

**THE INFLUENCE OF GUIDED INQUIRY AND
ADVISORY MODEL ON SOCIAL ADJUSTMENT
AND ACADEMIC PERFORMANCE OF
SELECTED ADOLESCENTS
FROM ONDO METROPOLIS.**

By

OSENİ, EVELYN DUNNI

JULY, 2008

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**A THESIS IN THE DEPARTMENT OF EDUCATIONAL
FOUNDATIONS (WITH PSYCHOLOGY)
SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,
UNIVERSITY OF LAGOS.**

**IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR
THE AWARD OF THE DEGREE OF
DOCTOR OF PHILOSOPHY (Ph.D)
IN GUIDANCE AND COUNSELLING.**

JULY, 2008

**SCHOOL OF POSTGRADUATE STUDIES
UNIVERSITY OF LAGOS**

CERTIFICATION

This is to certify that the Thesis:

**“THE INFLUENCE OF GUIDED INQUIRY AND ADVISORY
MODEL ON SOCIAL ADJUSTMENT AND ACADEMIC
PERFORMANCE OF SELECTED ADOLESCENTS FROM
ONDO METROPOLIS”**

Submitted to the
School of Postgraduate Studies
University of Lagos

For the award of the degree of
DOCTOR OF PHILOSOPHY (Ph. D)
is a record of original research carried out

By
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DEDICATION

This piece of work is dedicated to the glory of my Lord Jesus Christ, my strength, my anchor and my defence who spared my life even during a stormy period to be able to complete this course. He is my strength, my shield, my heart trusts in him and I am helped.

ACKNOWLEDGEMENTS

First and foremost, I thank God the great counsellor for His unflinching support, strength and sustaining grace in making this work a dream come true.

I thank Him for sparing my life to see the successful completion of this project and considering me fit to achieve this honour. Surely, it is the Lord's doing and it is marvellous in our sight. Glory be to His holy name always.

My profound gratitude and appreciation go to my supervisors, Dr. (Mrs.) I. I. Abe and Dr. (Mrs.) A. M. Olusakin. I appreciate your guidance, encouragement, constructive criticisms and useful suggestions at every stage of the research work.

My sincere thanks also go to my Head of Department, Dr. Ngozi Osarenren for her support, encouragement, valuable assistance and co-operation which helped a lot in completing this project.

Many thanks also go to all my amiable lecturers, Dr. G. C. Ilogu, Dr. (Mrs.) O. M. Omoegun, Rev. (Fr.) Dr. F. M. Isichei for their concern and encouragement.

I also seize this opportunity to thank Dr. C. E. Okoli, Dr. M. B. Ubangha, Dr. (Mrs.) B. Makinde, Dr. S. Aletan, Dr. S. Oni and Dr. (Mrs.) Alade for their unflinching support.

I express my deep appreciation to the Administrative Staff of the Department of Educational Foundations (both past and present) for their assistance.

May the great God remember you all for good in all your endeavours.

I equally extend my sincere appreciation to the Principals, Vice Principals, Year Tutors, Class Teachers, School Counsellors, Librarians of the schools where the data for the research were collected. I cannot forget the wonderful adolescents who were the focal point of this research work for their patience, resilience and cooperation that led to the success of the data collection phase. To my field assistants, especially Mr. Willy I thank you all for your relentless service, dedication and competence in data collection and collation.

I cannot but make mention of my brethren for whom the completion of this programme of study became a special prayer point. In this category, I appreciate my father in the Lord Pastor Dr. Daniel Olukoya, Pastor Ige, brothers Gbenga, John, Sister Kazeem and others too numerous to mention.

I equally appreciate the good job done by Ibrahim and Blessing in typing the manuscript. May you both receive adequate reward of a job well done.

To my friends and colleagues in the Department, Dr. M. M. Ikeaba, Dr. A. Anwuri, Dr. Osueze, Dr. Ahimie, Dr. Nnoli, Dr. Okafor, Mrs. E. Alufohai, Agbogidi, I. Aneke, while Messrs Akanni, Rev. J. Aremu, Joy, Anya, Anyanma, Mr. Ogunbiyi and Alhaja Egberongbe are all appreciated. I say

thanks to you all for your companionship and encouragement. May you all be richly blessed.

Finally, I thank God for my lovely and beloved children Bayonle, Ayokunle, Abidemi. Thank you for your prayers, concern and encouragement during the course of this research. The good Lord makes you blessed and covenant children, amen.

Above all, all the glory be to God, for He is worthy of praise. For He is the author of wisdom, knowledge and understanding from above to write this project and the grace to complete it.

Thank you all.

OSENI, EVELYN DUNNI

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ABSTRACT

This study investigated the influence of Guided Inquiry and Advisory model on Social Adjustment and Academic performance of selected adolescents from intact and broken homes in the senior secondary schools in Ondo Metropolis. Six Senior Secondary Schools were randomly selected through the hat and draw method from fourteen public Schools in Ondo metropolis.

The total population for the six schools was 1,393. To select the participants for the study, two instruments were administered to determine students from intact and broken homes. This is made up of a 25-items on a two point scale yes/no adopted from parental separation and students' adjustment questionnaire (PSSAQ) and Attitude scale for students' towards different family structures in relation to adolescents adjustment in school and Index of Family Relation (IFR) which has a test retest reliability coefficient of 0.92 and was adjudged reliable.

In addition, school records of participants and other instruments used in this study were a further attempt used to verify student's responses as to whether they were from intact and broken homes and participants with poor academic performance and maladaptive behaviours were also identified.

After the baseline assessment, the total sample for the study comprised 360 participants out of the population of 1,393 samples randomly selected from the six schools under study.

The samples accommodated the various characteristics of participants in terms of age and gender from the senior secondary schools for the study.

The study utilized Quasi-experimental pre-test, post-test control group design comprising three groups (1, 2 & 3).

Five research instruments together with the participants' schools' records and self developed questionnaire were employed to generate relevant data for the study.

Eight hypotheses were formulated to be tested and to guide the study using the data collected from the various instruments. The hypotheses formulated were tested using Analysis of Covariance (ANCOVA).

Testing of hypotheses was set at 0.05 level of significance. Results of the data analysis indicated that the effect of the experimental condition on all

the eight hypotheses was found to be significant while the effect of family type alone and the interaction between family type and experimental group were not statistically significant.

The findings reveal that:

1. The two counselling techniques (Guided Inquiry and Advisory Model) proved to be effective in the academic achievement of adolescents' participants thereby improving academic performance, While their family type does not determine their academic prowess.
2. The counselling methods were effective in improving family relations among adolescents. The advisory model is superior to the guided inquiry. There was no significant difference in family relations between adolescents from intact and those from broken homes.
3. The effect of experimental group alone on participants' problem-solving behaviour was found to be significant on the other hand, the effect of family type alone was not significant while the two interactions between group and family type was also not significant which shows that the way adolescents from different family types solve their behavioural problems does not differ.

In the light of these findings, a number of recommendations were made with the hope that if implemented, the effect of family problems causing maladaptive behaviours resulting in poor academic performance among adolescents and youth will be reduced.

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Adolescents who are the physical and moral bearers of what any society will be in the future are important not only for the emotional satisfaction which they give but also for the sheer physical survival of our societies. However, these adolescents are noted for continually seeking independence from the adult society. They take views different from their parents and other authority figures and act in conformity with their peers however unconventional the act may be. In recent years, there has been a persistent and increasing outcry about the gross inadequacies of contemporary youths. Olusakin (2001) reported that parents and the larger society condemn the incompetence and other general shortcomings of youths including indiscipline, all of which have attracted the attention of national leaders, past and present. In addition, one hears unequivocal condemnation of the falling standard in education, adolescents' use of illicit drugs and their apparent disregard for parental and constituted authority. On a closer look, most schools are burdened with students' behavioural problems such as stealing, bullying, truancy, examination malpractice, dishonesty, abortion, sexual harassment, drug abuse, disrespect, disobeying school rules and regulations, laziness, loitering, noisemaking, quarrelling, sexual perversion, lying, fighting, aggression, militancy, intimidation, vandalism, playing loud music, cultism, unwillingness to read and riotous living (Omoegun, 2001).

These behavioural problems however manifest themselves in many forms. For example, teenage pregnancy appears to be a common phenomenon in schools.

Most of these students attempt abortion which may fail or succeed (Omoegun, 2001). Drug peddling or abuse is not a new thing either. Due to moral laxity, poverty and divorce, boys and girls have connived with human traffickers with the intention of getting rich fast (Olayinka, 2002). Adolescents of today value drugs and experiment with them. It may be a behaviour supported by the peer group. Engaging in drug use gives the adolescents a sense of independence from parents and at the same time, wins popularity and approval from peers. Being a phenomenon valued highly by adolescents, the use of drug is an expression of adolescent's non-conformity to adult values. Recently, there were cases of secondary school students who have dangerous weapons for robbery in their possession (Alutu, 2005). All these behavioural problems do not only create problems for teachers but also impede academic growth of adolescents as the bulk of the time which would have been wisely spent on academic work is spent on reforming students. All these antisocial behaviours and underachievement may be due to many factors among which may be the type of homes children come from. The type of homes plays a significant role in his behaviour and academic achievement. If they come from an intact home where peace, love and motivation prevail, they are bound to be positively influenced in terms of social adjustment and academic performance. If otherwise, the reverse is likely to be the case. A number of studies have emphasised the relationship between family types, children's academic performance and social adjustment (Campton, 2004).

Children may undergo a great deal of personal problems if the family is troubled. Adolescents brought up in broken homes experience personal pain and frustration and there is likely to be a correlation between adolescents'

problems and broken homes due to the absence of either of the parents' affection and care (Abe, 1996). The moral decadence that has permeated the fabric of the Nigerian society coupled with the deteriorating cognitive achievement of our students have generated a lot of debate in the last few years, and have become a source of great embarrassment to the nation. Broken homes are likely to affect the children's cognitive, affective and psychomotor domains.

The level of educational achievement of parents and the kind of intellectual environment that the home provides have bearing on the academic performance and the emotional development of an adolescent. The socio-economic status of parents, the number of children in the family, the ordinal position of the child in the family and the type of family itself whether monogamous, polygamous, broken or intact, all are important variables that can affect the academic performance and social adjustment of the adolescents. For instance, McCombs, Forehand and Smith (2000) indicated that adolescents who are victims of divorce run the risk of emotional and behavioural disturbances. Frequently noticed reactions are denial, regression, depression, abandonment, fear, anger, anxiety, helplessness and lowered self-esteem. The consequences are not restricted to the individuals and the family alone but they overflow into the larger society. Adolescents who think about their distant mothers cannot concentrate fully. So also, when denied the affection and attention of a fault-finding surrogate parent, the adolescent cannot develop his academic potentialities to the fullest. Such adolescents feel hurt, confused, angry, depressed, unsure and insecure all of which finally find outlets in their

behaviour in the class and consequently adversely affect their academic performance (Ilogu, 2005).

From the above, it may be right to hold the home responsible for being a major cause of the mass failure and maladaptive behaviors of adolescents in the school because the individual is seen as a reflection and a by-product of the family that brought him up. In other words, a child is an exact example of the type of family he/she comes from. The family contributes to the development of his attitude to school and his academic performance. Siliman (2000) stated that when a child with high achievement test score does poorly in the school, his teachers point to his home background, while the high achievement of a child with moderate ability may be explained in terms of favourable and encouraging home environment. Therefore, for the child to develop very well and be well adjusted to the norm of the society, the family must be one that possesses unalloyed love, affected trust in the interpersonal relationships among the members of the family (Ilogu, 2005). According to Ehindero (2003) it is a truism that today's family is bedeviled by family conflicts such as father-sons conflicts, scape-goating, triangulating, husband-wife conflict, last-wife-son, petty jealousy, wife battering and bad blood etc. Families are described as natural, intact, single-parent, blended, extended, and polygamous and so on. Each family has its own characteristics, growth and development and thus impacting on the child's social adjustment and academic performance in various ways. Ruffer (2001) opined that where the parents are dead or separated, the adolescent is greatly disturbed, Fraser (2000) was of the opinion that during adolescence, parental loss or separation may lead the child towards frustration in his schoolwork.

Davidoff (1999) stated that no other agent of socialisation is as important to the total make-up of the youth as his family and a child's behaviour epitomised the kind of family in which he was bred and the type of training he had in his early childhood. If the home is intact, peaceful, affectionate and caring, the children will grow up to be good, loving and peaceful. Yeung (2006) and Reyna (2006) were of the view that intact families provide increased supervision and guardianship for the children. Adolescents from broken, single parent and polygamous homes are likely to develop psycho-social problems. When home discipline is lax especially in the broken homes, the children enjoy too much freedom, get over indulged, disrespectful and often end up as drug addicts and are likely to indulge in premature sexual activity. Davidoff (1999) observed that children from single parent homes experience more psychological problems than children from intact homes. When home discipline is highly rigid and authoritarian, the adolescents' reactions at school or society may range from apathetic to maladaptive behaviour. Ogunnowo (2002) stated that broken homes are associated with delinquency and child psychiatric disorder. Ellis (1988) was of the view that students from one parent families are three times more likely to be suspended from school and drop out.

According to Olayinka (1996), broken homes place children at a disadvantage socially, emotionally and psychologically. Adolescents from broken homes no longer take instructions from parents but act on their own often as dictated by their peer group. Adolescents thus fully integrated into such a group are likely to become deviant. They constitute social problem to their parents, families, teachers and the society. Schnol (2000) reporting on the United Nations Educational Scientific and Cultural Organization (U.N.E.S.C.O). Conference

held at Hambury in 1998 stated that there was more school failure among children from families where there was disintegration and discord than success. The child from a broken home is usually the insecure, attention-seeking and over-anxious type and his education may be seriously hampered by these characteristics.

For improved academic achievement, social adjustment and overall self actualisation of adolescents as far as the pivotal role of the home is concerned, there is the need to continually probe into the type and status of children's homes and they are likely to impact on adolescents' well-being with a view to putting in place counselling strategies that would assist adolescents from troubled homes. Such counselling strategies could be any among the following; Behaviour Modification, Watson's Behavioural Therapy, Rational Emotive Behaviour Therapy, Guided Inquiry Model and Reality Therapy. However, the major focus of the present study is group counselling using Guided Inquiry and Advisory Models of Sorenson (1967).

1.2 THEORETICAL FRAMEWORK OF THE STUDY

There are a few major theoretical considerations that may be relevant to this study. However, the researcher's focus is on the Social Learning theory of Bandura (1977) Guided inquiry model of Sorenson (1967) and Rational Emotive Behavioural Therapy (1967). It is assumed that the theses of these theories are quite relevant in correcting adolescents' malfunctioning brought about by troubled homes.

SOCIAL LEARNING THEORY

The social learning theory is the process by which children learn, often through indirect teaching, to conform to societal expectations of acceptable behaviour.

The social learning theory verify their postulates through empirical research. Their most important postulate in relation to adolescent development is modeling and imitation.

The social learning theory believed that it is the environmental, the situational and the social factors rather than the biological and maturation factors which are primarily responsible for behaviour development.

It also believed that the rewarding of imitative responses is the psychological explanation of the socialization process.

Bandura stressed on the importance of models in the socialization process of adolescent. According to him, when adolescents watch the behaviour of a model, they quickly imitate both the specific response and the generalized response patterns of the model.

It was found that when adolescent watched aggressive behaviour, their aggressive responses were heightened significantly when these subjects were compared with the controls who observed a non-aggressive model.

This further supports the importance of the family in the adolescence. In this study, Behavioural problems in adolescence arise because the adolescent imitates the behaviour modelled by troubled homes.

Bandura found that aggressive adolescents invariably came from broken and conflict-ridden homes in which fights and arguments were very common occurrences.

He shared the same view with Olayinka (2000) that the adolescent behaviour is rather due to cultural conditioning and social expectations and consequently not an inevitable developmental patterns for adolescents.

The social learning theory (Bandura, 1977) sees certain behaviours as being learned unconsciously or consciously through socialization. Social learning theory emphasizes the ability to reproduce the action, attitude and behaviours of a model because what has been learnt can also be unlearned through reinforcement. Modelling is very important in social learning theory. The role models we admire influence our behaviour. Advertisement, modelling and observation influence our behaviour. In this study, the perspectives highlighted above are important factors that may influence behaviour and if applied in counselling, children who are maladaptive may improve their academic performance and help them out of their trouble. By implication, Social Learning theory suggests that children who grow up in a home where violence is a way of life may learn to believe that such behaviour is adaptable and rewarding.

