PEACE AND CONFLICT MANAGEMENT IN THE HOME IN NIGER STATE: IMPLICATIONS FOR HOME ECONOMICS CURRICULUM DEVELOPMENT

By

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DECLARATION

I Khaleel, Mariam A, hereby declare that this thesis has been written by me and it is a true record of my own research work. It has not been presented in any previous application for any higher degree. All sources of information are duely acknowledged by means of references.

Khaleel, Mariam A. (Mrs)

CERTIFICATION

This thesis titled: "**Peace and Conflict Management in the Home: Implication for Home Economics Curriculum Development**" written by Khaleel, Mariam A. (Mrs). meets the regulation governing the award of the degree of M.Ed Home Economics of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This Research Work is dedicated to my father, Alhaji Ahmed Abubakar and to the memory of my late mother, Hajiya Amina Abubakar as well as to my children Abdulrahman, Amina, Khaleel, Hafsat and Rahama.

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ABSTRACT

This study was carried out to investigate Peace and Conflict Management in the home, implications for Home Economics Curriculum development.

The objectives of the study were to;

1. identify the causes of conflicts in the home and the role played by socio-economic factors in those causes within the family;
2. identify possible differences in the causes of conflict among urban and rural families;
3. examine the impact of communication on the management of conflict in the home;
4. explore the conflict management strategies employed in the home to enhance peace;
5. develop a module on peace and conflict management that could be integrated into the existing curriculum of Home Economics for Junior Secondary Schools.

The Survey design was adopted for the collection of data using quota sampling technique. The sample size consisted of 240 Junior Secondary School Students and 240 Parents. Descriptive Statistic of frequency distribution and percentages as well as t-test and Pearson product moment correlation were used for data analysis. The findings revealed that there was no significant relationship between causes of conflicts in the home and socio-economic factors. Results further indicated that there was significant difference between causes of conflict in the home, among urban and rural families. In addition, results indicated a significant relationship between communication and strategies employed in conflict management and peace enhancement in the home. In view of the findings some recommendations were proffered among which is the inclusion of peace education in the Junior Secondary School, Home Economics Curriculum, to this effect, a module was designed for the inclusion of peace Education into the Junior Secondary School Home Economics Curriculum.

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DEFINITION OF TERMS

The definitions provided here are operational definitions applicable only within the context of this study.

- **Communication:** It is a means of interaction, through which information, opinions and feelings are expressed.
- **Conflict:** Is a state of chaos or commotion in which the well-being or state of mind of an individual is up set.
- **Home:** Is a dwelling place for family. It is used interchangeably with the word family.
- **Socialisation:**- It is the process of child-upbringing that transmits the culture and values of a people.
- **Peace**:- It is a state of mind in which the individual is calm and is in harmony with 'self' and the environment.
- **Peace Education**:- It is a process of empowering people with knowledge and skills necessary for building and sustaining an environment free of violence, injustice and cruelty.

LIST OF ABBREVIATIONS

CRC	Catholic Resource Centre
CRESNET	Conflict Resolution Stakeholders Network
ESR	Educators For Social Responsibility
FGD	Focus Group Discussion
IDASA	Institute For Democracy In South Africa
OTI	Office Of Transition Initiatives
USAID	United State Agency For International Development
UNESCO	United Nations Educational Scientific And Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND INFORMATION

The family is the primary functional unit of the society. It is the foundation of the social structure and essential to the survival of the human specie. The family as it is known, has the moral obligation to ensure harmony and balance for successful living and maintenance of personal stability. According to Gelinek (1991), the family is a building block for the construction of social relationships essential for economic and psychological security. By implication, the family is responsible for the personal, social development and general progress of the individual. Similarly, the family service of America in Olson and Defrain (2000), declared that families provide emotional, physical and economic mutual aid to their members. In essence, the family provides the individual with basic needs, support, encouragement, affection and guidance, a phenomenon largely made possible through peace.

Peace is an ideal state and a universal value cherished by all, without which man's survival is threatened. Sustaining peace however, is to a large extent dependent upon one's appreciation and perception of the concept of peace. To the layman, peace seems to mean the absence of any disturbance or commotion – a state of complete rest of mind. Wikipedia (2005), defined peace as a state of quiet or tranquility, as an absence of disturbance or agitation.

Apparently, both the layman and the Wikipedia (encyclopedia) seem to share similar views about the concept of peace. Their definition is however restrictive, as it describes peace only in terms of personal feelings. However, peace means more than the absence of disturbance. According to Martin Luther King Jnr, true peace is not merely the absence of tension: it is the presence of justice. In a similar opinion, Abacha (1996) and Aderinoye (2003), expressed peace as the absence of hostility, structural violence and all forms of deprivation, discrimination and denial of human rights. In essence, peace can be ascribed to the establishment of fundamental human rights for all and the absence of all forms of man's injustice to man. Peace is relative to human satisfaction and comfort.

Certainly, peace in the home, relates to that situation in which family members respect one another, live in harmony, posses personal and family satisfaction, inner joy, share understanding and co-operation to attain family goals. A phenomenon largely enhanced by caring, love, tolerance, justice, commitment and effective communication.

Communication is a means by which interaction occurs between human beings. Communication is important for families across the family life cycle. However the perception and interpretation of messages is greatly influenced by culture. Consequently, the socialisation process, which is responsible for transmitting culture, must promote the right values and attitudes that enhance peaceful co-existence. For as Schaefer (2001) claimed, "socialisation helps one to

discover how to behave 'properly' and what to expect from others". In essence the absence of effective communication and inappropriate socialisation of roles and responsibilities are often a cause of friction and conflicts in the course of the family's daily interaction.

Conflict is a part of life. It is known to occur among families irrespective of their religion, social, ethnic, economic status or age group. The word 'conflict' is often viewed as a disagreement or struggle between two or more people. It is also explained as the process, which begins when one party perceives that the other has frustrated or is about to frustrate some of his concerns (Thomas, 1976). This definition seems to emphasise only conflicts between individuals or groups to the neglect of conflicts that may occur at personal level. Accordingly, Meeks, Heit and Page (1995), gave a more comprehensive definition of conflict as a disagreement between two or more persons or between two or more choices. This, Sote (2003) refers to as "a clash of interest or antagonism".

Conflicts may be positive or negative. It is the negative conflicts that today have become a common phenomenon in families. This is evidenced in the sharp increase in marital crises, increased divorce rates and domestic violence as frequently observed in different media reports on radio, television, magazines etc. The consequences of these conflicts are reflected in the rapid increase in social problems such as child delinquency, school dropouts, run-away children, prostitution, child labour and abuse. These observations have caused the researcher to ask some pertinent questions:

- Is peace an attainable goal for Nigerian families?
- How can conflicts be turned around to achieve peace?

As the family system continues to witness diverse changes and needs that cause conflict, there is the need for intensified and diversified peacekeeping skills and appropriate conflict management skills to be learned and appropriated. A task for education through the Home Economics curriculum.

Education is the mechanism through which human capacities are developed. It is an asset that helps mankind to attain the ideals of the society. According to Fleck (1980), education is the best means of prevention. Indeed, one such educational force that can be used as an instrument for change and prevention in the life of man is Home Economics. It is through Home Economics that people learn the rudiments of family living and relationships, family roles and responsibilities, social interaction and decision-making.

If the focus of Home Economics is improving living conditions of families, it must adapt itself to address problems and challenges faced by families today. One such issue in the 21st century, is the threat of conflicts and domestic violence. It becomes imperative to ask: to what extent does the present Home Economics curriculum prepare its students to address the issues of peace and conflict.

It is in view of the foregoing that the researcher intends to investigate the issue of peace and conflict in the home while making deliberate effort through the Home Economics curriculum to address the issue.

1.2 STATEMENT OF THE PROBLEM

The importance of peace in the home cannot be overemphasized. Peace is inexorably tied to security and development (Kankewda, 2002). However the stability of the family and the amount of peace families experience today, seems to be in question. This is specifically so, due to the observed increase in marital crises, high divorce rates and domestic violence which are pointers to the lack of peace and the presence of conflict in the home.

A visit to the remand home in Minna, Niger State of Nigeria in 1999, opportuned the researcher to meet a then 13 year old boy. The boy got involved in a fight with his younger brother, which resulted into the death of the younger brother and his subsequent remand in the home. Similarly, the researcher read the story of Amina Adamu, whose husband chopped off her leg with a knife (WRAPA Newsletter July – September, 2003). Both incidences along with earlier observations moved the researcher to think that these are indicators of lack of peace in the home and the result of inappropriate conflict management skills. This may be attributed to poor communication ability and a faulty socialisation process that could be addressed through the Home Economics programme in secondary schools.

The Home Economics programme at both primary and secondary school level which fall within the crucial years of character development seem silent over the issue of peace and its significance to development. Although mention is made about family crises, the issue of conflict and its management was not

addressed. Since the curriculum is expected to impact on families and improve their living condition, it should address the issue of peace and conflict management.

1.3 OBJECTIVES OF THE STUDY

The general objective of the study is to examine the issue of peace and conflict management in the home in Niger state.

The specific objectives of the study are to;

6. identify the causes of conflicts in the home and the role played by socio-economic factors in those causes within the family;
7. identify possible differences in the causes of conflict among urban and rural families;
8. examine the impact of communication on the management of conflict in the home;
9. explore the conflict management strategies employed in the home to enhance peace;
10. develop a module on peace and conflict management that could be integrated into the existing curriculum of Home Economics for Junior Secondary Schools.

1.4 RESEARCH QUESTIONS

For the purpose of this study, the following questions were raised:

1. What is the role played by socio-Economic factor in the causes of conflicts in the home?

2. What are the different causes of conflict in the home among rural and urban families?
3. What is the impact of communication on the management of conflict in the home?
4. What strategies can be employed in the promotion of peace in the home?

1.5 RESEARCH HYPOTHESES

On the bases of the research objectives and questions, the researcher formulated the following hypotheses:

1. There is no significant relationship between socio-economic factors and causes of conflicts in the home.
2. There is no significant difference between causes of conflict in the home among rural and urban families.
3. There is no significant relationship between communication and strategies employed in conflict management in the home.
4. There is no significant relationship between the strategies employed in conflict management and peace enhancement in the home.

1.6 ASSUMPTIONS OF THE STUDY

This study is based on the following assumptions, that:

1. Conflicts are not appropriately addressed in homes;
2. Effective communication in the family promotes peace in the home;
3. Conflict is learnt in the environment;

4. Peace can be enhanced by acquiring appropriate peacekeeping and conflict management skills;
5. Strategies employed in conflict management determine the degree of reconciliation;
6. The Socialisation process determines to some extent the conflict management ability of individuals.

1.7 SIGNIFICANCE OF THE STUDY

Although, there has been an upsurge in researches on peace and conflict, most of these studies were linked to society level conflicts. The researcher believes that to address appropriately society's problem, the home, which is the life engine of the society must be addressed. This is because family members who learn to promote peace at home will extend it to the larger society.

Consequently, it is believed that research at individual and family level will shed more light on the current conflict situation in the home. Besides, it will help to appropriately address the underlying causes of conflicts and promote peace in the home.

Essentially, an in-depth study of conflict in the home, will help to design a programme that will empower youth as family members on conflict transformation, resolution and management. This will eventually promote peace at the family and societal level. In addition the outcome of this study would provide inputs that will assist curriculum planners (developers) set up machinery

to address issues of peace and conflict in the curriculum, thus contributing to the field of knowledge in the area of peace and conflict through the Home Economics curriculum.

1.8 DELIMITATIONS OF THE STUDY

The study is specifically restricted to the issue of peace and conflict in the home and its implication for Home Economics curriculum development at the Junior Secondary School level in Niger State.

It is further delimited to four Local Government Areas in Niger State namely, Bida, Bosso, Minna and Suleja. This is because these Local Government Areas are predominantly occupied by the major ethnic groups in Niger State – the Gwari, Hausa, Nupe and the Non-indigenes. This allows for a wider representation of the people of Niger State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This research work would be incomplete without reference to previous related studies. Such reference will enhance understanding of the situation in the past and what the future holds. In view of the foregoing, an attempt has been made to review literature under the following headings:

2.1 The concept of peace in the home.

2.2 Conflict in the home.

2.3 Communication and peace enhancement in the home.

2.4 Socialisation process and conflict management.

2.5 Review of Empirical Researches on Conflict

2.6 The Home Economics curriculum for Junior Secondary Schools in Nigeria and Peace Education.

2.7 Summary.

2.1 THE CONCEPT OF PEACE IN THE HOME

The concept of peace is one of the most controversial of our times as human perceptions of the concept of peace vary greatly from person to person. Indeed, it is easier to encounter and experience peace than to try to define, conceptualise or explain it (Best, 2002). Uneasy as it may be, every human being desires peace of mind, hence the attainment of peace is the ultimate goal of every individual, family, community and nation. Barash and Webel (2002),

argued that peace may be (with happiness) the most longed-for human condition. Obviously, no human being can remain focused and achieve success without peace of mind. This peace of mind is essential for both physical and mental development. No wonder, Oputa (2004), believed that peace is that order that provides for the welfare of all men; it is that order which provides what is needed to sustain life and self respect; it is that order that produces a society that is free, harmonious, honoured by all, cultured and religious. This expression relates peace to the availability of the fundamental necessities of man.

In reality, peace is a life-style in which the individual feels relaxed, happy and is in harmony with the 'self' and the environment. Peace is about the absence of all forms of cruelty, mental, physical and emotional torture. It is a bye-product of successful and healthy living. Peace in the family lies within making sure everyone gets the right things at the right time, making sacrifices and team working to achieve family goals (Brown, 2004). By implication it demands love, fairness, caring and understanding within the family.

Fisher, Jawed, Williams, Abdi, Smith and Williams (2000), however, likened peace to health: accessible to all and valued most in its absence, but unlike health, peace is contested, as people disagree over what being peaceful is. This suggests that people are able to feel peaceful, have a stable mind but can hardly express it. Incidentally it is one value best appreciated when lost or when its opposite (conflict) occurs.

Apparently, it is one condition that is never permanent. The individual may be at peace at a point in time and subsequently becomes disturbed and restless. Therefore Fisher et al (2000), disagreed that there is any such thing as perfect or complete peace. To this effect Oxfam in Fisher et al (2000), described peace as 'dynamic', a situation in which conflicts still occur but violence would be absent. Dynamic peace in the family implies a situation in which conflicts are at their minimal or less frequent and when they do occur, they are amicably resolved to prevent a re-occurrence. Accordingly, Brown (2004), contended that regardless of family dynamics, peace within the family is always a process of hope, of determination and of finding the holy within the unholy.

Peace is a derivative of conflict. It is often viewed to be the direct opposite of conflict. Though it is a concept that becomes relevant when related to the process of managing conflict, it may however be negative or positive depending on handling styles (IDASA, 2004).

Macleod (1992), in Sandy and Perkins (2002), viewed positive peace as a condition in which all human beings have the right to a full and satisfying life – a chance to develop his potential and that of his loved ones. IDASA (2004), concurred that positive peace refers to a negotiated process that results in enduring mutual interaction and eliminates further causes of conflict. Nevertheless, positive peace in the family refers to a situation in which family members experience rest of mind, relate to each other freely, share opinions and views without hurting each other and without any reservations. A situation in

which conflicts are at their minimal and do not keep re-occurring over the same reasons. Fisher et al (2000), summed up positive peace as a condition which implies "willingness to forgive when hurt and accept fault when wrong.

Indeed, understanding is the bottom line in achieving positive peace. It encompasses justice and all the aspects of good living together – human rights, economic well-being, value in diversity and foster the full development of human potentials (Davis, 2001). Peaceful Families therefore focus on family core values and the rights of each individual member, with members working out problems to cope with life's pressures. Consequently in such families members:

- show respect for each other;
- follow guidelines for responsible behaviour;
- experience consequences when they do not follow guidelines;
- spend time with each other;
- share feelings in healthy ways;
- practice effective coping skills;
- resolve conflict in non-violent ways;
- use kind words and actions (Meeks, Heit and Page, 1995).

The above qualities characterize a peaceful family. A situation in which individual needs and feelings are not underrated.

By contrast, negative peace strives when the family lives with all the disturbances, problems and hardships without effort to resolve them, rather effort is made to sacrifice happiness for accord or calmness. Despite the absence

of violence and open conflicts in such a home, there is often denial of basic needs, members harbour feelings of mistrust and suspicion against each other. A situation, Sandy and Perkins (2002), referred to as 'cold war'. This has become a common occurrence in most homes today. A situation which has undermined the need for cohesiveness and stability in the home. Such a circumstance results into unhappiness and lack of tranquility or emotional peace, even though environmental or physical peace can be observed. Brown (2004), pointed out that in families where peace is defined by silence, keeping secrets of abuse, domestic violence or addictive behaviour, such peace becomes harmful and damaging not only to the family but to the individual's spirit and should not be tolerated.

