turn, may reflect the little importance placed on the course by teachers, administrators, school board personnel and government officials.

The responses of the Family Living 2200 students in Section III of the questionnaire suggested that this is the only course in the high school program of studies that can give them the knowledge of and opportunity to discuss issues and topics that concern them as young maturing adults.

The findings in this survey corroborate the review of related literature which advocates that there is a place for morals and values education in the school curriculum, that there is a need and desire to have family life courses in the school curriculum and that family life courses may have had a beneficial effect in preparing our young people to cope with the challenges and demands of society.

The widespread differences of opinion of some students within the groups, as the standard deviation indicated, may be attributed to several causes. Home environments differ among students. Students whose parents discuss matters of ~~sexuality~~ with them would have indicated high knowledge levels regardless of whether they did Family Living 2200 or not. Some teachers feel they are not qualified to teach family life courses. These teacher attitudes may have been reflected in the perceived knowledge levels and attitudes of their students. Also students may have had positive attitudes toward Family Living 2200 and would have taken the course but were

prevented from doing so because the course was not offered or it could not fit into their timetable.

A concern of the writer is that although Family Living 2200 contains subject matter that is very important for young people to know and that gives them the opportunity to discuss issues that are important to them, a large percentage of our high school students graduate without doing the course.

Recommendations

In light of the findings of this study the following recommendations are made.

1. The present study was carried out in only one school district in Newfoundland and Labrador, the Avalon North Integrated School District. No other such study has been carried out in any other school district. Therefore, it is recommended that similar studies be carried out in other school districts of the province. These studies will reveal any regional differences which may exist with regard to perceived knowledge levels, attitudes and reasons for doing or not doing Family Living 2200.

2. It is recommended that a similar study be carried out using a sample of students selected at random from all districts of the province. The data collected can be tested for statistical significance in order to draw conclusions for the province as a whole about perceived

knowledge levels; attitudes, reasons for not doing Family Living 2200 and the relationship between the choice of doing Family Living 2200 and sex.

3. This study assumes the Family Living 2200 students and the Non-Family Living 2200 students were similar in perceived knowledge and attitudes before the course began. This may not have been the case. It is recommended that further research be carried out aimed at producing information to measure knowledge gain and attitudinal change which may occur as a result of taking Family Living 2200.

4. There are several groups of people who have an effect on the status of Family Living 2200 in the high school program of studies and who influence the students in their choices of taking or not taking Family Living 2200. These groups include parents, teachers, administrators, school board personnel and the provincial government. It is recommended that research be carried out to measure the attitudes of those groups toward Family Living 2200 as part of the high school program of studies. Such a study may determine why many students choose not to do the course, why more females than males choose to do the course, why students are advised not to do the course, why the course is not offered in some high schools, and why differences of opinion regarding perceived knowledge levels and attitudes regarding issues and topics covered

in the course exist within the Family Living 2200 and the Non-Family Living 2200 groups.

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APPENDIX

TO THE STUDENT

I am a student at Memorial University and as part of the requirements for my research I am conducting a survey of student opinions and perceptions relevant to selected areas of the curriculum.

The questionnaire contains several statements which you are expected to read carefully and respond to by circling the response of your choice. It is important that you are sincere in your response and indicate exactly how you feel about each statement.

You are not to put your name on the paper in order that answers will remain anonymous.

The questionnaire is designed to be completed in one class period. This allows you plenty of time to read each question and give your response.

Please accept my sincere thanks for your participation.

Ray Case
Graduate Student, M.U.N.

DIRECTIONS

You are to respond to the statements within by circling the number that best represents your answer.

1. STRONGLY DISAGREE
2. DISAGREE
3. AGREE
4. STRONGLY AGREE

Now turn the page and begin Section I.

SECTION I

The set of questions in this section is designed to gather your opinion or perception about related areas of the high school curriculum. Please circle the point on the scale 1, 2, 3, or 4 which best represents your point of view.