RATIONAL EMOTIVE BEHAVIOUR THERAPY (ALBERT ELLIS, 1967)

Rational emotive behaviour theories and approaches to counselling are theories which rely heavily on logical, rational and intellectual approaches to the process of counselling (Gesinde, 1991). Essentially they follow the model of counselling or treatment and follow-up. Rational Emotive Behaviour approach is prescriptive and presents the counsellor as a teacher. Ellis (1984) in his approach to counselling sought to eliminate in individuals, anxiety, depression, fears, inferiority complex and unhappiness and in substitute,

advocates happiness, effective living, rational behaviour, independence and responsibility.

Ellis (1984) proposed rational therapy otherwise known as Cognitive Behaviour Approach. Rational Emotive Behaviour Therapy is based on the theory that man acquires rational, irrational thinking and behaviour through child rearing process and the type of reinforcement given by the significant persons especially the parents. Man could free himself from the emotional disturbances by maximizing his intellectual power (Shertzer and Stone, 2002). According to Ellis (1984) thinking and emoting overlap and for practical purposes they are the same. Much of individual's emotional behaviour stems from "self talk" or "internalized sentences" (Rice, 1999). To Ellis, it is these sentences that constitute individuals that are neurotic. Also, men are disturbed not by events but by perceptions and attitudes towards these events or circumstances.

Rational Emotive Behaviour Therapy is interested in seeing that man could free himself of the emotional disturbances by maximizing his intellectual powers. His theory is essential to this work in that in the counselling relationship the therapist behaves like an expert teacher and helps the client to get rid of his illogical or irrational ideas and attitudes and substitute them for logical and rational ideas or attitude through:

- a. Bringing the participants forcefully to their attention or consciousness (Olayinka, 2002).
- b. Trying to show the participants that the way they perceive their situation is the source of their irrational disturbance and unhappiness and also to

bring into focus the illogical and irrational ideas so as to help the participants re-adjust his thinking to a rational and logical one (Ellis, 1967).

The success of the therapy lies in the fact that participants would develop positive attitude towards their situation.

THE GUIDED INQUIRY MODEL (SORENSEN, 1967)

The guided inquiry model (Sorenson, 1967) was based on the cognitive learning theories of Bruner (1961) and Gagne (1965). In this framework, behavioural change comes through such intellectual processes as perception, thinking, knowing and problem solving. The client does most of the talking and analysis of the problem. The participants play a major role in deciding his goals, exploring alternatives and taking action to solve his problems. The therapist leads the participants through systematic steps of problem-solving by using the following techniques: (1) Questioning to help participants understand their problems, which behaviors are maladaptive or adaptive and how to solve their problems. (2) Restatement is used to summarise the way he has understood the problem presented by the participants (3) Teaching of psychological principles to help him cope with his problems. In this study, the participants will be taught the principles of reinforcement to change another person's behaviour. The behaviour that is rewarded tends to be repeated. Teaching in cognitive mode encourages discovery of knowledge and has unique motivational advantages (Bruner, 1961).

Philosophical assumptions of Sorenson on human behaviour are;

- Normal behaviour is learnt through socialization processes by means of reinforcement and imitation.
- Abnormal or maladaptive behaviours result through faulty learning experiences.
- Both adaptive and maladaptive behaviours are learnt and can be unlearned.
- Learning is a relatively permanent change in behaviour due to experience.

The theories in this study are relevant because they appear mutually reinforcing and therefore if applied, are likely to result in desired behaviour among adolescents from broken homes. The theories teach psychological principles that will correct maladjusted and behaviourally disordered adolescents. Beside the fact that it highlights the process of acquiring maladjusted behaviour and ways of unlearning such in a personal way; it also makes the subjects responsible for whatever may be the outcome of their behaviour since they take active and leading roles in resolving or unlearning maladaptive behaviour.

THE ADVISORY METHOD

Advisory method states that the counsellor should collect data about the clients' goals, explore the obstacles that prevent him from reaching his goals, explain the perception of the client's problems and persuade the client to take the prescribed actions. The researcher does not force his choices on the participants but presents them with several alternatives, his preferred

alternative and why. Sorensens method is based on learning principles especially that of Ellis (1984) and Bruner (1961). The Rational Emotive behaviour theory of Ellis maintains that blockage to growth is due to irrational thinking which may result in neurosis. The participants will be taught and persuaded to organize and discipline his thinking. The researcher will diagnose the participants' problem, give relevant information, teach needed skills and offer concrete suggestions for the participant acceptance. In this study, it is hoped that the method will change the participants' irrational thinking to a rational one.

1.3 STATEMENT OF THE PROBLEM

The Nigerian adolescent is at a crossroad; this is not in doubt. The crisis plaguing the youth is all encompassing from maladjusted problems, poor academic performance, sex related problems, career issues to family related problems.

It appears that the school and indeed the entire society are plagued with delinquent behaviours such as absenteeism, truancy, lateness to school, violence, disobedience to constituted authority, armed robbery, drug abuse and addiction and so on, all invariably resulting into poor social and academic performance at school. Of course, the family is part of the society.

Most of the decisions resulting into their family types are made without consulting them or even putting them into consideration. Research evidence has indicated the relationship between the family and children's social and academic adjustment (Abe, 1996). Maladjusted problems among adolescents are not normally created by the school. They are normally a spill over from home and peer group.

But the onus of tackling these problems so that the school can actualize its own objectives rests with the school. If the responsibility of educating the students must be achieved by the school, interventionist strategies must be put in place to properly guide the students towards academic excellence.

A maladjusted student would invariably record poor performance. Thus, the school relies on guidance counsellors and other therapists to work with students/adolescents so that the school will bring the best out of them socially and academically. The problems emanating from homes, even the so-called intact homes, from poor study habit, poor health, low parental motivation and supervision are overwhelming on their own not to talk about the magnitude of such problems for adolescents from troubled or broken homes. This poses another challenge for counsellors and therapists about their modus operandi in attending to the problems of adolescents from such homes.

The rate at which adolescents involve themselves in delinquent behaviour is alarming. Such behaviours are above the normal exuberance peculiar to adolescents and they include various types of violence, cultism and all kinds of vices. Regular viewing on the electronic media (TV, Radio) revealed adolescents as members of armed robbery gangs while some confessed that parents do not monitor their movements. It is disturbing to note that the school system is bedeviled with all kinds of delinquent behaviours like stealing, truancy, examination malpractices, poor academic performance, fighting and violent behaviours.

The menace of broken homes with their attendant adolescents' maladjustment and poor academic performance has posed a great challenge not only to the Nigerian society but also to the school. Apart from the emotional strain,

depression, abandonment, helplessness and lowered self-esteem noted among children from broken homes, their academic performance is also likely to be below standard. All these are worrisome, in most cases; such children record high absenteeism, truancy, prostitution, mass failure and school drop-out. Academic performance and the social adjustment of students are related to the type of family to which they belong. The main concern of the present study is the interrelationship of intact and broken homes, poor academic performance and social adjustment. Incidentally, the three are of both national and international dimensions (Abe, 1996). Available data in Nigeria indicate the seriousness of each of broken homes, low academic performance and social adjustment (Abe, 1996) and when they are combined, their effect are likely to be colossal on both the individual adolescent, the society particularly in the achievement of the objectives of the national policy on education as regards the balanced mental health of the adolescents. Delinquency has become a serious threat to Nigerian society today. The sociological aspect of the problem is tremendous when viewed from the angle that the delinquent adolescents of today are the hardened criminals of tomorrow judging by reports in various Nigerian dailies.

These anti-social and delinquent behaviours disorganize administrative and academic set up in schools. The method of child rearing is becoming worse with loose value systems in the society. It is evident that children from broken homes are often involved in these activities. Similarly, underachievement and poor academic performance are also more rampant among them than among children from intact families. Using the result of the West African Examination Council as an index of academic performance, it is evident from the table

below that students perform poorly in their examinations as a result of their social maladjustment and poor parental guidance.

Table 1 Failure rate in English Language and Mathematics at the Senior Secondary Certificate Examination (2000-2004). May/June

| YEAR | 2000 | 2001 | 2002 | 2003 | 2004 |
|---------------------|--------|--------|--------|--------|--------|
| ENGLISH LANGUAGE | 55.5% | 63.15% | 61.49% | 54.73% | 53.66% |
| MATHEMATICS | 66.48% | 53.97% | 57.36% | 61.67% | 60.46% |

Source: West African Examinations Council, Test Development Division, Yaba Lagos.

It is evident that students generally perform badly in West African School Certificate Examinations particularly in English language and Mathematics. Massive failure in the two subjects is of great concern to parents, teachers, counsellors, and adolescents themselves and all educators. In English language for the period between 2000 and 2004, the failure rate was 55.5%, 63.15%, 61.49%, 54.73% and 53.65%. In Mathematics, for the same period and in the same Examination more failures than passes were recorded as follows 66.48%, 53.97%, 57.36%, 61.67% and 60.46%. Parental influence in determining morality and academic performance of adolescents is generally accepted by society. Similarly, it is evident that the incidence of indiscipline among students is becoming quite serious with attendant consequences for poor academic performance (Obe, 1990). If the home is broken, it means it now carries double responsibility for adolescents' poor performance and social adjustment. Adeboyeje (2003) observed that the majority of students who engage in violent behaviour at school come from broken homes.

Adolescents' behavioural problems include stealing, bullying and truancy (Abe, 1996). Poor attitude to studies of adolescents has arisen because the family system has been weakened and the collective power of both parents has been fragmented and neutralized as a result of broken homes and many other factors like peer pressure, environment etc. Akinade (2000) noted that children might undergo a great deal of personal pains when their parents' marriages end. In spite of all efforts made by the government, religious organization and non-governmental organizations to stop the problem of broken homes and its attendant effect of maladjustment and poor academic performance among affected students still persist. This therefore needs urgent attention hence the need for this study.

However, it seems not much has been done in the area of tackling the problem using counselling psychology techniques. It is against this backdrop that this study is focusing on the use of guided and advisory techniques which will specifically help to prevent, reduce failure, maladjusted behaviour and under achievement among adolescents from broken homes, since the adolescents hardly have any say in such situations. The best one can do for them is to empathize and counsel.

1.4 PURPOSE OF THE STUDY

The purpose of this study is to investigate the influence of Guided Inquiry and Advisory model on social adjustment and academic performance of selected adolescents from intact and broken homes in senior secondary schools in Ondo metropolis. To examine the relationship between family type, personal adjustment and academic performance of selected adolescents and find out

why such problems are found among the adolescents and how it has affected their academic performance.

In the light of the above, this study is expected to:

1. Assess the relative effect of guided and advisory counselling strategies on adolescent social and academic maladjustment.
2. Compare the influence of intact and broken homes on subject's social adjustment and academic performance.
3. Identify the types of maladaptive behaviour, their causes and effect on the adolescents learning.
4. The study also intends to find out if there is any significant difference in the academic achievement of adolescents from broken homes and those from intact homes.
5. It also wishes to find out whether there is any significant difference between students from broken homes and intact homes in their attitude to behavioural problems like truancy, stealing, alcoholism.
6. Pre-document the relationship between family types (intact and broken homes) and adolescents behavioural and academic adjustment.
7. Investigate the relationship between the independent variables (gender, locality, family type, parental socio economic status, academic performance and social adjustment of the adolescent from broken homes).

1.5 RESEARCH QUESTIONS

The study intends to provide answers to the following questions:

1. Will advisory and guided inquiry have significant effect on the academic performance of adolescents from intact and broken homes?
2. Will there be a significant gender difference in social adjustment of adolescents from intact and broken homes?
3. Will there be a significant difference in the post-test family relations scores of adolescents from intact and broken homes in the treatment and control groups?
4. Will adolescents from intact and broken homes significantly differ in their problem solving behaviour due to experimental treatment?
5. Will there be a significant difference in the post-test irrationality score of adolescents from intact and broken homes in the treatment and control groups?
6. Will experimental treatment and family type have significant effect on adolescents' attitude to school discipline?
7. Will there be a significant difference in the post-test scores of experimental and control groups on the causative factors responsible for adolescents' poor academic performance?
8. Will there be a significant gender difference in the academic performance of adolescents from intact and broken homes?

1.6 RESEARCH HYPOTHESES

The following null hypotheses guided the conduct of the study:

1. Advisory and guided inquiry counselling techniques will have no significant effect on the academic performance of adolescents from intact and broken homes.
2. There will be no significant gender difference in social adjustment of adolescents from intact and broken homes.
3. There will be no significant difference in the post-test scores of family relations between adolescents from intact and broken homes in the treatment and control groups.
4. Adolescents from intact and broken homes will not significantly differ in their problem solving behaviour due to experimental treatment
5. There will not be any significant difference in post-test irrationality between adolescents from intact and broken homes in the treatment and control groups.
6. Experimental treatment and family type will not have a significant effect on adolescent's attitudes to school discipline.
7. There will be no significant difference in the post-test scores of the experimental and control groups on the causative factors responsible for adolescents' poor academic performance.
8. There will be no significant gender difference in the academic performance of adolescents from intact and broken homes.

1.7 SIGNIFICANCE OF THE STUDY

This study is significant in several ways in that:

This study enhances the use of counselling techniques in shaping and helping to reshape adolescents' behaviour, directing adolescents away from maladjusted behaviour by helping them to adjust to their social responsibility. The primitive measure usually adopted in Nigerian schools like corporal punishment does not seem to bring about a permanent change in the behaviour of affected students. The behaviour modification techniques like the guided and advisory models of counselling employed in this study is a modern approach to discipline. It is hoped that the two instruments will present additional models for dealing with students' academic and social maladjustment instead of the traditional approach of corporal punishment. The modern approach stresses the "corrective" rather than the punitive method. The finding will show that the technique used in this study is effective in the treatment of the adjustment problems of adolescents in schools.

The result of the study will create awareness which will enable educational agencies, counsellors, teachers to define problems that are common or that dominate adolescent lives so as to nip them in the bud in order to achieve a conducive academic environment.

It could serve as an analytical framework for policy formation by guidance counselors / counselling psychologists, social workers and the government at large as regards adolescents' social and academic adjustment.

In view of the menace constituted by marital problems in the Nigerian society, the study will be of immense benefit to families, teachers, adolescents, guidance counsellors and the society through enlightenment programme.

The study would help the adolescents to realize that there are many variables contributing to their academic achievements in schools, if they are performing below average, they should seek the help of the guidance counsellor who would identify the problem and find solution to it.

The findings of this study may specifically be useful to adolescent psychologists who in the Nigerian context may be constantly consulted to help in the modification of aberrant patterns of adolescent behaviour.

The findings of this study may provide useful information which may be included in the training programme of counsellors, teachers, by the authorities concerned and may provide a useful guide to all scholars in the helping professions who may be involved in mounting psychological supports for adequate adjustment and the development of the mental health of adolescents.

The government and the society will also be educated through this study by exposing them to the various problems that are affecting families and their effect on the adolescents. This will enable them to come out with legislations procedures that will go a long way to reducing family crisis.

It is hoped that at the end of the research work, government and other educational policy makers will continue to see the need for providing schools with enough counsellors who will always assist students in solving their problems for better academic performance.

Parents/couples will come to the realization of the problems of broken homes and work towards nipping them on the bud and it could enhance the scope of existing literature in academic achievement as well as psychosocial development which are areas that are very pertinent to counselling psychologists.

1.8 LIMITATION OF THE STUDY

The study is limited to only six schools in Ondo metropolis out of fourteen secondary schools. This area is chosen because the behaviour of students in this area has been attracting public concern for some time. It was not possible to reach and sample all the secondary schools, hence the use of six schools for the study.

1.9 OPERATIONAL DEFINITION OF TERMS

Academic Performance - Academic performance is the sum-total of all the child's educational activities and performance in school. This could be obtained through oral or written tests, which could be teacher-made tests or standardized tests. The term refers to the visible display of knowledge attained or skills developed in the school subjects usually designated by test scores or by mark assigned by teacher or by both (Egbule, 2005). It represents the degree to which students accomplish excellence or failure. Operationally, academic performance as used in the present study is the students' scores in English Language and Mathematics tests. It is the sum total of the performance of student in all cognitive or educational activities. It is assessed by scoring teacher-made test, which can be objective, essay and practical tests or also standardized test. Egbule (2005) defined academic performance as the

summation of all the child's educational activities and performances in the school. This includes oral and written tests or standardized tests. (Egbule, 2005).

In this study, academic performance refers to the performance of students in the aggregate scores in core subjects in English Language and Mathematics in WAEC at SSCE level.

Maladaptive Behaviour - This is referred to as delinquent acts. Omoegun (2001) observes that the vital differences between the normal and the delinquent child are to be found, not in intelligence, health or social competency, but in his deep sense of dependency, his permanent frustration and his deep hostility to the entire world. In this study, behavioural problems refer to maladaptive behaviour of adolescents such as stealing, cheating, smoking, drug abuse, sexual harassment, bullying, fighting, absenteeism and truancy.