More so, such negative peace;

* does not solve the main cause of the conflict;
* the outcome does not satisfy the needs, interest and concerns of those involved;
* occasionally, the problem reoccurs or escalates; and
* it is imposed or involves the use of force or threat (IDASA, 2004).

Consequently, peace in the home must be pursued with all the vigor, as families must realize the significance of peace to the survival of the family and learn to promote peace by encouraging those conditions that are favorable to the emergence of peace.

The Significance of Peace in the home.

The importance of peace in the life of man cannot be over emphasized. This emphasis is buttressed by both tradition and religion, (especially the two major religions in Nigeria – Islam and Christianity). This two religions preach the gospel of peaceful co-existence. They expect the family to live in peace, thus have spelt out rules and regulations that harmonize family living while promoting stability and cohesiveness. Thus, the family's spiritual well-being or faith in God provides hope or optimism about life (Swee-Hin 2001). This gives direction to their ethical values and commitment to living together and provides strength that promotes sharing, love and compassion, which are a pre-requisite for peace.

Peace allows man to function at a higher level. It promotes good physical and mental health by eliminating or reducing stress and tension due to unresolved conflicts (Insel and Roth, 2002). Peace in the home is a panacea for raising the standard of living, as it permits the full development of the individual's potentials and the investment of time and energy which otherwise would be wasted by tension, stress and thinking into more productive ventures to gain financial resources or benefits. In a more elaborate explanation, Nwolise (2001) noted that:

> *"Peace is needed for individuals to have a peaceful mind, pursue their legitimate means of livelihood and develop their potentials to the full; smooth and full social interactions between individual and groups within and across families and nations for rapid environmental and economic development that catalyze people's welfare".*

Indeed, this comment stress the significance of peace to man. It touches on all aspects of man's life and even links peace to achievement of physiological needs. Khan (2004) added that peace allows the mind full retention of its equilibrium and enhances creativity and productivity. Similarly, Oguntomisin (2004), concurred that peace is a sine qua non to stability, socio-economic development and societal well-being.

Certainly, it is only a peaceful mind that can remain focused, have a sense of direction and remain committed to goal attainment, subsequently, is able to achieve success. It is equally believed that a man who is free of inner and domestic conflicts is able not only to behave in a less aggressive manner but is also able to relate well to his neighbours and the larger community (Oguntomisin, 2004). Suffice it to say, a safe, caring, respectful and disciplined home environment which reflects peace, is a pre-requisite for development and success for all family members (ESR, 2003). Obviously, peace in the home forms the very bases for the family's happiness, comfort and progress in life. It is a collection of such happy and peaceful families that will breed a healthy and peaceful society. Nevertheless to achieve positive peace in the home, the family must cultivate the culture of peace.

Enhancing Peace in the Family

The continuous rise in conflict and violence in the home, community, and nation and even at international level has warranted a growing yearning for peace all over the world. This yearning, calls for re-strategisation of the

individual, community and indeed the world over a goal best achieved through education. An education that provokes social change and aim at the development of a peace culture.

The concept of a culture of peace was developed in 1992, by UNESCO in an attempt to re-strategize in response to the yearning for peace. This development was based on the belief that conflicts is inevitable in human interactions and the fact that it is possible, cheaper and more efficient to prevent the negative impact of conflict, by addressing its root causes than to restore peace.

A culture of peace is a process aimed at securing peace in the home, community, the nation and beyond. It is a process that fosters freedom, openness, sharing across borders, elimination of double standards, upholding of human rights and respect for human dignity. It involves fundamental changes on the level of the individual psyche and requires the advent of a new selflessness, a willingness to see our brothers and sisters – as the traditional religions have always preached as ourselves (Sandy and Perkins, 2002). To achieve peace, the individual must be re-oriented in thinking and attitude toward problem solving. In the family, such re-orientation involves the establishment and commitment to family values and respect for one another. An action that should be geared toward making the environment conducive for peace to reign. The United Nations (1995), defined a culture of peace as:

> *"all values attitudes and forms of behaviour that reflects respect for life, for human dignity and for all human rights, the rejection of violence in all its forms and commitment to the principles of freedom, justice, solidarity, tolerance and understanding between people".*

Similarly, Yesufu (2005), argued that a culture of peace calls for non-violent relations within and between individuals, social groups and between human beings and their environment. In essence, the culture of peace aims at promoting tolerance, personal peace and environmental security.

Besides, promoting the peace culture implies upholding the pre-requisite for peace. According to family works (2004), to have a peaceful family, the family has to believe in peace. This involves a change on the individual's way of thinking to believe in peaceful co-existence and to be committed to building peace. Barash and Webel (2002), added that achieving such peace must start with achieving tranquility, well-being, wholesomeness, rest of mind and harmony within the individual, referred to as personal or inner peace.

In cultivating inner peace, Swee-Hin (2001), asserted that people from diverse traditions, faiths and cultures are better prepared ethically, emotionally and spiritually to work for peace based on their faith as stipulated in their holy texts, doctrines and oral wisdom. It is the core values and principles of the diverse cultures and/or faiths that provide guidance and inspiration for developing a culture of inner peace and subsequently outer and societal peace. Although this statement is very true as most religions and traditions emphasize

peace, the same statement may not hold true in families where diversity of religion and culture becomes the bases for conflicts.

Despite the above, the CRC (1999), Opinioned that peace is a God-given gift that does not just happen mechanically. This argument was however refuted by Biao (2000), who claimed that peace is earned and not given as a gift. Whatever happens, whether peace is God-given as a gift or earned, it requires conscious effort to establish and sustain it. As part of that conscious effort to acquire and maintain peace in the home, family works an online article (2004), proposed that the family should adopt the following:

* establish family values that demonstrate peace;
* keep communication open;
* let each person (family member) state his/her opinions openly and make sure that everyone listens more than passing judgment;
* teach kindness by being kind; and
* respect relationship.

In an article titled the vibrant life (1999), it was affirmed that to enhance peace in the family, especially between parents and children, family members should be guided by the following;

* avoid the use of demeaning or insulting remarks;
* separate the behaviour from the person;
* have rules that are age-appropriate and be flexible about rule-making;
* brainstorm together for solutions in the face of an existing problem; and

* give positive feedback.

The Calgary's child magazine online (2004), added that above all, parents and family members should never allow difficulties within and between them dictate their attitudes or actions toward children and toward each other.

In spite of the foregoing, commitment to non-violence, concern for the environment and an appreciation of and respect for diversity is important. Accordingly, family members must establish truth, justice, fairness and mutual respect for each other (Barash and Webel, 2002; and Nwolise, 2003). In addition, effective communication, tolerance, understanding, empathy and co-operation are at the core of peaceful co-existence [Kelly-Plate and Eubanks, (1994); Glosson et al, (1997); Sasse, (1997); and Adegoke, 2005]. Above all, Bleiken (2003) viewed that it is necessary to identify those obstacles, which cause grief and conflict within and between families and resolve them in order to give peace a chance. These obstacles include finances, in-laws' interference, unfaithfulness, unemployment, too high expectations, unequal distribution of duties, children's discipline, poor communication and diversity in values and attitudes toward life generally, as differently identified by [Nicked et al, (1976); Anyakoha, and Eluwa (1991); CRC, (1999); James, (2001); and Mohammed, (2002)]. Khan (2004), summed it all up that, "the secret of attaining peace in life is, tolerance of the disturbance of peace".

Certainly, the objective of enhancing peace in the family does not include eliminating conflict completely, rather it seeks to maintain a healthy family in

which members care for one another and resolve conflicts in more responsible ways.

2.2 **CONFLICT IN THE HOME**

The home is a special place to live in. One, to which the individual should look forward to returning to, after a hard day's work. The home apart from satisfying the need for shelter should provide a sense of well-being and peace of mind or a feeling of security for family members. The family is the basic unit of the society. It is defined as "any two or more people who are committed to each other and share intimacy, resources, decision-making responsibilities and values" (Olson and Defrain, 2000). Family members may be related by blood, marriage or adoption and share a common roof. The composition of the family includes the man (husband), woman (wife) and children. The structure may be nuclear, single parent families, polygamous or extended in nature, the composition of the family calls for interaction and sharing of social responsibility – father/mother, husband/wife, brother/sister, parent/child(ren). A stratification which Skolnick (1983), viewed as characterized by unequal status, wealth, power and access to resources. Accordingly, Eshleman and Clarke (1978) and Fisher et al (2000), declared this system as an involuntary grouping in which members had no choice over their coming together as a family. Both authors further viewed, that this situation gives rise to conflict. Eshleman and Clarke further argued that the family may be seen as an going confrontation between it's members, a

confrontation between individuals with conflicting interest in their common situation.

Indeed, living together and the performance of their social responsibility brings with it interaction and intercommunication which may sometimes be positive or negative. The positive interaction at the family level is exhibited in sharing, comforting, encouraging, loving and caring, while the negative interaction is exhibited through conflicts.

The word conflict is generally viewed as a disagreement or struggle between two or more people, or between two or more choices. Foster, Hogan, Herring and Giesek-Williams, (1994), viewed conflict as problems arising in the course of a relationship which usually occurs due to some inability to meet individual family member's expectations. Conflict is the interaction of interdependent people who perceive incompatible goals and interference from each other in achieving those goals [Shrock-Shenk and Ressler, (1999); and Folger, Poole and Stutman, (2001)]. This definitions suggest that conflict arise from the pursuit of divergent interest, goals and aspirations by individuals and, or groups. These perceived differences, often result into tension, usually reflected in arguments that sometimes results into quarrels or fights.

In line with the above; it is conceivable that when conflicts occur, three elements are involved – people, problem and process. This may be called the three 'Ps' of conflict. People, because there can be no conflict without the human element, neither can there be conflict without a problem. The process, however

refers to the way parties involved express their grievances and the manner or approach through which the problem is addressed.

Conflict in the family takes on many different faces – the face of adults – single or married, the face of parents and children and the face of siblings. Olson and Defrain (2000), observed that conflict is an inevitable part of intimate relationships and the more intimate a relationship, the more chances there are for interpersonal conflicts. Suffice it to say, that an expectation, that there will be no conflict within a family is unrealistic. What is important is the nature of the conflict and how it is addressed.

Conflict in the home can be categorised into:

(i) **Spouses/Parent Conflict:** This relates to conflict between the husband and wife, father and mother. This conflict may occur due to marital problems such as sex, finances, communication gap, value clashes, household performance of task or due to children's problem such as over child discipline, unmet needs, roles and responsibilities, power struggle, jealousy and extra marital affairs [Nickel at al (1976); Around & Pauker, (1987); Anyakoha & Eluwa (1991); James (2001) and Mohammed, 2002].

(ii) **Parent-Child Conflict:** They are conflict that occur between one or both parents and their child(ren). These conflicts are often due to children's attempt to test their limits and assert their independence by acting in ways parents find unacceptable (Hurlock, 1978). Hurlock further explained that, the more authoritarian the child training, the more resentful the child

and the more likely the child is, to be defiant and willfully disobedient. The result of which is constant friction and conflict between parents and children. However, this may be attributed to generational gap, as each generation matured, their reasoning differ in respect of values, money, permissiveness, discipline etc. Hurlock (1978), also added that parents' thwarted ambitions for children, results in criticism from parents for their children's lack of achievement, a situation which frequently cause friction between the two. Anyakoha and Eluwa (1991), also added that children differ in their personality profiles, therefore when they are handled the same way friction might result in family relationships.

(iii) **Sibling Conflict:** are conflicts that occur between brothers and sisters or between brothers or between sisters. They occur usually due to rivalry, over issues such as performance of household task, or on issues of rights and obligations. Hurlock (1978) and Anyakoha and Eluwa (1991), viewed that parental show of preference for one child also causes resentments and hostilities among siblings.

Whatever the category, the aim of the conflict is what matters. Turner (1970), observed that the key objective of the typical family conflict is the attempt to damage the other's identity while protecting or enhancing ones own. This objective gives a negative impression of conflict.

Although conflict is usually viewed as negative and bad, it is also considered normal and commonplace. Glosson et al, (1997); Sasse, (1997); and

Otite, (2001), shared similar views that conflict is natural and normal, thus not bad. This opinion may only be true if and when conflicts occur for the right reasons and is appropriately addressed or managed. Such conflicts are said to be positive. They serve as a means of identifying the imperfections of a system or relationship and device solutions to solve existing problems. They foster personal development, increase self-awareness and enhance psychological maturity and fun (Fisher et al, 2000). Incidentally many people may find it difficult to accept these advantages of conflict.

Conflict however becomes abnormal and disturbing when it is too frequent and occurs over the wrong reasons. The result is usually unhappiness, discomfort and instability, which sometimes lead to destruction. This form of conflict is negative. Parties involved attack each other, rather than issues. Such conflicts end-up not being appropriately addressed, hence unresolved. Therefore, conflict in itself is not a problem. It is what we do with it and how we manage it that counts. In other to understand conflicts better, it is essential to understand some major theories about the causes of conflicts.

Theories of Conflict

A conflict may be viewed from many different angles or perspectives. From whatever angle a conflict is viewed, it is usually based on certain assumptions or theory. A theory is an explanation of the relationship between elements or variables (Folger et al, 2001). A theory explains the working of a phenomenon by operating within the limits of a common set of assumptions.

Therefore, theories of conflict are assumptions that try to give reasons for conflicts. The theories of conflict are connected to theories of human needs, aggression and social influence (Folger et al, 2001). Although, there are many theories related to the issue of conflict, this review will focus on theories relevant to conflict in the home. They are;

1. **Biological Theory of Conflict:** This is based on the assumption that conflict and aggression are instinctive i.e. conflict and fighting is innate in social being including human beings. This theory assumes that human beings are born with certain aggressive tendencies inherited from the genes of their parents but manifested in form of habits in later life (CRESNET, 2000 and Sote 2003). This instinctual theory, has however been challenged by behavioural scientist, such as Sigmund Freud and Erickson who think that aggression can be learnt by imitation.
2. **Environmental or Social Theory:** While the individual is first a product of biological inheritance, then the environment in which one grows up plays a very great role on who he turns out to become. According to Blair, Jones and Simpson (1975), the individual makes changes in the environment and the environment in turn produces changes in the individual and in his behaviour. This theory is therefore based on the assumption that people learn aggressive behaviour from others in families, churches, mosques, communities and schools.

3. **Human Needs Theory:** This assumes that deep-rooted conflict is caused by unmet or frustrated basic needs – physical, psychological and social, security, identity, recognition, participation and autonomy are often cited as some of these needs (Fisher et al, 2000).

4. **Community Relations Theory:** This theory is based on the belief that social conflict originates in the nature of certain societies and how they are structured. This is often based on polarisasion, mistrust and hostility between different groups within the setting (CRESNET, 2000 and Fisher et al, 2000).

5. **Identity Theory:** By this theory, it is believed that conflict is caused by feelings of threatened identity, often rooted in past experiences, such as unresolved past loss and suffering (Fisher et al, 2000). Fisher et al (2000) further declared that these suppressed trauma and pains continue to destabilize the individual if not dealt with. It often results into the individuals attempt to take revenge against the perceived aggressors.

6. **Intercultural Miscommunication Theory:** Assumes that conflict is a consequence of poor communication, misperceptions, Socialisation and other psychological processes. This theory is subjective as it looks at conflict only at the level of the individual involved and assumes that conflict is based on the personality and decision-making style, values and attitudes of the individual.

7. **Psychological Theory:** Is based on the reasoning that human beings are fundamentally goal-oriented beings whose behaviour can best be explained by processes internal to the individual, such as perception, interpretation, reasoning, information processing, memory and emotion. It also contends that because people are unique, they interpret and produce messages in unique ways. Therefore the personal characteristics of communicators play a central role in understanding conflict (Folger et al, 2000). In addition, this theory also considers the psychodynamic perspective of the individual which considers human motivation as the impulse behind human activity. This theory takes a look at the id, super ego and the ego postulated by the famous psychologist Sigmund Freud as it relates to conflict.

Based on the above discussions, it is obvious, that no one theory supersedes the other. Rather each theory may be applicable to certain situations and help to understand better the situation at hand, depending on the level of conflicts.

Levels of Conflict

According to Meeks, Heit and Page (1995) and Asaju (2000), conflicts can be classified into four different types.

1. **Intra personal Conflict:** Often referred to as self-conflict. It is conflict that occurs within the individual. This conflict occurs when an individual is confronted with a struggle between two or more choices or options. For

example an individual might be confused over the use of time, choice of food or over moral issues.

2. **Interpersonal Conflict:** This is conflict that occurs between two or more individuals. At the family level this conflict may be between siblings over the performance of a task or even between spouses over personal needs or as in the case of the parent – adolescent conflict.

