BROKEN HOME AS A CORRELATE OF STUDENTS' PERSONALITY: A CALL FOR VALUE RE-ORIENTATION

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Olawale Oyemade **OYEKANMI**
Department of Arts and Social Science,
University of Ibadan, Ibadan, Oyo State

Abstract

This study examined broken home as a correlate of students' personality: A call for value re-orientation. The Study adopted a descriptive survey research design, the researcher selects students from single parent homes and intact parent homes an expo-facto situation. The population for the study consists of all the families in Lagos Island Local Government Area of Lagos State. The sampled population of 50 boys and 50 girls which made a total of One hundred respondents was purposively- randomly selected from four secondary schools in Lagos Island Local Government Area of Lagos State. A questionnaire titled Broken Home and Personality Questionnaire (BHPQ) was design by the researcher to measure the impact of broken home on personality traits of learners in the study. Result revealed that the changes occur simultaneously at the level of individual relationship and family tie and it is their interconnection that provides insight into the adjustment of particular families' personality and value formation. To ensure value re-orientation, the study recommended amongst others, that Government should enforce guidance and counselling services with competent counselors in all schools to better the lives of the adolescents. Employment

opportunities should be created for the unemployed parents in other to curb broken homes because most of the causes are due to one parent working while the other is not, hence socio-economic inadequacy is the effect. The study concluded that value re-orientation as a lifelong process which ensures positive as well as promising future for the adolescents is the demand for sustainable education now and beyond.

Keywords: Menace, value, background, divorce, re-orientation, students' personality.

Introduction

The family is the child's first place of contact with the world. The child as a result, acquires initial education and socialization from parents and other significant persons in the family. Michelle (2020) pointed out that family structures has changed dramatically over the last 50 years. The family lays the psychological, moral, and spiritual foundation in the overall development of the child. Structurally, family or homes is either broken or intact. A broken home in this context is one that is not structurally intact, as a result of divorce, separation, death of one of parent and illegitimacy. According to Gagne (1997) cited in Golombok (2000), argued that psychological home conditions arise mainly from illegitimacy of children, the label of adopted child, broken homes, divorce and parental deprivation. Such abnormal conditions of the homes are likely to have a detrimental effect on the personality and value of the child. Life, in a single parent family or broken home can be value challenging and stressful for both the child as well as the parent. Such families are faced with challenges of inadequate financial resources (Goldberg, 2000; Rugh, 2001; Kim, 2002; National Family & Parenting Institute, 2002). Babarinde (2006) noted that if adolescents from unstable homes are to be compared with those from stable homes, it would be seen that the former have more social, academic, value and emotional problems.

The parents lay the foundation for the desired social-value, moral-value, emotional, spiritual - value and intellectual

development of the child. The training a child received from home is of greatest importance in his total personality and value formation. It can also be observed that the pattern of life in the home, the economic and social status of the family in the community and many other conditions that give the home a distinctive character can influence children in school life, the relationship they form with their fellow students and their teachers in school work and activities. The extent to which they benefit from the school facilities they are opportune to have access to in the school, also depend largely upon the family background from which the child comes from and the context of family life within which they live throughout school days (House, 1999; Hetherington, 1999; Adesoji, 2003; Lawal, 2004; Ajiboye, 2004; Babarinde, 2006).

Research have shown that children differs in various ways as a result of different variables such as home background, socio - economic status, parental attitude to school work, child rearing practices and family values. The home background variable is also found to be positively related to children's personality and value (Hetherington, 1999; Adesoji, 2003; Lawal, 2004; Ajiboye, 2004; Babarinde, 2006). Similarly, Banton (2004), have investigated the factors within the students home background or family that affect their performances in school, variables such as socio--economic status, family size, birth order, parental attitude, child rearing practices, parental absence or presence have been found to affect social and intellectual learning experiences of children in schools. The value-hold of the family on its younger members has been weakened by many factors, such as increase in the divorce rate and relative increase in divorce households, increase of two working parent homes, as well as the negative consequences of the dissolution of conventional household (Kim, Won, Lee & China, 2005).

Bronfenbrenner (1990) affirmed in his ecological system theory rename bio-ecological system theory that a child's maturing biology, his immediate family/community environment, and the societal landscape fuels and steers his development. Changes or conflict in any one layer will ripple throughout other layers. To study a students' development then, just look not only at the learner and his/her immediate environment, but also at the interaction of the larger

environment as well. More modern child development theories accept that both a child's biology and his/her environment play a role in their changes and growth. Theories flow focus on the role played by each and the extent to which they interact in ongoing development. Bronfenbrenner's ecological system theory focuses on the quality and context of the child's environment. He states that as a child develops, the interaction within these environments becomes more complex. This complexity can arise as the child's physical and cognitive structures grow and mature. So, given that nature continues on a given path, how does the world that surrounds the child help or hinder continued development as well as academic achievement? This is the question answered by Bronfenbrenner's theory, which has a correlate with the focus of this study.