Underachievement- For the purpose of this study, underachievement is defined as students achieving less than their potential would indicate. It is an adult term used to describe a set of behaviours that do not match some preconceived notions of how a gifted child is supposed to perform (Obe, 1990).

Socio-Economic Status (SES) - A number of variables are usually used to determine socio-economic status; these include income, occupation, residence, (Ekwe, 1999). In this study, subjects with no education at all or those with primary education are classified as low socio-economic status. Subjects with

secondary education are grouped into the middle class, while subjects with post secondary education are categorized as upper-socio-economic status.

Caregiver-Substitute parent who take the place or serve in lieu of parents. For the purpose of this study, substitute parents could be uncle, aunt, sibling, and distant family friend and hostel managers.

Family -It is an institution which is usually made up of people who are related by blood, marriage or adoption (Makinde, 2004). For the purpose of this study, it is a nuclear family comprising the father, mother and their offspring's living together and separated from extended family. A family can also be seen as a durable association of husband and wife with or without children. The primary assignments of the family include sex and parental functions.

Intact family-Intact family is composed of father, mother and children where there is good relationship between parents and among siblings. For the purpose of this study, intact family is a family with father, mother and children living together in good relationship with strong parental influence on the children.

It is a family where love, care, affection are continuously given to the children by the two parents.

Broken Home- It means a troubled home caused by quarrelling, divorce, separation, hostile relationship, manifested in single parenting. Broken home is a home in which husband and wife live together as strangers. A home in which communication has broken down or one that lacks harmony. It is a home where husband and wife cannot share their joy and sorrows together equally

plan for the future together, share good memories and bring up their children to love and cherish their home. It is a home where father and mother behave like cat and dog. That is they always fight. It is a home that lacks love and harmony and it is characterized with open conflicts, dissension, ill- feeling and unhappiness.

Broken home can be caused by many factors like communication gap, divorce, death, separation, prolonged illness, or prolonged absence or frequent absence of one or more members at home. Any marriage that therefore exhibits the traits listed above is often referred to as broken home.

Nwa-chi (1998) defines a broken home as a family where there is no cordial relationship or peace as a result of incessant fighting.

For the purpose of this study, broken home is a home where parents are totally separated through divorce, death and where they live together and there is no peace as a result of quarrel and hostile relationship.

It is an abnormal family circumstance in which children are deprived of continuous care from the two parents.

Family Structure-

There are various types of families:

1. The monogamous and intact home structure which consists of one man and woman in their first marriage with their children.
2. The divorced/broken family structure which consists of either a woman and her children or a man and his children. It is a family structure where both spouse were previously married but due to certain reasons, they had to separate, remarry or stay with their children.

3. There is the single parent family structure where a man or a woman decides not to marry, but has children and brings them up all alone without the assistance of his or her partner. In this study, family structure is the different types of families.

Parental Separation- In this study, it is the cessation of cohabitation between a married couple by mutual agreement or judicial decree.

Social Adjustment-It is a process by which people are made to behave in a way that is acceptable in their society. For the purpose of this study, social adjustment is the adaptation of adolescent students to their social environment.

School Adjustment-In this study, Schools Adjustment is defined as activities students engage in, in order to survive. It is an ability to face school demands and challenges which will lead to rational development and success.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

INTRODUCTION

This chapter focuses on a review of related studies. Specifically, family types on the cognitive achievement and moral behaviour of adolescent by reviewing the related research in the literature in order to illuminate and summarize what is known.

Specifically, the review covers the following areas:

- Concept of the Family
- The family and the home environment
- Intact and Broken homes
- Who is an adolescent
- Types of behaviour problem
- Studies relating to parental social economic status and adolescence adjustment
- Concept of emotion and social adjustment
- Adolescents and social adjustment
- Social Adjustment, parenting styles and academic performance of children from broken homes
- Causes of behavioural problems in schools
- Effect of broken homes and adolescents
- Adolescents and their behavioural problems
- Theory of social adjustment.
- Parental motivation and encouragement.
- Gender and academic performance of children from broken homes.
- Effect of step-families on adolescents.

2.0 CONCEPT OF FAMILY

The family relationships involve an intimacy that other relationships do not have. This is because they include sharing of work, play, food, rest, joy, crisis, inspirations, motivations, support and others. It is helpful to each family member to be aware of his or her relationship with others and to understand them to the best of his ability. When you understand relationships you can often improve them and so make life more satisfying to yourself and other people. Therefore the home as the basic unit of the society, whatever affects it affects its members and the society at large.

Akinade (2000) asserted that home may be intact or broken. Home instability cuts across all races, culture, religion as well as socio economic status! It is not only rampant among illiterates but also among literates. He stated further that an intact home points towards positive situations in marriage while broken home points towards negative situations such as conflicts, tensions, quarrels and disagreement. According to Akinade (2000), disturbed or turbulent home functioning affects children mentally, socially, academically and emotionally. This is because the type of home background a child comes from has a significant relationship with his academic performance. When children are separated from harmonious relationship with their parents, every other thing is in disarray thus ingesting the family with moments of tension and insecurity. The parents not only transmit socially-acceptable values to the children but they also seek to prevent the child from being influenced by deviant patterns of behaviour but also the child is seen as a mirror through which the family is reflected and seeing the child grow and mature into a complete adult is a source of pride and achievement to his family and also to the larger society.

Popoola (2000) asserted that the family which is able and well-equipped to carry out its parental tasks constantly and successfully gives the child a sense of purpose and direction of achievement however we are aware that most homes are not that lucky. Some are troubled resulting into separation and outright divorce, thus denying the children normal socialization that would result in balance mental, total adjustment and sometimes physical development.

Conflicts in the family is natural and inevitable but poor management or frequent conflicts could lead to divorce or parental separation. Parental separation is the cessation of cohabitation between a married couple by mutual agreement or judicial decree. This could be as a result of death, work, divorce, ill health or due to teenage pregnancy.

Guttman (1993) revealed that adolescents of unhappy parent have higher heart rate during playful interactions and are not able to soothe themselves. Over time, marital conflicts lead to lower achievement in school, regardless of the adolescent IQ.

He added that children of well adjusted couples do better both educationally and socially because their parents have shown them how to treat other people with respect and handle emotional upset.

Nwobi (1997) claimed that children brought up in separated families have lower academic performance and they are more susceptible to peer pressure than children of two-parent families.

A lot of variables influence children's academic achievement, they include: family structure and background, home environment, parents' socio-economic

status, parenting style, age ,gender, heredity, emotional development, siblings structure and family size among others.

If a child has an understanding and supportive relationship with his family, it would help him to come to terms with his unsolved problems.

Parental separation may take different forms some of which are:

- The single-parent family
- The step-parent family
- Polygamous family
- Monogamous family
- Single parent-hood
- Parental loss or separation
- Divorce

Single-parent family is formed when a family is formed on one custodial parent and a number of dependent children. It is a situation where the upbringing of a child in a family is carried out by one parent. Many marriages contracted in traditional or customary ordinance are susceptible to separation, which in most cases leads to divorce. The moral decadence that has permeated the fabric of the Nigerian society coupled with the deteriorating cognitive achievement of our students is generally degenerating so rapidly that it has generated a lot of debate in the last few years and has become a source of embarrassment to the nation.

The Federal government in the objectives of the national policy on education (1981) has also stressed the inculcation of the right type of values and attitudes for the survival of the individuals and the Nigerian society.

The child at any point in time benefits and experiences of the love and affection of both parents but this is more pronounced at adolescence period, which is a very critical stage of all stages of development. The effect of the separation of parents to a great extent causes some hindrances on the cognitive, affective and psychomotor development of the adolescents.

Yeung (2006) defined the family as a social unit comprising two or more persons who live together and are related by blood, marriage or adoption. This form of family she asserted could be nuclear comprising the father, mother and their off-springs living separately from other relatives or extended family. According to Sarason (2005), family can be recognized as a unit of people who have agreed to live together. They could be mother and children. It is a single protective umbrella in the wider society. According to Dekovic and Meeus (1997), the family creates tradition and engenders values which are transmitted from one generation to the other. Everywhere, the family evokes the idea of a home which is a place where members assemble together, protect one another and enjoy conviviality.

To Baumrind (1991), a child's family is the most important single influence in a child's life. The family in general is a universal human institution in the natural order; the family is the foundation and the basis of every human community and society. The family is founded on alliance that is characterized by love and the desire to spend life together forever.

2.1 THE FAMILY AND THE HOME ENVIRONMENT

The basic characteristic of every family is that there is a blood relation between its members or what sociologists call "Kinship". Ponzetti (1990) defined the family as "a social group characterized by common residence, economic co-

operation and reproduction. It included adults of both sexes, at least two of who maintain socially approved sexual relationship and having one or more children of the sexually, cohabiting adults. Of all the outcome of man and woman relationship, children could be said to be the most cherished. They are highly priced and consequently form the integral part of a family set-up. Olayinka (1996) asserted that "Children are the most precious gifts from God and parenthood is a position of responsibility".

The type of family structure and home environment in which a child grows up also goes a long way to determine the personality of that individual. Jibaly (2000) examined the influence of family background and found that it is an important factor in the scholastic achievement of a child.

"A child when born is neither good nor bad but the home in which he lives shapes him. Right from childhood, parents are supposed to inculcate in him societal norms and more through the use of reward, to reinforce positive behaviour and punishment to stamp out undesirable behaviours". (Fagbamiye, 2004) This is a pointer to the fact that a child's upbringing and his total life is in the hands of the family that brought him to life as well as the environment in which he is brought up. So, every individual in the school is already made in the home.

Yoloye (1990) paraphrasing Farrant (1995) said that "The total constitution of the child is determined by the family structure which rears him. Thus it may be right to hold the home responsible for being a major cause of the mass failure of students in the secondary school. This is because the individual is seen as a reflection and a by-product of the family that brought him up. Nwa-Chi (1998)

corroborated the above stated view of Farrant by saying that the personality that the child takes to school is what the home has made of it because the foundation of education is in the home. As a result of this, the family has a great influence on the education of the child both directly or indirectly.

Farrant (1995) further explained that in the pre-school period which is the formative years of the child, the home dominates, transmitting culture and knowledge to the child, correcting him where he goes wrong and directing him in various aspects of his life. He went further to say that on attaining school age, the family does not cease to wield influence on the child since he leaves home only between 8 o'clock in the morning and 2 0' clock in the afternoon. Thus, the nature of such a family that rears the child will determine his attitude to school and his academic performance in the class. The family is the only institution that can see to the satisfaction of adolescent's needs.

Afemikhe (2007) asserted that the academic performance of an individual child depends upon his mental capability which is an inherited trait although modified by the environment.

Cowon's (2004) theory of hierarchy of needs and sequential development of man stated that man has five basic needs viz: oxygen, water, food, shelter and love or sense of belonging. He said that anybody denied any of these basic needs at an early childhood grows up to be a mal-adjusted individual. The family is the only institution that can adequately see to the satisfaction of these needs.

Conversely, Popoola (2000) found that unfavourable home conditions under which children live are a contributing factor of major importance to their

unsatisfactory school work. These show the indispensable role of the family in the development of the child. However, if the family and home environment are defective, it could hinder normal growth and intellectual development of children. Consequently, the academic achievement of children will be adversely affected. The family therefore refers to the over all make up of a home as dictated and designed by the parents while the home environment refers to the child's place and manner of upbringing. They both have direct bearings on the child's academic achievement.

2.2 INTACT/BROKEN HOMES

Campton (2004) pointed out that the family remains extremely important particularly at the level of primary socialization. He noted that children whose home lives have been seriously disturbed are likely to become delinquent and fail to achieve a satisfactory adjustment to the society.

Akinade (2000) studied the role of family structure in the development of delinquent behaviour among juveniles in Lagos, Nigeria. The sample consisted of 103 delinquent children who were between the ages of 10 and 14 years when they were admitted into the Approved Schools at the Juvenile Welfare Centre, Yaba. Out of this sample, 27 belonged to Birrel House of Junior Approved School. 91 delinquent children were finally interviewed along with a high key questionnaire and personal observation to obtain information from the respondent. The analysis showed a significant correlation between broken home and delinquency. Delinquency goes with other factors such as unhappy union, indifference to children's progress and lack of proper supervision. He concluded that the failure of this primary group (family) actually led to the development of delinquent behaviour. A survey research conducted by Bello

(1994) on the consequences of divorce on children revealed that 60% of the respondents believed that the children from broken homes are often engaged in social misbehaviour.

Olayinka & Omoegun (2002) suggested that incidence of delinquency and anti social behaviour among children of divorce were higher than those from intact households. Sarason and Sarason (2005) found that delinquent behaviour is associated with low rate of communication, high rates of hostile communication and difficulties in family adaptability.

Lopez & Brennan (2000) explained that the families of delinquents experience a multitude of problems including marital strife, transient unemployment, serious illness, alcoholism and that the parents are inconsistent, uncaring or even hostile in their treatment of their children. Shaffi and Shaffi (2001) stated that some of the circumstances at home that may cause an adolescent to become delinquent are poor parent-child relationship characterised by hostility, lack of affection and a high degree of family conflict and disorganization. It has been found out that delinquent girls come from broken homes more than delinquent boys. Skowron and Azen (2004) studying Detroit juvenile delinquent found a greater percentage of delinquent girls as compared to delinquent boys coming from broken homes. If there is a quarrel between parents and there is no cooperation, this affects the mental health of the child.

Rutter (1998) pointed out that broken homes due to divorce, separation, imprisonment or death of one spouse have been found to be a contributing factor mainly because the remaining spouse tends to be inadequate in creating appropriate conditions for the training of the child as required. So also homes

with highly emotional tension, which neglects giving emotional support and security to their children.

Others include:

1. Aggressive and harsh parental practice
2. Peer group influence.
3. Socio-economic status of parents.
4. Trauma of juvenile delinquency

2.3 WHO IS AN ADOLESCENT?

The term "Adolescence" comes from the Latin word "adolescere" which means "to grow towards maturity", i.e. to mature physically and mentally". (Osarenren, 1996). Physically, it is the attainment of mature stature and the acquisition of physical features characteristic of mature individual and the development of sex apparatus for procreation.

Mentally, the individual's intelligence is believed to have reached its maximum growth. This is followed by the attainment of social and emotional maturity (Watson, 1998).

Osarenren (1996) described the adolescence period as the time when a new birth" occurs in the personality of the individual. It is a period of rapid and marked changes which transform the child into a totally new personality. These changes result from sexual maturity and are thus biologically generated. These changes are pronounced and rapid, and of "storm and stress", a time when the individual is erratic, emotional, broken and unpredictable.

Olayinka (1996) noted that early studies of adolescent psychology referred to adolescence as a period of life characterized by abnormalities of behaviour,

natural to that period and out grown as the individual reaches a mature level of development.

Akinboye (1996) in his findings further stated that "scientific studies have revealed that adolescence is not a period of life separated and isolated from the rest. Rather it is one part of the whole growth process which is being influenced by what preceded it and leaving its mark on what is to come.

Hayes (2000) in his study of "Youth and sex" said:

"The adolescent is characteristically secretive about himself and his feelings, but bares in mind .He rejects his parent as if they were "lepers in a community of healthy people".

Ainsworth (1990) defined adolescence as a period of transition from childhood to adulthood depending on the culture of the country. Adolescence is an important period in the life of an individual. The adolescent undergoes basic changes during the stages of his growth and development, "He is at this stage incapable of going out alone, therefore, the adolescent needs help at this stage. He also needs a little push up; he needs adequate information. The adolescent boy at this stage of his puberty is characterized by the breaking of voice, wide chest, upward shot in weight, and height, and changes especially in sex organs bringing some social changes with them.

Adams & Gullota (1994) wrote that: "The adolescent girl also undergoes some biological changes such as the enlargement of breasts, broadening of hips, increase in height and weight, growth of hair under the arms and in the pubic area, so also is the maturing of the uterus (womb). Menstruation is a normal process. Every girl in her normal threshold period should be told that menstruation will begin once her reproductive organs become active.

Adams (1998) said that there are differences in the ages at which puberty is reached in some girls. "Some teenage girls menstruate as early as 11 years, others are late as 17 years; the average age is 12 years 9 months.

Apart from this physical and physiological development, an adolescent also experiences emotional development and are also in search of identity and independence all of which result in social problems if not well handled.

2.4 TYPES OF BEHAVIOURAL PROBLEMS

Behavioural problems are many and vary in proportion from one community to another as a result of cultural variation and socio economic conditions. Few common ones will be discussed. For example, Adolescents commit forgery of many types. They forge the signature of parents on cheques and draw money from the bank or forge the Principal's signature on report cards (Okoli, 2002).

Sexual promiscuity

This is at its peak during adolescence period. They indulge in homosexuality, hetero - sexuality, obscene drawings and writing, abducting, raping, exhibitionism and masturbation. (Okoli, 1996).