1. I feel satisfied that my knowledge of the following subjects have been expanded through courses I have taken during my high school years.

a. parenting	1	2	3	4
b. child abuse	1	2	3	4
c. venereal disease	1	2	3	4
d. birth control	1	2	3	4
e. problems with teenage pregnancy	1	2	3	4
f. abortion	1	2	3	4
g. dating and courtship	1	2	3	4
h. problems with teenage marriage	1	2	3	4

2. My program of studies in the high school has helped in making me more aware of existing social problems in the following areas:

a. teenage pregnancies	1	2	3	4
b. teenage marriages	1	2	3	4
c. venereal disease	1	2	3	4
d. divorce	1	2	3	4
e. child abuse	1	2	3	4

3. Discussing concepts related to sex with my peers in a classroom setting has broadened my knowledge of this subject.

1	2	3	4
---	---	---	---

4. Without proper instruction in high school, young people will be poorly prepared factually and emotionally to deal with their sexuality.

1	2	3	4
---	---	---	---

	Strongly Disagree	Disagree	Agree	Strongly Agree
5. Many problems among teenagers exist because of a lack of proper education at the high school level in the areas of:				
a. venereal disease	1	2	3	4
b. birth control	1	2	3	4
c. how the reproductive system works	1	2	3	4
d. dating and courtship	1	2	3	4
6. Parents frequently discuss matters of human sexuality with their children.	1	2	3	4
7. Schools should assume the responsibility for:				
a. teaching human sexuality	1	2	3	4
b. teaching parenting	1	2	3	4
c. providing opportunity for teenagers to discuss matters which concern their relationships with other teenagers, adults and younger children.	1	2	3	4
8. Teenagers should be given the opportunity to discuss the topics of dating, courtship, intercourse, birth control and venereal disease in an educational setting in their high school years.	1	2	3	4
9. Teenagers should be given the opportunity to discuss the topics of child abuse, abortion and parenting in an educational setting during their high school years.	1	2	3	4
10. All students should do Family Living 2200 as part of their high school programme of studies.	1	2	3	4
11. Family Living 2200 is as important as Newfoundland and Labrador Culture, Democracy, Canadian Law and Canadian Economy.	1	2	3	4

12. Family Living 2200 is as important as Math, English, and Sciences and French.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

13. Family Living 2200 is more important than Newfoundland and Labrador Culture, Democracy, Canadian Law and Canadian Economy.

1	2	3	4
---	---	---	---

14. Family Living 2200 is more important than Math, English, the Sciences and French.

1	2	3	4
---	---	---	---

SECTION II

Please provide the following information about yourself.

1. I am Male _____ Female _____
2. I have completed or am doing Family Living 2200.
Yes _____ No _____

3. The community where I live has a population of:

less than 500 _____
500 to 1000 _____
1000 to 1500 _____
1500 to 2000 _____
2000 to 2500 _____
2500 to 3000 _____
over 3000 _____

4. I have _____ brothers and sisters.

I am the oldest _____
2nd _____
3rd _____
4th _____
5th _____
6th _____
other _____

5. The number of graduating students in my school is _____.

6. If your answer to #2 is Yes proceed to Section III.

If your answer to #2 is No check one of the following.

- a. I choose not to do Family Living 2200 _____
b. I was advised to do another course
being offered in the same time slot _____
c. The course was not offered _____
d. I could not fit the course into my
programme _____
e. Other reason _____

SECTION III.

These questions to be answered only by students who have taken or are presently taking Family Living 2200 as part of their programme of studies.

- | | SD | D | A | SA |
|---|----|---|---|----|
| a. I would advise my friends to do Family Living 2200 | 1 | 2 | 3 | 4 |
| b. I enjoy classes in Family Living 2000 | 1 | 2 | 3 | 4 |
| c. I feel more like taking part in discussion in Family Living 2200 than I do in classes of other subjects (courses) | 1 | 2 | 3 | 4 |
| d. Family Living 2200 has helped broaden my knowledge of the issues covered in the course | 1 | 2 | 3 | 4 |
| e. No other course would have given me the knowledge of such concepts as venereal disease, birth control, dating and courtship, teenage pregnancy, teenage marriage, divorce and child abuse. | 1 | 2 | 3 | 4 |



