

CHAPTER SEVEN

Educational Technology and Classroom Management Enchantment

Ahmed Bappah

School of Education

Department of Educational Foundations

Email:bappahahmed720@gmail.com

Abstract

The impact of educational technology on improving classroom management in educational institutions was investigated in this paper. The importance and varieties of educational technology in teaching and learning in educational institutions were examined, as well as the notion of educational technology. Teaching management, managing teaching content, discipline management, training for behavioural changes based on the concepts of creating learning individuals and school and cohesion management, improving students' health, teamwork ability, and engagement in school to assist them in achieving their potential were also discussed. The conclusion was reached, demonstrating that the usage of educational technology in the classroom improves learning.

Keywords; Classroom Management, Educational Technology, teaching and learning, Technology

Introduction

These days, technology appears to be everywhere. The usage of information technology has been prevalent in most people's lives as computers have become more common. It's difficult to imagine a world without technology devices, whether they're handheld video games, personal digital assistants, cell phones, or any variety of computers. This is particularly true among the younger generations. probably arrived at a moment in academia when both students and teachers expect to use technology (Christensen, 2009). As students have become more tech-savvy, classrooms across the country have become "wired," and textbook publishers now provide a variety of digital teaching supplements, the trend toward technology enhanced classes has accelerated rapidly in recent years. According to Abrami (2006), technology has the capacity to change the learning environment from passive to active and more subject to the learner's control. Technology,

according to Roblyer (2013), may allow the student to be more actively involved in his or her own learning. While technology may improve the classroom and better engage today's students, most people do not feel it can replace the requirement for an organized, content-driven, theory-based learning process. Technology-based tools must be used in conjunction with adequate pedagogy to be effective (Laurillard, 2012).

Despite the notion that technology in the classroom is often beneficial, this may not always be the case. According to Burbules and Callister (2010), technology can be used effectively or ineffectively, and its efficacy is determined by how it is employed, by whom, and for what purpose. In their classes, instructors use various levels of technology. Some professors, for example, use PowerPoint slides or similar technology extensively or moderately during a course, while others use technology just seldom or never. There could be a variety of reasons why teachers decide to use technology in the classroom. For others, it may aid in the creation of more ordered and focused lectures. Others argue that using technology in the classroom assists pupils by engaging them more in the classroom and allowing them to listen more intently without having to record every word said. Because writing on whiteboards or blackboards limits instructors' capacity to connect with students, some professors may opt for technology.

Other teachers may employ technology as a time saver because it is widely available today, thanks to publishers wanting to persuade professors to use their textbooks. Although the motivations for using technology may vary, the underlying expectation is that it will improve the course, engage the students, and allow them to learn more. There may also be an underlying wish on the part of the faculty member for better teaching evaluations.

Management concept in the classroom

Teachers' efforts to supervise classroom activities such as learning, social interaction, and student behavior are referred to as classroom management (Ritter & Hancock, 2007). One of the most important roles of instructors is to build and maintain a learning-friendly, helpful, happy, and orderly classroom atmosphere. They must have the essential Classroom Management skills to complete such a difficult undertaking. However, information from studies on prospective teachers' beliefs about classroom management is needed to increase efforts to improve professional preparation while working, as well as to build and implement effective teacher training programs (Caner & Tertemiz, 2015). Classroom management is defined as teachers' capacity to work together to manage time, space, resources, and students' responsibilities and behaviours in order to

create a learning environment (Edwards & Watts, 2010). Effective Classroom Management, according to Osakwe (2014), begins with mutual respect and the formation of interpersonal relationships, which are critical to boosting student accomplishment and teacher self-efficacy (defined as a personal judgment of how well one can execute courses of action required to deal with prospective situations). According to Cosier (2015), teachers should engage with one another via text messaging on a regular basis to make changes, communicate about student behaviour, share student work, and monitor student progress versus goals.

As a result, three indicators were used to assess the effectiveness of Classroom Management in the current study: (1) controlling teaching content; (2) discipline management: training for behavioural adjustments based on the concepts of building learning persons and schools; and (3) cohesion management: enhancing students' health, teamwork ability, and engagement in school to help them reach their full potential (Wu, 2015). Teachers reported classroom management issues with students, teachers, schools, classes, curriculum, courses, and parents (Akn, Yldrm, & Goodwin, 2016). Furthermore, according to Freiberg, Huzinec, and Borders (2008), using person-centered classroom management has a considerable favorable impact on student accomplishment.

Educational Technology as a Concept

Educational technology, according to Roblyer (2013), is a combination of processes and tools used to address educational needs and problems, with a focus on using the most up-to-date tools such as computers and other electronic technologies, and instructional technology is a subset of educational technology that deals directly with teaching and learning applications (as opposed to educational administrative applications). Computers, mp4 players, robotics, computers, distance learning devices, and the Internet are all examples of educational technology. Smaldino (2005) defined an educational system that consists of a set of interrelated components that work together, efficiently and reliably, within a particular framework to provide learning activities necessary to achieve a learning goal as an educational system that consists of a set of interrelated components that work together, efficiently and reliably, within a particular framework to provide learning activities necessary to accomplish a learning goal.

Types of Educational Technology

Teachers can improve the effectiveness and efficiency of their lessons by using a variety of educational technology, depending on their goals and objectives. Technical and non-technical tools are divided into two groups by Sarçoban (2006). Teacher uses the term

'technicals' to describe projected visual and audio-visual materials, as well as non-projected audio materials, and 'non-technicals' to describe pictures, flashcards, charts, puzzles, and other non-technicals. These two categories include real items and people, projection materials, audio, audio-visual, printed, and display materials, computers, the Internet, dioramas, teleconferencing, and distance learning.

Osakwe (2014) distinguishes between tangible high-tech hardware like computers and instructional media like overhead transparencies and videotapes, as well as other tools like methodologies, approaches, and activities used in designing, implementing, and assessing effective learning experiences. Picciano (2006) takes an alternative approach, categorizing technological uses as administrative or instructive. Administration technologies serve an area's or school's administrative tasks, whereas instructional technologies support teaching and learning activities that are primarily used by teachers, students, and school-related personnel like librarians.

Importance of Educational Technology in today's classroom

As technology becomes more pervasive in all parts of life, according to Norton and Wiburg (2013), integrating technology into school curricula is no longer a luxury; it is a necessity for survival in a future driven and supported by technology. Reforms and the incorporation of technology into education have resulted in the rise of novel teaching methods. However, when developing new programs, technology has been overlooked, and as a result, technology integration has been restricted, if not non-existent. Those today have different demands and goals than students in previous generations. If their real-world experiences with technology are overlooked at school, they may come to believe that instruction is irrelevant. (Norton & Wiburg, 2013). According to Jonassen (2008), if this disparity is not recognized, students' perceptions of, values for, and use of technology, which is a critical component of today's instruction, will be ignored, and students will be exposed to inappropriate, uninteresting, and even meaningless learning experiences.

Furthermore, when students are given training in a variety of formats, they have a better chance of succeeding. Can our children receive the 21st-century education they need if technology is not used in the classroom? New technologies have become a vital part of children's lives. While still confined among old tools, many examples of new technology such as blogs, mobile phones, mp4 players, digital cameras, and social networking sites influence children and teenagers outside of school as much as they influence adult lifestyles (Holleis, 2010).

In many schools, incorporating technology into instruction has become a primary goal when developing instructional programs (Picciano, 2006). However, in order to generate new types of learning experiences, technology must be skilfully incorporated (Cennamo, 2010).

When integrated technology into instruction, it makes them an intrinsic part of the teaching and learning process. The verb 'integrate' implies to mix two or more elements to form a whole (Cennamo, 2010).