This is so because children are born with some psychological, emotional and intellectual needs such as need for love, and security, the need for new experiences, the need for praise and recognition and the need for responsibility. The extent to which these needs are met during the formative years of children between birth and the age of six or seven to the extent which they enter school well equipped them ready to deal with the social and emotional aspects of schooling. However, it is clear that homes characteristics determined individual total value and personality in life because they can affect lifelong activities, not only the store of factual knowledge that children bring with them to school, but also their general interest in learning, in school calls for research by teachers and educators in general. Based on the observation above, it is clear that socio-economic and psychological future of many children in most localities is being undermined by cultural practices that promote widespread broken-home amongst couples and brought unnecessary hardship to growing children, therefore, the need for this study. However, the resultant effect of drastic change in family types is deviant behaviour of students in the Nigerian school system, it appears then, that broken homes may present a very serious danger to the value, emotional, personality, and mental adjustment of the young adolescent (Ermisch & Franciscan, 2000).

Moreover, many researchers have tried to proffer solution to the problem; their studies have stressed the need to improve on family

and school environmental factors as well as socio-psychological factors/variables of the learners. These studies did not provide any empirical evidence on the hierarchical order and strength of any relationship between school students achievement and students type of home (whether educated or non-educated), home-location (rural or urban), (number and frequency of take home assignment per-subjects), home lesson (attendance in-after-school hours privately organized class) and home facilities (different educative game/toys available for children to play with during their leisure (Onocha & Okpala, 1987, Adesoji, 2003). Banton (2004) asked the question "what images spring to mind when you hear the word "family' do you think of mother, father, brothers and sisters? May be you think of home, growing-up, feeling loved and secured. Perhaps family for you brings images of arguing, discord, fighting and people shouting. For many people, the definition of family is an image of two married biological parent with their children (Ku & Kim, 2003).

However, this is just one way linear kind of thinking that system theory warns us against, for the path of influence may also be working in the opposite direction, from child to parent and in a circular manner. Thus, characteristics of the child, present from the beginning, may affect the kind of parenting provided and also the quality of the marital relationship-a situation most evident when the child is difficult to rear by virtue of being handicapped. The strain of parenting such a child may in some cases have negative repercussions on the marital relationship, which in turn will create a family atmosphere inimical to healthy child development and achievement. Straight cause and effect statement clearly fail to do justice to the complexity of influence processed in such family situation (Cummings & Davies, 1994; Rodgers & Pryor, 1998; Ginther & Rollak, 2003; Banton, 2004).

Dunn and Cutting (1999) opined that other connections have also been shown to exist among various aspects of family functioning. One example is the link between marital and sibling relationship. As has been demonstrated in several studies, the greater the hostility between husbands and wife and the mere dissatisfied the partners are in their marriage, the more likely it is that there will be sibling rivalry and conflict between the children of that couple.

The quality of one relationship is thus closely associated with the quality of the other relationship. Again, it is tempting to think in single cause-effect terms, in that a hostile marital relationship may be regarded as responsible for engendering hostility among the siblings either by setting an example or by creating a family atmosphere of strain and unhappiness or indirectly by changing the parent's relationships with the children and making them more neglectful and ill disposed. Such influences may well be at work but the possibility of influence going in the opposite direction must also be considered the notion that tension developing between mother and father, possibly brought about by disagreements as to how to handle the situation or by the general atmosphere of strife resulting from the siblings' behaviour. It should not be forgotten that there is another possibility, namely that genetic influences common to the various family members play a part, that similar disposition bring about similar patterns of behaviour, irrespective of environmental influences. Clearly, teasing apart the roles of each of these effects is a difficult task and until we are able to do so it is perhaps safest to consider part in accounting for the links observed. Personality is defined as the sum total of the man or woman, as he or she impresses other men and women. It should be learnt what part personality plays in the three main areas of human life activities: love and marriage, career, and social relations. According to Freud (1990), the personality is a trinity consisting of Id, Ego and Superego. The identity is a reservoir of psychic energy and the source of the human instincts. It furnishes the power that sustains a person's activities. The ego is a special part of the id which keeps the individual in touch with the outside world, and finds outlets for the expression of his instincts. The superego is a kind of moral censor which passes judgment on the individual's strivings according to the standards which he has acquired from his parents. It makes him feel guilty when he goes against those standards, and proud of himself when he lives up to them.