Tendency to Escape

When adolescent is unable to face reality, he tries to run from the situation, hence involves himself in truancy from school, from home and take to drug addiction, alcoholism and all sorts of mischief.

Aggressive Tendencies

Aggressive behaviour gives relief to the offender. It could be in engaging in wanton destruction of school property, vandalism, school strikes, unruly

behaviour, non cooperation, disobedience to constituted authority, bullying, mockery and committing suicide.

Obe (1989) identified twelve categories of adolescents' behavioural problems in the following order of occurrence:

1. Truancy which includes absenteeism and lateness
2. Disobedience which include safety and stubbornness
3. Alcoholism and drug abuse
4. Cruelty, and verbal assaults which include bullying
5. Dishonesty and stealing
6. Physical brutality, which includes fighting, vandalism and roughness at games.
7. Poor appearance which includes failure to wear correct school uniform, finger painting, use of cosmetics and wrong dressing, that is, failure to tuck in shirt, flying collar, turning belt buckle to back, special hair cut and so on
8. Gambling - which includes betting football pools taking, playing 'kalokalo'
9. Sexual immorality, which includes viewing blue films, having pre-marital sex and unwanted pregnancy.
10. Negligence and lay about which implies gross carelessness and failing to do home assignment.
11. Strikes and demonstrations.

In addition, Bello (1994) identified the following as delinquent behaviours:

- a. Drug abuse
- b. Wandering
- c. Lying

- d. Stealing/ armed robbery
- e. Sex abuse
- f. Drunkenness
- g. Disrespect
- h. Dishonesty

2.5 CAUSES OF BEHAVIOURAL PROBLEMS IN SCHOOLS

The school has common academic and social goals to pursue and everybody in the school system is to work and behave in a manner conducive to the pursuit of these goals.

In practice, however, a consideration of the state of behavioural problems in many schools shows that among teachers and students, are those whose behaviour is not conducive to the attainment of the set goals of the school. The school is therefore faced with the problem of how to deal with those who do not conform with the standard of behaviour expected of all members, teachers and pupils alike (Okoli, 2002).

An Attempt by researchers to understand behavioural problems begins by taking a direct look at the adolescence and its background. There are two views concerning the causes of behaviour problems. One is hereditary which explains that delinquents are born and that inheritance is responsible for anti-social behaviour in youth, while the other lays emphasis on environmental factor.

A study of some family trees makes those who believe in the theory of heredity believe that intelligence and crimes are inherited from generation to generation. Lewinsohn (1993) believes that criminals have certain physical characteristics which are inborn, thereby, establishing that criminals are the

products of hereditary social forces, some of them just cannot control themselves.

Furthermore, home constitutes a major factor in making a child or marring him. A home that is full of apathy, materialism, corruption, and so on may not be in a good position to guard against their children's delimit acts. This is why Block (2000) stated that defective discipline in home, parental indifferences and vacillation, disagreement of parents and over security are detrimental to adolescents' and by inference their academic development. He emphasised the importance of family environment and mother's affection to social adjustment in the local life.

Concerning the home and family as the most important and effective agency of social control, *Watchtower* magazine of September 6, 1994 remarked that parents' preoccupation with the possession of the basic necessities of life has greatly limited the hours parents have left to care for the intellectual, physical, emotional and spiritual needs of their children. The result is that they have come to lean heavily upon the school to fill the void thus created. Naturally, therefore, the home is critical to the development of the child's personality

A child is born into a definite family and the interaction in the family determines the character and personality of the child. Supporting this, Schab (1992) blamed indiscipline on parental neglect or over-indulgence of the child and the effect of broken homes.

Hayes (2000) in agreement with Schab (1992) stated that boys and girls from broken homes had appreciably more problems than their classmates from complete homes. They were found to be under mate tensions and their

adjustment was poor. The adolescent from broken home has social and emotional problems. He is quicker to anger and more self centered, less sensitive to social approval, less able to control himself.

2.6 STUDIES RELATING TO PARENTAL SOCIO-ECONOMIC STATUS AND ADOLESENTS ADJUSTMENT

Parent emotional influence and behaviour can be models to children, so also can be detrimental. The fact remains that some parents interfere with school administration. This occurs among parents who possess high socio-economic status. That is, such parents tends to make their children put up unruly behaviours, when they condemn principal and staff in the presence of children or write petitions against school rules wherever they found their ministerial positions to be influential. One of the common criticisms of Cohen (1992) was that considering greater urbanisation, sub-urban sprawl, the mass media, it is difficult to contend that lower class culture exists any longer. On the other hand, behavioural problems can be attributed to the lower class adolescents. Financial strain could lead to truancy. A child from the low socio-economic status may develop among other things inferiority complex and consequent dislike or avoidance of going to school. Prostitution, drug addiction, crime may result from the tension and insecurity that financial strain may cause.

Cohen (1992) suggested that lower class delinquency is a reaction on the part of youths endangered by their inability to succeed in a middle class school system. Frustrated in their attempts to succeed in the school system and other institutions dominated by middle class values, they turn to each other for support.

Mallum (1991) held the view that middle class parents as compared with parents of low socio-economic status are more likely to use power assertive techniques such as deprivations of needs than physical punishment.

McCombs (2000) pointed out that recent studies have shown that middle-class mothers tend to verbalise their children when they are young than mothers of low socio-economic status. This is understandable since parents of low socio-economies status perhaps have worries about money, poor housing and the like, and as a result they are more peremptory in dealing with children.

Consequent upon home and parental relationship, Lopez (2000) opined that some parents pass their maladjustments to their children unknowingly. He admits that the parents who will not tolerate smoking, use of cosmetics or social dancing are almost sure to have social maladjusted children. If boys and girls from such homes insist upon maintaining their parents' standard they will become ostracized by their own social groups. If they secretly abandon parental ideas early they are prone to chronic habit of deceit and if they show the prescribed behaviour openly they are forced to revolt against their homes. He later added that many parent who have not formulated a consistent point of view on modern life, force their adolescent children to make decisions on exactly the same problems for which they themselves can find no comfortable solution.

Since delinquency is an impulsive reaction made in order to find direct satisfaction, an adolescent tends to find many suitable outlets to achieve this.

Moreover, most students are found to be irrational in their behaviour (especially boys). This could be manifested in aggression, rudeness and the like. The reason can be deduced from his behaviour in that some students

inherit the aggressiveness from their parents. The other cause of this is frustration. As Demo (1997) pinpoints, frustration is a negative emotional state that occurs when one is prevented from reaching a goal'. Supporting this view, Kashubeck (1992) added that, frustration arises as result of environmental needs which a person desires. Students who constantly repeat a given class or lack certain guide as to their future or school adjustment may often react to the school authority in undesirable ways. In the words of Guttman (1993) the diffused effect of frustration may often be destructive. The man enraged by frustration of one problem is not likely to approach other problems coolly, calmly and effectively. A series of unrelated and minor frustrating experiences can result in a final outburst.

Other causes of frustration range from obstacles of different type, that is, whatever impedes progress towards a goal, the external frustration may be caused by a delay, failure, rejection, losses and other limitations. As a result the aggression put up by students might have arisen from frustration.

On few occasions some students react to frustration through rationalisation. This makes them to be extremely cold at times. Efforts could be made to detect student who are frustrated [in one form or another] earlier so as to solve their problem with the appropriate technique[s], if not the result will not be desirable to the student as well as the school authorities.

This is why Allport (2000) observed that the very existence of frustration and the particular way a man responds to it may subject him to the punishment or threats of society, to painful feeling or guilt, or to the threat of loss of himself.

Considering the above facts; home, parental absence and peer influence, as causes of behavioural problems, one may find it difficult to admit that school as a formal agency of education could be a factor of delinquency. The school seems overburdened by having to cope with its main task of educating and having to tackle the deficiency and inefficiency of the home which are likely to impede the achievement of students. Its main objective however, on intentionally, certain school factors may contribute to adolescent behavioural problems.

A few of such school factors are listed below:

LOCATION

A school that is located near an industrial area, cinema house, brothels and so on encourages children to engage in delinquent act.

LACK OF DISCIPLINE

In a school where the disciplinary Committee is not efficient or the school itself fails to give definite rules and regulations, the adolescents resorts to all sorts of delinquent acts. Similarly where discipline is too strict, they result to truancy from school, wanton destruction of properties and vandalism

LACK OF FACILITIES

If the school lacks facilities, such as inadequate number of teacher, facilities and overcrowded classroom the tendency is for the children to find other anti social means to release the stress.

Plotting the school affairs and staff, imagining how students behaves when they observe that:

1. The principal fails to promote cordial working relationship with the staff.
2. The principal lacks firmness, integrity and fairness.
3. There is insubordination of staff to the principal.
4. There are undue familiarities of some teachers with the students.
5. Teachers lack sincerity and devotion to duty

In addition, teachers constitute a major factor to student behavioural problems. This happens when they make out punishment that is out of proportion to offences committed. Some of them transfer their personal aggression and problems to their students. Ambert (2000) agrees that some teachers also contribute to the creation of the delinquent child. If they are demanding, harsh, domineering and authoritarian, they arouse the aggressiveness and hostility of the already rejected child.

One can hardly blame such a child for lateness to school, for playing truant. Perhaps, the worst teacher for the delinquent in the making is the one who not only accepts him but also takes his reactions to her rejection as a personal insult. This is why Bandura (2000) stressed the influence of emotional climate between the staff, students and authority; confirm that if there is a kind of war between staff and pupils, delinquency may occur. He suggests that this war can be eliminated by radical structural changes in organization, with a news of goodwill emanating from the head teacher downwards. Boocok (2002) also believes that corporal punishment has some relationship with delinquency, because, researches have shown that punishment is not an effective way of bringing about a desired behaviour.

In conclusion, deviant behaviour at school is attributable to among other factors:

- a. Parents' failure to provide for the needs of the children.
- b. The learner being unable to adjust to the demands of the school.
- c. The teachers' personality, needs, expectations and group dynamics.
- d. A school environment that is lacking in basic amenities and facilities.
- e. The principal or head teacher's leadership style, management role, expectations and conception.

Brown (2004) in summary, opines that a delinquent environment consists, of three main elements, a home where parents are unsuccessful economically; are under undesirable personal habits, and are of questionable morality; a neighbourhood that is devised for adults, largely without safe outlets for emotional and social life, and a school that tries to make scholars out of non-academic materials. He later presents factors contributing to delinquency as

- Bad family stock - incidence of feeble mildness, insanity, epilepsy are less in families of non-delinquents
- Defective mental ability average IQ of delinquent group is 85 to 90 instead of 100. (However, about two thirds of all delinquents are of normal or above normal mental ability)
- Specific inability to handle verbal symbols, resulting in slow progress in school
- Unusual vitality, drive, and energy, resulting in restlessness, hyper activity, and aggressiveness
- Poverty and crowded home

- Delinquency and crime among parents or older siblings
- Home broken by death, separation, divorce, desertion or prison term
- Lack of emotional security, high degree of tension in home, lack of emotional stability in parents
- Lack of proper or uniform discipline
- Rejection of child by parents, neglect of child, lack of interest in his activities
- Poor work in school; one or more retardations
- Dislike of school
- Truancy
- Rejection by some of the teachers
- Existence of many criminal models in the neighbourhood
- Lack of adequate supervision and protection
- Lack of adequate outlets
- Exposure to or conflicting adult morals
- Exposure to minority conflicts
- Feelings of inferiority, insecurity, and rejection
- Constant frustration and development of deep hostility
- Emotional immaturity
- Aggressive drives turned toward parents, school and society
- Identification with criminal models
- Emotional satisfaction found in anti social groups
- Strong impulses uninhibited by conscience

Any or worst still, a combination of any of the above factors is enough to turn any child into a delinquent.

2.7 THE CONCEPT OF EMOTION AND SOCIAL ADJUSTMENT

(Okoli, 2002) stressed that it is useful to study the association between adolescent's emotional and psychological adjustment in the context of the broader relationships with parents. He is of the opinion that adolescent emotional autonomy may differ depending on the quality of the parent-adolescent relationship.

More specifically, the authors Ubangha (1988), Makinde (1997) demonstrated that emotionally autonomous adolescents who also perceive their parents as being unsupportive, show a negative pattern of adjustment and competitiveness. However, emotionally autonomous adolescents who perceived high levels of parental support [individuated adolescents] show a positive pattern of adjustment and competence in some aspects like academic competence, maintaining relationships and confidence. Aydin (2000) is also of the opinion that individual adolescents in her study were also less anxious, less depressed and had higher self esteem than did adolescents who had detached relationship with their parents (low levels closeness).

A broad picture of the quality of parenting as perceived by the adolescent is related to the emotional and social behaviour of the individual. (Baumrind, 1991).

Eleyi (1999) asserted that social adjustment is the success with which people adjust to other people in general and to the group with which they are identified in particular. The home and family are the most effective agencies of social control and the child is at the mercy of the parent for emotional and

intellectual development. Therefore for a child to function effectively, he/she must be emotionally intact. According to Bolarin (2003) home worries include lack of understanding between children and their parents, illness of parents, difficulty in marriage, friends' health, problem of money and personality weakness. Emotional problems have profound effects on the life of individual. They can make or mar one's life. Bad effects of emotions have damaging effects on the behaviour of the individual. Constant emotional tension may cause lack of sleep, restlessness, headache, chronic fatigue, insomnia and lack of appetite.

Sarason & Sarason (2005) conducted a research on the effects of continuous emotional tension; they reported that emotional tension affects the efficiency of the individual, Inconsistency in behaviour also affects the memory; forgetting increases in the emotional state. The individual cannot reason, think and concentrate on a problem. Constant emotional pressure disturbs learning ability; fear, anger and so on bring change in attitude towards life.

Yoloye (1990) was of the opinion that a lot of backwardness in school subjects have been traced to poor emotional environment; insecurity and anxiety are factors which certainly affect the child's school work; they drain his energy, reduce concentration and prevent him from applying to the full his intellectual powers. Yoloye (1990) also pointed out that broken homes place children at a disadvantage, socially, emotionally and economically. All these may lead them to receive less education and less social support. We may therefore infer that a well-socialised child is a well-adjusted child.

2.8 ADOLESCENTS AND SOCIAL ADJUSTMENT

Osarenren (1996) in her analysis of adolescent adjustment classified the problems into four categories. According to her, the adolescent faces four of

the most serious, difficult and far-reaching problems of his life at this stage. These are adjustment to the opposite sex, finding his place in the world of work, emancipation from parental control and formulating a satisfying philosophy of life. Each of these calls for a series of decisions and hundreds of adjustments. It is not surprising that the adolescent is temporarily insecure.

Osarenren (1996) further asserted that the adolescent is socially awkward, sometimes loud and noisy; he tends to show off, swings quickly from one mood to another, occasionally reverts to childish behaviour and has periods of rebellion to authority. All these and other similar patterns of behaviour may be exhibited to the parents and in relating with other people.

She stated that constant criticism of the adolescent, nagging at him or inflicting punishments are more likely to make him worse. Hence, there is need for patience, support and understanding based on the fact that if the adolescent feels the encouragement of an adult's strange faith in him, he will come through this phase of growing fairly promptly.

2.9 SOCIAL ADJUSTMENT, PARENTING STYLES AND ACADEMIC PERFORMANCE OF CHILDREN FROM BROKEN HOMES

Studies by Mallum & Mallum (1991), Bolarin (1997) and Badejo (1998) have shown that children from broken homes commit more acts of juvenile delinquency and they have low self-esteem and low self concept. They also have problems of adjustment later in life. Okoli (1996) in a study of behaviour of children from homes of different races, ethnic groups and cultures found

that those children showed marks of indiscipline. He declared that more children who constantly present disciplinary problems in schools and public places are the products of broken homes.

Olayinka (1993) was of the view that father absent boys are less advanced in moral development than father present boys and that the disruptiveness of the divorce of parents causes children to face academic difficulties and social problems. In a study carried out by Omoegun (1993) on children's upbringing, it was found out that in a society such as ours, both parents are responsible for the opportunities provided for the development of the child so that upbringing and education are interdependent.

Ajila (2003) contributing to the debate on the influence of parents on their children had this to say: "If we take a closer look at it, it would be seen that parents have greater influence on their children when they're young. The way the children are nurtured by their parents determines how they eventually behave and interact in order to perform in line with the norms of the society which they belong.

Eleyi (1999) was of the opinion that parent's contribution to lack of indiscipline and immoral growth for academic performance in students can even discourage teachers from showing the right concern. According to him, children, when left on their own, are likely to show immoral tendency or behaviour which if unchecked result into becoming a social nuisance to other members of the society and his classmates.