As a result, technology integration must be tuned in a variety of ways, including the resources used, teacher and student duties, and the nature of instructional activities (Cennamo, 2010). Consideration of educational technology integration alone is insufficient to achieve successful instruction because new learning environments necessitate changes in the role of the teacher in the classroom, particularly in the sense that technology has created increasingly interactive learning environments, making technology-assisted instruction more student-centered, collaborative, active, and problem-based. Teachers and textbooks are no longer the only sources of knowledge in the classroom, thanks to the usage of educational technology. Teachers have evolved into facilitators who can better utilize technology if they have a deeper grasp of how students learn. As a result, one must be able to select the most appropriate technical tools for their students.

The majority of researchers appear to agree on the need of integrating educational technology, but few practitioners appear to know where to start. Changes in classroom organization, instructional delivery, teacher-student relationships, lesson design, and evaluation are required for true integration (Johnson, 2010). Discussion and identification of an overall learning philosophy are necessary for determining the function of technology in instruction. Teachers and administrators have established their own teaching and learning methodologies based on their own studies and experiences.

When adopting instructional technology, however, a philosophical framework should also be considered. Because technology is merely a tool for instruction, it cannot improve learning and thinking on its own. The main problem is integrating technology appropriately throughout the curriculum for effective utilization (Stewart, 2010). Because technology has become a preferred method of communicating, getting information, and learning about the world, it is critical to incorporate it into an educational vision or plan that aims to aid individuals in their understanding of the world. Although teachers frequently use existing simple, durable, flexible, and responsive curricula in their

classrooms, they must remember that while incorporating technology into education is simple, it is more important to redesign the learning environment and the relationship between students and teachers, as well as reshape the curriculum.

In order to build effective learning environments through the effective use of educational technology, several conditions must be met, as outlined in National Educational Technology Standards for Students:

1. A vision with the education system's support and proactive leadership
2. Educators experienced in the use of technology for learning
3. Content standards and curricular materials
4. Learning strategies that are centered on the student
5. Evaluation of the effectiveness of technology in the classroom
6. Use of modern technology, software, and telecommunications networks
7. Technical aid, for example, in maintaining and exploiting technology resources.

Within curricular areas, students can use word processing, spreadsheets, electronic encyclopedias, the Internet, and other technologies to improve learning (Picciano, 2006).

Educational technology can also be used to give teaching possibilities that are tailored to students' backgrounds and learning pace. Students can use computers or multimedia to help them learn certain knowledge and skills while working on certain projects. The major purpose of integrated technologies is to give students with subject-matter knowledge. Whereas in the past, technical instruments were merely a way of communicating messages and learning was mostly accomplished through teachers, technology has now evolved into an enabling tool for teaching in an effective educational setting. Furthermore, modern technology, mostly communications tools and computers, has given rise to a new notion, new literacies, which states that in order to be an educated person in today's technological period, one must possess particular technological abilities (Hefzallah, 2014).

When technology is employed as an engager and facilitator of thought rather than just a means of delivery, it can help students learn more effectively. As a result, both teachers and students are expected to engage in continuous learning, which demands consideration of numerous aspects of instruction, including curriculum, pedagogy, assessment, technology, and learning culture. The rate of technological advancements that can be used in the classroom to enhance and support learning has increased, and these

advancements create chances for both students and teachers to actively participate (Cennamo, 2010).

Unfortunately, despite the fact that modern technology, in particular, has the ability to transform teaching and learning methods, many classrooms today do not accept this innovative approach.

In addition to students' own usage of technology, teachers can use large-screen monitors, computers, films, and other multimedia applications to boost student learning by incorporating technology into classroom presentations and other instructional activities (Picciano, 2006). Simply integrating technology, even the most cutting-edge, into the classroom is insufficient for lesson design. Instead, it's critical to connect students' needs and the curriculum's focus with technology. The effective use of technology in education has two components: curriculum redesign and teacher training (Hefzallah, 2014). Practitioners must recognize that in order for technology to be used as a tool, the curriculum must be organized around concept-based education and ready for technological integration. Even more than a shortage of equipment, outmoded curriculum and a lack of understanding of how technology might be integrated into instruction can be barriers to technology integration (Okeke, 2014).

The appropriate use of technology in education can enhance and encourage learning when teachers introduce it carefully tying it to learning objectives, according to research, but teachers are the key to its effectiveness. Students must learn with technologies rather than from them for meaningful learning to occur, as technology use causes students to think and reason in causal, analogical, expressive, experiential, and problem-solving ways. As a result, the way technology is viewed in classrooms should shift from technology as a teacher to technology as a learning partner (Jonassen, 2013).

Teachers must know how to choose and use technological tools to help pupils gain a better understanding. As a result, they must be able to recognize diverse technologies, that is, they must understand what technical instruments offer for learning and how they may be put to good use in practice. Second, they require a practical portfolio of technologies, or a collection of learning technologies that can interest students and be used in teaching, in an environment where such technologies are stable, reliable, and well-supported (McCrorry, 2016). Not more technical literacy, but understanding of curriculum-based technologies that operate well in the teaching and learning process is critical information for teachers (McCrorry, 2016). To put it another way, instructors must learn to

translate technology potentials into answers to pedagogical challenges that are both local and deeply embedded in their respective contexts.

Even though teachers have a broad understanding of educational technology, they must apply it in such a way that specific technologies can be employed in their classrooms (McCrory, 2016), because technology's strength comes solely in its applications. Teachers with these abilities are well-equipped to decide when to utilize technology and when not to.

Importance of Educational Technology in Education

Educational technologies, according to McKenzie (2015), were created to make real-world applications easier for humans, and they may also bring those real-world applications into the classroom for students. Chalkboard was one of the first technologies employed, followed by overhead projectors, both of which allowed teachers to convey topics to the entire class by writing on reusable surfaces. Egbert (2007) highlights a widespread misconception concerning the benefits of educational technology. The integration of educational technology serves only one purpose: to help teachers make a difference in their students' lives by making instruction more useful, meaningful, enjoyable, and interesting as they discover new and innovative ways to do what they already do more efficiently, effectively, and interestingly.

The following are the primary reasons for using instructional technology in the classroom:

1. To more effectively meet existing requirements
2. To meet learning objectives that cannot be reached in any other way
3. For adaptive approaches to knowledge and skill acquisition.

According to Holleis (2010), innovative technology can improve the learning environment, and education can be more focused on pupils with less effort from teachers. New technologies, in particular, such as multimedia programs, allow for more interaction between students and learning materials (Hefzallah, 2014). Another benefit of these learning technologies is that teachers can create interactive learning environments to promote educational equality, as these environments are flexible and resource-rich, and provide engaging and appropriate learning experiences for all students, whether they are fast or slow learners (Okeke, 2014). In other words, instructional technologies can provide

all students equal opportunities to learn according to their needs, paces, abilities, and learning styles (Hefzallah, 2014).

Technology facilitates collaborative, active, constructive, deliberate, reflective, conversational, and conceptualization learning, the revolution produced by the emergence of digital technologies in education has allowed education to evolve further. To provide efficient learning, technological tools are also used. Software like word processors, search engines, and slide presentation tools, for example, can be utilized to make academic subject matter more appealing and effective. In addition, technology integration encourages meaningful learning in ways that traditional educational instruments could not (Cennamo, 2010). As new technologies support interaction, dynamic displays, multiple and linked representations, interactive models and simulations, networked communication, hyperlinked text, multimedia, and the storage and retrieval of multiple categorized information, students become more active in their learning and expand their personal understanding. They also create learning environments that are adaptable, interactive, interdisciplinary, and up-to-date, all of which are necessary for optimal learning (Okeke, 2014).

The primary focus should be on how technology may be used to improve critical thinking, problem solving, communication, teamwork, and global literacy skills (Stewart, 2010). Additionally, when students learn to take responsibility for their own learning, teachers must raise their expectations. Both teachers and students can benefit from using technology to obtain and discover new information, cooperate and learn from others, alter, organize, and evaluate data, and create products. Kent (2008) summed up the advantages of technology in education from four different angles:

Students: targeted and brief; interactive and engaging; relevant and reproducible; rapid reviews; immediate feedback

Lesson efficiency; reduced prep time; rapid evaluation and feedback; information and creativity; global collaboration; improved communication; assessment and organization. Teachers:

Constant feedback, communication, a visible curriculum, and at-home learning are all important to parents.