In analyzing the reactions of family, groups containing both parents and adolescent children, Elder traced the various shifts to economic families as a result of the father's sudden income loss. The fathers themselves, being no longer breadwinners, became

peripheral figures not knowing what role to assume and increasingly suffering from loss of morale while particularly so in those families where the mother was able to pick up a job herself became the main breadwinner. Moreover, as conditions worsened, the adolescent children also became more valuable in that they too were required to help meet the increased work and domestic needs of these deprived households. Thus, some of the son's manage to obtain paid jobs, albeit part time and unskilled, while daughters took over many of the domestic duties from their employed mothers. As a result of taking on such extra responsibilities, these young people rapidly left the world of childhood behind becoming more independent and more oriented to adult value than others of their age. In short, the family as a whole become a different organization and the nature of the changes that occurred within bit had further consequences for the father's emotional reactions to his traumatic experience; the mother's stressful labour to make ends meet in the family and the children's developmental strain as well as academic backwardness (under-achievement) as a result of inadequate time for their school work/studies as against domestic core.

It is customary, in trying to explain the behaviour of an individual or the course taken by a particular relationship, to focus on that alone and treat all other aspects of family functioning as extraneous system theory, on the other hand, proposes that all these aspects are inextricably linked and need to be taken into account if a full understanding is to be reached. Thus, it helps to view the family as a dynamic that is always seeking some kind of equilibrium. Any change that occurs birth, death, illness, divorce, unemployment, department of college or work abroad upsets the balance of the system and calls for new roles, relationships and internal patterns to be adopted. The system eventually readjusts and settles into a different equilibrium. The changes occur simultaneously at the level of individual, relationship and family and it is their interconnection that provides insight into the adjustment of particular families (Lawal, 2004, Ajiboye, Adu & Amosun, 2005; Babarinde, 2006).

Family roles include but not limited to procreation, preservation of values, benefits and norms through socialization (Raji, 2002). While Ajiboye (2004), perceived family as the smallest unit of

organisation in a society and consists of people related by blood, living closely together, usually in the same place. The considerable social changes that have occurred from about the middle of the Twentieth Century on throughout Western society as well as Africa and Nigeria in particular have put paid to this traditional idea. Marriage is no longer regarded as an essential prerequisite to family life; the divorce rate has increased sharply; divorcehood is common; many children experienced their parents' sequential marriages and live in step families; a large proportion of mothers are employed outside the home and share care arrangements have therefore became part of many families' lives; fathers now participate in children's care and in some cases act as the principal caregiver ; and same-sex couples make as well as female, are increasingly tolerated as proper parents. These changes had a momentum of their own and occurred with astonishing rapidity, at the same time, they gave rise to considerable unease as to the implications for children's psychological development and academic achievement of being brought up in such unconventional households. Since value re-orientation ensures full development of child's personality in its physical, mental, emotional, social and spiritual aspects for good, responsible and cooperative citizenship, who has respect for the dignity of individual and society.

In our society, children are sometimes exposed at an early age to all sort of dangers arising from malnutrition, diseases and various temptation of surviving due to absence of one or both of their parents. Children's life in broken homes is observed to be associated with emotional stress that can impair intellectual development, thereby giving way for such children to grow up without being properly trained, which is value deterioration. However, absence of one or both parents deprives young children of the stable love, care, security and total support they have been accustomed to and tend to make them different in the eyes of the peer group. If children are asked where the missing parent is or why they have a new parent to replace the missing parents, they become embarrassed and ashamed. They may also feel guilty and unwanted by the society, such stressful situation leads to psychological, emotional, value and intellectual imbalance in growing children resulting in personality inferiority.

These subsequently result to quitting from school or poor academic achievement in school. Hence, it becomes necessary to investigate factors that cause broken homes with a view to finding solution to the problems for psychological well being of growing children and value re-orientation in our society; hence it is necessary to examine the present study.

Purpose of the Study

The specific objectives of this study are:-

1. To determine the impact of broken home on personality development of the Child.
2. To examine the extent of broken homes impact on individual Child's value system.
3. To assess the role of broken home on personality and value formation across gender.

Research Questions

In order to proffer solutions to the problems of the study, the following questions would be asked:-

1. Does the home play a significant role in child upbringing and value system?
2. To what extent does good home influence socialization process of a child?
3. Does a broken home have any effect on students' personality in school and society?