3. **Intra group Conflict:** This refers to conflict that occur between individuals within a given group. At the level of the family, this may be viewed as conflict arising between the different groupings in a polygamous family or between the various nuclear family within an extended family setting, over the use of resources such as land (space) or even the family car.

4. **Inter group Conflict:** This form of conflict occurs between two or more different groups. At the family level, this conflict relates to conflict between two or more different families, nuclear or extended families or even between neighbouring families in an area. Kelly-Plate and Eubanks (1994), suggested these conflicts may be attributed to lack of care, empathy, co-operation, stereotyping and prejudice among those involved.

Whichever the type of conflict, conflicts keep on re-occurring at different levels for different reasons. Meeks, Heit and Page (1995); Glosson et al, (1997) and Sasse 1997 all variously attributed causes of conflict to;

1. **Situational Factor:** these are factors that arise out of dissatisfaction with any particular situation. This includes conflict over comments passed on one, or from being teased or when one is threaten by someone or a situation such as poverty or unemployment.
2. **Personality Factors:** Each individual is unique and vary in their values, characteristics and style. Differences in these personalities add value and interest to life, yet they also create conflict. This form of conflict is a common occurrence in families. It is often exhibited between parents and their children. For instance, a parent's value for neatness might not be appreciated by a child, who is disorganised and dirty. This might often be a cause of conflict between the parent and the child.
3. **Power Factors:** Power refers to the ability to influence others. Some people have a domineering personality, thus want to control and decide other people's life. When two of such people live in a home or sometimes the non-acceptance of this influence by others in the family often results in conflict.
4. **Conflict Over Resources:** A major cause of conflict in the home is over the use of the family's limited resources. Arond and Pauker (1987), admitted that conflict in the home over resources may range from conflict over money, to that of the use of a family car or time. This cause of conflict is usually easy to identify, because they can be seen and are also more potentially easy to resolve (USAID/OTI, 2000).

5. **Conflict Over Psychological Needs:** This cannot be seen, but usually affect the psyche of the individual and his productive capacity. Individuals for instance, have many needs – need for love, security, belongingness etc. These needs when not met, often result into intrapersonal and interpersonal conflicts. This is often marked by depression, unhappiness and may even be exhibited in violent behaviour (Bird and Melville, 1994).

Despite the fact that conflicts are a part of family life, it is the way they are resolved that determines their impact on the family. Conflicts that are successfully resolved help to solve problems and serve as a means to forge ahead thus creating changes and improving self-esteem. Successful reconciliation makes the family happy and at peace, consequently such families are stronger. This is acknowledged by Eshleman and Clarke (1978), who opined that a certain degree of conflict might actually help reinforce solidarity, aid in the maintenance of a functional division of labour and generally alleviate the boredom of two much consensus in the family.

On the contrary, negative conflict results in pain, anger, frustration, fear and sometimes humiliation (Sasse, 1997). When such conflicts involve spouses, it often leads to psychological tension, insecurity and dissatisfaction in the home. Consequently, spouses bury themselves in their work, thus decreasing the emotional intensity of family bonds (Olson and Defrain, 2000). This decrease in the intensity of family bonds sometimes may lead to divorce, depression and eventually ill-health such as high blood pressure.

On the part of children, the tension and stress in the home results into a feeling of insecurity and dissatisfaction in the home. Sometimes in an attempt to escape pain the children resort to delinquent behaviours to get even at parents. Some others run away from home, while others get involved in drugs and prostitution as in girls. Olson and Defrain (2000), declared that when a child has problems, it is believed that there are problems with the family system. Therefore, the home environment plays a very great role in the life of its family members.

It is based on this fact, that the researcher believes that though conflict cannot be completely eliminated, it is essential that conflicts in the home are appropriately managed. Accordingly, appropriate conflict management skills must be learned to limit the negative impact. It is in view of the above that Eshleman and Clarke (1978), contended that learning conflict management should include learning how to fight properly, how to adhere to shared rules and regulations and how to follow mutually understood procedures and practices. However this list of skills to be learned would be incomplete without learning how to communicate effectively.

2.3 **COMMUNICATION AND PEACE ENHANCEMENT**

Communication is one very important task of everyday living often taken for granted by most individuals. Frank (1982), viewed that communication means the transfer of information from one person to another which include what is

being transferred (the content/message), the form in which its (the message), being transferred (e.g whisper, shouting, dancing, writing, painting etc), to the consequences or effects of what is being transferred. In simple terms, Lanswell (1982), defined communication to mean-who says what, through what channel and to whom. It is an all-pervasive part of being human, as no two people can live together without interacting (Schrock – Shenk and Ressler, 1999). The process of interaction is referred to as communication. Communication may be verbal or non-verbal. It usually seems simple yet it is a complex task. In a nut shell, Communication is defined as a process of creating and sending messages and of receiving and evaluating messages from others [Glossson et al, (1997); Sasse, (1997); and Olson and Defrain, (2000)]. In essence the above definition considers communication, not only to be concerned with sending and receiving messages but also it is concerned with the process or channel, i.e. how the message is sent and the outcome of the communication. Indeed, communication is vital to the family. The family communicates about the needs/wants and expectation of family members and how to meet these needs. Communication is the energy that sparks caring, giving and sharing in families. The process of communication or interaction among family members can influence mutual understanding or disorganise or mar family relationship. According to Camp and Satterwhite (1998), words not only communicate ideas but also stir emotions, either favourably or unflavourably. Thus, communication if not effective has the potential to cause conflict. According to Camp and Satterwhite (1998),

communication serves four purposes – to inquire, to inform, to persuade and to develop good will. All the four purposes identified are essential to successful family living and peaceful co-existence. A communication that fulfils these purposes is effective. Effective communication refers to the extent to which the receiver interprets the message received in a way that is consistent with the sender's meaning (Sote, 2003). In essence, in effective communication, two things are important – understanding (i.e. correct decoding) and the desired response (i.e. feedback). However, in effective communication both the sender (encoder) and the receiver (decoder) are influenced by;

1. **Communication Skills:** There are basically five communication skills: writing, speaking, reading, listening and reasoning. They are crucial in increasing or decreasing the effectiveness of communication in two ways:
   (i) It affects our ability to analyse our own purposes and intentions; and
   (ii) It determines the ability to encode or decode messages to express what is intended. For instance, the level of vocabulary affects the way messages are sent and interpreted.
2. **Attitudes:** One's attitude toward oneself, the subject matter and the receiver, affects the way one communicates. For example, one's interest in the subject matter and the receiver and one's confidence in self, determine how you receive or send messages. In addition, if for any

reason there is a feeling of hostility toward the receiver it is reflected in the message as well as in its interpretation.

3. **Knowledge Level:** One cannot communicate what one does not know. Indeed, when one has very little knowledge of the subject matter it lowers one's ability to communicate effectively. Likewise when the source knows more than the receiver, he is likely to communicate at a level beyond the comprehension of the receiver. A knowledge of the communication process is equally essential in increasing or decreasing effectiveness of communication.

4. **Social Cultural System:** The kind of social system within which one communicates, the beliefs and values dominant in the system and in him, affect the way he communicates. Our values are based on our beliefs. Values are those beliefs we hold dear – religious, social or cultural. They influence our decisions on what is morally right or wrong. They elicit strong emotions and affect our communication ability. For instance the religious belief that a woman's voice must not be heard will influence how and who a woman communicates to.

5. **Perception:** Refers to how we interpret any new stimuli. Usually a person's perception is influenced by factors such as background - childhood experiences, family relationships, position in family, education, culture, religion, gender, environment, socio-economic status, mood, etc.

6. **Appearance and personality –** The receiver's interest and motivation to listen are often influenced by the appearance and personality of the sender. For example, the message of a shabbily dressed person or one who stammers is likely to put-off the receiver.

In addition to the above, good listening skills are required. For listening to be effective the receiver must exercise empathy, be open minded, try and concentrate on the issue and not the speaker, avoid distraction, delay evaluation, seek clarification, do not get emotional and cross check information (Ogunsakin, 2003). Despite the above, certain factors may hinder effective communication.

Barriers to Effective Communication

Just like there are factors that promote effective communication, certain other factors act as roadblocks to effective communication. Ogunsakin (2003) enumerated the following as barriers to effective communication.

(i) **Defective Coding:** This refers to inadequate articulation of information or message. This may be as a result of wrong use of language.

(ii) **Inadequate Information:** A message that does not provide adequate information may confuse the receiver, thus it is essential that messages provide all necessary details that will allow the required response.

(iii) **The Channel:** This refers to the process (means) of communication i.e. whether communication is verbal or non-verbal. It is essential to use an appropriate channel that will be better understood by the receiver.

(iv) **Body Language:** The use of facial expressions, body movement, intonation and mannerism may enhance or destroy the information. Therefore, it is important to avoid any posture that may make you appear arrogant, inconsiderate or all-knowing.

(v) **Perception:** An individual's perception influences one's interpretation of a message. For instance, when an individual already has some bias or assumptions with regards to certain issues it hinders ones willingness to digest the information with open mind.

Other barriers include nagging and preaching, the "I know-it-all", sarcasm and unnecessary interruptions during discussions. In addition, Kelly-plate and Eubanks (1994), asserted that some messages discourage rather than encourage communication, such messages include gossips, threats, insults, lies and accusations

It is obvious, that effective communication is vital to the survival of the family. For effective family living, members must interact, communicate family values, take decisions, share roles and responsibilities – which all calls for effective communication. By extrapolation, it is impossible not to communicate, as no two people can come together without interacting. What is important however, is that people involved, must carefully decide what messages they are going to exchange and what sort of things they will not say or do. This process is referred to as "defining the relation". It is interesting to note that the amount of

peace in the home is dependent upon the communication or non-communication pattern of the family.

Communicating for Peace Enhancement

Good, positive communication is important at every stage of family relationship and for families across the family life cycle (Olson and Defrain, 2000). This communication is important at all levels – parents/child and among siblings. One of the challenges of successful and peaceful living is communication; as it is the key to improved relationships. According to Skolnick (1983), improved communication leads to improved relationships, while failures of communication results into interpersonal conflicts. It is therefore pertinent, to say that good open communication serves as a tool for peace in the home. Olson and Defrain (2000) and Mohammed (2002), all separately asserted that open communication patterns and positive communication tended to make families stronger. Mohammed (2002), further added that it determines the quality and durability of a relationship.

Communication breeds mutual understanding and enhances cooperation, thus unity is achieved and peace is allowed to reign. In communicating for peace, the individual must apply interpersonal skills which involve the ability to understand and deal with people in such a way that a favourable relationship and goodwill are maintained. Camp and Satterwhite (1998), proposed the following;

- Use the 'you – Attitude:- The 'You – attitude' means putting the receiver first and being considerate of the other person, this is the opposite of the 'I - attitude'. It helps build goodwill and helps maintain an environment of friendliness resulting into peace in the home.
- Demonstrate a positive attitude – A good communicator demonstrates a positive attitude by building good working relationship with others. This attitude involves showing enthusiasm about others, cooperating with others and controlling one's emotions. This form of communication promotes peace in the family.
- Be a good listener:- A good communicator is also a good listener. It is important to listen carefully and to let the speaker know you are interested. Ask questions when you are unsure of the content of the message and some times repeat the statements for clarifications. This goes a long way to clarify issues and avoid misconceptions that would result in conflicts.
- Maintain Confidentiality – Confidentiality is essential to peaceful co-existence. Families in which family matters are not kept confidential, give room for gossips and outsiders interference. A situation that is detrimental to peaceful co-existence in the family.
- Be considerate:- In communicating with others treat them like you would like to be treated. Be courteous, honest and patient in dealing with others and respect the opinions of others. It implies using tact and diplomacy.

In communicating for peace in the family, self-disclosure is important. Self-disclosure implies a person's sharing of information or feelings about themselves (Nickel et al, 1976). Nickel at al (1976) further observed that such self-disclosure helps to adjust perceptions and to expand family relationships even in times of stress. Self-disclosure increases mutual trust and exclusivity, an attitude that promotes commitment and confidence in the relationship. It helps family members explore new aspects of each other's personality and feelings and grants intimacy (Olson & Defrain, 2000). This situation enhances peace. However, this is one area found absent in most families. There is unfortunately less self-disclosure in most homes, which result in deep communication gaps among family members. However, Nickel et al (1976), pointed out that the risk in self-disclosure is that others might use this knowledge to hurt the discloser. This probably explains why most people prefer to remain silent about their personal feelings and experiences.

On the other hand, keeping secrets are sometimes the cause of the most serious forms of conflict in the home. When these secrets are not disclosed to family members and they get to know, it often destroys the trust that once existed. Certainly self-disclosure require both an awareness of information (reactions, goals, feelings e.t.c) about oneself and a predisposition to disclose the information.

Anyakoha and Eluwa (1991), and James (2001), concurrently claimed that differences and conflicts can be resolved through effective communication. This

surely promotes peace in the home. Mohammed (2002), affirmed that the success and happiness of any relationship is measurable in terms of the deepening dialogue (communication) which characterize a relationship. Certainly, communication allows the expression of values and beliefs cherished by the family, this increases harmony and peace in the home. It is only through communication that people reach consensus and it is through the existence of consensus that family members are able to act together and have peace. Nevertheless, achieving effective communication is one that is linked to the socialisation process.

2.4 SOCIALISATION PROCESS AND CONFLICT MANAGEMENT

Socialisation implies the process of child-rearing or training through which a child acquires the attitudes, values, behaviour and practices of members of his family and society in general. Skolnick (1983), defined socialisation as the process of transmitting the cultural heritage of people from one generation to another. This implies all those legacies passed by the family and society to the younger generation. This heritage includes language, beliefs, values and occupational, and social skills. It is a process through which human personality is shaped (Brown and Brown, 1975; and Olson and Defrain, 2000). In a comprehensive definition, Otite and Ogionwo (1985), postulated that socialisation is the process by which human beings who are biologically human become socially human. By implication, it is a process through which the

environment influence or change the innate tendencies of man. In essence, it is through socialisation that a child acquires the skills and experiences of everyday living. He learns what is expected of him and what he should expect from others. It is a process that spans through life beginning shortly after birth and continues through out life. In a nutshell, through socialisation a person's behaviour is modified to conform with the expectations held by members of the family, community and society. The type of socialisation acquaints the individual with the norms, values and behaviour associated with daily living (Schaefer and Lamm, 1997).

Socialisation spells out roles and responsibilities for the individual, thus making him functional within the group. It permits easy integration, acceptance and prepares the individual to meet up with challenges of life. Consequently the process of socialisation is affected through the influence of the agents of socialisation – the family, school, peer group, mass media and community on the individual's life to alter his self-image.

The agents of Socialisation

1. The Family: The family is the most important agent of socialisation and serves as an important organ in the education of its younger ones. The family is the place where children first learn appropriate behaviour patterns, values, attitudes and norms. Psychologists, such as Erickson and Piaget generally believe that the early years of the child are the formative years and are therefore crucial to the child's personality and attitude toward events and issues in

adulthood. These years span from birth, right through childhood to adolescent period. At this stage, parents and siblings asset great influence on a child's development of language, values and attitudes. This the child accomplishes through observation and imitation. Supporting the above opinion, Skolnick (1983), claimed that, what the child experiences during this period can be directly inferred from parental behaviour and the family environment. Indeed, the upbringing of children in any society is a reflection of the beliefs and values parents hold. Obviously, all the attitudes and behaviour patterns that go into shaping a child's characters are learned, thus the responsibilities of character development rest squarely in parents (Pelt, 1984).

Indeed, children may acquire the right attitudes or demeanours (such as affection/disaffection or tolerance/violence and crime) from the family. Where the right attitudes are inculcated then, socialisation has been achieved but where the wrong values such as violence, crime and disaffection are inculcated or observed by the young then socialisation has failed. Moore (1958) in Skolnick (1983), remarked that the home today is less effective than it was in earlier times in achieving appropriate (effective) socialisation. This opinion was aired over forty years ago, yet it is more glaring today than ever before. Despite the fact that children initially learn right and wrong from parents, brothers, sisters and other family members, as they grow older, their social horizons broaden to include the neighborhood – school, community and religious houses.

2. The School: As the child grows older, he begins to interact with the neighborhood, which includes the school. At this point the child begins to mix with other people other than his family and begins to experience a change in environment. While the child is away in school, the family is not opportuned to influence his thoughts and actions, thus it becomes the primary responsibility of the school (professionals such as teachers and counselors) to socialize the child. The school helps children to develop social skills, emotional competencies and qualities of character that promote interpersonal effectiveness and reduce aggressive/anti-social behaviour (Schaefer and Lamm, 1997). Davis (2001), remarked that schools have a crucial role to play in dealing with emotions, undoing blockages and tackling questions of identity which are often reasons for aggression and conflict.