Increased efficiency, connectedness, and transparency in the school community; engaging and dynamic community.

Educational technology is used to change learning and teaching processes in a variety of ways, all of which are significant. Technology in the classroom promotes cooperative learning, facilitates peer teaching, and allows for enhanced learner diversity, motivation, and performance, as well as good attitudes toward learning (Ivers, 2009). Educators and teachers can assess and restructure their educational methods using technological tools and the chances they give. Teachers can prepare their classrooms more rapidly with technology, making it an important tool for classroom management. Furthermore, research shows that using technology to prepare lessons can benefit instructors in a variety of ways. Published materials, such as textbooks and teacher resource books, are also supplemented by educational technology. Even when resources are limited, the flexibility that technology affords instructors guarantees that they have several opportunities to integrate new materials (Cennamo, 2010).

In short, educational technologies are the primary means through which teachers may construct collaborative social environments for learning in previously unimaginable ways. Teachers benefit from using technology in the classroom because they can complete more complex tasks, spend more time on assignments, and have greater student enthusiasm, motivation, and confidence in their learning. They can also access information from all over the world, have higher self-esteem, and have lower dropout rates.

In terms of professional productivity, technology helps instructors and administrators with tasks like record-keeping (student attendance, grades, library loans, and so on), budgeting, communication and collaboration among educators, research, and planning, as well as classroom instruction. It also allows teachers to share their successes and challenges with colleagues both inside and outside of the school (Cennamo, 2010). Thus, for teachers, the two most significant benefits of technology integration are that it aids them in both instructional and administrative activities and simplifies classroom management (Ivers, 2009).

Conclusion

The employment of educational technology in teaching and learning has a significant impact on students' lives, according to this paper. Edutech, as it is commonly known, improves classroom management because it requires students' undivided attention and equally motivates them to study. Teachers are the key to the efficiency of educational

technology in the classroom since it may enhance and promote learning. Students must learn with technologies rather than from them for meaningful learning to occur, as technology use causes students to think and reason in causal, analogical, expressive, experiential, and problem-solving ways. As a result, the way technology is viewed in classrooms should shift from technology as a teacher to technology as a learning partner.

References

- Abrami, P. C. (2006). Student Perceived Effectiveness of Computer Technology Use in Post-secondary Classrooms. *Computer and Education*, 47, 465-489.
- Akın S, Yıldırım A. & Goodwin A. L (2016). Classroom management through the eyes of primary teachers in Turkey: A phenomenological study. *Educational Sciences: Theory & Practice*, 16:771–797. <https://doi.org/10.12738/estp.2016.3.0376>
- Burbules, N. and Callister, T., Jr. (2010). *Watch IT: The Promises and Risk of New Information Technologies for Education*. Boulder, CO: Westview Press.
- Caner, H. A & Tertemiz, N. I (2015). Beliefs, attitudes and classroom management: A study on prospective teachers. *Procedia - Social and Behavioral Sciences*, 186:155–160
- Christensen, K. (2009). A Comparison of Student Performance in Human Development Classes Using Three Different Modes of Delivery: Online, Face-to-Face, and Combined. Ed.D. Dissertation, Department of Education, Drake University.
- Cosier M, Gomez A, McKee A & Maghzi KS 2015. Smart phones permitted: How teachers use text messaging to collaborate. *Education and Information Technologies*, 20(2):347–358. <https://doi.org/10.1007/s10639-013-9288-2>
- Edwards, C. H. & Watts, V. J (2010). *Classroom discipline and management* (2nd ed). Milton, Australia: John Wiley & Sons.
- Egbert, J. (2007). *Supporting learning with technology: Essentials of classroom practice*. New Jersey: Pearson-Merrill/Prentice Hall.

- Freiberg, H. J, Huzinec, C. A. & Borders, K. (2008). *The effects of classroom management on student achievement: A study of three inner-city middle schools and their comparison schools*. Paper presented at the American Education Research Association Annual Meeting, New York, 24–28 March.
- Hefzallah, I. M. (2014). *The new educational technologies and learning: Empowering teachers to teach and students to learn in the information age* (2nd ed.). Illinois: Charles C. Thomas Publisher Ltd.
- Holleis, P. (2010). Taking teaching beyond the classroom: pervasive computing technologies for the classroom of the future. In K. Mäkitalo-Siegl, J. Zottmann, F. Kaplan, & F. Fischer (Eds.), *Classroom of the future: Orchestrating collaborative spaces*. 63-87. Rotterdam: Sense Publishers.
- Ivers, K. S. (2009). *A teacher's guide to using technology in the classroom* (2nd ed.).
- Johnson, B. (2010). *Educational research: Quantitative, qualitative, and mixed approaches* (2nd ed.). Boston: Pearson Education, Inc.
- Jonassen, D. H. (2008). *Meaningful learning with technology* (3rd ed.). New Jersey: Pearson Education.
- Kent, L. (2008). *6 steps to success in teaching with technology: A guide to using technology in the classroom*. Indiana: iUniverse
- Laurillard, D. (2012). *Rethinking University Teaching: A Framework for the Effective Use of Educational Technology* (2nd ed.). London: Routledge.
- McCrary, R. S. (2016). Technology and teaching: A new kind of knowledge. In E. A. Ashburn, & R. E. Floden (Eds.), *Meaningful learning using technology: What educators need to know and do* (141-160) . New York: Teachers College Press.
- McKenzie, W. L. (2014). *Standards-based lessons for tech-savvy students: a multiple intelligences approach*. Worthington: Linworth Publishing, Inc

Norton, H., & Wiburg, K. M. (2013). *teaching with technology: designing Opportunities to Learn* (2nd ed.). Toronto: Thomson-Wadsworth.

Okeke CI 2014. Effective home-school partnership: Some strategies to help strengthen parental involvement. *South African Journal of Education*, 34(3):Art. # 864, 9 pages. <https://doi.org/10.15700/201409161044>

Osakwe, R. N. (2014). Classroom management: A tool for achieving quality secondary school education in Nigeria. *International Journal of Education*, 6(2):58–68.

Picciano, A. G. (2006). *Educational leadership and planning for technology* (4th ed.). New Jersey: Pearson-Merrill/Prentice Hall.

Ritter, J. T. & Hancock, D. R. (2007). Exploring the relationship between certification sources, experience levels, and classroom management orientations of classroom teachers. *Teaching and Teacher Education*, 23(7):1206–1216. <https://doi.org/10.1016/j.tate.2006.04.013>

Roblyer, M. (2013). *Integrating Educational Technology into Teaching*. (3rd ed.) Upper Saddle River, NJ: Merrill Prentice Hall.

Sarıçoban, A. (2006). *Instructional technologies and material design for foreign language teaching*. Ankara: Anı Publishing.

Smaldino, S. E.(2005). *Instructional technology and media for learning* (8th ed.). New Jersey: Pearson Education

Stewart, C. M. (2010). Technologies and the classroom come to age: After century of growth. In C. M. Stewart, C. C. Schifter, & M. E. M. Selverian (Eds.), *Teaching and learning with technology: Beyond constructivism* (3-28). New York: Taylor & Francis

Wu, M. L. (2015). *Classroom management: Theories and practice*. Taipei, Taiwan: Wunan.

Gender Violence as Physio–Psyco–Sexual–Maladjustment among Human Beings in Nigeria

Owojaiye Sunday Oni, *PhD, FIPMD, AMA*

Department of Physical and Health Education

Faculty of Education

University of Jos

Plateau State, Nigeria.

&

Adewole Rufus Sunday

Department of Physical and Health Education

Faculty of Education

University of Jos

Plateau State, Nigeria.