According to Durojaiye (2004) a number of studies conducted worldwide have overwhelmingly demonstrated the profound influence of parents' belief and behaviour on children's educational aspirations and academic achievement.

Parenting style affects children's attitude towards academic achievement for example, adolescents who described their parents as warm, democratic and firm parenting style characterized as authoritative parenting were more likely than their peers to develop positive attitudes towards their beliefs about their academic achievement.

Parental discipline or control has significant effect on academic performance of children. Baumrind (1991) noted three types of discipline in the family. These are authoritarian discipline, permissive and democratic discipline.

Authoritarian discipline is a situation whereby there is sole reliance on the authority of the adult role to exert control. Authoritarian discipline produces children that are complacent; lack initiative, un-inquisitive and these traits will likely affect their school performance and reasoning ability.

Similarly, a child who has been exposed to permissive discipline whereby the parents have been non-challant or non-directive as regards the child's behaviour will constantly get into trouble because he is not used to obeying rules and regulations. The constant punishment meted out on him as a result of his disobedience may distract his attention from academic school work and as a result hamper his relationships with his peers and significant others around him.

Onyeka (1988) also expressed that a child who is exposed to a democratic disciplinary style where he is free to express himself will adjust better to schoolwork.

Osarenren (1996) claimed that when a child is allowed to ask questions and to display curiosity, it will go a long way in intellectual development of such a child.

Onyeka (1988) in a research study carried out among the people of Funtau in Nigeria, noted that there is a significant correlation between positive parental attitudes, style and academic achievement of their children.

There has been a long-standing fascination with exploring associations between variables, such as the number of children in the family and a child's ordinal-position in the family vis-à-vis the children's academic achievement.

Birth order refers to the order in which siblings are born into a family. Parish (2000) stated that although siblings may be ranked numerically according to their order of appearance, four positions typically are recognized. First, middle, youngest and only child.

Parish (2000) also explored the relationship between birth order and academic achievement and found out that there is a significant correlation between birth order.

Sewell (2003) quoting Szymanska (2000) proposed a provocative theory of intellectual development that viewed a family unit as being the key ingredient in the formation of intelligence.

In their data, they categorised birth order in the following ways:

[a] First-born children tend to have higher IQ's than their young siblings.

- [b] The more children in the family the lower the IQ's of all the children.
- [c] Twins have lower IQ's than singletons
- [d] Children in one-parent homes have lower IQs than children from homes where both parent are present. [The younger the child at the time of parental loss, the more severe the resulting IQ deficit].
- [e] The only child has a lower IQ than those of the first born in a two or three child family.

In his interpretation of these facts, Sewell (2003) believed that the more children there are, the lower their academic achievement. In addition, he asserted that the more spacing between the children, the less the damage to the family's intellectual environment. He claims that only child has less opportunity to be a 'teacher', to show a younger brother or sister how to hold a pencil, grip a baseball bat or tie shoe. In conclusion, Sewell (2003) believed that the family size has a lot to do with the child's academic performance.

2.10 PARENTAL SEPARATION AND STUDENTS' SOCIAL ADJUSTMENT IN SCHOOLS

Most of the students from separated homes do not adjust very well in the school. Most of these students show some sense of insecurity. They lack internal controls, they are involved in breaking school rules and regulations, they appear untidy, they have no textbooks and notebooks for their subjects and also show some signs of psychological problems. Omoegun (1993) opined that a child's anxiety, over aggression by the parents over the anticipated loss of the parents' love leads him to hostility, incorporate the parent's prohibitions

and generally model his behaviour after that of the parents. Individuals who misbehave have unsatisfied emotional needs. Such students, according to her, may express their feelings of inadequacy or frustration in a variety of negative ways. They may break rules, take to vandalizing school properties, take to bullying their juniors or mates, take to disturbing classes or may divert their attention to scenes outside the class during lessons or look dejected, sad or life may have no meaning to them.

A child who, due to parental separation, is made to suffer and is deprived of an inspector to oversee him in order to direct him to proper path to make something positive in life may result in delinquent act. Fagbamiye (2004) asserted that adolescent without a propeller to incite him to action and that often goes without a maintenance officer to sustain him in dependent years of his life may result to maladaptive behaviour.

Akinade (2000) in his work has shown that separated children flourish according to the quality of the care they are given following the separation. In one separation situation, they may be deprived of adequate care, for example, in an institute, whilst in another situation for example, a foster home, the care may be adequate. Akinade has also shown that how children move from the first situation will improve when placed in the second. The heart of the matter is not the mere fact of the child being separated from his parents but whether or not the child is deprived of the right care. This also goes on to explain that not all children from separated homes have sad experience; some may have pleasant experiences if they are given the care and affection by the parent substitute (Omoegun, 2001). The conditions applying before during and after

the separation are more important in determining whether or not there will be harmful effects than the fact of separation itself.

The most complete separation is the assumption of parental rights by another family or the use of hostels for maladjusted children or placement of a child in special boarding schools. Makinde (2001) stated that partial separation allows the child to live at home but they arrange his life in such a way that there is a minimum contact between the disturbed parent and the child. This can be organised within home by utilization of a home help to look after the children while both parents go out to work. It can also be done by employing nannies or by putting the child in day foster schools care, nursery schools for maladjusted children, day schools for maladjusted children where they can be supplied with the positive emotional care. This is done during those hours they are in schools and after the school when the child would otherwise be in a hostile and negative emotional climate, Alutu (2005) said that helping the parents to carry out his responsibility for his child without usurping any of that responsibility often becomes a delicate problem which requires the teacher to exercise both sensitivity and forth right (procedures). To take over the parental role beyond the real need of the parent could lead to decreasing the strength in the family rather than supporting them.

Policies and procedures that lead to helping parents carry out rather than relinquish responsibilities and role as parents are the best form of education.

The family is the main influence in the psychogenesis and cacogenic development of the individual. The family is the creator of most psychogenesis personality and also one of the most important sources of sociogenic influences. Attitude towards the personal properties of others, towards the law

enforcing agents, towards other socio coercive institutions such as the schools, church and the society generally receive their development in the family. Nwabani (2000).

Bullying: This is another type of behaviour characteristic of many children throughout the school age group which must be dealt with wisely, if the moral development of such children is to be satisfactory. Pre- school children often whine and tease their parents to gain some end. Adults should see that such teasing and whining profits the child nothing and they should, whenever possible, give him whatever he asks for nicely.

Among children of school age, teasing and bullying of other children may result from the example of adults or peers. Occasionally, bullying is due to illness or fatigue, which 'sour' the child's disposition. Often, it is simply the danger signal of idleness. Much of what seems to be cruelty to animate, or to other children, for example, may simply be curiosity or experimentation with the things or with standards when more constructive occupation is lacking. Bullying may also be due to jealousy, or may serve as a compensation for feelings of inferiority. In any case, a child who persistently 'picks' or bullies younger or weaker children needs special attention from guidance experts.

Sometimes, bullying is a form of aggressiveness Olusakin (2001). The child who feels, he cannot get his own way except by intimidating others, or except by being offensive, may in-fact be indicating some emotional inadequacy or poor moral development. The picture is familiar in many school grounds of the big strong boy who pushes his weight about. He realises his strength and he is

only too ready to dominate a young and feeble member of the group. It is equally familiar that such boys avoid stronger boys of equal physical stamina.

Bullying is however, hardly ever seen in isolation. As in the case of the child who bullies his mother by whining, the purpose is sometimes to gain something the child has. Sometime, as in the case of brothers and sisters in particular, and the age group in general. Jealousy may play a part in bullying. Although, quite often the beginning may be an expression of the need to try out one's strength competitively against the peer group, success in this attempt often leads to it's being restored to situation where the child is too involved in his own personal gain. Bullying is the most physically and psychologically damaging to the children. It is the one that should receive the attention of the adult into whose care the children are entrusted.

Okoli (1996) pointed out that some behaviours may result from one or two causes that is they may be motivated by a desire for a particular goal in which case treatment involves the provision of the desire goal in a legitimate manner or they may be the result of frustration in which case, the correct treatment involves treatment of the underlying frustration.

Separation in the family raises some problems for the child. According to Clayton (1999) there is the difficulty for the child to understand that the two people they love do not love each other any more. Most children even adolescent are unable fully to comprehend the complexities of strains that leads to a rupture in the marital bond. Again there will still be problem of explaining to their friends what has happened. Looking at all these, we can say separation is not healthy for children emotionally and physically. Children from separated parents are frequently forced into life of tension and

difficulties. Rice (1999) opined that children from disrupted marriages were more likely than others to be delinquents, psychologically disturbed, unhappy and educational low achievers. Campbel (1993) stated that delinquency among youth today is associated with the products of broken or separated marriages. According to him, most of the inmates of our approved schools are products of broken homes. Their views tally with the findings of Demo. In their study, Demo & Small (1997) in Spokane Washington stated that 41.4 % of delinquent were from broken home or from separated parents. This study was supported by Gallancheer & Harris (1998) of similar results 60.4% of delinquents from broken homes and 34.2 from non-broken homes. But Gardner & Tessman (1998) criticized these findings. In their study, they reported that delinquents group with broken or separated homes was 42% which was very close to 36% for intact homes. They concluded that broken home might not necessarily lead to delinquent acts.

Erickson (1993) came up with the report that early loss of a parent [before the age of five] through separation, divorce, death or prolonged absence occurred twice as frequently in the delinquent as in the non - delinquent. Gordon (2000) based his comparative study of moral behaviour of delinquent and neurotic children on hundred case studies he found that physical parents child separation occurred more frequently in delinquent than in neurotic especially in the early years.

Rotenberg (1997) conducted one of the most comprehensive studies on the relationship between family disruptions and delinquency. The study involved about 44,000 delinquents comprising all cases referred to the Philadelphia, a juvenile courts during the periods from 1994 to 1997. He found a considerable

percentage of juvenile offenders not living with their parents. He then concluded that delinquency is highly related to separation. During the plastic and in -passionate years of the child's life his or her vital contact with persons is largely limited to the members of his own family. If the couples who are now in disarray will no longer perform their normative functions for the child, the child becomes lonely and depressed. In this detours he comes in contact with secrete groups to which now becomes his reference group. Marital instability, specifically broken homes may not itself be an important determining factors. It is probable that the conflicts, tensions and attitudes, which precipitate the disorganization, may contribute materially to the development of delinquency and the personality problem of the child. The actual separation may be so important factor in the life of the child as the emotional conflicts, which resulted in the break in family.

Patricia (1999) measured the strength of association between separated homes and juvenile delinquency and found the relationship between the two to be weak. This knowledge came from the 11 studies she published between 1990 and 1995. In these studies she found out that although, the relationship is weak; it was not sufficiently weak to cause rejection of her hypothesis. This idea was supported by Sewell (2003) who emphasized the broken home syndrome as the causal nexus of juvenile delinquency.

Ullman (2002) said that although the question of separation emphasized, the factor of parental attachment which is very necessary for the upkeep and proper socialization of the child. The child who was deprived of his parent child attachment is liable to juvenile delinquency. This is because, the child

who seeks to gain what he was deprived of from other persons frequently finds this within his peer groups, some of whom are often delinquent themselves. Weiner (2001) in his study found that chronic thinner addicts usually come from several emotionally disturbed homes. According to Westermeyer (2002) drug abuse has been associated with broken homes with the low socio economic strata of our society where divorce, separation, child abuse and physical violence are but a few of more obvious problems faced by young people. Therefore, drug abuse was seen to be consequence of the broken families as the parents were expected to rear responsible youth and set example for the child to use as a model. According to Watson (1998) "in general many drug abuse come from homes that are anything intact".

School Attendance: Another variable to be considered is the issue of school attendance whereby students come late to school or do not attend school or when they attend they do not enter the classroom, Walker (2002) listed certain aspects of school from which truants are escaping, among these are: fear of punishment, scolding, or ridicule, loneliness or the subject of some special incidence such as physical attack, compulsory games, shame of backwardness, being ill - dressed, soiling in the classroom, school examinations. He refers to such factors as excuses. Teagarden (1992) related truancy in the child to factors inside and outside the child such as poverty, broken home, physical and mental inadequacy for expected tasks and rejection of the child.

Parental neglect and irresponsibility play the largest role in truancy when a parent is absent for prolonged periods or separated during the first five years of the child's life. Especially if it is the mother, the danger of such a child to be involved in some social problems is very high. One-parent families give rise to

much stress for both children and parents. A team of guidance counsellors and psychologists in their investigation in (1983) attributed causes of indiscipline of which truancy is one, to lack of parental control, influence of parents or their acute poverty, lack of proper supervision by parents and teachers, moral laxity among others.

Teagarden (1992) when examining the relationship between truancy and the home circumstances found that there is correlation between home and persistence truancy. He enumerated a number of factors relating to home background, which are closely associated with truancy. Among these are the poor physical conditions of home, the relationship between the children and parents, the use of corporal punishment in the home, lack of parental interest in child's welfare and lack of ties with a responsibility adult of a good standard. According to another study, it was discovered that the home background of any child depicts his type of behaviour. A home where the parent are separated, indulgent; indiscipline, responsibility shrinking, the child is bound to develop and behave different from the one who comes from an ideal, disciplined and responsible home. In the words of Jibaly (2000) some parents do not lay good examples for their children. They break the law with impunity and there is 50/50 chance of escaping unpunished due to presence of godfather, long legs and influential connections.

In his study of a group of thieves, Cowon (2004) found significantly more mother separation among all the thieves and the statistically significance is even more pronounced among those thieves he classified -as "affectionate

less" children. This was due to the fact that children were unable to enter into any deep affectionate relationship with anyone.

Sexual immorality: Man from a scientific point of view is probably the sexiest creature that ever existed. According to Sletta (1996) the sex urge is not only powerful; it is also fundamental and as legitimate as possible. According to Sroufe (1992) sex has been proved to be troublesome, not only with young people coming to grips with their bodies even hopeful marriage are often destroyed by sex incompetence. These problems are always disturbing and need a lot of attention, he went further to say that, if sex education becomes a reality and people become accustomed to talking about sex more freely and honestly it becomes apparent that many human being children at secondary school level are faced with one type of sexual problem or the other. These are masturbation, lesbianism, premarital sex act, which in most cases result in pregnancy and subsequent termination of the girls academic career. Many of these students practice this to get relief for bent up sexual tension that would interfere with satisfactory school work or the carrying out of their responsibilities.

Makinde (2004) described masturbation as the self-manipulation of the sex organ for the fun or enjoyment of it. Masturbation as a pattern of sexual conduct does not emerge until adolescence period. Though many adolescents are in conflicts about the advisability of the practice but once started, many people find it difficult to stop. So sex education should be a must for the adolescents. As Oguntoye (1998) puts it, sex education is the psychology of male /female differences and reproduction or the social ethics relating to sexual behaviour. He believes that the aim of such instruction is usually stated

as helping the individual towards happy, healthy and socially acceptable sexual adjustments. Though, the acceptance of sex education to the child will depend on a number of factors like his social and emotional age, his confidence in the teacher, the feelings about his own body and feelings about other people and his relationship with parents among others. The child, particularly the boy, develops his earliest and most decisive ideas about masculinity from the father naturally enough. The growing boy needs an adequate father figure with whom to identify and from whom to learn an acceptable pattern of social and sexual behaviour.

Through identification with an adult male, the boy learns how to temper and exercise his feelings of aggression and love. When a healthy father image is lacking, the child finds it hard to define for himself a proper social and sexual role. Odesola (1995).

For girls, the consequence of pre-marital sex act is pregnancy, which might lead to abortion. According to Ogunnowo (2000), "abortion means interrupting pregnancy by artificial means". Abortion may be induced for medical reasons when the life of the woman is in danger due to her pregnancy. We have criminal abortion which is induced for illegal reasons. Therefore, it is important that sex education should be introduced in our schools.

According to Makinde (2004), sex education programme should be in three main parts. These are:

1. The physiological aspect of sex education which will deal with:
 - a. Male sex organ
 - b. Female sex organ.

- c. Human sexual response.
 - d. Contraception
 - e. Pregnancies
 - f. Venereal diseases
2. The psychological aspect of it which deals with masturbation and abortion.

The sociological aspect, which will dwell on

- a .Relationship -dating and love
- b .Sexual variation

Olayinka (1996), Obe (1990), Okoli (1996) and Omoegun (2001) have postulated a lot of hypotheses on the consequences of family crises on psychosocial development of adolescents. They include the following:

- 1. Disrupting of bond between parents and children.
- 2. The children modelling their life after the parent they stay with.
- 3. Changed discipline practices of the parents.
- 4. General effects of stress.

There is no gainsaying the fact that an intact and happy home is necessary for the well-being and happiness of couple and their children. In a home where the spouses refuse to gratify each other but frustrate each other to the point of breaking the home, the child suffers most.