Despite the fact that schools have an explicit mandate to socialize people, it has been observed that the school environment have some times encouraged negative resocialisation. For instance, in Nigeria, observations have shown that children who have been adequately socialized fall victims of others whose socialisation have failed as a result of their mingling in the school environment eventually, picking up the wrong habits which they have never experienced in their homes. Such habits include smoking, alcohol and drug addiction etc. Consequently, schools can be said to reinforce family values already established in children by their families, while at the same time factors within the school environment may re-socialise a child to adopt negative attitudes. This can be

attributed to the fact that at the school, the child is opportuned to mix with children from different cultural backgrounds who exercise great influence on the child's social life.

iii. Peer group: According to Schaefe and Lamm (1997), as the child grows older, the family becomes somewhat less important in his or her social development. Instead peer groups begin to exert greater influence on the child. The child at this stage looks up to the peer group such as friendship cliques, youth gangs and special interest clubs to help them gain some degree of independence from parents and school authorities. Within the peer group, children associate with others who are approximately their own age, thus is able to assert him/her self in a way that may not be possible with parents and administrators (Schaefer, 2001).

Peer group may support and encourage a child to pursue those values society consider admirable or they can be a source of harassment as they encourage a child to violate the culture, norms and values of the society (Schaefer, 2001). Consequently, peer influence if not appropriately channeled may hinder appropriate socialisation of the child. This is one of the greatest challenges to effective socialisation today. It posses a threat to the adequate reinforcement of our values, beliefs and attitudes to life.

iv. Mass media: Recent technological innovations such as the television, radio, motion pictures, recorded music and the internet of late have become important agents of socialisation (Schaefer and Lamm, 1997; and Schaefer,

2001). Industrialization and women's participation in the labor force has forced families to turn to this technological innovation as an electronic babysitter. Although in Nigeria access to the mass media is still generally low (especially computers) the radio and television have gained wide coverage even in the rural areas, as families use them for companionship and entertainment.

Incidentally in most Nigerian homes today, children spend a great deal of time alone, watching television as against the use of other electronic media. Television permits imitation and role-playing, but does not encourage more complex forms of learning (Schaefer and Lamm 1997). In essence, it inhibits critical thinking. Through the television children are exposed to programmes that impact negatively on their attitudes and behaviour such as violence, drug addiction, and other immoralities, especially where children are left on their own to select and watch this programme without adult guidance. In addition the television and other media programmes often expose young people to lifestyles and cultures that differ from their own, therefore encouraging children to learn about other people's culture which may not be appreciated in their own society.

Nonetheless, television and the other media do not always have negative influence, especially when used under the guidance of adults. The development of creative programmes could be a positive reinforcement for appropriate socialisation.

Gay (2003), asserted that the power of the media, especially television to influence people's attitudes and behaviour has grown, partly by the transmission

of opinions under the guise of information, it thus has the effect of establishing widespread norms and trends, particularly among the young and may replace the family or community. Indeed, the media have influence our thoughts, aspirations and expectations. They have altered our values systems both as children and as adults. Certainly, the media can be used to pass positive or negative messages. While the television has caught much attention the other forms of media are not left out. Of recent a lot of attention has been drawn to the kind of materials accessed by children on the Internet e.g pornography. By and large, the impact of the media on socialisation and family must be re-evaluated.

v. Community: The community is not left out as an agent of socialisation. In the community, neighbours, religious leaders and organizations, community leaders and other agencies impact significantly in upholding the values and norms of the society. The community therefore has the obligation to establish rules, regulations and sanctions to moderate the affairs of its people. In addition it plays a great role in upholding the values and norms of the society, by upholding appropriately acquired values and norms while impeding the acquisition of the wrong values.

Since socialisation transmits culture and it is culture that binds society together, it therefore becomes imperative that culture can be glued to conflict management. Culture can be described as that force that binds society together and directs the individual's actions, attitudes and perception about issues and

events. Schaefer and Lamm (1997) defined culture as the totality of learned socially transmitted behaviour. It includes the ideas, values, customs and artifacts of a group of people. It is through culture that individuals acquired capabilities and habits, culture determines what is right and wrong and holds the individual morally accountable for his actions while sanctions are applied when need be.

Therefore, culture refines man and serves as a powerful force in man's reaction to issues and situations including that of peace and conflict. Hakeem (2003), maintains that indeed morality or ethical values were (and still are) a part of culture concerned with the good habit and positive conduct, which every person was required to cultivate . . . (demonstrate) and personify in the society. Even though these standards of behaviour might vary from family to family they were basically geared toward ensuring peaceful coexistence. Such values include the need to;

i. obey (at all times) all rules, regulations, customs, traditions and cultural practices aimed among others at fostering peace, harmony, law and order;
ii. eschew extremism, intolerance, bigotry and fanatism;
iii. demonstrate absolute loyalty, patriotism and commitment to the growth, projection and survival of the family and society at large.
iv. show respect for elders and for the constituted authority;

v. respect the feelings, liberty, sensitivities and aspirations of other members of the family and community;

vi. work hard to encourage and sustain the one-ness of the people; and

vii. promote truthfulness, honesty of purpose, hard work, perseverance, uprightness, equity, discipline, self control (including the discouragement of violence) (Hakeem, 2003).

Certainly, if the above values as stipulated by our culture are upheld and imbibed into the younger generations and generations yet unborn, indeed the family and society in general will be a better and more peaceful place to live in. Oguntomisin (2004), added that various cultures had their ways of mitigating intra-human, intra-family, inter-family and domestic conflicts. There were rules and regulations often backed by taboos which regulated activities such as relationships between husband and wife, parents and children and even between neighbours. Traditionally, intra-family and inter-personal conflicts are usually resolved by the head of the family (man/husband). He is expected to be at peace with himself. He was also held responsible for keeping peace in his household and ensuring that its members relate well with others in the compound and wards in the village or town (Oguntomisin, 2004).

However, inter-family peace was usually maintained by elders of the family, community leaders, and/or religious leaders in the community. Whichever the case, there were rules and regulations often backed by taboos which eased the process. When conflict arouse at this level, approaches adopted

to resolve them include the use of spiritualist, counseling, persuasion, intervention and sanctions. However civilization has left individuals at the mercy of their own styles/approaches to conflict resolutions today. These approaches include

1. Competitive/confrontational: Those who use this style tend to be aggressive and uncooperative, pursuing personal concerns at the expense of others. Parties involved threaten, push, hit, yell, insult and tenaciously hold on to their point of view and disagree with the other person's point of view. This approach often leads to violence and creates no option. Thus neither party gets what he wants. However, in some cases it might lead to a win/lose option where the stronger party with bigger power wins. For instance, in the case of spouses the husband may win.
2. Collaborative style: It is a constructive dialogue that ensures that all parties are satisfied. People who use this style are both assertive and cooperative in reaching their goals. They work together to find a solution that fully satisfies the concerns of both.
3. Compromise style: This is an intermediate style between the aggressive and cooperation axis. In this style, both actors attempt to make sacrifice to reach an agreement. This style promotes understanding and cooperation but is rather short-term 'solution', as it leaves every party involved feeling it has lost something important and closes off the option for a better solution.

4. Avoidance style: In this style one or both parties withdraws physically or emotionally from a conflict. The person involved avoids the other person or pretends that the conflict does not exist even though the person is hurt or angry. This approach of handling conflicts often leaves parties involved feeling hurt, frustrated, annoyed and resentful. Avoiders neither pursue their own concerns nor the concerns of others. This style builds tension and stress, eventually leading to confrontation.

5. Accommodative style: In this case, one actor is unassertive and cooperative. The accommodating actor neglects his concerns to satisfy the concerns of the other person; such a person responds to conflict by giving in and being reasonable, however, does not get satisfaction of solving the problem amicably Olson and Defrain (2000).

Of all the styles or approaches discussed above, no one style is automatically superior to another. The situation at hand and culture sometimes determines which style to adopt. For instance a child whose culture promotes tolerance, patience and perseverance will adopt avoidance and accommodation. However, it has been observed that most Nigerians favour avoidance and confrontation as conflict management style (Albert,1999). Both styles are not used simultaneously, rather when avoidance does not solve the problem, parties become confrontational. Albert (1999), added that the more a group is ignored, avoided or denied attention, the more it becomes confrontational. Implicit is the fact that such a situation breeds aggression, threat and to some extent violence.

Certainly, culturally learned attitudes, personality traits and behaviours play a role in maintaining peace in the home, the same culture contradicts itself to breed conflict. The mere performance of family roles and functions at home may reinforce the existing amount of peace or conflict in the home. The same culture that teaches tolerance and perseverance and socializes couples to believe that aggression and disagreement are wrong, encourages children to protect what is theirs, fight for their right, be warriors, be brave and fight back when cheated. It is also culture that determines an individual's perception and processing of information. Asaju (2000), therefore admitted that the personality and values of the individual acquired through culture cannot be ignored as a factor influencing conflicts resolution.

Conclusively, the same process of socialisation that teaches man to fight can be turned around to teach man how to fight, whom to fight and when to fight in order to produce a group characterized by peace rather than aggression and conflict. It is in the light of the foregoing that there is the need to examine the present Junior Secondary Schools Home Economics Curriculum to see what role it plays in promoting peaceful coexistence.

2.5 **REVIEW OF EMPIRICAL RESEARCHES ON CONFLICT**

Bader, Riddle and Sinclair (1981), conducted a research on couple conflict in the first five years of marriage. The purpose of the study was to figure out if causes of conflict changed as time passed-bye in a relationship. Data was

collected through interview. The researchers interviewed couples just before marriage and then re-interviewed them six months, one year and five years after marriage respectively.

Although, there was no mention of the number of subjects used for the study, findings revealed the following:

1. Before marriage, the man's job and issues of time and attention tied for first place as the major cause of conflict.
2. At six months into marriage, household task was the major cause of conflict among couples, followed next by pattern of money handling, while time and attention issues had fallen to the third position as against the second position before marriage.
3. At the end of the first year of marriage, household tasks still maintained first position; time and attention were second position, while handling money was third.
4. By the end of five years, household task were tied with time and attention issues for first place, but sex had moved from a lowly thirteenth position to third.

The researchers concluded that the basic tasks of living together (how to divide housework, how much time and attention to give to each other, how to handle money and related issues) created the most conflict for couples. The researchers in addition, revealed that sources of conflict often changed as time passed by in a relationship.

Although Bader et al (1981), research focused on sources of conflict over the early years of marriage, the present study will investigate the causes of conflict and the role played by socio economic factors on these causes of conflicts in families. In addition, the present study will identify any differences in the causes of conflict among rural and urban families. However, some of the instruments used to identify causes of conflict among couples will be adopted for this present study.

Similarly, Arond and Pauker (1987), carried out a research on conflicts among newly wedded couples. A total number of 530 newly wedded couples were used for the study. The purpose of the study was to investigate if newly wedded couples fight, the causes of conflict and identify their conflict resolution styles. Arond and Pauker's (1987), study revealed that newly wedded couples fight, contrary to the belief that newly wedded couples rarely fight. Furthermore, the study identified the top five issues generating conflict among newly wedded couples as money, family interference, communication style, household task and personal taste. The study also revealed that the conflict resolution styles of the couples varied considerably. It identified the top three approaches to conflict resolution as; "discussing things calmly" (59%), "suffering silently" (41%) and screaming (47%).

Although both studies (Arond and Pauker's and this present study) focus on sources of conflict and strategies for conflict resolution, they however differed on the grounds of background of the subjects used for the study. While Arond

and Pauker's study focused on newly wedded, this present study centres on the entire family irrespective of years of marital experience. However, the findings of Arond and Pauker will be used in discussing the results of the present study.

In yet another study, Carter (1999) in a research work titled "Conflict mediation at school: Peace through Avoidance", examined the outcome of students' conflict mediation at two middle schools in California. The goals of the study were;

1. To document the impact of a conflict resolution intervention on student interaction and their resulting satisfaction.
2. To examine the reproductive and transformative aspects of formal mediation.
3. To improve interpersonal relations and communications that results from the intervention.
4. To help students develop the capacity to engage in social change; create a non-violent and cooperative milieu.

Carter (1999), used a total of 56 students for the research. The students participation in the mediation programme was based on their level of English fluency. The nature of conflicts mediated included conflicts between students, conflicts between students and teachers, conflicts inside classroom and conflicts in other school areas. The instrument of the study included questionnaire which were used to collect demographic information while interview, observations,

writing prompt and documents –mediation request forms and mediation agreement forms.

The result of Carter's work revealed that;

i. the major category of conflict evident among participants was defamation (name-calling conflicts).

ii. avoidance was the basic approach to resolution among the participants

iii. communication gap existed between the student which allowed for unproductive resolutions; the avoidance of social cooperation, acceptance and understanding.

iv. unproductive resolutions were common while transformative outcomes were limited to the avoidance of violence.

v. the other goal of improving communication and empowering students to peacefully manage conflict in their lives was partially accomplished

v. Caucasians and African-Americans had higher rates of satisfaction than did the Latinos and Asians (ethnic minorities). This was attributed to common use of assertive communication in the daily interaction at school of the Caucasians and the African-Americans, thus, the mismatch between styles and goals in conflict communication could have been a source of the dissatisfaction pattern.

It is worthy of note, that while Carter's study investigated the impact of conflict mediation, this study centres on conflict management in the home and attempts to use the school curriculum to modify the situation.

Olson, Fye and Olson in 1999, conducted a research comparing the strength of happily married couples and unhappily married couples. The purpose of the study was to identify the strengths of happy and unhappy couples. A total number of 26, 442 subjects were used for the study.

The results of Olson et al (1999), research showed that the ability and willingness to communicate is the most important factor in maintaining a satisfying relationship. It was observed that 68% of happily married couples were satisfied with their level of communication as against 10% of the unhappily married couples. The study further revealed the top five communication issues for married couples as; they

i. felt their partner did not understand them
ii. wished their partner would share his/her feelings
iii. were afraid to share negative feelings for fear that their partner would become angered
iv. felt their partner gave them the silent treatment
v. felt their partner made comments that put them down

The study further observed that happy couples were more able to resolve their differences, to understand each other, when discussing problems, to feel at ease expressing their feelings to each other, to reach consensus on ways to resolve their differences and to share responsibility for their problem. A fact attributed to their level of communication.

This study share some similarities with the present study based on the fact that, it applied the survey method and focuses on communication and its impact on couple strength, and on conflict resolution. Therefore some of the instrument used for measuring communication and conflict resolution styles would be used in the present study.

James (2001), in a research titled 'promoting Peace Education Through The Home Economics Programme', conducted in Maiduguri, Nigeria aimed at identifying;

i. elements of peace education needed by Home Economics lecturers.

ii. Skills for crises management and promotion of peaceful living.

The study had a population of 23, which equally served as the subject for the research, considering the small size of the population. The instrument for data collection was a self-designed questionnaire based on Likert scale while the statistical tool used for analysis was mean and the decision line was put at a mean of 2.50.

Findings of James' study revealed that all Home Economics programmes promote peace education, therefore recommended the inclusion of peace education in the Home Economics curriculum. The study also revealed that love for one another; caring and sharing among others promote peace.

Despite the fact that both study focused on the inclusion of peace education in the Home Economics programme, James' study differed from the present one because James used lecturers as the subjects for the research, while

this study will use parents and students. The approach also differed, as James only looked at peaceful living without effort to investigate how peace could be enhanced. However, the results of James finding would be relevant in the discussion of findings of the present study.

In another related research, Mohammed (2002), conducted a study on 'The Place of Communication and Information In Home Crises and Conflict Management' in Zaria, Nigeria. The study adopted the survey design and used 100 respondents.

Result of Mohammed's study revealed that 40% of the respondents identified lack of communication and information as a source of conflict, 30% claimed finance was the major source of disagreement between couples, 20% indicated unfaithfulness while 10% claimed in-laws interference was a major cause of crises in the home. Other factors identified as causes of conflict in the home by the study included poor interpersonal relationship, polygamy and infertility or barrenness.

As part of the findings of the study, it was revealed that 70% of most family crises could lead to separation, 20% to divorce and 10% some couples to attempt to kill one's partner. In addition the study identified the strategies employed in conflict resolution in the home. The results showed that 40% of couples talked over issues (communication), 30% ignored or avoided the issue by being patient, 20% prayed over it and 10% of the respondents claimed they compromise to resolve family conflict.

Since the above study focused on communication and conflict management in the home, which are aspects of this present study, some of the instruments will be used for the present study. This will also give room for comparison between the pattern of responses from Mohammed's study and that of the present study.

2.6 THE JUNIOR SECONDARY SCHOOL HOME ECONOMICS CURRICULUM IN NIGERIA AND PEACE EDUCATION.

The task of improving man's quality of life as well as develop his potentials to the fullest is the prime Focus of Home Economics. According to Hatcher and Andrew (1963), Home Economics should be regarded as the learner's experience which will improve personal, family and community living. Blankenship and Moerchen (1979), also added that although there are other groups concerned with the family, only Home Economics concentrates on bettering all aspects of family living. Blankenship and Moerchen further elaborated that:

> *Home Economics is the study of reciprocal relations of the family to its natural and man-made environments, the effect of these singly or in unison as they shape the internal functioning of families, and the interplays between the family and other social institutions and physical environment*.