Introduction

At pre-colonial, colonial and immediately post-colonial era in Nigeria, sex (sex in a native sense is sexual intercourse) was regarded as a sacred thing and it was respected and was almost like small god even though a husband marries many wives. Culturally, no wife dares jealous, abuse or fight another wife. If any one dared the rule, she is punished by a heavy fine or driven away from the husband's house to her parents. No one dare mention sex, nor sexual affairs. Sexual acts were for adult. Children detested and were feared not to talk about it. Even young adults were restricted in affairs of sex and sexual act (intercourse) and sexuality (male or female). Male gender and female gender respected their roles and it was attached with cultural attitudes. All the variables attached to the cultural attitudinal characteristics were believed to be sacred and no one dare cross their lines of action. Really, the female gender possesses the most delicate and respected dignity. Female molestation was rare, in fact a man who molested girls, lady, women in the past (1821 – 1985) in the native communities were labelled “Weaklings”. So, the masculinity of the man, was viewed very high. No man dares bring down himself to nothing by beating, slapping or wiping the feminine major in the woman. (Owojaiye 1994).

Furthermore, at this period 1821 – 1985AD, fathers were the role model of the sons; while mothers were the role models of the daughters. Parents of this period were

disciplined to respect human life; care of neighbourhood, discipline of the children was commonial, imploring of the children was for the whole community; the cultural community people care for people's feeding, clothing, shelter, moral attributes and behavioural patterns. Community at this period detected misdemeanor quickly, strangers were identified promptly. Females were not married out without thorough research of the characteristics of the groom's hereditary traits of the family. Wife bitters in this period 1821 – 1985AD travel outside the community for marriage. It was as if the elderly parents knew science of marriage than contemporary period.

Statement of the Problem

Contemporary man and woman {trained and ethical boy and girl} do not have enough patience to trail the parental lessons on marital affairs. It is even worst with marriage as under aged boys and girls become husbands and wives. Men (husbands) do not study their women (wives) well enough before marriage. Marriage cultural attitudes are not adhered to very strictly. Marriage poisons significantly affects husbands and wives. Men and women in Nigeria do not understand the meaning of sex, sexual ability, sexual problems, sexual psychology, influence of heredity, cultural attitudinal characteristics of husbands and wives.

Purpose and Significance of Submission

With the rise in gender violence; sexual assault, rape, in Nigeria communities, this lesson is compiled to awaken the interest and focus of men and women, boys and girls to their role as either masculine or feminine. Also, that proper decision should be taken before consummating marriage as in the conception of proper physiology of sex, psychology of sex and sexual maladjustment.

Anthropologically and Sexual–Maladjustment among Human Beings

Sex is the biological aspect of an individual determined by chrosomal inheritance and expressed through primary (e.g. reproductive organs and hormones) and secondary (e.g. musculature, body hair, leg, body built) sexual characteristics. While gender refers to the social expression of a person is identified as it relates to their social role and behavior. Gender is generally self-defined. Societal and cultural norms may influence gender choice. To Anthropologist, examination of the skeleton is what is used to determine sex, individual discrete pattern of morphological is used between males and females and this also is formed sexual dimorphism. (Umar 2018)

Sex and Sexuality

In layman's perception, the word sex connotes the distinction in the category of human creation. This sex is either male or female. Male has masculine characteristics; while female has feminine characteristics. From creation, healthy men have penis; while healthy women have vagina and other reproductive organs. The masculinity of a man endowed him with beards, thick muscles at the right places of the arms and legs and also physical strength while the feminine major of a women endowed her with succulent body, sweet voice, slender and lovely skin, develops breast and has succulent buttocks (bottom). These features endeared her to a man.

Sexuality contains the intrinsic features and or characteristics of male and female (man or woman or girl, wife, husband). These traits are in the mode of dressing, care for the hair (plaiting for women and low cut for men). These mode of plaiting the hair and low cut for male and female were prevalent during the 1821 – 1985AD. Contemporary hairstyles can significantly confuse gender depiction as male dress like female and vice – versa. Furthermore, the mode of talking, nuances, eating, walking, gossiping, playing, joking, laughing, crying, mourning, happiness, sadness and care. Women are endowed with caring ability than men. Women possess subtle, gentle, loving and sympathetic heart at most times than men. For strict and jealous husbands, a wife is thoroughly trained to evade extra marital affairs to the extent that husbands can be made to go crazy; even if nothing has happened amorously like sexual affairs. Furthermore, aggressive, jealous and down to earth trailer of his wife could be lured to the concubine's house unaware. Women (wives) are so trained.

Physiology of Sex

Male human that is healthy has a penis and scrotum (with 2 testis), while a female possess vagina. Deeper down, reproductive apparatus like ovaries and womb. The testis is to produce sperm; while the ovaries produce eggs. A matured ovum or sperm contains 23 chromosomes, that is 22 autosomes and 1 chromosome. Each human cell ordinarily has 46 chromosomes i.e. 44 autosome and 2 sex chromosomes. These chromosomes carry genes that carry hereditary traits which makes human being features, behavior and personality different. Some people are tall, some are shorter, and some have tall and straight hair, curly hair, long nose, flat nose, bold eyes and indeed big or small head. The behavioural epic are so dynamic that groups of people act differently from others. Even from one family to another, behavior uniqueness exists. So, two families in marriage have to study themselves

to denote a common ground to harness the disparities. How do different people meet to agree on common goal?

The Concept of Chromosomes

Chromosomes are rod – shaped bodies carrying the genes arranged in pairs in the cell. In order words, chromosomes are microscopic particles found in the cell nuclear and they carry the hereditary units that are to be transmitted from the parent to their offspring (Mackenzie, 2016). Genes are the individual determined heredity constitution that is referred to as chromosome that is chromosomes are composed of genes. Gynecologist Seklar (2018) said that genes are constituents of chromosomes which are carrier of heredity. Your child look like you because he or she is carrying your genes,

Deoxyribonucleic Acid (DNA)

The DNA molecules are the microscopic strands that are found in the chromosomes. They provide the chemical basis of the inheritance of characteristics. The DNA is used to clear the argument of paternity of children in the hospital. Whereas some women become pregnant by another man different from her husband, the DNA is used to denote the truth.

Conception: The Biological Antecedent of Man

Each body cell consist of 46 chromosomes (23 pairs) homogenous in females (xx) and 23 pairs non – homogenous in males (xy). Women have x and x chromosomes only; while men have x and y chromosomes; as follows:

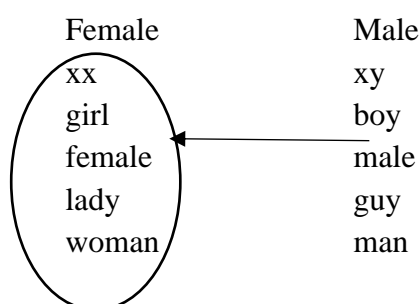


Figure 1: Egg and Sperm structure

In Figure 1, egg represents the cell carrying female fluid that will be ballooned into baby if the sperm from the male mixes with the egg cell. During conception, the father

donates 23 chromosomes from his sperm and the mother donates 23 chromosomes from her ovum. The sperm and ovum then unite to form the fertilized cell called the Zygote. This formation occurs in the female uterus, there begins the climax of the wonderful process of human's development. The pair of 23 chromosomes thus formed duplicate in each cell of the number of cell. The zygote results in the embryo, however, this embryo becomes noticeable around 8 weeks of the formation then it develops into fetus that possess some of the human characteristics.