2.11 PARENTAL SEPARATION AND POOR ACADEMIC PERFORMANCE RESULTING FROM EMOTIONAL DISEQUILIBRIA

Children are very emotional and there is nothing as traumatic for children as the de-stabilizing of one's family. A child who experience parental separation may undergo a great deal of personal pain, confusion and anger with whole world. Responsible authorities still often support the adage that 'A bad natural home is better than any other home'. A child who has been used to depending on both parents may now find himself with only one or none at all which will now make the children to assume the position of authority themselves because the family system has been weakened and the collective power of both parents has been fragmented and neutralised. Yolo (1990) opined that a lot of backwardness in school subjects have been traced to the poor emotional environment in homes, continuing, he said that emotional development of the child is very often influenced his performance in school. He found out that high anxiety in the child is detrimental to his functioning in intellectual tasks. This is true because a child that is emotionally insecure or feels unwanted may devote a lot of his energies to getting through eccentric behaviour instead of intellectual pursuits, such a child will not have interest in school work.

Rutter (1998) agreed that emotional stress, insecurity and anxiety are factors, which certainly affect the child's school work, reduce concentration and prevent him from applying to the full of his intellectual powers.

The children then carry the problem at home to the school and in most cases, the child will be acting abnormally. Fraser (2000) stated that at every point of

the intelligent quotient scale, the performance of the children from abnormal home is below that of children from normal homes.

Parish (2000) in an article titled 'what makes a good father' discusses the fact that the father has a very important role to play in meeting the emotional needs of his children. For the newborn, it does not matter whether the father loves him or not provided someone is doing it; but where the father does not realize the enormity of his responsibilities, things would naturally go wrong. Separation is not healthy for children both emotionally and physically. Ponzetti (1990) stated that early fathers' absence disrupts cognitive development more than latter absence. Also father's absence child performs more poorly than the father present child in intellectual and achievement measured, Brown (2004). He plays leadership role, which gave him an edge of opportunity to exercise the same leadership role in school, this enhancing such personality traits of being a leader in academic excellence.

A child who experiences parental separation is often deprived of so many things; viz; parental love, care, affection, attention, motivation, security and understanding among other.

2.12 STUDIES RELATING TO HOME ENVIRONMENT AND STUDENTS' ACADEMIC PERFORMANCE

McCombs (2000) stated that the home moulds the character and the personality. Inherited temperament makes a significant contribution, to be sure, but the direction which temperament takes is dependent on a person's home life and training. Olayinka (2002) believed that the way children are reared has a great impact on a child's academic performance.

Obe (1990) studied the influence of the family on children's academic achievement. Result from this study indicated that the home and academic achievement were significantly correlated. Omoegun (1993) concluded that close co-operation between school and parents can enhance students' academic performance.

Similarly, Okoli (1996) stated that when home and school complement each other, the teacher and parents are the instruments. The home-school relationship ensures better academic achievement. Students produced from such a home-school relationship enjoy richer, fuller and good life in and out of school.

Popenoe (2000) stated that the home with two married parents provide the best environment for children to learn while Olayinka (1993) and Obe (1990) stated that the type of encouragement or motivation given the child by parents facilitate or inhibit his academic performance and school adjustment. Teagarden (1992) and Ruffer (2001) opined that when family relationship is seriously disturbed, children are likely to become neurotic, maladjusted and may find it difficult to react successfully and satisfactorily to the demands of his environment.

Olusakin (1996) stressed that quarrels at home hinder the educational attainment of a child. This is due to the fact that children learn by imitation and whenever the parents have misunderstanding resulting in fighting or quarreling, the child will be affected. Mutual love and understanding in a

home are very important. Problems at home do not only affect the spouses but also the children as well. Studies have shown that a child from a home where there is love and affection stands a better chance of performing well academically and otherwise than the counterpart whose home is devoid of love and affection.

Durojaiye (1995) in his research found out that adverse emotional factors in the home negatively affect the educational attainment or achievement of a child. He believes that if a child is sad and miserable in his personal life, it will reflect in his academic performance.

Cohen (1992) reported that a student's family background proved to be a more significant predictor of his achievement than the inputs provided by the school system.

Several researchers have discovered that children from broken homes are disadvantaged relative to children from two-parent family structure. Badejo (1998) established that children who grow up in one-parent families complete fewer years of schooling than those who spend most of their lives in the two parents family structure.

2.13 PARENTAL MOTIVATION AND ENCOURAGEMENT

Parents tend to exert a lot of influence on their children academic achievement. Cohen (1992) and Brown (2004) affirmed that the adolescent's academic performance and subsequently his achievement in school is either facilitated or inhibited, among other variables by the type of encouragement or motivation given him by parents.

Adeleye (2000) pointed out that parents play a big and important role in the academic performance of their children and that an adolescents' performance is either facilitated by the environment he grew up in, the opportunities available to him or the type of encouragement or motivation given him.

Onyeka (1988) in her study based in Kaduna State showed that parental attitudes and behaviour are associated with the achievement of their children in school. She also said that parental attitudes were more significant in predicting students' aspirations towards continuing their school and their success in school.

Correy (2006) said that the type of encouragement given to a child at home goes a long way in predicting his academic performance and aspiration.

Campbell (1993) showed that praising the child when he does anything right tend to have a positive effect on the child. A word of encouragement in form of praise anytime the child does something right tends to increase the possibility of re-occurrence. In the same vein, Green (2004) showed that the quality of incentive to be received has a positive effect on the child's scholarstic achievement and aspiration.

Silliman (2000) also asserted that children of high achievement motivated parents were always rewarded when they perform academically well. The children thus show high aspirations to do well in their academic work.

Audu (2006) in his work agreed that parents' positive attitude towards the education of their children has significant effect on the academic achievement of their children.

Wolberg (2005) in the study of mothers for instance, showed that mothers of children with high achievement motivation made more demands on their children at an early age, and gave more interests and frequent reinforcement when these demands were met than did mothers of children with low achievement motivation.

Wiseman (1995) observed that parents of high achieving children gives their children more praise and approval. This makes the children feel accepted and identify with the parents. Parents of low achieving children had been found to be domineering and use more severe and frequent punishment to push them through intellectual tasks.

Fraser (2000) stated that when a child with high intelligence does poorly at school, his teacher points to the adverse feature of the home background while the achievement of a child with moderate ability may be explained in terms of a favourable and encouraging home environment.

Olayinka (1993) also emphasized the importance of motivation by parents in determining the achievement of students and concluded that if the father is an engineer, and the mother an accountant the two parents are likely to motivate their child in school so as to become either an engineer, a lawyer, a medical practitioner, or any prestigious career.

Shertzer and Stone (2002) basing the result of their research on cultural adaptation with modern Africa reported that under-privileged children does

poorly in school because of inadequate motivation of parents for them to pursue a long range of educational career.

2.14 EFFECTS OF STEP- FAMILIES ON ADOLESCENTS

Overtime, families of divorced marriages become accustomed to their new circumstances and the situation stabilises. However, as single parent individuals begin to date and form marital relationships, teens have to deal with the rigors of incorporating these new people into their lives. The problematic aspects of a step family union are:

- a. Stress between the adolescent and the biological parent
- b. Step parent's children
- c. Absence of traditional role basis for how this family is supposed to function (Tavecchio, 1999)

According to Tavecchio and Thomeer (1999), the stepparents role in displace the teens can also create problem within the family. When stepparents attempt to be involved in their stepchildren even in a positive fashion, the children may withdraw or be hostile towards the step parent. Adolescents respond to this situation with increased contact with non residential parent and studies have shown that twenty percent [20%] have been found to move in with this parents either temporarily or permanently (Tavecchio, 1999) stated that problems facing teen on emotional and behavioural bases can materialised with the number of disturbances this new family creates:

1. The birth of a new baby
2. Moving into a new home
3. Entering a new school

Over all, the teen also display greater behavioural problems and social maladjustment due to series of family disruption. This can cause social isolation resulting in rejection from peers (Stroufe & Copper, 1992).

2.15 EFFECTS OF BROKEN HOMES ON ADOLESCENTS

Uruk (2003) opined that divorce or single parenthood has a significant effect on the adolescent's educational achievement. Teens of single - parent families are most likely going to do the following than teens of two parent homes:

- i. Miss school,
- ii. Perform poorly on achievement test,
- iii. Participate in delinquent behaviours.

This can be seen in the teen's strong dependence on peers and their increasing independence from their parents. According to Abe (1996), friends can be beneficial to the scissors of family change by being an intact element in the teens life. Adolescents under the strain of divorce and family conflict often have difficulties in making friends. This can be because of unsatisfactory model of communication and behaviour from their parent's dysfunctional relationships. Adolescents may also have difficulty sharing their lives with others out of embarrassment or depression (Abe, 1996). This can cause these teens to be rejected by peers or to act out. Delinquent behaviours can be most accurately characterized as teen's way of forcing parents into taking parenting responsibility for the teen's behaviour.

2.16 PARENTAL SEPARATION AS IT AFFECTS THE ADOLESCENT'S SCHOOL ATTENDANCE

It is believed that counselling for students experiencing family and emotional disturbances is very important as this affects most of their school work especially school attendance. Adeboyeje (2003) shared this view when writing on adolescent and its social psychology 'that 'acceptance should be met within the family from birth onwards and also within peer groups especially at school'. It is also shared by Rice (1999) in an article; A truancy programme-the child's welfare agency and the school.

Adeboyeje (2003) recommended that certain interventions such as counselling for students experiencing family and emotional disturbance and positive peer groups experienced in cases where group pressure negatively influence a youngster.

Akinboye (1996) who carried out a study on scholars in Ibadan found that the majority of the fellow students may not like to associate with truants in their classes because of the way they miss classes yet from the conclusion drawn, he emphasized that in Nigeria, home backgrounds and school environment influence could cause truancy and therefore suggested the working together of the home and the school.

Wiseman (1995) studied a group of one hundred and thirty seven students in Britain and found that the home and the school are among the cause of truancy. These factors related to the home background closely associated or causing truancy are broken homes where parents appeared to be unhappily married and lack of parent in the child's welfare and schooling. Deprived

children who lacked maternal care suffer a significant part of their infant lives, may show these symptoms of truancy. This view was shared by Rice (1999) of the Illinois State University who did a study on 200 youths for 'early identification of chronic truancy in public schools'. In it, it was found that higher rates of absenteeism were associated with:

[a] Broken homes

[b] Single parents

[c] Less positive feeling about the family relationships.

Andrew (1996) opined that parental neglect and irresponsibility play the largest role in truancy. When a parent is absent for prolonged periods or separated during the first five years of the child's life especially if it is the mother, the danger of such a child to be involved in some problems is very high. One-parent families give rise to serious stress for both children and parents.

A team of counsellors and psychologists in their investigation in 1983 attributed causes of indiscipline of which truancy is one to lack of parental control, great influence of parents or lack of proper supervision by both parent, the teachers and lack of moral laxity among others.

It has been observed that a student can perform poorly in school if he cannot get the necessary motivation from home. The study revealed that intact family can influence the performance of a child. Okoli (1996) stated that family system is the key portion of any culture which has influence in the behaviour of a child in the society. Adolescent from broken home tend to be deviant in their attitude and perform poorly in their academic pursuit than those from intact

background. Family system is important in any culture and its considerable influence in the behaviour of a child in the society.

Weiner (2001) when explaining the relationship between truancy and the home circumstances found that there is correlation between parental separation and persistent truancy. Also lack of parental interest in the child's welfare and lack of strong ties with a responsible adult of good standard. According to yet another study by Weiner, it was discovered that the family background of any child depicts his type of behaviour. A home where the parents are separated, indulgent, indisciplined, the child is bound to develop and behave differently from the one that comes from ideal, disciplined and responsible home.

Walker (2002) stated that in a home where one or both parents have deserted or were absent for a long period, delinquency was remarkably high. He went further to say that a boy from such a home might be subjected to emotional strains, anxiety and fears about parental affection. Separation is not healthy for children both emotionally and physically. It is not unusual for children whose parents are divorced to show a sign of physical and emotional disorder because of the trauma and frustration associated with separation. Clayton (1999) asserted that children from separated homes are frequently forced into a life of tension, shame and difficulties. Davidoff (1999) concluded that children from disrupted marriages were more likely to be delinquents, psychologically disturbed, unhappy and educationally low achievers, and that most of the inmates of approved schools, remand homes, juvenile courts are product of broken homes.

Adams (1994) based her comparative study of moral behaviour like delinquent and neurotic children on 100 cases studied. She found that physical parent - child separation occurred more frequently in delinquents than in neurotics especially in early years. A child's anxiety over the anticipated loss of the parent's love leads him to repress his hospitality, incorporate the parent's prohibition and generally model his behaviour after that of parents.

Individuals who misbehave have unsatisfied emotional needs. Such students according to him may express their feelings of frustration in a variety of negative ways. They may break rules, take to alcohol and smoke.

During the plastic and impressionable years of child's life, his or her vital contact with other persons is largely limited to the members of his own family. If couples who are now in disarray will no longer perform their normative function to the child, the child becomes lonely and depressed.

Marital instability, specifically broken homes, may not in itself be an important determination factor. It is probable that the conflicts, tensions, and attitude, which precipitate the disorganization, may contribute materially to the development of delinquency and personality problem of the child. The actual separation or divorced leading to emotional conflicts, have resulted in the break of the family.

In Nigeria for example, one major type of separation is seen between working parent and their children. When the parent go to work, the children are left on their own, the school throughout the day. If they are not attending school, the old traditional system where elderly member of the family or neighbour looks

after the children in the absence of their parents is no longer widely practised in cities.

Brown (2004) measured the strength of association between separated homes and juvenile delinquency and found the relationship between the two to be weak. This knowledge came from eleven studies he published between 1994 and 1997. In this he found out that the relationship is weak to cause rejection of his hypothesis. This idea was supported by Touliators (2005) who emphasized the broken home syndrome as the cause of juvenile delinquency.

Tiedeman (2003) observed that the question of separation is not emphasised, the factor of parental attachment is very necessary for the up-keep and proper socialization of the child. The child who was deprived of his parental-child attachment is liable to gain what he has been deprived of from other persons. This is frequently found within his peer groups, some of whom are delinquent themselves.

Durojaiye (1995) agreed that polygamous homes are often characterised by strains such as jealousy and rivalry among co-wives and among siblings. The child's need for security may be frustrated by the siblings rivalry and step-mother[s] impression. The hospitality of the stepmothers is the commonest fear of delinquents. The jealous and the polygamous home further strengthen the child's fear. The frequency affirmed believe that only the mother will care for her children means that any step-mother is viewed with hostility. There is also the often neglect of the children by the father except those of his favourite wife or wives. It is also almost impossible, according to Durojaiye for a man who earns an average income to cope with demands of all the members of his

family. This situation he claims has diverse effect on children because of the inability of parents to perform their parental roles adequately. Parental unconcern for the well being of the child and failure of parents to make the home a pleasant place for the child might resolve in undesirable behavioural disposition or personality maladjustment.

In his early studies, Gesinde (1991) found that delinquent more than non-delinquents adolescents have step or foster parents, more of the fathers, brothers, mothers and sisters and the delinquents were found to be indifferent and hostile to them. More delinquent were also found to feel that their parents had not been concerned about their welfare.

Concluding, Durojaiye (1995) claimed that poor family relationships and inconsistent requirement from different adults can win the emotional security of any child, whether in monogamous or polygamous marriages. Aggression is a means of satisfying the need for social recognition, delinquency as a means of belonging and the continuous search for affection may be the pattern of behaviour in children from these homes. However, not all polygamous homes breed children with undesirable behavioural disposition. In such exceptional homes rejection, tension, rivalry, aggression is replaced by acceptance, love interest, a sense of security, warmth and support.

The role played by home and parents is of vital importance during the whole period of growth, since home environment or its equivalent is the seedbed for the forces that conditions the whole socialization process. All research studies have shown that children from broken homes by death of parents, divorce, separation, physical or mental handicap of parents are then more maladjusted

than children from more intact homes. Wherein in broken homes do not get the affection, love, sympathy and security, they are emotionally disturbed. To support these America's study made in 1997 of 211 young fathers hospitalized on account of neuroses showed that 36 % were from broken homes. This figure is more than three times as great as average of the total population. There seems reason to suppose the spouse that dissension at home increases the risk of neurosis and reduces tendency to stress.

In another study on the detrimental consequence of divorce and single parenting upon children's family interactions and cognitive and social development, Owuamanam (1998) reported that the home of divorced children are likely to experience disorganisation in their daily lives. Household roles, routine tasks and schedules are more likely to become disorganised and irregular in their occurrence. Furthermore, the quality of interaction between the parents and the child appears to change. Divorced parents, in comparison to those of intact families are likely to make fewer consistent demands upon the child.

Also, evidence suggests that children from divorce families' shows pattern of social developments.