This suggest that Home Economics stands for the ideal home life unhindered by those factors within the environment (physical and psychological) as they affect man. However to accomplish such a goal, Home Economics must

be conversant with the world around – social phenomena and its impact on family living. Such phenomena that posse a threat to family life today include the rise in conflicts, violence, divorce, cruelty and the erosion of human ethical and spiritual values. This have prompted pertinent questions;

- How can the tension that rise in families be managed?
- How can we change the environment from one that threatens peace, to one that promotes peace?
- What responses can Home Economics make to these crises facing families today?

If we must halt this trend, we must bring about a radical change in the individual, family and societal patterns of behaviour, a transformation of the human mind from one of force and violence to one that is compassionate, caring and stretches peace. This is the focal point of peace education.

Peace educations is a process whereby individuals alone or in groups are helped to understand what peace is, to imbibe the tenets of peace and to adopt in their day to day interaction with their environments behavioural dispositions that promote peaceful co-existence (Biao, 2000). Hopper (2002), also remarked that peace education refers to teaching encounters that draw out from people their desires for peace and provide them with non-violent alternatives for managing conflicts as well as the skills for critical analysis of the structural arrangement that tend to legitimize injustice and inequality.

From all indications peace education entails educating people about what peace is, the obstacles impeding it, the proposed and possible means of achieving it, what is needed to learn to pursue these means to successful conclusions; and most importantly of the changes we must bring about in our societies, our cultures and ourselves.

There are however, two approaches to the establishment of peace education. The first is the discipline approach; This approach advocates the teaching of peace education as a separate course. Proponents of the discipline approach believe that it will allow an in depth study of peace and it will afford the course more time and attention. The second approach which is the integration of peace education into existing curricular is the most favored. Advocates of these approaches believe that the school curriculum is already over loaded for any addition of a new discipline. They believe that any addition is likely to over stretch the child and his lesson periods (Mohammed, 2000).

Accordingly, James (2001), advocated the promotion of peace education through Home Economics programmes. It is in the light of the above, that this study examined the present Home Economics curriculum for Junior Secondary Schools, with a view to integrate peace education into it.

Although the Home Economics curriculum (1985), from which the programme of work for Junior Secondary Schools was developed, has given consideration to the personal development of the individual, the care and maintenance of the home and the family, it has given little attention to family

living. The curriculum for year I, term 3, week 1, touched on the topic; the individual as a member of the family with the sole objective of tracing the family tree and identifying the roles of family members, it however fails to examine the crises that are likely to arise as a result of the performance of these roles and responsibilities.

However, year II, of the curriculum was silent about family living. Year III, term 3, unit 3, week 10, dealt with family living and relationship, specifically it focused on courtship and marriage, with specific reference to Boy/girl relationship and marriage systems in Nigeria. It is however silent about violent relationship, conflicts and crises in such relationships. Obviously this may have prompted Anyakoha and Eluwa (1991), to suggest the need for educating the young on crises management among family members.

The researcher feels that a curriculum that stresses effective family living, needs to promote attitudes and skills that enhance human dignity and promote peaceful co-existence. The Home Economics curriculum should empower students to have a feeling of shared responsibility for fellow human beings, promote rational thinking and constructiveness. This, the researcher believes can best be achieved through Home Economics at the Junior Secondary School level. This is because at this level, Home Economics is compulsory for all, both male and female students.

2.7 **SUMMARY**

This write-up has so far reviewed literatures on the concept of peace and conflict in the home. It attempted to discuss communication and how it can be used to decrease conflict or promote peace in the home. It equally attempts to explain the relationship between the socialisation process, culture and conflict management in the home. It reviewed empirical researches on conflict and examined the need for the home economics curriculum for junior secondary schools to empower students with positive attitudes and skills necessary for appropriate conflict resolution and how far the curriculum meets up with these expectations.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This research is designed to investigate the issue of peace and conflict in the home in Niger state: its implication for Home Economics curriculum development. This chapter therefore described the design and procedures of the study under the following headings:

3.1 The Research Design

3.2 The Population

3.3 Sample and Sampling Procedure

3.4 Instruments for Data Collection.

3.5 Procedure for Data collection

3.6 Procedure for Data Analysis

3.1 THE RESEARCH DESIGN

This research work employed the descriptive research design. The design involved the collection of data in order to test hypotheses and answer research questions raised in the study. Since the study attempted to investigate existing practices and attitudes as they affect peace and conflict management in the home, the study employed the desc , ve research design using the survey method.

3.2 **THE POPULATION**

The Gwari, Hausa, Nupe and non-indigenes located in Bosso, Minna, Bida and Suleja Local Government Areas in Niger Sate made up the population. The approximate population figure for the four Local Government Areas was put at five Hundred and fifty four thousand, three hundred and sixty – seven people (554. 367) (Population Census 1991). A breakdown is given in Table 3.1

Table 3.1: Population of people in the four Local Government Areas

L.G.A	**MALE**	**FEMALE**	**TOTAL**
CHANCHAGA (MINNA)	78,153	65,743	143,896
BOSSO	45,707	40,566	86,273
BIDA	89,571	83,327	172,898
Suleja	82,667	68,633	151,300
TOTAL	296,098	258,269	554,367

Source: National Population Census Figures 1991.

The population was further composed of the thirty – two secondary schools (Niger State Secondary School's Board, 1997) located at the four Local Government Areas.

3.3. **SAMPLES AND SAMPLING PROCEDURE.**

A total number of 480 Subjects were used for the study. The sample size comprised of 240 parents and 240 students. Details of sample size is given in table 3.2:

Table 3.2 **Samples according to Local Government Area**

Local Government Area	School Used	No. of Students	No. of Parents
Minna	1. Hill-Top model school, Minna.	30	30
	2. Government Day Secondary School, Minna	30	30
Bosso	1. Day Secondary School, Maitumbi.	30	30
	2. Day Secondary School, Maikunkle.	30	30
Bida	1. Day Secondary School, Badegi.	30	30
	2. Day Secondary School Eyagi, Bida	30	30
Suleja	1. Government Secondary School, Suleja.	30	30
	2. Government Day Secondary School, Suleja	30	30
Total	8 schools	240	240

The choice of sample size was based on Morgan and Krecjie's (1970), and Verna and Burnett (1996), recommendations. For the focus group discussion, two groups comprised of seven (7) participants each were used in each Local Government Area.

For the purpose of this study, purposive or judgmental sampling technique was adopted in the selection of the four Local Government Areas used for the

study. This was based on the fact that the study was meant to cover only the specific tribes - the Gwari, Hausa, Nupe speaking people of Niger State and the non-indigenes. Therefore a deliberate attempt was made to select only those Local Government Areas that are predominantly occupied by these ethnic groups.

Quota sampling was used in the selection of respondents. This was to allow for fair representation of the population. The same principle was adopted for the selection of respondents for the focus group discussion.

3.4 **INSTRUMENT FOR DATA COLLECTION**

The researcher used two instruments for the study namely; (1) questionnaire, (II) focus group discussion.

Questionnaire:- To answer the questions raised in this study, two separate self designed questionnaires were used, one for parents and the other for students of junior secondary school. The questionnaire consisted of Six (6) sections:-

Section A: Bio data to provide personal information about the respondent.

Section B:- Causes of conflict.

Section C: Communication.

Section D: Peace enhancement.

Section E: Strategies employed in conflict management

Section F: Home Economics curriculum in the students' questionnaire.

(See appendices A and B)

Sections B, C, D, E and F were drawn on Likert scale format with no right or wrong answers to any of the statements. The respondents indicated their degree of satisfaction on a four point scale where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

The focus group comprised of two groups of 7 participants each, in each of the four Local Government Areas. There were a total of fifty-six persons. The discussion was led by a moderator i.e the researcher and a research assistant serving as a recorder. An audiotape was also used to record the discussions. The focus group discussion took place within the natural setting of the respondent at an agreed venue. Prior to the focus group discussion, effort was made to select and contact respondents through the ward heads. For the purpose of the focus group discussion, nine (9) open ended questions were designed and used (see appendix C).

3.4.1 **Validation of Instruments**

The self – designed questionnaires and questions for the focus group discussion were vetted by the supervisors and further validated by a pilot study.

3.4.2 **Pilot Study**

A pilot study was conducted in Paikoro Local Government Area in Niger State. The Local Government was chosen because of its similar characteristics to that of the four Local Governments used for the study. This was to ascertain the reliability of test items.

A total number of thirty (30) questionnaires each were administered to parents and students. Thirty (30) questionnaires were recovered from the students while only twenty – seven (27) questionnaires were retrieved from the parents. The results of the pilot study showed that most respondents had difficulty in answering section B of both questionnaires. This was attributed to the way the questions where structured. Appropriate corrections were made on the final draft.

3.4.3 **Reliability of Instrument**

The data collected from the pilot study was subjected to a reliability test using statistical package for social sciences (SPSS). The result of data analysis for the students questionnaire, showed a reliability co-efficient of 0.89 while that of the parents showed a reliability co-efficient of 0.80 using the split-half method. Both questionnaires were interpreted as reliable based on Anastaci's (1980), proposition.

3.5 **PROCEDURE FOR DATA COLLECTION**

The researcher and three trained research assistants administered and collected the questionnaires in the four Local Government Areas (Bida, Bosso, Minna and Suleja) involved in the study. The respondents were given two days to complete the questionnaires. After which the researcher and the research assistants collected back the questionnaires. A total number of 472

questionnaires were returned (233 for parents and 239 for students). This implied approximately 98.1% rate of returns.

For the focus group discussion, the researcher along with one research assistant serving as the recorder conducted the focus group discussions in each of the four Local Government Areas. Prior to the discussion, the researcher had to liaise with the ward heads to select the participants. Each of the focus group discussion lasted between 1 – 1½ hours.

3.6 **PROCEDURE FOR DATA ANALYSIS**

Data collected, were coded, edited and fed into the computer using the soft ware package for social sciences (SPSS) version 11.

Descriptive statistic (frequency distribution and simple percentages) were used to analyze the demographic factors. The first hypothesis: (there is no significance relationship between social economic factors and causes of conflicts in the home) was analyzed through the use of Pearson Moment correlation coefficient.

Hypothesis two: (there is no significant difference between causes of conflict among families in rural and urban areas), was tested through the use of t-test. Hypotheses three and four of the study were analysed through the use of Pearson Product Moment correlation coefficient. The findings of the focus group discussions were simply discussed along side the other data collected.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

This chapter gives the report of the findings based on the data collected for the study. Two groups of respondents (students and parents) were used for the study. A total number of 480 questionnaires were administered for the study but only 472 were successfully completed. A total number of 239 of the respondents were students while 233 were parents.

In the course of the analysis of the data in this chapter, the two groups were treated separately. In the test of the hypotheses, all the respondents were added together. The Likert scale used for the analysis of data collected was categorized into two options of agreement and disagreement in the course of analysis of the items. This was done within the chapter in order to allow for judgmental conclusion of findings. All computations were based on the Likert scale options. However, the Focus Group Discussion (FGD) was used for a third category of respondents. The FGD was made up of eight groups, with seven participants in each of the group and two groups each from each of the four ethnic groups (Gwari, Hausa, Nupe and Others).

4.1 **ANALYSIS OF DEMOGRAPHIC VARIABLES OF RESPONDENTS**

Table 4.1: **Distribution of Parent Respondents By Age**

Age in years	**Frequency N = 233**	**Percentage (%)**
21 – 30	56	24.1
31 – 40	94	40.3
41 – 50	61	26.2
51 and above	21	9.0
No response	1	0.4
Total	**233**	**100**

Table 4.1 above, showed that the dominant age range among the parents was 31 – 40 years; which accounted for 40.3%. Next in hierarchy was age 41 – 50 which accounted for 26.2%. While 24% of the respondents were within the age group of 21 – 30 years and 9% of the respondents were 51 years and above. However, one respondent (0.4%) did not respond to the question.

Table 4.2: **Distribution of Parent Respondents By Occupation**

Occupation	Frequency	Percentage
Farming	24	10.3
Trading	55	23.6
Civil Servant	124	53.2
House wife	19	8.2
Student	10	4.3
No response	1	0.4
Total	**233**	**100**

The above Table 4.2, showed that the majority of respondents (53.2%) were civil servants, 23.6% were traders, 10.3% were farmers, while 8.2% were House wives and 4.3% were students. However, one respondent (0.4%) did not respond to the question.

Table 4.3: **Distribution of Respondents By Marital Status**

Marital Status	Frequency	Percentage
Married	217	93.1
Single Parent	14	6.0
No response	2	0.9
Total	**233**	**100**

From the Table 4.3, it was evident that majority of the respondents 93.1% were married, 6.0% were single parents, while two of the respondents (0.9%) did not respond to the question.

Table 4.4: **Distribution of Parent Respondents By Type of Family**

Type of Family	Frequency	Percentage
Nuclear	103	44.2
Polygamous	72	30.9
Extended	55	23.6
No response	3	1.3
Total	**233**	**100**

Table 4.4 above showed that 44.2% of the respondents were from nuclear families, 30.9% were from polygamous homes and 23.6% were from extended family set up. 1.3% of the respondents did not answer the question.

Table 4.5: **Distribution Of Respondents By Gender**

Sex	***Student***		***Parents***		***Total***	
	Frequency	***Percentage***	***Frequency***	***Percentage***	***Frequency***	***Percentage***
Male	97	40.6	122	52.4	219	46.4
Female	142	59.4	111	47.6	253	53.6
Total	**239**	**100.0**	**233**	**100.0**	**472**	**100.0**

The Table 4.5 above showed that 53.6% of the respondents were females, while 46.4% were male. Since assessment of responses was based on

mean, this disproportion in favour of the female had no effect on the findings from the respondents.

Table 4.6: **Distribution Of Respondents By Ethnic Group And By Categories**

Ethnic group	***Student***		***Parents***		***Total***	
	Frequency	***Percentage***	***Frequency***	***Percentage***	***Frequency***	***Percentage***
Gwari	59	24.7	60	25.8	119	25.2
Hausa	60	25.1	58	24.9	118	25.0
Nupe	61	25.5	61	26.2	122	25.8
Others	59	24.7	54	23.2	113	24.0
Total	**239**	**100.0**	**233**	**100.0**	**472**	**100.0**

The Table 4.6, showed that a total of 25.8% of the respondents were Nupe, 25.2% were Gwari and 25% were Hausa. The remaining 24.0% accounted for the other ethnic groups in the area covered by the study. This indicates that there was a proportionate distribution of the respondents in terms of their ethnicity.

Table 4.7: **Distribution Of Respondents By Residential Location and Categories**

Residential location	**Student**		**Parents**		**Total**	
	Frequency	**Percentage**	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Urban	167	69.9	134	57.5	301	63.8
Rural	72	30.1	99	42.5	171	36.2
Total	**239**	**100.0**	**233**	**100.0**	**472**	**100.0**

The residential location of the respondents as shown in the Table 4.7, indicated that most of the respondents accounting for 63.8% were from urban setting, while 36.2% were from the rural setting of the area covered by the

study. This disproportionate representation really had no effect since all measurement of the concerned variables in the study were based on the arithmetic mean which do not depend on the number of the respondents.

Table 4.8: **Distribution Of Parent Respondents By Educational Qualification**

Educational Qualification	Frequency	Percentage
Primary	39	16.7
Post Primary	29	12.4
Post Secondary	92	39.5
Post Graduate	52	22.3
Not Educated	21	9.0
Total	**233**	**100.0**

In Table 4.8 the distribution of parents by educational qualification showed that 39.5% of the respondents had post secondary school certificates while 22.3% had postgraduate degree. 16.7% had the primary school certificate as their highest qualification, while 12.4% of them had only secondary school certificate or its equivalent. However 9.0% had no educational qualification.

Table 4.9: **Distribution Of Parent Respondents By Monthly Income**

Income Range/month in Naira (N)	Frequency	Percentage
N1,000 – N5,000	32	13.7
N6,000 – N15,000	80	34.3
N16,000 – N30,000	70	30.0
N31,000 – N50,000	36	15.5
N51,000 and above	13	5.6
No response	2	0.9
Total	**233**	**100**

Though the income distribution is skewed toward the ₦6,000 and ₦15,000:00 income range, there was however, a relatively proportionate representation of the distribution of income in the area selected for the study. Results indicated that 13.7% of the parents earned between ₦1,000.00 and ₦5,000.00 per month, while 34.3% of them said they earned between ₦6,000.00 and ₦15,000:00 monthly. 30.0% claimed they earned between ₦16,000:00 and ₦30,000:00, while 15.5% of the respondents indicated they earned between ₦31,000:00 and ₦50,000:00 monthly. Only 5.6% of the parents said they earned above ₦50,000:00 per month, while two of the respondents (0.9%) did not respond to the question. This distribution implied that all categories of people in the society are represented in the study. The responses could therefore be applicable to the general society.