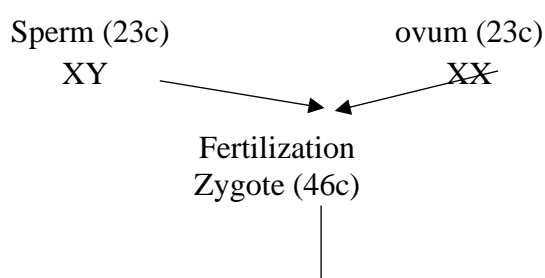


Figure 2: Schematic representation of the process involved in pre – natal development

In Figure 2 female ovaries contain only X chromosomes combination, so the female chromosomes pair is XX. The male sperm consists XY chromosomes pair. During conception process, if the father donates Y to the X chromosomes donates X chromosomes to the pair for which the mother automatically donate an X, then a female child is sure to be born. Fathers (men) who challenged and blamed their wives for producing female children have no basis for quarrelling. What father gives to wife, she multiplies and gives it back to the father. It is very unfair and unjust for the father (man) to starve, punish, and torture the wife for the sin she didn't commit. The issue of all males and all female children is the work and blessing of the father. A wife does not to have any hand choosing male or female children. She can only pray to God for her choice. Again, in Africa, especially in Nigeria where the male child is desired to take up the continuity of the family lineage, some women deviate and have sexual intercourse with other men.

Further to these discussions on parenthood, the cultural attitudinal characteristics of the wife (see figure three below) has to be adhered to strictly despite the insults, torture, abuses, deprivation of food and social benefits in the family. It becomes imperative that Nigerian men should get it properly right. Sex linked inheritance refers to the genes which accounts for the abnormality that we see around, such as colour blindness, hemophilia,

albinism carrying the same chromosomes that determine the sex either male or female of a child. The Y chromosome is usually regarded as a defective chromosome because its functions in heredity appear as though it carries only the effective genes. The X chromosomes may carry either dominant or recessive genes. When X chromosomes carrying sex linked anomalies combines with a Y chromosomes, the anomalies is shown in the offspring; your son or your daughter.

In the same vein, if a healthy X chromosome in the sperm unite with a disease carrying X chromosome in the ovum, then the determinant healthy chromosome will nullify the disease effect of the unhealthy one in the new born baby. So the new born baby will not show the trait. But the child may be a carrier of the disease. So anomaly carrying male X chromosomes plus anomaly carrying female X chromosomes give rise to a child that will show sex linked anomaly. That is why there are cases of colour blindness and baldness in female. When the male genital fails to develop normally leading to sex ambiguity, hemophilia could become noticeable. This kind of hemophilia is the Klinefeller and Turner syndrome. This Klinefellers syndrome is evident when the testicle refuse to produce excess chromosomes whereby individuals possesses a total of 47 chromosomes instead of the normal 46 i.e. one of the pair will be XXC. Turner's syndrome is a situation whereby female child does not develop secondary sexual characteristics at the time when puberty changes are expected. This means that the female lacks one X chromosome to make up the requirements to be a normal female.

So, men: that it has been since creation. Though the influence of technology–fertilizer drugs, radiation, and ultra sound had significantly acted the naturality of sex, sexuality and the physiology of human being. The naturality of the subject of union between a man and woman had been talked about thus far. In Nigeria, marriage is attempted purposely for child bearing. Some men would have preferred to stay single to enjoy the freedom of being single. The reason for such singularity in existence of men and women are;- for men, some are vagina samples; they enjoy jumping from one woman to another woman. This enables them to experience the opposite sex psychology as in the depth, size, succulence, odour, screaming, talking, wringing, twisting, raising of legs, buttocks, touching of man's ear, leaking of man's ear, kissing for saliva taste and teeth teasing of man. What about the nature of women, some women's nature: inducer of quarreling.

In the same vein, the same women preferred to be single for the fact that they detest being controlled by a man. Some take delight in sampling the size of the penis of men, the length of penis, the thickness of penis, the smell of men’s armpit, hair, alcoholic breath of men and the masculinity of men while having sexual intercourse. For some women, one penis cannot satisfy them in a day. It is even more so far the nymphomaniacs who require one to ten (1 – 10) men per day. Some women love make – ups and are incomplete without make – ups. Some women are (1) possessed of very powerful spirit that repel men’s presence (2) talkative (3) gossipers (4) scorners, as in disrespectful (5) proud (6) fighters as in easily angered (7) bed wetters. All these frailties and more prevent men and women to wish to be single. But the cultural standard of the Nigerians society has no significantly support a singularity of human male and female. So men and women marry with these abnormalities in characteristics and attitudinal inappropriateness. But characteristics of cultural attributes has to be adhered to strictly. Apart from these, the problems in men, some men’s nature: inducer of quarreling (Osiki, 1995)

Furthermore, the populace is plagued by several sexual abnormalities that are inimical to successful marriage. The wife may be unaware of the husband’s sexual problem of priapism for instance until she is scorned, abuse and relegated as non – woman or non – wife. Priapism is a male disease where the victim suffers the act of exposing his genital organ the penis, at the sight of a beautiful lady; he starts fondling his penis to the extent that he releases sperm at orgasm. Immediately the sperm is released, he moves his penis inside his trousers and walk away. However, in the process of fondling his penis, if the lady becomes aware of the intention of the man and she immediately lift up her dress and opens wide her vagina, the priapist runs away. Apart from this priapism, several sexual psycho – physio – social maladjustment exist in tables 1 & 3: sexual object and choice of sexual aim as follows: propagated by Nwachukwu (1994).

Table 1: An overview of sexual objects and choice of sexual aim in human

Labeling	Concept	Observable within the environment	Attracted by the law	The intrinsic and extrinsic possible physiological effect
Deviation in choice of sexual object				

REMODELING ENTREPRENEURIAL TRAINING: A NEXUS FOR QUALITY SKILLS ACQUISITION

Masturbation	Sexual gratification through self-stimulation	No	No	No? Effects unknown
Homosexual	Sexual relation between members of the same sex	No	Law varies	Yes? Can be infected with HIV
Pedophilia	Sexual activities imposed on a child by an adult	Relatively rare	Yes	Yes, often has no child
Incest	Sexual relations between close family members (blood relations)	Very rare	Yes	Yes, also harmful if it involves an adult and a child
Bestiality	Sexual contact with animals	Relatively rare	No	Yes? Debasing
Fetishism	Using an object (fetish) as a primary source of sexual arousal and gratification	Relatively rare	No	No?
Transvertism	Sexual stimulations by smelling clothes of opposite sex	Relatively rare	Legal when making public nuisance of self	No?
Trans – sexuality	Conscious compelling desire to think, feel and act like the opposite sex or to change one's sex	Common	Legal when making public nuisance of self	No?
Deviation in choice of sexual aim				

Voyeurism	Secret observation of individuals undress of having intimate intercourse	Relatively rare	No	Yes
Exhibitionism	Exposing genital to other	Common sex offence	Yes	Yes
Sadism	Sexual gratification through inflicting pain and humiliation on oneself or partner	Relatively rare	No	Yes

Source: Adapted from Nwachukwu A.T. (1994), *A handbook of Abnormal psychology and Health Education*

Apart from the maladjustment, some men fall into hands of prostitutes that are in very several types in the environment that are ready to serve your husband if your wives are very slow at allowing your husbands to have sexual intercourse with them. Wives that are not beautiful may even experience their husbands indulge in Voyeurism within the environment. Incest is rampant within Nigeria communities contemporarily. In the same vein, Pedophilias abounds that take delight in having sexual intercourse with little girls. The voyeurists, these wives into denying their husbands into visitation to prostitute’s brothels. These prostitutes do not have time for romance, foreplay nor inducement. They act on excitement phase alone. The characteristics discussed are as follows;

Table 2: Autonomous sexual response in human beings.