Methodology

The Study adopted a descriptive survey research design, the researcher selects students from single parent homes and intact parent homes an expo-facto situation. The population for the study consists of all the families in Lagos Island Local Government Area of Lagos State. The sampled population of 50 boys and 50 girls' total equal One hundred respondents were purposively- randomly selected from four secondary schools in Lagos Island Local Government Area of Lagos State. A questionnaire titled Broken Home and Personality Questionnaire (BHPQ) was design by the

researcher to measure the impact of broken home on personality traits of learners in the study. It has two major sections. Section A contained Bio-Data information and Section B focused on study questions 1-20. A Google form was used to analyze data collected. Google forms are web based application used to create forms for data collection purposes. It was used to create data with a full featured forms tool that comes free with your google account. It is the quickest way to get data into an existing or new spreadsheet while the form responses will automatically be saved. Google forms always keeps a full copy of all your form data and the best features of it is that it can be shared with others that are online because of the nature of this questionnaire, the questionnaires were inputted and results analyzed automatically. It basically involved generating statements around the subject matter being studied or investigated. Each statement is evaluated and graded by respondents on the continuum ranging from Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1) that is, on a 4-point scale. This enables the researcher to assign meaning to the responses, while 0.78 reliability coefficient value was obtained, using relevant reliability test to establish reliability of instrument. The researcher uses a test – retest reliability method to ascertain the usefulness of instrument with Kuder-Richardson (r21).

Results

Research Question 1. Does the home play a significant role in child upbringing and value system?

Table 1: Significant role of the Home in Child Upbringing and Value System

Items	Choice of Responses					Percentage(s)	
	SA	A	D	SD	T	+ve	-ve
1. I do not enjoy school.	10	20	22	28	80	37.5	62.5
2. I feel that no one loves	08	38	18	19	83	55.4	44.6
3. I have challenges concentrating	14	38	36	12	100	52	48
4. My background affects educati	10	27	26	18	81	45.7	54.3
5. I cannot get off dad beating mum	12	12	18	38	80	30	70

From Table 1, question 1 above, 30 (37.5%) of the selected population agreed that they do not enjoy school. While 50 (62.5%) of respondents' disagreed to the statement. Therefore, (62.5%) majority of the respondents enjoy school. In question 2 above, 46 (55.4%) of the respondents agreed that they sometimes feel that no one loved them. While, 37 (44.6%) of respondents' disagreed to the statement. Therefore, (55.4%) many of the respondents sometimes feel that no one loved them. In question 3 above, 52 (52%) of the respondents agreed that they have challenges concentrating during lessons. But, 48 (48%) of respondents' disagreed to the statement. Therefore, (52%) many of the respondents have challenges concentrating during lessons. In question 4 above, 37 (45.7%) of the respondents agreed that their background affects their educational abilities. While, 44 (54.3%) of respondents' disagreed to the statement. Therefore, (54.3%) many of the respondents' background does not affect their educational abilities. In question 5 above, 24 (30%) of the respondents agreed that they cannot get their minds off certain things (Dad beating mom). While, 56 (70%) of respondents' disagreed to the statement. Therefore, (70%) majority of the respondents get their minds off certain things.

Research Question 2. To what extent does good home influence socialization process of a child?

Table 2: Good Home Influence of Socialization Process of a Child

Items	Choice of Responses					Percentage(s)	
	SA	A	D	SD	T	+ve	-ve
6. I am jealous of others	08	34	27	18	87	48.3	51.7
7. I feel confused often.	08	40	16	10	74	64.9	35.1
8. I break rules anywhere	08	38	22	16	84	54.8	45.2
9. I feel shy sometimes.	10	38	14	07	69	69.6	30.4
10.I do have mood swings	20	40	11	09	08	75	25

From Table 2, question 6 above, 42 (48.3%) of the selected population agreed that they are usually jealous of other children. While 45 (51.7%) of respondents' disagreed to the statement. Therefore,

(51.7%) majority of the respondents are not jealous of other children in school. In question 7 above, 48 (64.9%) of the respondents agreed that they feel confused often. While, 26 (35.1%) of respondents' disagreed to the statement. Therefore, (64.9%) many of the respondents feel confused often. In question 8 above, 46 (54.8%) of the respondents agreed that they regularly break the rules any where they find themselves. But, 38 (45.2%) of respondents' disagreed to the statement. Therefore, (54.8%) many of the respondents regularly break the rules anywhere they find themselves. In question 9 above, 48 (69.6%) of the respondents agreed that they do feel shy sometimes. While, 21 (30.4%) of respondents' disagreed to the statement. Therefore, (69.6%) many of the respondents' do feel shy sometimes. In question 10 above, 60 (75%) of the respondents agreed that they usually have mood swings. While, 20 (25%) of respondents' disagreed to the statement. Therefore, (75%) majority of the respondents usually have mood swings.