Table 4.10: **Distribution Of Parent Respondents By Years Of Marital Experience**

Years of Marital experience	Frequency	Percentage
1 – 5	55	23.6
6 – 10	49	21.0
11 – 15	41	17.6
16 – 20	46	19.7
21 and above	40	17.2
No response	2	0.9
Total	**233**	**100**

As indicated on the Table 4.10, 23.6% of the respondents had 1 –5 years of marital experience, while 21.0% of the respondents had 6 – 10 years of marital experience. This was followed by 19.7% of the respondents who had 16 – 20years of marital experience, while the respondents with 11 – 15years accounted for 17.6%, the respondents with 21years and above of marital experience accounted for 17.2%. However 0.9% of the parents did not respond to the question tabulated above. The distribution in the Table is relatively even which implied that all categories of marital experience were represented in the study.

Table 4.11: **Distribution Of Parent Respondents By Their Number Of Children**

No of children	Frequency	Percentage
1 – 3	102	43.8
4 – 6	90	38.6
7 – 9	29	12.4
10 and above	10	4.3
No response	2	0.9
Total	**233**	**100**

Of the 233 respondents two (0.9%) did not answer the question. The Table 4.11 showed that 43.8% of the parents had between 1 –3 children as at the time of the survey, while 38.6% of them had between 4 and 6 children. Those of them who had between 7 and 9 children accounted for 12.4% of the respondents. Only 4.3% of the respondents claimed they had 10 children and above.

4.2 AN ASSESSMENT OF THE CAUSES OF CONFLICT IN THE HOME

The first objective of this study is the identification of the causes of conflicts in the home. In the course of the assessment of conflict in the home, the opinions of the three groups, parents, students and the FGD were considered. The general causes of conflicts in the home were evaluated before conflicts arising from other related variables were assessed. In the course of the analysis, the responses of the students and those of the parents on the Likert

Scale were categorized into two options of agreement and disagreement to give a better understanding of the expressed causes of conflict in the home.

Table 4.12: **Distribution Of Parent Respondents By Expressed General Causes Of Conflict In The Home**

Causes of conflict in the home	Agree		Disagree	
	Frequency	Percentage	Frequency	Percentage
Finance	187	80.3	46	19.7
In-laws	155	66.5	78	33.5
Unfaithfulness	160	68.7	73	31.3
Alcoholism	144	61.8	89	38.2
Child's discipline	203	87.1	30	12.9
Roles and responsibilities	179	76.8	54	23.2
Gender	145	62.2	88	37.8
Gossips	179	76.8	54	23.2
Poor communication	158	67.8	75	32.2
Polygamy	98	42.1	135	57.9
Infertility or childlessness	110	47.2	123	52.8

Table 4.12 showed the opinion of the respondents on what they felt were the causes of conflict in the homes. The general causes of conflicts in the home as rated by the parents in Table 4.12 showed that child's discipline was rated highest (87.1%), followed by finance rated 80.3%. Other factors that were rated high as sources of conflicts as indicated in the Table were disagreement over roles and responsibilities of individual family members. Gossips and hear say

both accounted for 76.8% respectively. Though these factors were rated as the most outstanding variables of conflicts in the home, others such as in-laws interference, unfaithfulness, poor communication, sexual dissatisfaction and alcoholism were also important variables, since they were rated above 60% in most cases as shown in Table 4.12.

However polygamy and infertility or childlessness were rated 42.1% and 47.2% respectively. Even though these variables were the lowest rated, they were still relatively highly rated (above 40%). The findings are consistent with Around and Pauker (1987) and Olson and Defrain (2000) who listed finances, communication style and household task as the major issues that generated conflict in the home. Similarly the findings agreed with James (2001) who posited that unmet needs and expectations, money, roles and responsibilities and sexual dissatisfaction were the major areas of friction in the family.

Table 4.13: **Distribution Of Student Respondents By Expressed General Causes Of Conflict In The Home**

Causes of conflicts in the home	Agree		Disagree	
	Frequency	Percentage	Frequency	Percentage
Finance	196	82.0	43	18.0
In-laws	191	79.9	48	20.1
Unfaithfulness	196	82.0	43	18.0
Alcoholism	162	67.8	77	32.2
Child's discipline	168	70.3	71	29.7
Roles and responsibilities	188	78.7	51	21.3
Gossips	166	69.5	73	30.5
Poor communication	128	53.6	111	46.1
Polygamy	124	51.9	115	48.1
Infertility or childlessness	139	58.2	100	41.8

From the students' point of view, the general causes of conflicts in the home did not differ very much from those expressed by the parents. Finance and unfaithfulness were rated as the most outstanding general causes for conflicts in the home by the student respondents. These two variables in Table 4.13 accounted for 82.0% respectively. Next in the hierarchy is in-law's interference, which was rated high (79.9%). Unlike the responses of the parents where polygamy and childlessness were not viewed as major determinants of conflicts, the students regarded all the suggested items in the table as major sources of conflict in the family.

These findings are consistent with Mohammed (2002), who concluded that poor communication, finances, unfaithfulness and in-laws were the major sources of crises in the home.

However, the FGD group opinion on the general causes of conflict in the family also towed a similar pattern, as the opinions of the two groups above. The participants at the FGD were however more detailed and specific as to the general causes of conflicts in the home. In the discussion most participants itemized provisions like food materials, clothing and other basic needs whose inadequacies caused conflicts in the home. These could be classified as a financial problem as observed by the other two groups of respondents.

There were new dimensions introduced to the conflicts experienced in the home by the FGD. Among these were early marriages which some discussants claimed did not prepare the girl-child for the responsibilities of marriage. They pointed out that the challenges of married life require certain amount of maturity on the part of the woman, which the girl-child did not have. Other factors, which some discussants introduced to the discussion were unequal educational status of couples, for example were one of the couples was more highly educated. This they claimed was a source of conflict in the family. Apart from these new variables introduced by the FGD, all the discussants also agreed with all the items listed as general causes of conflict in the home. Some of the discussants in FGD were of the view that lack of effective communication could be attributed to the conflicts in the home. They argued that if there was adequate

communication among family members most conflicts in the home would be avoided.

Other related causes of conflict in the family, which were also investigated and indicated in the Table were children related conflicts. Likewise conflicts originated from interaction between parents and children or between parents with respect to issues concerning their children. The suggested factors and parents' responses are itemized in Table 4.14.

Table 4.14: **Distribution Of Parent Respondents By Expressed Parent/Child Causes Of Conflict In The Home.**

Parent/child related issues of conflict.	**Agree**		**Disagree**	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Attitude toward value (Habits)	193	82.8	40	17.2
Use of resources (money/ time)	154	66.1	79	33.9
Parental control	148	63.5	85	36.5
Children's discipline	204	87.6	29	12.4
Parental directives	145	62.2	88	37.8

Of all the items listed in Table 4.14, children's discipline and attitude toward values were rated as the most frequent causes of conflicts between parents and children. Both items accounted for 87.6% and 82.8% respectively. Next in the hierarchy was the use of resources which was rated 66.1%. Parental control (63.5%) and Parental directives or zeal to control children's life (62.2%) were the lowest scored, yet they had a reasonably high rating, which was above

60%. This indicated that all the respondents agreed with all the factors mentioned as sources of conflict between parents and their children in the home.

Among the discussants of FGD, conflict of interest was seen as most common of the causes of conflict between parents and their children. In this respect, discussants cited choice of friends by the children, disobedience on the part of the children, bad habit and differences in attitude between parents and their children as some factors emphasized.

Table 4.15: **Distribution Of Student Respondents By Expressed Parent/Child Related Causes Of Conflict**

Parent/child related causes of conflict	**Agree**		**Disagree**	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Attitude toward values (Habit)	185	77.4	54	22.6
Use of resources (money / time)	190	79.5	49	20.5
Parental control	171	71.5	68	28.5
Children's discipline	174	72.8	65	27.2
Parental directives	198	82.8	41	17.2

In Table 4.15, among the students, the most frequent cause of conflict between parents and children were parental directives, that is parents zeal to direct their children's life. This is because all parents have ambitions and desires for their children. Most of the children (82.8%) agreed that this factor were the most frequent causes of parent/child conflicts. The other factors were, use of

resources 79.5%, attitude toward values 77.4%, children's discipline 72.8 and parental control 71.5% were all highly rated, an indication that all the students just like the parents agreed that all the factors listed on the table are major sources of conflicts between parents and their children.

However conflict in the family does not just stop at parents or between parents and the children, sometimes conflicts occur between siblings. Table 4.16 showed parents expressed causes of conflict between siblings.

Table 4.16: **Distribution Of Parent Respondents By Expressed Causes Of Conflict Among Siblings**

Causes of conflict among siblings	**Agree**		**Disagree**	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Rivalry among siblings	126	54.1	107	45.9
Siblings attitudes toward values	181	77.7	52	22.3
Parental preference of siblings	183	78.5	50	21.5
Sibling household work performance	202	86.7	31	13.3

Of all the items listed, siblings household work performance was rated the most frequent cause of conflict among siblings. This was scored 86.7%. It was followed by parent's preference for one sibling over and above others which was rated 78.5%. Siblings' attitude toward values was rated 77.7%, while Rivalry among siblings was the lowest rated (54.1%). All the items as indicated on the Table had the majority agreement of the respondents.

However, FGD indicated that conflict of interest was the most frequent cause of conflict among siblings in the home. Discussants pointed to rivalry arising from envy between children. Specifically, discussants cited example of how parents shower one child out of the lot with gifts as a major source of conflict among siblings. These findings concur with Hurlock (1978).

Table 4.17: **Distribution Of Student Respondents By Expressed Causes of Conflicts Among Siblings**

Siblings related causes of conflict	Agree		Disagree	
	Frequency	Percentage	Frequency	Percentage
Rivalry among siblings	175	73.2	64	28.8
Siblings attitudes toward values	176	73.6	63	26.4
Parental preference of siblings	215	90.0	24	10.0
Sibling household work performance	164	68.6	75	31.4

Among the students, in Table 4.17, the most common causes of children related conflict in the family is parental preference for one child over and above others. Most (90.0%) of the students agreed that this factor is the most frequent cause of children related conflict in the home. Only 10.0% of the students disagreed with this opinion. The other factors - siblings' attitude toward values and rivalry among siblings were equally highly rated. They were rated 73.6% and 73.2% respectively. As earlier observed, most students viewed all the suggested items in the Table as sources of conflicts in the home as indicated by the high scores of the students on each of the items. This finding supported

Hurlock (1978), who declared that parents show of preference for one child caused resentments and hostilities among siblings resulting in bad family relationship.

4.3 **IMPACT OF COMMUNICATION ON CONFLICT MANAGEMENT**

The third objective, which the study aimed to achieve, was to examine the impact of communication on management of conflicts in the family.

Table 4.18: **Distribution Of Parent Respondents On Issues Of Communication In The Home**

Communication related issues in the home	***Agree***		***Disagree***	
	Frequency	***Percentage***	***Frequency***	***Percentage***
I nag my partner	90	38.6	143	61.4
I listen to my partner in an understanding way	198	85.0	35	15.0
I hid things / feelings from my partner	93	39.9	140	60.1
I discuss personal problems with my partner	166	71.2	67	28.8
I let my partner know when I am displeased with him	200	85.8	33	14.2
I sit down to talk things over with my partner	205	88.0	28	12.0
I understand my partner's feelings	189	81.1	44	18.9
I feel misunderstood by my partner	84	36.1	149	63.9
I give my partner a silent treatment	125	53.6	108	46.4
We share a great deal of time together	179	76.8	54	23.2
I express feelings, needs and plans	194	83.3	39	16.7
I give clear and consistent messages	196	84.1	37	15.9
I avoid using words that hurt	194	83.3	39	16.7
I accept grievous readily	182	78.1	51	21.9
We trust each other	154	66.1	79	33.9
We jointly take decisions	160	68.7	73	31.3
At times we are not on speaking terms	133	57.1	100	42.9
There is always tension in the family	57	24.5	176	75.5
We are always suspicious of each other	78	33.5	155	66.5
I study the best time to talk to my partner	176	75.5	57	24.5

Table 4.18 showed the opinion of the parents on communication related causes of conflicts in the family. Twenty items were used in the parents' rating of the role of communication in the management of conflicts in the home. One basic observation of the responses of the parents in the table is that most parents did not seem to respond to negative opinion which unfortunately are wrong or negative use of communication in the family. For example, only 38.6% of the parents agreed that they nag their partners, while most (61.4%) disagreed that they nag their partners. Only 39.9% of the parents agreed that they hide things and feelings from their partners, while most (60.0%) of them refuse to admit or disagreed with this stated opinion. The Table 4.18 showed that most parents tended to agree with areas of positive aspects of communication in the management of conflicts in the home, while shying away from the negative aspects.

Most (88.9%) of the parents agreed that they sit down and talk things over with their partners when they have problems with their partners. Also 85.0% of the parents agreed that they listened to their partners in an understanding way, while only a few (35) or 15.5% of the parents disagreed with the notion that they listened to their partners in an understanding way. This pattern of positive use of communication could be seen in all the responses to the positive items in the table, while negative response are shown for negative items in the table. However, most (57.1%) of this group of respondents agreed that they did not speak with their partners sometime. This agreement is a

negative use of communication, which somehow revealed some inconsistency in the positive attitude observed from this group of respondents in the use of communication in the Table 4.18. The high percentage of the parents who agreed with the positive use of communication as reflected on the table shows that effective use of communication could be a tool for conflict management in the home.

Table 4.19: **Distribution Of Student Respondents By Issues Of Sibling Communication In The Home.**

Communication related issues in the home	***Agree***		***Disagree***	
	Frequency	***Percentage***	***Frequency***	***Percentage***
I enjoy my brothers/sisters company	218	91.2	21	8.8
I understand my brothers /sister very well	223	93.3	16	6.7
I and my brothers / sisters discuss quietly and calmly	208	87.0	31	13.0
We fight / quarrel frequently	43	18.0	196	82.0
We say/do things to hurt each others	56	23.4	183	76.6
I have problem controlling my anger	117	49.0	122	51.0
We listen to each other in an understanding way	208	87.0	31	13.0
I don't express anger / disagreement because of fear	120	50.2	119	49.9
We respect each others feelings	216	90.4	23	9.6
We support and encourage each other	205	85.8	34	14.2

Table 4.19 showed the students perceived roles of communication in the management of conflicts in the home. The pattern of response observed in Table 4.18 in relation to parental opinion on use of communication in conflict management in the home is reflected in the responses of the students in Table 4.19 below. The Table showed that most of the students tended to agree with all the suggested items in the Table with the exception of the negative suggestions made in the Table.

Most (93.3%) of the students agreed that they understood their siblings very well. Only (16) or 6.7% of the students disagreed with this opinion and 91.2% of them agreed that they enjoyed their sibling's company, while 90.4% of them agreed that they respected each other's feelings. Only 18.0% of the students agreed that they frequently fought with their siblings and 23.4% of them said they say things to hurt each other. Apart from these two items in the Table, most students as indicated by the high percentage of responses in the Table tended to incline to the positive nature of effective communications.

Table 4.20: **Distribution Of Parent Respondents On Issues Of Communication Among Children**

Communication related issues in the home	***Agree***		***Disagree***	
	Frequency	***Percentage***	***Frequency***	***Percentage***
Spend a great deal of time together	212	91.0	21	9.0
Share personal feeling	191	82.0	42	18.0
Understand each other	202	86.7	31	13.3
Calmly/quietly discuss together	199	85.4	34	14.6
Frequently quarrel with each other	72	30.9	161	69.1
Do/say things to hurt each other	47	20.2	186	79.8
Have problem controlling their tempers	135	57.9	98	42.1
Listen to each other in an understanding way	198	85.0	35	15.0
Afraid to talk to each other	34	14.6	199	85.4
Respect each others feelings	222	95.3	11	4.7

The parents also answered some additional questions in relation to children's communication. Here, they expressed the role of communication in interactional relationship with their children. Table 4.20 showed the responses of the parents.

Most (91.0%) of the parents agreed that their children spent a great deal of time together. Only a relatively small percentage (9.0%) of the parents had a divergent opinion in this perspective. A relatively higher percentage (95.3%) of the parents agreed that their children respected each other's feelings, while

86.7% of them agreed that the children understood each other. All these still reflect the positive aspect of communication earlier observed from the parents on the role of communication in the management of conflicts in the home. As indicated in the table, negative aspect of communication did not receive high rating from the parents even in the communication among their children.