S/N	Phase of responses	Characteristic	
		Male	Female
1.	The excitement phase	Erection of the penis increase in size, protrude from the body through a. Sexual stimulation b. Erotic thoughts	Moistening of the vagina with lubricating fluid within 10-30 seconds of sexual stimulation Through a. Direct genital stimulation b. The breast

REMODELING ENTREPRENEURIAL TRAINING: A NEXUS FOR QUALITY SKILLS ACQUISITION

		c. Small penis may double d. Contraction of muscles	c. Inner thigh d. Stroking of ear/hairs e. Erotic thoughts f. Stroking the clitoris
--	--	--	--

Table 3: Categorization of prostitution

S/N	Prostitution type	Description	Intrinsic motivation	Extrinsic motivation	Remark: frequency
1.	In-house 1	Non-working/low salary earner wives having sex with men to obtain financial or influence assistance to assist their husband	Motivated to strive to be motherly	Husband and children low financially status of women	Very common
2.	In-house 2	Girls used to siphon money from sugar daddies	Motivated by wish to pay school fees, buy books, clothes and feed poor parents	To belong to the contemporary society	Very common
3.	In-office 3	Females getting promoted assigned to high position wooing their bosses in the office	Motivate by the zeal to increase the financial gains	Proof of gender power	Common
4.	In-business 1	Female used to attract customers, promoting the sales	Motivated by the financial gain	Getting influences being popular	Very common
5.	In-business 2	Males sexed through the anus	Motivated by the zeal	Laziness induced act	Rare

REMODELING ENTREPRENEURIAL TRAINING: A NEXUS FOR QUALITY SKILLS ACQUISITION

		for money making	to increase the financial gains		
6.	Commercial sex working indoor	Females renting a room in the hotel or brothel, selling her vagina, breast, romance for specified amount for specified amount of money	Motivated by the urge to earn money to pay children's schools fees and school materials	Driven by necessities of child nurturing	Very common
7.	Commercial sex out-door	Females been picked to a man's house and used as mistress been sexed and perform caring services	Motivated by the urge to earn money to pay children's schools fees and school materials	Driven by necessities child nurturing	Very common could result to marriage or death
8.	Commercial sex working	Females roaming amusement parks been picked up and sexed under the flowers trees, kiosks and on seats.	Motivated by the urge to earn money to pay children's school materials	Driven by necessities of child nurturing	Common risky

Source: Adapted from prostitution in Nigeria/information Nigeria www.Information.com/tag/prostitution-in-nigeria

So, then having studies all these calamities in humans, some men and women detest tying themselves to a marriage; when family life is not adequately learn. It must be advised here however, that the demands of the family must be taught at pre – primary school to

tertiary institutions. This has become imperative judging from the frequency of wife battering, wife torture, wife dehumanizing, raping and killing. Therefore, the following discussions focuses on (i) concept of the family (ii) characteristics of a family (iii) types of family 1 (v) types of family 2.

Concept of the family

The family refers to a group of people who are united by the ties of marriages, blood or adoption constituting a single household interacting with each other in their respective positions as sons and daughters, brothers and sisters, husbands and wives, fathers and mothers.

Characteristics of a Family

Before a couple can be referred to as a family, there are four conditions which they must satisfy. These conditions are referred to as the characteristics of the family and they are as follows;

1. They must be joined together in wedlock or marriage which could be traditional, faith – based or court based.
2. There must be a mating or sexual relationship
3. There must be an economic, social and cultural system uniting the members together
4. There must be a common home or habilitation home bounding them together.

Functions of The Family

The functions of the family includes among others;

1. Sexual satisfaction
2. Procreation
3. Economic survival
4. Child rearing
5. Education function
6. Legal function
7. Protective function

8. Recreational function
9. Religious function

Type 1 of The Family

Family can be the following type;

1. Monogamy – one man, one wife.
2. Polygamy – one man marrying more than one wife. This type was rampant within Nigeria around 1821 – 1985AD. And it was very successful, hardly was there wife battering, raping, murdering or women ritual killing, care of the children was a collective effort supervised by the eldest wife.
3. Polyandry – one female marrying several husbands. This is not common in Nigeria, but this exists in Solomon Island in United States of America. In Solomon Island, 10 men can marry a woman and she has sex with the 10 men in arranged turns. But if she gets old, she marries one of these men or another man outside the group (Davenport 2006, Masters & Johnson 2006)
4. Group marriage – many males marry many females. This is a way of vagina sampling liberty. And penis sampling too. This is almost synonymous to wife swamping.

Type 2 of The Family

This type two of the family are;

- a. Nuclear family – Husband and wife and their children
- b. Extended family – Either a nuclear (monogamous) family or polygamous family extend extended to include (i) parents (ii) uncles (iii) nieces, cousins (iv) husbands relations and wife relations
- c. Single parent's families – This type of families are widows or widowers with either husbands or wife's relatives.

- d. Married adults without children – This is not common in Nigeria due to cultural abuse, scorn, distaste and perceive curses, or very dangerous disease infliction. It must be taught thoroughly before engaging in family. The cumbersome characteristics of family makes it very terrifying.

Furthermore, certain responsibility of the father and mother or husband and wife have several functions regarding family health that must be dealt with in the family and wife should be master of all. Both caring for children and also caring for the husband! (1) personal and family hygiene, body hygiene, care of teeth, bathing (steps and rules) care of mouth and teeth, care of feet and prevention from infections, clothing; the need for clothing, care of clothing, hair, eyes, finger nails and ear. All these variables are organized and put into tables as it has been discovered that wives attitude to family health constitute the basic for violence in the family. Sokoya (1999) posited that some men due to their care for the children pick quarrels with their wives for dirtiness of their children as a result of non – challant attitude to bathing children, washing children’s cloth, delay in cooking and feeding children. (2) Some wives are very dirty, some do not bath properly, do not dress properly, do not brush their teeth on time, and do not compose themselves, sits anyhow, and talks anyhow, do not sweep the surrounding on time, until the husbands give order. Really, family health especially hygiene takes precedence. How is the family health accomplished?

Table 4: Personal hygiene and family health

Health is a crown upon a well man’s head as seen by a sick man			
s/n	Hygiene types	Hygiene principles	Description of hygiene variables
1	Personal hygiene	Avoid vulnerability to disease	Apply rules and practices designed to maintain health and minimize risks of infection
2	Communal hygiene	Shim clearance	Clear debris, waste materials, used articles for cooking, washing. Drain waste water in the

REMODELING ENTREPRENEURIAL TRAINING: A NEXUS FOR QUALITY SKILLS ACQUISITION

			gutters. Avoid passing excreta anyhow clear bushes, cover open holes to prevent snakes, wild ante, scorpions. Remove waste stones, broken bottles.
3	Body hygiene	Care of the skin	<p><u>Care of skin</u>: The skin is taken care of by bathing or washing of the body regularly with clean H₂O to remove sweat and oily secretions that had stayed on the body for a long time:</p> <ol style="list-style-type: none"> 5. Wear suitable clothes 6. Use good pomade 7. Protect the body against injuries 8. Bath regularly with soap that is not corrosive 9. Eat suitable and quality food
4	Body hygiene	Bathing care	<p><u>Bathing</u>: Washing of the body</p> <ol style="list-style-type: none"> 10. Decide which the most convenient time for bathing is and keep it regularly. 11. Warm water and soap are best for cleaning the skin and removing the dirt and bacteria spores 12. Cold shower after a warm bath makes the body strong and improves the circulation of blood 13. Bathing immediately after food interferes with the digestive system. So avoid this. 14. When the body is not with sweat, cold baths should not be taken because of chill or diarrhea
5	Body hygiene	Mouth and teeth care	<p><u>Mouth and teeth</u>: Keeping the mouth and teeth clean because food particles that can cause decaying of the teeth and at times there are offensive about coming out of the mouth.</p> <ol style="list-style-type: none"> 15. Teeth should be brushed daily and even after eating a meal and mouth rinsed out. 16. Clean water with a little salt dissolved in it should be used to rinse the mouth 17. Use soft tooth brush in an up – and – down motion cross wise to remove food particles.