Sarason & Sarason (2005) have found that during the first year of divorce, children were more oppositional, aggressive, distractible and demanding than a comparable group from intact families.

Brown (1990) in a comprehensive review of marital disruption draw upon crisis theory to account for the undesirable consequence of divorce on parents and children. They pointed out that divorce is undesirable and psychologically

conflicting occurrence, a stress or stressful event that can precipitate the appearance of negative or undesirable consequences for family members especially the children from such troubled homes.

Dekovic & Meeus (1997) stated that if the home is broken because of incompatibility between the two parents the child is affected not only by the parental friction that led to the break itself but also by the parental friction that led to the breakup. If he has experienced constant parental disagreement and then is deprived of one of the parents through divorce or separation he is exposed to further conflict without adequate emotional stability to meet it. The parent with whom the child remains may be very bitter with the spouse who is not at home. Hence, he's most certain to make disparaging remark to the child concerning the other parent.

Oguntoye (1998) found that in most cases where the home have been broken by divorce or desertion, husbands tends to nurse some bitterness towards their former wives and either consciously or unconsciously project such bitterness to their children. Thus the relationship between such children and their father is often not very cordial. Similarly, children who live with their mothers who have been divorced or deserted experience the projection of the bitterness [nursed by their mothers for their fathers] on them. This is hard on a maturing adolescent even though his loyalty may be given to the parent with whom he is living. The situation even becomes tragic to him if he really loves the absent parent. Children in such a situation are likely to exhibit maladaptive behaviour such as truancy, displaced aggression, under achievement, intellectual deterioration, fear and anxiety, oppression, loneliness, silence and

hyperactivity, hatred for many people; running away from home and eventually engaging in various illegal activities while on the street.

The introduction into the home of step -father or a step -mother, along with half brothers or sisters increases the complexity of the broken home. Olayinka & Omoegun (2002) stated that the bringing into the intimate relations of family life of a comparatively or completely strange person entitled by his position in the family to a certain amount of authority, is likely to lead to some degree of conflict, no matter how unwilling each member of the family may be.

It is more difficult for adolescent to adjust to new family relationship than it is for a young child to do so. If there is disharmony between the adolescent and the new parent, the cause may be found in the uncooperative attitude of the adolescent himself or herself, of the new member of the family or the remaining parent. Sometimes the real parents are to be torn between his loyalty to his child and his love for his new partner. Consequently, an attempt at compromising between the two loyalties by the two victims of the emotional attitude. Sometimes a situation of this cannot be adjusted until the adolescent leaves the family or home for good or for bad.

Rutter (1998) has shown that it is certainly true that those children from broken homes have increased risk of anti -social problems but that the risk is slightly raised if a parent dies. This suggests that it may be the family discord and disharmony, rather than break -up of the family as such which leads to anti -social behaviour. To support this it was necessary to show directly that parental discord is associated with anti-social discord in the children home even when the home is unbroken. It appears that anti -social behaviour may

actually be common in unhappy unbroken homes than it is in harmonious but broken ones. He goes on to say that it is the ongoing disturbance in family relationship, which does the damage rather than the family break-up.

Clayton (1999) in his study stated that it is quite possible in other words that unhappy and unbroken homes have a more harmful effect on children than do broken homes and that both types affect children adversely as compared to normal happy homes.

Gardner (1999) asserted that parents who visit the school often and wish their children to enjoy selective and protracted education in general give a boost to their children's educational progress. The motivational attitude of parents is a very important point in child's performance in school. Some studies carried out have shown the motivational effect of parent on academic achievement.

In summary, parents play a vital role in academic achievement of their children. They should be regarded as an educational agency whose work should be compared with that of the school. The adolescent's academic performance, subsequently, his achievement in school is either facilitated or inhibited by, among other variables, the type of encouragement or motivation given to him by both his parents.

2.17 THE RELATIONSHIP BETWEEN AGE, GENDER OF CHILDREN AND PARENTAL SEPERATION

Parental separation is an adversely stressful experience for all children, regardless of age or developmental levels, many children are inadequately prepared for impending divorce by their parents.

The age at which a child is when separation took place affects him greatly. If a woman has married early, has had a child shortly thereafter, and has been divorced a short time later, then her child will have a greater tendency to manifest emotional disturbances which on the long run could hinder academic performance.

Durojaiye (1995) quoting Erickson (1993) said that the age at which father's absence occurs is significant. He asserted that early father absence creates trauma and that it could be more negative in earlier years of the child's psychological development.

A child who experiences parental separation is often deprived of many things like parental love, care, affection, attention, motivation, security, understanding among others.

Gardner (1998) quoting Nwobi (1997) said that 50% of the child's general intelligence is developed at age four, another 30% at age eight and the remaining 20% by age seventeen. He added that the most serious psychological damage done to children occurs during the first few months of life as a result of deepening upset of mothers.

Skowron (2004) showed that divorce can cause serious emotional difficulties for younger children between [0-48 months] and she concluded that the impact of divorce on children is significant and harmful. The effect of parental separation according to Skowron study is classified in three categories:

- **Pre-school children:** According to Skowron (2004) in a study of 131 children, she observed that school children during the first year after parental separation showed that pre-school age children cannot understand the meaning of divorce. Consequently, they react to the departure of a parent with a great deal of confusion because they do not understand what is going on. In her study also, she observed that there might be regression to earlier stages of behaviour among this category of children.
- **Young children [pre latency]:** These children will often openly grieve for the departed parent. There is a noted pre-occupation with fantasies that their parents will happily re-unite. Children in this developmental stage have an especially difficult time with the concept of the permanence of divorce.

Anger and a feeling of powerlessness are the predominant emotional response in this developmental stage. These children experience a grief reaction to the loss of their previously intact family.

- **Adolescent:** are more affected by their own age group and less dependent on the family than younger children. For this reason, they may be affected less directly by their divorce. However, adolescents may still feel a considerable amount of anger towards one or both parents.

The divorce of their parents may lead them to question their own ability to maintain a long-term relationship with a partner. Generally speaking, considering the gender of children, studies have shown that boys and girls differ in academic performance.

Akinboye (2001) found that the males are significantly better than females in cognitive components of study attitudes to academic achievement.

Ubangha (1998) stated that academic performance is far less sensitive to father's presence for girls than for boys. Boys' academic performance is typically found to be impaired by father's absence.

Bello (1994) quoting Campbel (1993) said that girls seem more vulnerable than boys to be in danger of drifting into morally dangerous situations and relationships of delinquency in nature.

According to Akinade (1993), divorce has more enduring effect on boys than girls, though girls who are from father absent homes have problems interacting effectively with mates during adolescence. This is because of the indoctrination by their mother concerning the unreliable nature of man optimized by the girl's father.

2.18 PHILOSOPHICAL ASSUMPTIONS OF SORENSON OF HUMAN BEHAVIOUR

As a behaviourist, Sorenson assumes that normal behaviour is learned through socialization processes by means of reinforcement (positive and negative) and imitation. Abnormal or maladaptive behaviour is also the result of faulty learning experiences. Thus both adaptive and maladaptive behaviours are learned and they can be unlearned. The counselling process is basically the judicious and expert arrangement of learning or re-learning experiences. Learning in this context is a change of behaviour of a permanent kind due to experience. The counsellee has learned to change his behaviour if he is capable of solving his problem after his experience in the counselling process. Sorenson, unlike Rogers who sees counsellor as being neutral or valueless in

the counselling relationship, views the counsellor as an expert teacher who has his commitments and values.

Since the counsellor cannot completely keep his values out of the counselling process, he is a teacher of values which are socially acceptable to the individual and the society in which he lives. The counsellor, however, has no right to impose his values on his client but he is expected to show him how to live consistently within the framework of the values chosen or important to the counsellee himself. For instance, he is not free to impose his own concept of morality without at least taking into account the acceptable moral values of the society. An important duty of the counsellor is to assist the counsellee to make a free choice among alternatives available to him after giving consideration to the possible consequences of his decision. As pointed out by Sorenson (1967) the consequences of a decision can be defined in terms of two kinds of events, external and internal. The external events are private, and can be observed by two or more persons. The internal events are private, and can be observed only by the person who experiences them in the form of satisfaction or dissatisfaction. It is not the counsellor's job to decide for a counsellee which choice he should make. Instead, it is the counsellor's task to teach him how to estimate the probable consequences of alternative courses of action so that he can take such probabilities into account in educational and vocational planning, in coping with interpersonal conflicts with parents, teachers or colleagues; and in dealing with upsetting events which interfere with his psychological well-being and educational progress.

Sorenson (1967) believed in the intrinsic value and worth inherent in each individual, in his capacity for growth and change, and in his ability to cope

with life problems. He has confidence in the individual's capacity to establish appropriate values and goals. He respects and appreciates individuality, including the right and need to find ways to achieve these goals.

The counsellor should realize the dignity of each person, respect it and use the counselling situation as a learning experience for himself and the counsellee. He must be prepared to meet the counsellee on an equal footing as he tries to assist an individual to outline his own resources and his environmental opportunities in the process of self-understanding, planning, decision-making, and coping with problems relative to his developmental needs and to his educational and vocational activities (Olayinka, 1996).

2.18.1 Therapeutic Relationship

Sorenson regards the counsellor and the counsellee as partners in progress because both of them are learners. But the counsellor is the senior partner who is expected to teach the counsellee new skills of dealing with his difficulties. The counsellor through questioning and use of tests learn about the client, his strengths and limitations. He learns to adapt his learning or relearning experiences and instructions to help the client to cope with the maladaptive behaviour. The client learns new skills, knowledge, and acquires new information which he needs to cope with his problems.

2.18.2 Therapeutic techniques

Inherent in the instructional models are the cognitive and didactic methods of teaching which encourage discovery of knowledge through such intellectual processes as perception, thinking, knowing and problem-solving. Unlike the Rogerian client-centred therapy, the counsellor can use tests to obtain factual

information about the counsellee. He can ask questions, probe the client to clarify further information, confront, praise, and persuade the counsellee.

The counsellor can collect data through case history, interpret test scores, make suggestions and apply other diagnostic and prognostic techniques to assess the role of anxiety in the present maladaptive behaviour, and the client's capacity to handle anxiety and extinguish it. He assess how the client's present behaviour contributes to his problem, and whether the problems are due to cognitive error, incorrect beliefs, self-defeating attitude, irrational thinking, lack of skills or inadequate information. After assessing the ability and maturity of the client to handle his problems, the counsellor would decide on which of Sorenson's two instructional models to use viz, "The Advisory Method" or "The Guided Inquiry Method". A summary of each of them follows:

2.18.3 The Advisory Method

Olayinka (1993) observed that Sorenson's Method is based on learning principles especially that of Ellis (1958) and Bruner (1961). The Rational-Emotive behaviour theory of Ellis maintains that blockage to growth is due to irrational thinking which may result in neurosis. The client thus needs to be taught and persuaded to organize and discipline his thinking. Bruner, in his instructional model, outlines how a counsellor can cognitively impart knowledge to the understanding of the counsellee. Sorenson regards the counsellor using the Advisory Method as an expert teacher. Because of the counsellor's expert knowledge, he should diagnose the client's problem, give relevant information, teach needed skills and offer concrete suggestions for the

counsellor's acceptance. Olayinka (1993) while describing the Advisory Method states that the counsellor should collect data about the client's goals, explore the obstacle that prevents him from reaching his goals, explain his perception of the client's problems and persuade the client to take the prescribed actions. Unlike the client-centred approach by Rogers (1951), a counsellor using the Advisory Method takes a leading role in talking and suggesting solutions to the client's problems. However, the counsellor does not force his choices on the clients but presents him with several alternatives, his preferred alternative and why. By emphasizing possible consequences of his choice of action, the counsellor persuades his client to think about it, make his decision and be prepared to face its consequences.

Olayinka (1993) has broken down the counsellor process involved in the Advisory Method into the following six stages.

1. Defining the counsellor's problems in behavioural terms.
2. Re-arranging the problem in order of difficulty and dealing with the least complex problem first.
3. Collecting information to diagnose the client's problem.
4. Interpreting client's problem by applying some psychological principles or heuristic rules.
5. Suggesting possible actions for solving the client's problems by imparting knowledge; teaching new skills, giving relevant information and outlining a line of action.
6. Helping the counsellor to commit himself to take action to solve his problem by asking him to state what he intends to do and when he intends to start.

As an expert, the counsellor is to take a leading role in talking and offering suggestions to solve the client's problems. In this model, the counsellor should take decisions to solve the counsellee's problems. In each interview, the counsellor should:

1. Establish rapport with his participant,
2. Let the participant feel relaxed and free,
3. Give the participant time to think and not hurry him,
4. Return to any stage in the interview schedule if goals, obstacles, or alternatives are encountered,
5. Make sure that the participant develops a relevant plan of action to solve his problem before he leaves the interview, and
6. Find out what actions the participant intends to take and when he wants to start the actions.

2.18.4 The Guided Inquiry Method

Olayinka (1979) observed that this method proposed by Sorenson (1967, 1969) is based on the cognitive learning theories of Bruner (1961) and Gagne (1965). In this method, behavioural change comes through such intellectual processes like perception, thinking, knowing and problem-solving. Unlike the Advisory Method in which the researcher does most of the talking, the client in this method does most of the talking and analysis of his problem. The client also plays a major role in deciding his goals, in exploring alternatives and in taking action to solve his problems. The researcher is to teach the client how to establish and attain his goals. To do this, he leads the client through systematic steps of problem-solving.

2.18.5 Implications for Guidance and Counselling in Nigeria

Sorenson's instructional models of counselling seem to have combined Bruner's Cognitive learning theory with the good qualities in Rogers' (1951) client-centred psychotherapy in Guided Inquiry Method by allowing the client to develop an insight into solving his own problem in his own way under the counsellor's supervision.

Unlike the Rogerian therapy which is unstructured, Sorenson's approach insists on setting counselling objectives which should guide the counselling encounter. The first counselling objective is to identify and state the counsellee's problem in behavioural terms. As a disease once known is half cured, a counsellor could truly assist the participants to solve his problem after ascertaining the nature of the problem.

A counsellee seeks the counsellor's assistance because he cannot solve his problem alone. The counsellor as an expert, teaches his client by going through systematic steps of problem-solving to cope with his problem. If the client understands how to apply problem-solving techniques to deal with his present problem, one can expect transfer effect of his acquired skill to solve similar problems in future without reference to the counsellor. By applying Sorenson's Guided Inquiry Method, the counsellor deliberately encourages the client to be independent of him in tackling future problems.

The Advisory Method and the Guided Inquiry Method are two flexible therapeutic approaches that can be applied to different people with varying problems depending on the ability and capability of the clients and the

diagnosed nature of the problems. The counsellor, because of his expert knowledge and training, is in a better position to decide whether the clients should be advised and persuaded or be guided through inquiry method to change in a socially acceptable way.

The models recognize that deviant behaviours can be acquired cognitively or affectively and they can be changed by learning appropriate psychological principles to deal with them and it is the responsibility of the counsellor to teach heuristic rules to his clients.

The models encourage the client to think critically by observing environmental factors that thwart his efforts and their consequences on his not accomplishing his goals. The counsellor as an expert teacher, teaches the counsellee to either think of an alternative goal or acquire skills to cope with his original objective.

There is no doubt that Sorenson's models will have a wide application in our schools. His Advisory Method is similar to the traditional approaches to guidance and counselling in which individuals in trouble seek the advice from elders and religious priests because of their wealth of experience. Our traditional counsellors perform their duties by advising the younger clients or admonishing them through stories and proverbs which have well-known psychological principles and implications. Sorenson's models are superior to the wisdom of our elders which encourages youthful dependence on them. His models are based on theories of learning and problem-solving which a trained counsellor uses to assist his clients.

Notwithstanding the good points of Sorenson's instructional models and their suitability for assisting students in our institutions of learning is a welcome idea.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

This section describes the research design, area of study, population, sample and sampling technique. The various research instruments together with their psychometric properties, method of data collection, treatment procedures and the statistical tools employed in testing the stated hypothesis were also enunciated.

3.1 RESEARCH DESIGN

The research design used for this study is the quasi-experimental pre-test , post test control group design comprising three groups (1, 2 and 3). The experimental group one received treatment one i. e. Guided inquiry (X1) and the experimental group two received treatment two (X2) which is advisory model therapy, group three (C1) received a placebo treatment on health talks on self abuse of medication and danger of abortion for participants. Quasi-experimental is a design in which the study participants are assigned randomly from a common population to the treatment and the control groups. Since the experiment is carried out in a regular classroom setting in which testing is a regular phenomenon, no undesirable interaction of testing and treatment effect would be present (Campbell and Stanley, 1966).