Research Question 3. Does a broken home have any effect on students' personality in school and society?

Table 3: Effect of Broken Home on Students' Personality in School and Society

Items	Choice of Responses					Percentage(s)	
	SA	A	D	SD	T	+ve	-ve
I don't like being with my peer s	06	22	38	15	81	34.6	64.4
Sometimes I cheat others and lie.	08	33	28	12	81	50.6	49.4
Sometimes I lose my temper easily	14	38	16	12	80	65	35
When unstable, I bite my fingers	13	28	18	23	82	50	50
I regularly feel lonely.	05	38	25	11	79	54.6	45.6

From Table 3, question 11 above, 28 (34.6%) of the respondents agreed that they do like being with their peers. While 53 (65.4%) of respondents' disagreed to the statement. Therefore, (65.4%) majority of the respondents do not like been with their peers. In question 12 above, 41 (50.6%) of the respondents agreed that they sometimes cheat others or lie. While, 40 (49.4%) of respondents' disagreed to the statement. Therefore, (50.6%) many of the respondents

sometimes cheat others or lie. In question 13 above, 52 (65%) of the respondents agreed that they sometimes lose their temper quite easily. But, 28 (35%) of respondents' disagreed to the statement. Therefore, (65%) many of the respondents sometimes lose their temper quite easily. In question 14 above, 41 (50%) of the respondents agreed that whenever they are emotionally unstable they bite their finger nails. While, 41 (50%) of respondents' disagreed to the statement. Therefore, (50%) of the respondents' were of the opinion that they do not bite their finger nails when emotionally unstable. In question 15 above, 43 (54.4%) of the respondents agreed that they regularly feel lonely. While, 36 (45.6%) of respondents' disagreed to the statement. Therefore, (54.4%) majority of the respondents regularly feel lonely.

Discussions

In the light of the study in table 1, most of the respondent affirmed that, the home played a significant role in child upbringing and formation of value system. The result corroborates the study of Bronfenbrenner (1990); Dunn & Cutting (1999), that connections exist among various aspects of family functioning. For example, the link between marital and sibling relationship, the greater the hostility between husbands and wife, and the mere dissatisfied the partners are in their marriage, the more likely it is that there will be sibling rivalry and conflict between the children of that couple. The quality of one relationship is thus closely associated with the quality of the other relationship.

In table 2, majority of the respondent argued that, it is tempting to think in single cause –effect terms, in that a hostile marital relationship may be regarded as responsible for engendering hostility among the siblings either by setting an example or by creating a family atmosphere of strain and unhappiness or indirectly by changing the parent's relationships with the children and making them more neglectful and ill disposed, showing that it is of greater extent that good home relationship influenced socialization process of a child positively as against bad home relationship, which is a call for value re-orientation to ensure lifelong sustainable education (Cummings & Davies, 1994; Ginther & Rollak, 2003; Banton, 2004).

In table 3, most of the respondent were of the opinion that broken home has an effect on students' personality in school and society, since the changes occurred simultaneously at the level of individual relationship and family tie which is the interconnection that provides insight into the adjustment of particular families (Raji, 2002; Lawal, 2004, Ajiboye, Adu & Amosun, 2005; Babarinde, 2006).

Conclusion

This study revealed that broken homes, single parenting and socio-economic status of the parents are determinant of the child's personality development and value formation. The changes occur simultaneously at the level of individual relationship and family which is the interconnection that provides insight into the adjustment of particular families. Family roles include but not limited to procreation, preservation of values, beliefs and norms through socialization. Hence, all hands should be on deck in ensuring that appropriate counseling programmes such as group counseling, family counseling, home activities, and supportive associations are design to help learners so as to improve their personality development and value formation to become more responsible and sensible citizenry.

Recommendations

Based on the findings, it is recommended that parents should keep abreast with developmental changes in the world. Parents should be enlightened on the need to stay together as husband and wife to raise a good family. They should persevere and tolerate each other in marriage. There is need for personal, social, group counseling and individual counseling in schools where students with challenged homes are counseled. And students should develop positive self-concept in life to assist them in their personality achievement. Parents should bridge-up the communication gaps between them and their youngsters so as to understand and appreciate their nature, aspirations and yearnings. This will help in accommodating them and assist them in ensuring positive behaviour. Parents should also serve as good models by keeping their marriages and sensitive to the needs of the youngsters.

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