REMODELING ENTREPRENEURIAL TRAINING: A NEXUS FOR QUALITY SKILLS ACQUISITION

			18. Prevent your teeth from decay as it could introduce poison to the food you chew.
6	Body hygiene	Feet care	<p><u>Feet:</u> Care of feet and prevention from infection</p> <p>19. Feet should be washed frequently with soap and dusting with boracic powder</p> <p>20. Shoe should be worn to avoid contact with diseases.</p> <p>21. Socks should be worn to avoid absorb sweat</p> <p>22. Socks or stocking worn should be washed daily</p> <p>23. All shoes should be cleaned both inside and outside by rubbing with a cloth soaked in a dilute solution of disinfectant which kills fungus spores</p>
7	Clothing hygiene	The need for clothing	<p>Clothing is required for covering a person's body that is dressing for aesthetic (beauty) purpose; to cover the body as to make one look beautiful and attractive. Also to enhance morale and self-confidence to fulfil the aesthetic;</p> <p>i. This depends on the types of materials e.g. cloth allows air and water to get out by convection</p> <p>ii. It depends on the choice of materials</p> <p>iii. And also sewing pattern</p> <p>iv. Plus fit and style</p>
8	Clothing hygiene	Care of clothing	<ul style="list-style-type: none"> • Wash your dresses regularly when they are dirty • Wash with soap and if need be, put starch and blue • Expose your washed dresses into the sun to kill the germs, bacterial and fungal spores by drying • After drying, iron your clothes regularly and properly to make them look smooth and attractive as well as to help kill the remaining fungal spores • If torn, sew neatly with correct choice of thread • Avoid wearing a torn clothes which expresses horrible appearances

			<ul style="list-style-type: none"> • Dress corporately all the time to maintain your dignity, status and moral standard
9	Hair hygiene	Care of hair	<ul style="list-style-type: none"> • Comb your hair as regularly as possible • Wash your hair with shampoo or soap regularly • Plaiting should be done at regular intervals • Attachment remove hair from the root so avoid it • Boys to cut their hair very low for air penetration to the shed skin. Boys should not plait their hair • Girls to wash their hair and plait it
10	Finger nails hygiene	Care of the finger nails	<ul style="list-style-type: none"> • Cut down your finger nails regularly to avoid harboring dirty and germs • Wash your finger nails regularly • Don't allow it to grow • Nails fixing is unhygienic, so avoid it • Remove dirt under the nails regularly
11	Ear hygiene	Care of the ears	<ul style="list-style-type: none"> • Ear should be well kept and clean • Never allow dirt to accumulate inside the ear • Remove and clean the ear with soft cotton • Wash your ear regularly and daily
12	Eyes hygiene	Care of the eyes	<ul style="list-style-type: none"> • Wash your eyes daily with clean water • Protect your eyes from dust particles • Do not strain your eyes during reading • Do not wash with dangerous solution e.g. petrol, kerosene, gas, charcoal • Check your eyes situation from optician regularly; every 6 months interval

Source: Adapted from Owojaiye, S.O & Omidiji, J.O. (2011). *Contemporary issues in Health Education for schools and colleges in Nigeria. Ilorin, Samadex prints: 78 - 83*

Table 4 presents hygiene for family health. Husbands and wives are required to adhere very strictly to all hygiene types, hygiene principles and follow the description of hygiene variables. As soon as husbands and wife marry. It indicates that the cultural attributes characteristics must be followed too.

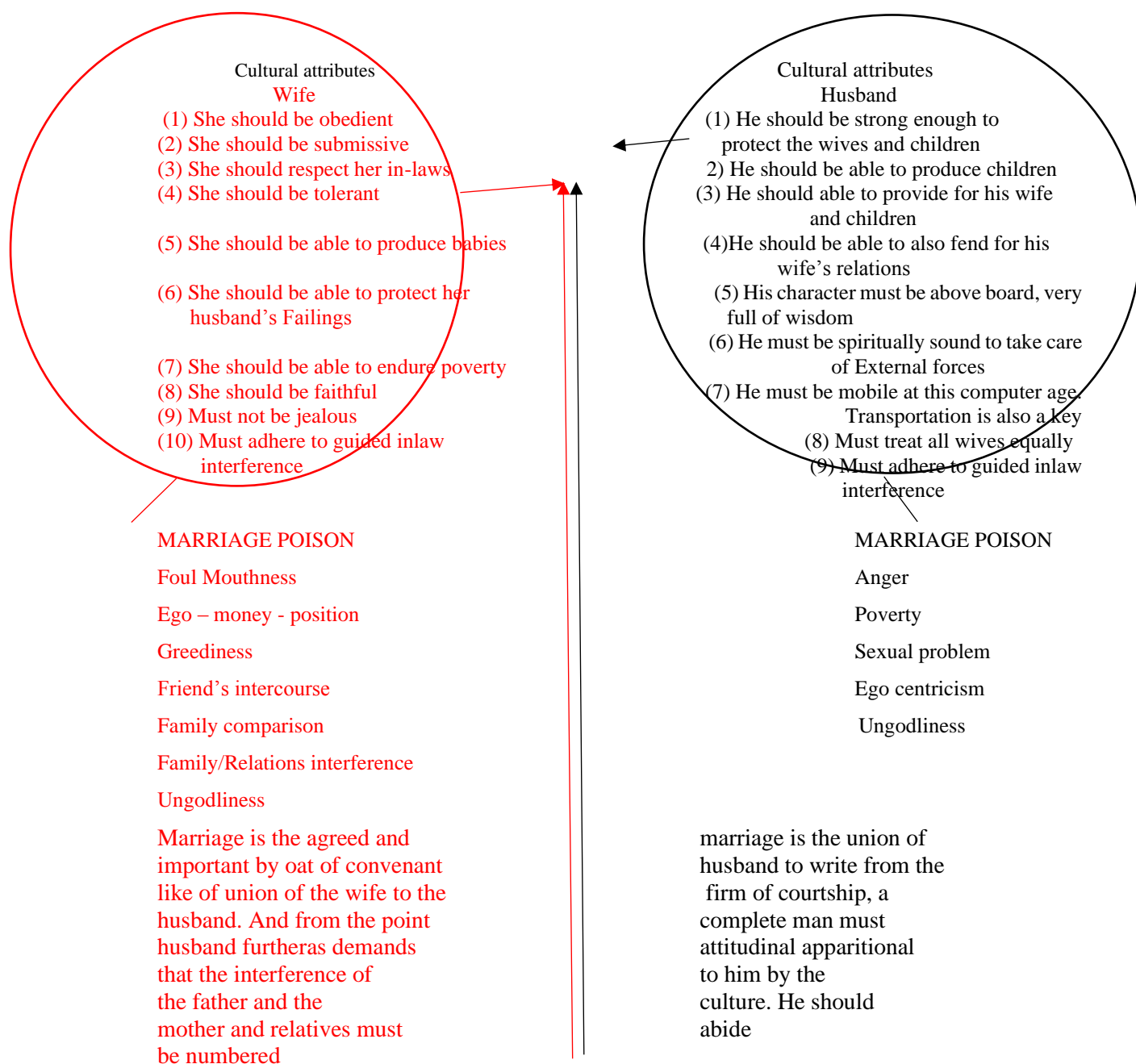


Figure 3: Cultural attitudinal characteristics of husband and wife source

Source: Adapted from Owojaiye, S.O & Omidiji, J.O. (2011). Contemporary issues in Health Education for schools and colleges in Nigeria. Ilorin, Samadex prints: 78 - 83

In figure 3, the cultural attitudinal characteristics reveals that the woman has a chain on her neck as soon as she agrees to become man's wife. Being a woman is to become an adult. The girl must become a woman. At least age 21 years of age and a boy to become 21 years of age. At 21 years; psychologist believe that the brain is fully developed in both male and female humans. Further still, the organs of the body must have matured adequately. However, in the contemporary communities in Nigeria, age 10 girls could be married to age 15 years boy without the parents knowledge; with the turbulent characteristics of adolescents, where is the commitment and responsibility?