The discussion of the impact of communication among FGD took a lengthy time. The summary of the role was that effective communication leads to a better understanding and promote peace in the family. It was agreed among the discussants that effective or positive communication could be a fundamental factor for a peaceful home.

Skolnick (1983), posited that improved communication leads to improved relationship. In their report from a study, Olson and Defrain (2000), also shared similar view on communication. They expressed that positive communication is important at every stage of the family relationship as it determines the extent to which a relationship lacks conflict and difficulties, while failure of communication results in conflicts in the family. In the same vein, Mohammed (2002), posited that the success and happiness of any relationship is measured by the depth of dialogue or communication within the concerned individuals in the relationship.

4.4 EVALUATION OF STRATEGIES FOR PEACE ENHANCEMENT IN THE HOME

The exploration of the strategies for managing conflicts in the home was another objective this study aimed at achieving. Table 4.21 showed the parents' responses to the items on strategies for conflict management in the home.

Table 4.21: **Distribution Of Parent Respondents On Strategies For Conflict Management In The Home**

Strategies for conflict management in the home	***Agree***		***Disagree***	
	Frequency	***Percentage***	***Frequency***	***Percentage***
Fight back physically or verbally when hurt	43	18.5	190	81.5
Avoid talking about it and bear the pain when there is a problem	116	49.8	117	50.2
Talk things over to find a solution	210	90.1	23	9.9
Tolerant and forgiving about every problem	198	84.5	36	15.5
Prayers are important in solving problems	232	99.6	1	0.4
Believe in making compromise to solve problems	206	88.4	27	11.6
I invite a third party to intervene	133	57.1	100	42.9

From the Table 4.21, divine intervention through prayers seemed to be the consensus opinion of all the respondents in conflict management in the home. This strategy was a tool for conflict management for 99.6% of the

parents. Compromise and tolerance were also vital strategies rated 88.4% and 84.5% respectively. 57.1% of the respondents conceded to inviting a third party to intervene, while 49.8% accepted that they avoided talking about the problem and just bear the pain. However a relatively lower figure (18.5) agreed that they fought back physically or verbally.

Table 4.22: **Distribution Of Student Respondents On Strategies For Conflict Management In The Home**

Strategies for conflict management in the home	***Agree***		***Disagree***	
	Frequency	***Percentage***	***Frequency***	***Percentage***
Fight back physically or verbally when hurt	69	28.9	170	71.1
Avoid talking about it and bear the pain when there is a problem	146	61.1	93	38.9
Talk things over to find a solution	207	86.6	32	13.4
Tolerant and forgiving about every problem	217	90.8	22	9.2
Prayers are important in solving problems	220	92.1	19	7.9

The student's opinion on this perspective is shown in Table 4.22 above. The response in the Table showed that most students (71.1%) did not agree that a tit for tat approach could be a way of solving problems in the home.

Most (71.1%) of the student respondents said they disagreed that fighting was the best way to solve problems in the home, while 28.9% agreed that they fought back to solve problems in the home. The students' opinion also showed a reflection of their reliance on divine intervention as a strategy in most conflict management.

Unlike the parent respondents, the percentage of the students who agreed with this notion were relatively lower, yet still, it was the highest scored strategy among the items scored by the students. Most (92.1%) of the student respondents agreed that prayers could be an important aspect of the strategy for conflict management in the home. Only 7.9% of the students disagreed with this opinion. 90.8% of the students agreed that tolerance and the spirit of forgiveness were other major strategies for managing conflict in the home, while 86.6% of them agreed that talking over problems toward arriving at an acceptable solution could be a major strategy.

The input from the FGD on the strategies for managing conflicts in the home almost followed a similar pattern of the two groups of respondents above. Much emphasis was also on prayers. Other strategies were tolerance, forgiveness, compromise and understanding among the concerned individuals. Communication was another strategy, which discussants suggested could be an effective strategy for solving some of the problems in the family. The rationale for use of communication as a strategy for conflict management it was argued that only through effective communication can feelings be made known by concerned individuals.

The findings are in consonance with Mohammed (2002), whose research findings revealed talking over issues, avoidance, prayers and compromise as the major strategy for conflict resolution in the home. The study also agreed with Khan (2004), who postulated that tolerance of the disturbance of peace was the

strategy for peace. Although the findings supported Albert (1999), who viewed that most Nigerians favour avoidance as a strategy for conflict resolution it also contradicts his report that Nigerians favoured confrontation as a style of conflict management.

4.4.1 **Promotion of Lasting Peace In The Home**

In this section effort was made to look at certain factors that could enhance lasting peace in the home.

Table 4.23: **Distribution Of Parent Respondents On Peace Enhancement In The Home**

Strategies for conflict management in the home	Agree		Disagree	
	Frequency	Percentage	Frequency	Percentage
I respect peoples feelings	220	94.4	13	5.6
I avoid hurting people	227	97.4	6	2.6
I forgive people readily when hurt	21	90.6	22	9.4
I obey rules and regulations	218	93.6	15	6.4
I try to satisfy others before myself	124	53.2	109	46.8
I apologize when I am wrong	218	93.6	15	6.4
I am never harsh with people	166	71.2	67	28.8
I expect my children to be tolerant and forgiving	225	96.6	8	3.4
Children should avoid trouble	230	98.7	3	1.3
I prefer my children to retaliate when offended	65	27.9	168	72.1

Table 4.23 showed the parents' opinion on the suggested item of peace enhancement in the home. The response in the Table clearly showed that

respect for each other's feelings, avoidance of trouble and things that have the potential of hurting others are major factors that could enhance lasting peace in the home.

Most (98.7%) of the parents agreed that it is important that children avoid trouble while 97.7% of them agreed that for peace to be achieved individuals must avoid using words that could hurt others. The percentage of disagreement to all the suggested items in the table are relatively low except on the issue of retaliation to which most (72.1%) of the parents disagreed was necessary for peace enhancement in the home.

Table 4.24: **Distribution Of Student Respondents On Peace Enhancement In The Home**

Strategies for conflict management in the home	***Agree***		***Disagree***	
	Frequency	***Percentage***	***Frequency***	***Percentage***
Parents shows love and care for me	222	92.9	17	7.1
I respect peoples feelings	203	84.9	36	15.1
I avoid hurting people	200	83.7	39	16.3
I forgive people when they hurt me	213	89.1	26	10.9
I obey rules and regulations	227	95.0	12	5.0
We do not bully each other	173	72.4	66	27.6
I avoid trouble	197	82.4	42	17.6

Table 4.24 showed the students' opinion on the modalities for enhancing lasting peace in the home. Obedience to rules and regulations was the foremost ranked items among the students in attaining lasting peace in the home.

Most (95.0%) of the students agreed with the idea of obeying rules and regulations as a condition for promoting peace in the home. Unlike parents, most students tended to agree with all the suggested items as indicated in the Table. While 92.9% of them agreed that parents' show of love and care is a contributory factor to peace enhancement in the home, 84.9% of the students agreed that respect for other people's feeling was vital for peace in the home. Other variables ranked for peace in the home by the students included avoidance of trouble 82.4% and the avoidance of hurting people was 83.7%.

Among the FGD, the issue of peace was extended beyond the family circle. Most participants saw family peace as the embodiment of societal peace. Toward this end, some of the participants suggested that parents should live up to the expectation of their children and be role models for them. Some discussants pointed out that parents ought to spend more time with their children than they were presently doing. Some even suggested that all religious bodies should be advised to preach peace and that peace related issues should also be taught in schools.

Table 4.25: **Distribution Of Student Respondents On The Home Economic Curriculum**

Perception effects of home economic curriculum	***Agree***		***Disagree***	
	Frequency	***Percentage***	***Frequency***	***Percentage***
I have been taught how to relate with people in my home economic class	172	72.0	6.7	28.0
I have been taught about peace in my home economic class	165	69.0	74	31.0
It is important to learn how to promote peace	83	34.7	156	65.3
It is important to learn how to settle quarrels peacefully	232	97.1	7	2.9
The home economics class should teach how to resolve conflicts	201	84.1	38	15.9

In Table 4.25, students response on the Home Economic curriculum and its possible attempt to address peace in the family was evaluated.

Most (72%) of the students agreed that they were taught how to relate with people in the Home Economics class. Only 28.0% of the students claimed they have not been taught how to relate with people in their Home Economics class. 69.0% of the students agreed that they were taught about peace in their Home Economic Class. A relatively high number (31.0%) disagreed with the notion that they were taught about peace in their class. However, most (65.0%) of the students did not agree that it was important to learn how to promote peace. This expression may not be unconnected with the fact that the suggestion was a direct question to them and was not part of their conception of what they

expect to acquire from the Home Economics curriculum. Thus 97.1% of the students agreed that it is important to learn how to settle quarrels peacefully. While 84.1% of them agreed that the Home Economics class or curriculum should teach how to resolve conflicts. This may be attributed to the students' believe that peace is a vital aspect of family life. From the responses, it is obvious that the respondents believe there is the need for some form of education about how to resolve conflict, which in essence is education about peace.

This findings are in line with UNESCO (1995), declaration for a culture of peace and non-violence and in line with Ezeibgo (2005), who advocated that conflict is evil while peace is indispensable in human relations and therefore there is a need to inculcate peace education at all levels of the education sectors – the home, primary, secondary and tertiary levels. And similarly, Matriano (2000), who posited that learners must be taught knowledge and skills necessary for creating a healthy environment.

4.5 **TEST OF HYPOTHESES**

A total of four null hypotheses were raised in the study. They were aimed at proffering solution to the objectives and questions raised within the study. The hypotheses were as follows: -

Hypothesis 1: There is no significant relationship between socio-economic status of parents, and the causes of conflicts in the home.

The parent respondents were used for this test because of the economic status, which was considered to be the exclusive information that, would best, be known by the parents. The economic status was measured by the amount of income earned by the respondents. In the test of the hypothesis, the Pearson product moment procedure was used because of the quantitative nature of the variables involved. Table 4.26 showed the results of the test.

Table 4.26: **Correlation Between Causes Of Conflicts And Parents Economic Status**

Variables	**Mean**	**SD**	**R**	**Df**	**P**	**Remarks**
Economic status	2.9442	1.1749	-0.0553	231	0.401	Not significant
Causes of conflicts	2.7854	0.2010				

Note: SD= Standard Deviation, R = coefficient of correlation Df = Degree of freedom, P = probability level of significant.

The result of the test in the Table 4.26 above, revealed no significant relationship between the causes of conflicts in the home and the parents socio-economic status. The null hypothesis cannot be rejected, it is therefore retained. This implied that the causes of conflict in the home could transcend all socio-economic class. Tables 4.12 – 4.17 showed clearly the different causes of conflict in the home between parents, parents and their children and between siblings. Discussions revealed that no specific causes of conflict in the home can be attributed to any socio-economic class.

Hypothesis II: There is no significant difference between rural and urban respondents in their causes of conflicts in the home.

The t-test was used for this hypothesis because of the two categories of the independent variable (Urban and Rural). The two groups of respondents (Parents and Students) were used in the test. Table 4.27 showed the result of the test.

Table 4.27: **T-test Between Urban And Rural Respondents On Causes Of Conflicts And Parents Economic Status**

Variables	*Mean*	*SD*	*SD*	*SE*	*Df*	*P*	*t-crit*	*Remark*
Urban Rural	2.8535 2.8003	0.252 0.0206	0.015 0.016	2.35	470	0.019	1.96	Significant

Note: SD= Standard Deviation, SE = Standard Error DF = Degree of freedom, P = probability level of significant.

The test as indicated in the Table 4.27 showed that causes of conflicts in the family vary significantly according to the location of the respondents ($P<0.05$). The null hypothesis is therefore rejected. The implication of this observation could be explained in term of the difference in some socio-cultural variables outside the focus of this study.

Hypothesis III: There is no significant relationship between modes of communication and the strategies employed in conflict management in the home.

The aim of this hypothesis is to determine the roles or influence of communication on conflict management in the home. This hypothesis also involved two groups of respondents (parents and students) who answered the

questionnaires. The Pearson product moment correlation procedure was used in the test. Table 4.28 shows the result of the test.

Table 4.28: **Correlation Between Communication And Strategies For Conflicts And Parents Economic Status**

Variables	*Mean*	*SD*	*r*	*Df*	*P*	*Remarks*
Communication	2.8328	0.3106	0.3488	470	0.000	Significant
Strategies	2.9556	0.4144				

Note: SD= Standard Deviation, r = coefficient of correlation DF = Degree of freedom, P = probability level of significant.

The result of the test as shown in Table 4.28 above showed that the two variables are significantly related (P<0.05). The null hypothesis could be rejected since there is a significant relationship between communication and strategies for conflict resolution. The importance of this finding is that communication could be a major factor in conflict management in the home. This was also observed in Tables 4.18, 4.19 and 4.20 respectively.

Hypothesis IV: There is no significant relationship between the strategies employed in conflict management and peace enhancement in the home.

This hypothesis was tested with the Pearson product moment correlation procedure. The result of the test is shown in Table 4.29.

Table 4.29: **Correlation Between Strategies For Conflict Management And Peace Enhancement In The Home.**

Variables	***Mean***	***SD***	***r***	***Df***	***P***	***Remarks***
Strategies	2.9556	0.4144	0.4465	470	0.000	Significant
Peace enhancement	2.8342	0.2374				

Note: SD= Standard Deviation, r = coefficient of correlation DF = Degree of freedom, P = probability level of significant.

The two variables as shown in the Table above, are significantly related ($P<0.05$). The null hypothesis is therefore rejected. This implied that the amount of peace in the home depend to a great extent on the strategies employed by family members in managing conflicts in the home.

4.6 DISCUSSION OF FINDINGS

This study was specifically designed to investigate the issue of peace and conflict management in the home. Toward this purpose, four specific objectives were analysed and tested. Simple frequencies and percentages were used to present the result of the analysis.

The first objective of the study was the identification of the causes of conflict in the home and the role-played by socio-economic factors on those causes within the family. From the discussion on Tables 4.12 to 4.17, it was observed that certain factors constituted the causes of conflicts in the home. Some of those factors were observed to be general while others were related to interactions with the children. Based on the respondents rating, it was observed

that although all the items on the Tables were highly rated, the most highly ranked as general causes of conflicts in the home were issues of children's discipline, finance, family members' attitudes toward the performance of their roles and responsibilities, unfaithfulness, in –laws, Gossips and poor communication, with polygamy, alcoholism and infertility being the least ranked. These findings are consistent with similar findings of Arond and Pauker (1987), Olson and Defrain (2000), James (2001) and Mohammed (2002).

Of all the factors that were related to children and constituted sources of conflict in the home, the most highly rated was parent's preference for one child over and above the others. This supports Hurlock (1978), who viewed that parental preference for one child above the others is a major source of friction between siblings and between parents and their children. Other factors identified as major causes of children related conflicts include children's refusal to abide by family and societal values, children's discipline, habits, parents zeal to decide their children's life and children's attitude toward the use of resources.

In the test of hypothesis one above, it was observed that the relationship between causes of conflict and socio-economic status of families were not significant. This observation pointed out that the socio-economic level of families do not necessarily constitute a source of conflict and therefore have no bearing on the kind of conflict peculiar to any class. The study therefore concludes that the causes of conflict in the home cut across all families irrespective of socio-economic status.

The second objective of the study was the identification of differences between the causes of conflicts among families in the rural setting and those in the urban areas. In the test of hypothesis two, it was observed that the two groups differed significantly in the causes of conflicts among their families. This difference was attributed to the socio-cultural practices, which were not investigated by this study.

The third objective of the study was to examine the impact of communication on the management of conflicts in the home. The role of communication in conflict management was discussed in Tables 4.18 to 4.20. It was observed that communication could be negatively used or positively used. This finding agreed with Camp and Satterwhite (1998) who asserted that communication could stir emotions, either favorably or unfavorably and thus has the capability to mar or strengthen a relationship. A positive use of communication was discovered to have significant effect on conflict resolution in the home. In the test of hypothesis three, it was observed that communication is significantly related to the strategies for enhancing peace in the home. Thus communication is an effective aspect of conflict management in the family. This finding concurred with Nickel, et al (1976), Anyakoha and Eluwa (1991) and Mohammed (2002), who believed that successful conflict resolution is based on established and effective patterns of open communication. This implied that when families are faced with conflicts, those who have developed effective

communication patterns are more inclined toward compromise in an attempt to manage their differences than in families that do not relate well.

The fourth objective of the study was to explore the strategies employed by families to enhance peace in the family. Among other strategies, communication was observed to have significant impact on strategies for conflict resolution in the test of hypothesis four. Communication could therefore be a significant factor in the enhancement of peace in the family. In the discussion of Table 4.21 and 4.22, it was observed that compromise; prayers for divine intervention and tolerance were some of the strategies adopted for the maintenance and promotion of peace in the family. This is consistent with similar suggestions by Kelly-Plate and Eubanks (1994) and by Glosson et al (1997), Sasse (1997), and Mohammed (2002). This also calls for avoidance of certain factors that are likely to cause conflicts as identified in Tables 4.12 to 4.17. This suggestion also agreed with CRC (1999) and Bleiken (2003) who suggested that to promote peace in the home it was necessary to identify and resolve those issues that cause conflict within families.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary, conclusion and recommendations of the study based on results of investigation. It proffers recommendations based on results of findings.