As stipulated above in cultural attitudes of husband 1, the husband should be strong enough to protect the wife and children. Therefore, he should be dominating, authoritative, intelligent and full of wisdom more than the wife. Therefore, the wife is rated like a child, and that's why it may be advisable that the husband is five to ten years or 15 years older than the wife. A husband that is 15 years older than the wife is qualified to be more experienced, patient, caring, understanding, pitiful and with a lot of tolerant. With the disparity in age, the cultural attitudes of wife with her feminine major nuances, antics, faking, stubbornness, and dribbler tactics will be moderated and adhered to. In many observed families where the husbands are like the senior brothers or own fathers, were hardly exists fighting or the dreaded wife battering, due to the husband's understandings. The olden day's husbands who were not quarrelling their wives as this contemporary period were experts at swallowing marriage poison of women. And they were stimulating the poisons due to cultural adherence. What are these poisons (figure 3 above refers), let us explain these poison in a table for proper perception. Most wife battering, killings, maiming, ridiculing, kicking out, slaughtering, humiliating results from money issues that leads to sexual intercourse denial from wives that results in forced sexual intercourse called rape!!!

Fending for the family: Red signs you should never ignore

1. partner dealing with financial troubles

There are situations where the financial trouble is temporary setback. If he/she is transforming from one financial pitfall to another, the traits is okay. But if he is doing this constantly and expecting you to bail him out every time, you need to rethink things and consider making the right decision for yourself. In your

relationship, if that person is constantly asking you for a money, snaps the finger urgent 2k or 2T here and there, no matter how small”, you should be wary and you need to check things out yourself.

2. Having too much money

You say too much money is exactly what you seek in a relationship and your question is why an abundance of money would be an issue. The truth is wealth comes with its own set of wars and most often with its own form of vice, behavioral issues and financial carelessness. This may lead you to an unpredicted situation that money will not be able to solve. So if this is the case, you need to choose your portion, integrity and ethics, a popular story once said to watch how your partner treats a waiter at a restaurant and not how he treats you when he takes you to a restaurant.

3. lack of money

You should take into account the life stage of your partner compare to yours before you make that call to date or marry. If he/she is at the state of a career, such a partner may be short of money and may not be able to take on the financial responsibility of another person or if your partner is one that is just starting up a business and has invested all his savings and other sources of income into the business; you should be aware of this and know if this relationship is one that you are able to take on. Either you want to help out with your own income or you should know the timeline. Not forgetting that business has its own issues and when issues show up, your partner should be willing to get another source of income to beef up your current situation.

For those whose partner is still studying without any means of livelihood means income is any coming from one source. This could drain any relationship and as such each party should decide on what they need to do for the sake of their sanity and stability.

4. partner being financially irresponsible

Does he/she borrow money and forget to payback? Is your partner an impulse buyer? Buying expensive things on a whim without checking his/her account balance? Is your partner a consistent use of credit cards? Do not take these issues lightly because they can blow up in the future if care is not taken. Find a way to reason the problem now if you think issues are beyond repair. Don't try to

patch up things. Partners who are financially irresponsible have been known to be irresponsible in other things.

5. partner always silent on many matters

Silence on issues of money should serve as a warning of your partner is always evasive about many matters or routine financial matters whenever you try to initiate such a conversation, know that this issue may be deeper than it seems or your partner shies away from making financial plans for elections that concern both of you.

6. partner's financial value different

Does he/she live his/her life on loans while you, cannot even stand the thought of debt? Does he/she plan towards a purchase while you happen to be the spur – at – the – moment spender? Is he/she a risk – taking investor but you can't think beyond saving deposits? You need reconcile the differences while you are still dating or be ready for financial clashes later on.

7. Partner Drowning in Debt

Is your partner constantly getting calls from loan agents and has purchased several assets on loan? Both of you need to communicate clearly about breaking this habit and work on a concrete plan on how to pay off the current one. This is mostly a strong habit among people who have regular high paying jobs. They have an illusion that their monthly paycheck can pay off this loan regularly. So they tend to have from one pay – check to another pay – check, with no room to invest wisely in anything or have any disposable funds to save up.

Summary

Gender violence as physio – psycho – sexual maladjustment among human – beings in Nigeria was focused. Sex was discussed anthropologically and in the layman perception. Furthermore, sexuality was elucidated upon. For physio – anatomical explanations, terminologies like chromosomes, genes, Deoxyribonucleic Acid (DNA), conception: The antecedent of man was also dealt with. Further still, issues of male or female gender that is the bane of contextion within the family that usually create mis-understanding leading to fighting, defacing, divorce and even murder was explained. Also, the characteristics of men and women. Also, other phenomena that can induce mis-understanding within the family explained are as follows: (i) some women's nature: inducer of quarrelling;

(ii) some men's nature: inducer of quarreling (iii) an overview of sexual object and choice of sexual aim in human (iv) Autonomous sexual response of human beings; (v) categorization of prostitution (vi) family defined (vii) characteristics of a family (viii) functions of the family (ix) type 2 of the family (x) personal hygiene and family health (xi) cultural attributes of wife and husband (xii) read signs you should not ignore when fending for the family.

Conclusion

Based on the discussions thus far, it could be concluded that;

- (i) the foreign culture of one husband one wife cannot work in Nigeria
- (ii) the cultural attributes eradicated in Nigeria society in the society in the olden days have been eradicated in Nigeria society is a problem within the marriage
- (iii) in – law – interference that were guided in the society in the olden days have been eradicated: this guided in – law – interference were further guided by elders within the community under the supervision of the Oba, Emir, Tor, Obi and high chiefs
- (iv) some women due to their role of bread winners in the family do not succumb to their husbands' control in the homes
- (v) these computer age, two masters are within the house controlling; but when friends put stings in the husband (like a horse) about his superiority; then quarrels ensue without boundary
- (vi) due to tradition debasement, the formal rituals and procedures for proper marriage had been abandoned
- (vii) couples marry at will these days; fathers and mothers are contracted for brides and grooms at this contemporary age
- (viii) the tradition of finding out the line age of would be husbands or would be wives had been abandoned
- (ix) husbands and wives marry lunatics these days unknowingly.

Recommendations

Based on the conclusions, it could be recommended as follows;

1. Prospective brides and grooms must prevent attestation letters from the fathers and mothers signed in front of the head of the community.
2. Polygamous marriage must be resuscitated. Men by their nature are vagina samples
3. Certificate of mental health must be sought from a psychiatrist from a government recognized hospital before couples are joined in matrimony.

4. No marriage should be consummated unless a courtship of at least two years had been undertaken.
5. Unless a man or woman has a source of income, marriage should not be consummated.
6. Sound warnings should be drummed from the court restricting unwarranted in – law – interference in marriages in Nigeria.

References

- Mackenzie, S. (2016). The morality of prostitution: British Association of Liberian Feminists. www.libertarian.co.uk
- Masters, W.H & Johnson, V.E (2006). The sexual response cycle of male and female: A comparative anatomy and Physiology E.A Beach (Ed). Sexual behaviour. New York: John Wiley & Sons Inc.
- Nwachukwu, A..T. (1994). “Abnormal sexual relations” Abnormal Psychology and education, Nsukka: chulbson International
- Osiki, J. O. (1995). Marital duration, age and childlessness it affects marital happiness; Nigerian Journal of clinical and counseling psychology vol. 1: 34 – 42
- Owojaiye, S. O. (1994). The need for Sexual Education in Isalu Township. Unpublished Research Project. University of Ilorin. Prostitution-Wikipedia. The free encyclopedia (2016)
- Owojaiye, S. O. & Omidiji, J. O. (2011). “Contemporary Issues in health Education for Schools and Colleges in Nigeria”: Ilorin, Samadex Prints: 24 – 30
- Ruth, I.J & Brecher, E. (2006). An analysis of human sexual Response Great Britain: Panther Press
- Shorter, E. (1997), “Sexual abnormality observation in the making of modern family”. New York. Basic books
- Sokoya, G. O. (1999). Reproductive health and growing the girl child. Ibadan: Nigerian School Health Journal Vol. II 1&2: 28 – 33
- Umar, M. B. T. (2018). Forensic anthropology: Untapped Specialty in human identification and its relevance to the Nigerian legal system; Unijos Inaugural Lecture Series www.information.ng.com/tag/prostitution-in-nigeria.