5.1 SUMMARY

The study was carried out to investigate peace and conflict Management in the home; implication for Home Economics curriculum development, to attain the above, the following objectives were stated thus: to

1. Identify the causes of conflict in the home and the role played by socio-economic factors in those causes within the family.
2. Identify possible differences in causes of conflict among urban and rural families.
3. Examine the impact of communication on the management of conflict in the home.
4. Explore the conflict management strategies employed in the home to enhance peace.
5. Develop a module on peace and conflict management that could be integrated into the existing curriculum of Home Economics for junior secondary schools.

To this effect, four research questions and four null hypotheses were raised. A total of four hundred and seventy two (472) subjects (respondents) were used for the study. The study was carried out in Niger State. A self-designed questionnaire and focus group discussion were used to collect data. The data collected were analyzed using simple frequencies and percentages. Hypotheses I, III and IV were tested using Pearson moment correlation co-efficient while hypothesis II was tested using t-test, all at 0.05 level of significance.

In the test of hypothesis one, findings revealed that there was no significant relationship between causes of conflict in the home and socio-economic level, therefore the null hypothesis was therefore retained. The result of analysis however showed that there was significant difference between causes of conflict in the home in rural setting and those in urban areas. Therefore the second hypothesis was rejected. Result also revealed that in the third hypothesis, there was a significant relationship between communication and strategies employed in conflict management, therefore the hypothesis was rejected. The fourth hypothesis aimed at testing the relationship between strategies employed in conflict management and peace enhancement in the home. The result showed a significant relationship between the strategies employed in conflict management and peace enhancement in the home; on the bases of this the fourth hypothesis was also rejected.

5.2 **CONCLUSION**

This research work has highlighted the different causes of conflict in the home and the need to resolve them appropriately. Thus, the following conclusions were drawn:

1. Socio-economic level does not constitute a source of conflict in the home, therefore the causes of conflict in the home cuts across all families irrespective of socio-economic level.
2. There is significant difference between causes of conflict in the home among families in rural setting and those in urban areas. This difference was attributed to socio-cultural factors
3. Communication is an effective aspect of conflict resolution in the home.
4. Open communication, compromise, prayers for divine intervention and tolerance are some of the conflict management strategies employed to enhance peace in the home.
5. It is important to learn how to resolve conflicts and enhance peace in the home. This, it believed can only be achieved if the root causes and cultural realities of conflict are addressed.

5.3 IMPLICATIONS FOR HOME ECONOMICS CURRICULUM DEVELOPMENT

The results of this research has identified various causes of conflicts in the home and the significant impact of communication on conflict resolution. It also identified certain strategies employed for peace enhancement in the home.

Consequently, if the purpose of curriculum development is to produce desirable educational outcomes that solve existing social problems in the society, the result of this study will be of vital importance to curriculum planners and decision-makers. It should serve as a guide to their decision with regard to peace education and its incorporation into the school curriculum. Therefore, Home Economics curriculum developers based on these findings should carefully design training programmes and methodology, which can be integrated into the existing Home Economics Curriculum to address the issue of peace and conflict management in the home.

It will guide Curriculum Planners to liaise with appropriate agents to produce curriculum materials that will facilitate modification and implementation of such teachings. Findings of this study should also guide Home Economics Teachers in their effort to teach skills, values, norms and expectation of families in conflict management within and outside the school. All stakeholders in curriculum development and implementation should be committed to the initiation and subsequent implementation of peace education.

5.4 LIMITATIONS OF THE STUDY

A basic limitation was the problem of getting both parents and their children at home as earlier planned, therefore the researcher had to go through students to get their parents.

Another major limitation is the fact that the researcher had no control over the respondents' choice of responses as some inconsistency was observed in their response. The researcher is therefore not liable for such inconsistencies. These inconsistencies may be attributed to some reservation on the part of respondents to reveal personal experiences.

5.5 RECOMMENDATIONS

Based on the major findings of this study the following are hereby recommended:

1. The Ministries of Education at Federal, State and Local Government levels should be committed to education for peace. To this end, the three tiers of Government should:
    i. Enact appropriate policies that will support the incorporation of peace education into existing curriculum of all types of education – formal, non-formal and informal education.
    ii. Peace education should specifically be integrated into the present Home Economics curriculum at all levels of education – Primary, Secondary and Tertiary.

iii. As part of the recommendation for the implementation of peace education through the Home Economics Curriculum, a module is hereby presented for the incorporation of peace education into the present Home Economics curriculum for Junior Secondary Schools (See Appendix D).

iv. A unit of peace education should be established within the Federal and State Ministries of education.

2. Federal and State Ministries of Education should ensure the formation of Peace Centres in Schools at all levels.

3. Ministries of Education at all tiers of Government should organise more elaborate and out-reach in-service training programmes (e.g. workshops, seminars etc) for teachers in the field.

4. Family life educators, Home Economist and non-Governmental organisation should collaborate to organise seminars, workshops etc. for parents, community leaders and all stakeholders in education on peace promotion through appropriate conflict management strategies.

5. Parents and all adults should promote a style of living that develops human potentials to resolve conflicts and enhance peace in the family and society in general.

6. Home Economics Teachers through their Association (HETAN) should organise students for peace building through peace camps and congresses.

5.6 **SUGGESTIONS FOR FURTHER STUDIES**

In view of the findings of this study it is recommended that further study be considered in the following areas:

1. The media and its role in family conflict.
2. Cultural diversity and conflict management.
3. A replication of this study in other parts of the country so as to serve as a basis for comparison of the findings of the study.
4. A follow-up study of this nature is required in the next 5 to 10 years if the module is implemented, to establish if there are any changes.

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APPENDIX A

QUESTIONNAIRE FOR J.S.S. 3 STUDENTS

Dear respondent,

This questionnaire is designed to investigate peace and conflict management in the home in Niger State: implication for Home Economics Curriculum development. The study is purely for academic purpose. You are therefore requested to please fill the questionnaire as accurately and honestly as possible. It is hoped that the result of findings will help to recommend ways of promoting peace in the home and the society in general. Be assured that all responses will be treated as confidential.

Thank you in anticipation of your co-operation.

Yours sincerely,

Mariam A. Khaleel (Mrs.)

Section A:- BIO DATA.

Please tick the most applicable to you.

1. Sex:

   Male [ ]

   Female [ ]

2. Tribe

   Gwari [ ]

   Hausa [ ]

   Nupe [ ]

   Others specify [ ]

3. Age in years

   12 –15 [ ]

   16 – 18 [ ]

   19 – 21 [ ]

   21 and above [ ]

4. Residential area

   Urban area [ ]

   Rural [ ]

Please for section B,C,D and E, tick the most applicable answer that describes your feeling about each statement using the key below SA = strongly agreed, A = agreed, D = disagree and SD = strongly disagree.

	SECTION B: CAUSES OF CONFLICT	**Strongly agree**	**Agree**	**Disagree**	**Strongly disagree**
1	Quarrels among parents is caused by				
a	Finance				
b	In – laws				
c	Unfaithfulness				
d	Alcoholism				
e	Children's discipline				
f	Disagreement over roles and responsibilities				

g	Gossips				
h	Poor communication				
i	Polygamy				
j	Infertility				
2	Quarrels between parents and children is caused by				
a	Attitude toward moral standard				
b	Use of resources to meet needs e.g time, money				
c	Parent's permissiveness / strictness (control)				
d	Children's discipline				
e	Parent's zeal to direct / decide their children's life				
3	**Brothers/sisters quarrel because of**				
a	Rivalry / Jealousy				
b	Attitude toward moral standard				
c	Parent's preference for one child.				
d	Performance of household task.				
	SECTION C: COMMUNICATION				
4	I enjoy my brother / sister's company				
5	I understand my brother / sister very well				
6	I and my brother / sisters usually discuss quietly / calmly				
7	We fight / quarrel frequently				
8	We say or do things to hurt each other				
9	I have problem controlling my temper				
10	We listen to each other in an understanding way				
11	Don't express anger / disagreement because of fear				
12	We respect each other's feelings				
13	We support and encourage each other				

		Strongly Agree	Agree	Disagree	Strongly disagree
	SECTION D: PEACE ENHANCEMENT				
14	Parents show love and care for me				
15	I respect people's feelings				
16	I avoid hurting people				
17	I forgive people when they hurt me				
18	I obey rules and regulations				
19	We do not bully each other				
20	I avoid trouble				
	SECTION E: STRATEGIES				
21	When hurt you fight back physically or verbally				
22	I avoid talking about it and bear the pain				
23	I prefer to talk it out or dialogue				
24	I am tolerant and forgiving				
25	I only pray to God to solve the problem				
	SECTION F: THE HOME ECONOMICS CURRICULUM				
26	I have been taught how to relate with people in my home economics class.				
27	I have been taught about peace in my Home Economics class				
28	I have been taught how to settle quarrels in my Home Economics class.				
29	**It is important to learn how to promote peace**				
30	The home economics class should teach how to resolve conflicts and peaceful co-existence.				

APPENDIX B

QUESTIONNAIRE FOR PARENTS

Dear parent,

This questionnaire is designed to investigate peace and conflict management in the home in Niger State: implication for Home Economics Curriculum development. The study is purely for academic purpose. You are therefore requested to please fill the questionnaire as accurately and honestly as possible. It is hoped that the result of findings will help to recommend ways of promoting peace in the home and the society in general. Be assured that all responses will be treated as confidential.

Thank you in anticipation of your co-operation.

Yours sincerely,

Mariam A. Khaleel (Mrs.)

Section A:- BIO DATA.

Please tick the most applicable to you.

1. Sex:

   Male [ ]
   Female [ ]

2. Ethnic group / tribe

   Gwari [ ]
   Hausa [ ]
   Nupe [ ]
   Others specify [ ]

3. Occupation
   Farming [ ]
   Trading [ ]
   Civil servant [ ]
   House wife [ ]
   Student [ ]

4. Age
   21 –30 [ ]
   31 – 40 [ ]
   41 – 50 [ ]
   51 – 60 [ ]

5. Residential area
   Urban [ ]
   Rural [ ]

6. Educational Qualification
   Primary school [ ]
   Post primary [ ]
   Post secondary [ ]
   Post graduate [ ]
   Not – educated [ ]

7. Monthly / income
   ₦1000 – ₦5,000
   ₦6000 – ₦15,000
   ₦16,000 – ₦ 30,000
   ₦31,000 – ₦50,000
   ₦51,000 and above [ ]

8. Marital status
   Single parent [ ]
   Married [ ]

9. Family Type
   Nuclear [ ]
   Polygamous
   Extended family [ ]

10. Years of marital experience
    1 – 5 years
    6 – 10 years
    10 – 15 years
    16 – 20 years
    21 years and above.

11. Number of children
    1 – 3 [ ]
    4 – 6 [ ]
    7 – 9 [ ]
    10 and above

Please respond to section B,C,D, E and F by ticking the most applicable answer, that describes your feeling about each statement

S/N	SECTION B. CAUSES OF CONFLICT	Strongly agree	Agree	Disagree	Strongly disagree
1	**Disagreement (quarrels) in the family is usually due to**				
a	Finance				
b	In-laws				
c	Unfaithfulness				
d	Alcoholism				
e	Children's discipline				
f	Disagreement over roles and responsibilities				
g	Gender				
h	Gossips				
i	Poor communication				
j	Polygamy				
k	Infertility (childlessness')				
2.	**Disagreement (quarrels) between parent and children is caused by**				
a	Attitude toward values (habits)				
b	Use of resources to meet needs e.g money & time				
c	Parent's permissiveness / strictness (control)				
d	Children's discipline				
e	Parent's zeal to direct / decide child's life.				
3	**Causes of disagreement (quarrel) among siblings (children) is due to**				
a	Rivalry / Jealousy				
b	Attitude toward values				
c	Parent's preference for one child				

d	Performance of household work				
	Section C: Communication.				
4	I nag my partner.				
5	I listen to my partner in an understanding way.				
6	I hide things / feelings from my partner.				
7	I discuss my personal problems with my partner.				
8	I let my partner know when I am displeased with him/her.				
9	I sit down to talk things over with my partner when there is a problem.				
10	I understand my partner's feelings.				
11	I feel misunderstood by my partner.				
12	I give my partner a silent treatment.				
13	My partner and I share a great deal of time together.				
14	I freely express feelings, needs and plans.				
15	I give clear and consistent messages.				
16	I avoid using words that hurt.				
17	I accept grievances readily.				
18	We trust each other.				
19	We jointly take decisions.				
20	There are times we are not on speaking terms.				
21	There is always tension in the family.				
22	We are always suspicious of each other's moves.				
23	I study the best time to talk to my partner.				
	Sibling Communication (children)				
24	Spend a great deal of time together.				
25	Share personal feelings.				
26	Understand each other.				
27	Calmly / quietly discuss together.				
28	Frequently quarrel each other				
29	Do / say things to hurt each other.				

30	Have problem controlling their temper.				
31	Listen to each other in an understanding way.				
32	Afraid to talk to each other.				
33	Respect each other's feelings.				
	Section D: PEACE ENHANCEMENT.				
34	I respect people's feelings.				
35	I avoid hurting people.				
36	I forgive people readily when hurt.				
37	I obey rules and regulations.				
38	I try to satisfy others before my self				
39	I apologize when I am wrong				
40	I am never harsh with people				
41	I expect my children to be tolerant and forgiving				
42	Children should avoid trouble				
43	I Prefer my children to beat back any body who looks for their – trouble				
	Section F: Strategies employed in conflict management				
44	Fight back physically or verbally when hurt.				
45	Avoid talking about it and bear the pain when there are problems.				
46	Talk things over to find a solution.				
47	Tolerant and forgiving about every problem.				
48	Prayers are important in solving problems.				
49	Believe in making compromise to solve problems.				
50	I invite a third party to intervene				

APPENDIX C

Questions for Focus Group Discussion

1. How would you describe the state of peace/conflict in the home today?
2. What factors can be attributed to this rise in conflicts in the home?
3. What does the relationship between siblings look like?
4. What are the causes of conflict among siblings?
5. What are the causes of parent – child conflict?
6. What is the role of communication in the home?
7. What strategies do you employ at home to manage conflict?
8. What strategies do you employ to enhance peace in the home?
9. What lasting strategies should be employed to establish lasting peace?

APPENDIX D

TEACHING MODULE FOR THE INTEGRATION OF PEACE EDUCATION INTO THE PRESENT HOME ECONOMICS CURRICULUM FOR JUNIOR SECONDARY SCHOOLS

A look at the present Home Economics Curriculum shows that, the teacher based on his/her initiative can modify the existing curriculum and scheme of work to integrate the following into the existing programme, therefore, this module is an attempt to highlight some basic areas to be introduced by the teacher.

Objectives

- To impact social competence in learners
- To empower learners with appropriate skills and values for achieving peaceful coexistence in homes and community.
- To identify the causes of conflict (quarrels) in home and community
- To equip learners with personal conflict resolution skills and encourage the use of non-violent approach to conflict resolution.

In year one, the teacher should integrate the following into existing areas that dealt with "My self as a family member"

Module 1 The concept of peace (personal and external)

- Positive and negative peace and its implication
- Pre-requisite for peace in the home and community

Module 2 Establishing Interpersonal relationships

- Types of interpersonal relationships e.g relationship with family, friends, neighbours etc.
- Skills for effective interpersonal relationships e.g tolerance, cooperation, compassion, empathy, caring, love etc.
- Strengthen interpersonal relationship by building – trust, integrity, honesty, maturity, non envy, etc.

In year II, the area that dealt with the home environment could include

Module 3 Conflicts (quarrels) and its resolution

- Types of quarrels

  Intra personal – within self

  Inter personal – quarrels between parents, between parents and children, between siblings, with friends and neighbours.
- Causes of quarrels
- How to resolve or settle quarrels and conflicts
- Feelings during quarrels
- Expressing feelings

In year III, in the area of family living and relationships, the teacher could build in

Module 4 Communication

- How to interact with adults, children, friends, neighbours, strangers
- Effective self expression

- Barriers to effective communication
- Using self expression to clear misconceptions and misunderstanding

Module 5 Diversity and conflict

- What is diversity?
- Exploring individual and cultural differences
- Prejudice and stereotyping
- Strategies for eliminating prejudice

Activities should include discussions, role-play, assignments that involve Brainstorming and reflective thinking. In addition, project work that will focus on identifying issues likely to cause conflict and researching how to resolve it.