3.2 AREA OF STUDY

The area of study was Ondo town in Ondo State. Ondo State is located in the Southwestern region of Nigeria. The town falls southwards towards Agbabu, the ancient port of Ondo with a rainfall of 60 inches a year. It is bounded by

Osun State in the North, Edo State in the East, Ogun State in the West and Agbabu the ancient port of Ondo in the South. It is highly populated with an estimated population of over 810,000 inhabitants.

3.3 POPULATION

The target population consists of all adolescents in Senior Secondary Schools within the age bracket of 14-18 years in Ondo metropolis. The total population for the six schools under study was 1,393. The adolescent age is considered adequate because the participants are more likely to be well disposed both in age and socially to freely and adequately communicate their feelings.

3.4 SAMPLE AND SAMPLING TECHNIQUE

Six Senior Secondary Schools were randomly selected through the hat and draw method from the fourteen public schools in Ondo metropolis. The total population of the six schools was 1,393. To select the participants for the study, two instruments were administered to determine which students were from broken and intact homes. This is a 25-items on a two point scale yes/no adopted from parental separation and students' adjustment questionnaire (PSSAQ) and Attitude scale for students' towards different family structures in relation to adolescents adjustment in school. The index of family relation (IFR) were a further attempt used to scale participants into intact and broken homes to ensure that samples were really gathered from the 2 categories of homes. In addition, school records of participants were also used to verify students responses as to whether they were from intact and broken homes.

After the baseline assessment, the total sample for the study were 360 participants out of the population of 1,393. The sample was randomly selected from the 6 schools under studies.

The samples accommodated the various characteristics of participants in terms of age and gender.

The participants were later divided into the three experimental groups (experimental group1 received the guided inquiry treatment, experimental group 2 received advisory model while the third group received placebo). The breakdown is as depicted in the table below according to school levels.

Table 1: DISTRIBUTION OF SAMPLES BY SCHOOL & EXPERIMENTAL GROUP

| Sampled schools | No of participants selected from intact home | No of participants selected from broken home | Allotment into Experimental groups | | | |
|-----------------|--|--|------------------------------------|------------|------------|------------|
| | | | Guided | Advisory | Placebo | Total |
| School A | 30 | 30 | 20 | 20 | 20 | 60 |
| School B | 30 | 30 | 20 | 20 | 20 | 60 |
| School C | 30 | 30 | 20 | 20 | 20 | 60 |
| School D | 30 | 30 | 20 | 20 | 20 | 60 |
| School E | 30 | 30 | 20 | 20 | 20 | 60 |
| School F | 30 | 30 | 20 | 20 | 20 | 60 |
| Total | 180 | 180 | 120 | 120 | 120 | 360 |

From the table above, it was possible to assign subjects to treatment groups using the schools as shown below.

Table 2: DISTRIBUTION OF PARTICIPANTS INTO TREATMENT GROUPS

| Experimental conditions | Family Types | | Total |
|-------------------------|--------------|------------|------------|
| | Intact | Broken | |
| Guided inquiry model | 60 | 60 | 120 |
| Advisory model | 60 | 60 | 120 |
| Control/Placebo | 60 | 60 | 120 |
| Total | 180 | 180 | 360 |

3.5 RESEARCH INSTRUMENTS

Five major instruments were used to obtain relevant data for this study.

- i. Scale of Attitude towards School Discipline "SASD"
- ii. Academic performance K5 - Factor Inventory (AP5-F1)
- iii. Problem Solving Inventory (PSI)
- iv. Rational Behaviour Inventory (RBI)
- v. Index of Family Relations (IFR)

3.5.1 SCALE OF ATTITUDE TOWARDS SCHOOL DISCIPLINE ("SASD")

This is a standardized research instrument developed by Obe (1989). It assesses attitudes to school discipline with a guard against fake responses. It consists of 72 items divided into twelve areas of school discipline. Six out of these areas were modified for this study. These are: Alcoholism, disobedience, truancy, cheating, stealing and lying. The scale has a test-retest reliability of 0.76 (Significant at the 0.01 level).

3.5.2 ACADEMIC PERFORMANCE K5-FACTOR INVENTORY (Ap5-F1)

The academic performance 5-factor inventory (Ap5-F1) was developed and validated by Aremu (2000). It is used to measure the variables of academic performance of students so as to ascertain the causative factors militating against academic performance. The inventory consists of 5 sections of 20 items each. Section A deals with causation resident in the child, Section B deals with causation resident in the family, section C deals with causation resident in the school, section D deals with causation resident in the society and section E deals with causation resident in the Government.

BELOW ARE SOME EXAMPLES FROM THE ITEMS.

Causation Resident in the Child

| | ITEMS | SA | A | D | SD |
|---|--|----|---|---|----|
| 1 | I have no interest in school work | 4 | 3 | 2 | 1 |
| 2 | My friends discourage me from schooling. | | | | |

Causation Resident in the Family

| | | | | | |
|----|--|--|--|--|--|
| 1 | My parents are divorced .I miss the contribution of my father/mother to my education and life. | | | | |
| 2 | I hardly feel happy at home | | | | |
| 3. | I live with my grandparents | | | | |

Causation Resident in the Society

| | | | | | |
|----|--|--|--|--|--|
| 1. | Sometime I feel like not belonging to this society | | | | |
|----|--|--|--|--|--|

3.5.3 PROBLEM SOLVING INVENTORY (PSI)

The Problem Solving Inventory (PSI) was developed by Heppner,(1998) to assess respondents perception of their problem solving behaviour and attitudes. It is a 35- item instrument designed to measure how individuals believe they generally attend to personal problems in their daily lives.

It has a good internal consistency with alphas ranging from .72 to .85 on the subscales and .90 for the total measure. It has excellent stability with two weeks test-retest for the subscales and total measure ranging from .83 to .89..

Some samples from the items

| | ITEM | SA | A | D | SD |
|----|---|----|---|---|----|
| 1. | I make snap judgments and later regret them | 4 | 3 | 2 | 1 |

3.5.4. RATIONAL BEHAVIOUR INVENTORY

The Rational Behaviour Inventory (RBI) was developed by Clayton, (1999) To measure irrational and absolutist beliefs. It provides an overall index of irrationality or the tendency to hold irrational and absolutist beliefs. RBI is based on the work of Albert Ellis and the assumption that irrational beliefs underlie emotional disorders.

RBI has a split-half reliability coefficient of .73, with a .82 test-retest correlation.

Some Examples from the items

| | ITEM | SA | A | D | SD |
|----|--|----|---|---|----|
| 1. | It makes me very uncomfortable to be different | | | | |

3.5.5 INDEX OF FAMILY RELATIONSHIPS (IFR)

Index of family relationship (IFR) was developed by Hudson (1982) to measure family relationship problems. It is a 25 – item scale designed to measure the extent and severity of problems that family members have in their relationship with one another. The instrument is to identify participants from troubled homes in this study.

BELOW ARE SOME EXAMPLES OF THE ITEMS.

Four point-likert format was adopted with Strongly Agree, Agree, Disagree, Strongly Disagree.

The Scoring of the instrument was by assigning, 4,3,2,1 to SA,A,,D,SD. for positively stated items.

| | ITEMS | SA | A | D | SD | |
|----|--------------------------------------|----|---|---|----|--|
| 1. | I wish I was not part of this family | | | | | |
| 2. | I feel left out of my family | | | | | |
| 3. | There is a lot of love in my family | | | | | |

3.6 VALIDATION OF INSTRUMENTS

A pilot study was carried out under conditions as similar as possible to those anticipated in the main study to determine the validity and reliability of the research instruments as well as the psychometric properties. The objectives of the pilot study was to validate the research instruments that were used for the study. It is also meant to redirect, identify difficulties, limitation, to test the treatment packages, establish procedure to be used and to enable the researcher gain mastery and practical experience in the use of the two treatment packages to be employed in the main study. A total of 90 randomly

selected adolescents students, 30 each from three schools in Mainland Local government area of Lagos State participated in the study. The schools and students were different from the ones used for the main study. The same sample was retested after three weeks. The test retest reliability coefficient for the index (IFR) was 0.92. The instrument was adjudged reliable. To establish their face and content validity the instruments were verified at two departmental seminars. Comments and corrections of the research advisers and those of other lecturers were incorporated resulting in this present status.

3.7 PROCEDURE FOR DATA COLLECTION

After obtaining a letter of introduction from the Head of Department of Educational Foundations, University of Lagos, the researcher visited these schools.

Permission was sought from and was granted by the Principals of the schools used for the purpose of the study. The researcher was introduced to the counsellors and Vice Principals and their assistance was assured.

3.8 APPOINTMENT AND TRAINING OF RESEARCH ASSISTANTS

Three research assistants were employed and trained to ensure effective administration, scoring and coding of the research instruments. There was one hour training session for each research assistant. The purpose and nature of the research were clearly explained to them. How to guide the respondents in filling of the instruments was also explained. The three research assistants were Masters Degree holders in Guidance and Counselling. They were actively involved and adequately remunerated.

3.9 THE ADMINISTRATION OF THE INSTRUMENTS

The instruments were administered to the participants on school basis. In administering the instruments, the testing conditions (Obe, 1980 and Olusakin, 1996) were strictly adhered to. The classrooms used were well ventilated without noise. There was adequate lighting, proper ventilation, comfortable sitting facilities and spacious classrooms for free movement of the participants and proper supervision by the research assistants.

The researcher established rapport first, assured the participants of absolute confidentiality and explained the purpose of the exercise. She advised them to go through the instructions.

The participants were made to understand that there is no right or wrong answers and as such they should answer honestly. They were informed that there was no time limit to complete the instruments, since it is not an examination. Nevertheless the participants were able to complete the instruments within thirty (30) minutes.

3.10 TREATMENT PACKAGE: PROCEDURE

This study was carried out in three (3) phases.

Phase one (1) Pre-treatment assessment

All pretest measures were administered two weeks before commencing the treatment. Here the researcher scaled the participants into intact and broken groups. Participants with poor academic performance and maladaptive

behaviors were identified through the use of the students available schools records and some instruments like (SASD, AP5-F1, RBI).

Phase two (2): Treatment Package (Guided inquiry and Advisory model). The participants in the two treatment groups were exposed to six sessions of guided inquiry and advisory model twice per week per school for ten consecutive weeks. The control group received placebo treatment that is a situation in which one behaves as if he or she is giving treatment when actually it is not real.

In summary, the two treatment groups received group counselling while the control group received a placebo treatment on Health talk on self abuse of medication and danger of abortion.

Phase three (3): Post counselling Assessment. This was done two weeks later after the sessions of counselling, the instruments were administered once again to the groups. A follow up session was negotiated and their third term results in English Language and Mathematics from a unified examination were collected to find out if the treatments had a long term impact on the participants. Comparisons of the pre and post scores in all the dependant measures were done.

TREATMENT PROCEDURE

Treatment 1

GUIDED INQUIRY MODEL:-

This was developed by Sorenson (1967) with Reference to Bruner (1961) and Gagne (1965). In this method, behavioural change comes through such intellectual processes as perception, thinking, knowing and problem solving. Learning of psychological principles or heuristic rules like reinforcement will change maladaptive behaviour to an adaptive one permanently and behaviour that is rewarded tends to be repeated. Teaching of heuristic rules helps the client understand his problem and how to solve it. The counsellee is expected to do most of the talking and analysis of his problem and take major role in deciding his goals, in exploring alternative goals and in taking action to solve his problems. To accomplish this, the researcher uses the three main techniques; questioning, restatement and teaching of heuristic rules or psychological principles. In accordance with Olayinka (1987) the following procedures were adopted.

SESSION 1: (Establishment of Rapport).

The researcher took the initiative to establish a climate conducive to mutual respect, trust, free, open communication and understanding, based on the principles of confidentiality. Other activities in the session include,

- Identification of group goals and objectives of the therapy.
- Specifying the duration of each session and number of sessions required.
e.g. Timing, regular attendance etc.
- Stressing the need to respect individual's view, among group members.

- More orientation programme and what individual stands to gain in the programme

SESSION II:- Stories of two different personalities in senior secondary school were narrated on how one with maladaptive behaviour like playing truancy, disobedience, smoking, cheating, fighting and failing his examination and the other one was found obeying school rules and regulations, respectful, does his homework/assignment and later passed his examinations in flying colours.

- Questions were asked on the stories to point out the behaviour exhibited by the two students
- Possible reasons for the maladaptive behaviour and the good behaviour were pointed out by participants which include intact /broken home and the usual problems emanating from them. Others include society, government, peers, etc.

SESSION III: Questions were asked to bring out different types of problems and how they can be solved through perception, thinking and knowing. For example what type of maladaptive behaviour noticed in the students? What are the causes of these maladaptive behaviour? What are the consequences of the behaviour exhibited? How should the problems be solved?

SESSION IV: Learning of psychological principles or heuristic rules like reinforcement which will change maladaptive behaviour to an adaptive one permanently. For example rewarding good behaviour or good academic performance by praising, giving award, prizes, encouragement, writing out

the names of well behaved on the board, etc Teaching of heuristic rules helped the participants to understand his problem and how to solve it.

SESSION V: Participants did most of the analysis by talking of their problems and took major role in deciding their individual goals, explored alternative goals and took actions to solve their problems with the supervision and guidance of the researcher. The application of the principles to achieving set goals, involved the presentation of the desired behavioural patterns and the adoption of the principles in attainment of the goals.

SESSION VI: More discussion on skills, brain storming and role play.

The researcher encouraged participant to practice the new behaviour and study-skills outside training session.

Feedback- A track of how well the treatment seemed to be working was kept. Plans were revised and tried again where necessary.

TREATMENT II

ADVISORY MODEL:

Sorensons method is based on learning principles especially that of Ellis (1958) and Bruner (1961). The Rational Emotive Behaviour theory of Ellis maintains that blockage to growth is due to irrational behaviour which may result in neurosis. The participants needed to be taught and persuaded to organize and discipline their thinking. The therapist diagnoses the clients problem, gives relevant information, teaches needed skills and offers concrete suggestions for the counselees acceptance.

SESSION 1: Establishment of rapport for trust and open communication. The researcher greeted and welcomed the participants to the day's session. Members were asked to greet and have a handshake with each other. The researcher explained the rationale and the procedure of the treatment to the participants. They were also told what to expect from the treatment. The meaning and full explanation of the treatment to be used was also given to the participants.

SESSION 2: Discussion session with the participants. The researcher tried to find out or identify some behavioural problems exhibited by adolescents through a Christian video clip titled *Storms of Life*, how participants came about this maladaptive behaviour like prostitution, cultism, truancy, fighting and how it has affected their academic performance. Each participant was given the opportunity to talk. The problems include: truancy, absenteeism, prostitution, cultism, bullying, abortion, fighting, aggression, drug abuse etc

SESSION 3: Continuation of discussion with participants. The researcher noted that frustration, quarrel, lack of peace, co-operation, anxiety, loneliness, results from absence of father figure. Also, insecurity as a result of broken homes were some of the reasons given by the participants for misbehaving and failing their examination in the video clip. In counselling the participants, they were asked if there are no other people in the same situation with them; and if those people have all taken to maladaptive behaviour and have neglected their education. Broken home can be frustrating but some students in the same categories still behave well and perform excellently well in their studies.

SESSION 4: The researcher asked if participants who claimed broken home as reason for their misbehavior and underachievement in school were willing to change their behaviour to be able to adjust socially and perform well in their academics. They were asked if they were interested in forgetting their problems, behave in a way that is acceptable to the norms of the society and face their studies to be achievers in life. Majority of the participant stated that they will change their ways if there is peace, co-operation, love, and will be encouraged and accepted by their home environment.

SESSION 5: Further discussion with participants continued. The researcher asked if participants were ready or willing to develop more logical thinking as regards their behaviour and academic performance as against in-secured home discouragement, frustration, lack of peace, which they gave as the main reasons for their actions . The researcher also asked if participants can talk about or suggest other things that can assist them to perform well in their academics and improve their behaviour. The researcher asked if the participants are aware of study skills that can help them learn better in school and that frequent punishment as a result of their maladaptive behaviour can contribute to failure when classes are not attended while serving punishment. Most of the students showed interest in learning the study skill and put behind them their home problems.

SESSION 6: Review of problems. Researcher led participants through stages of modification.

- **Remoralization:** Bring participants out of demoralized state.
- **Remediation:** Refocusing on ways that bring symptoms of relief.

- **Rehabilitation:** Focus here is on unlearning troublesome, maladaptive habitual behaviours, academic underachievement as a result of broken homes and establishing new ways of dealing with various aspects of life. Generating alternative solutions. Researcher introduces behavioural activation and study skill training strategies which emphasizes six (6) points based upon Bakare's, (1977) Study Habits Inventory.(SHI)

(1) Time Allocation (2) Home Assignment (3) Study periods and procedure (4) Concentration (5) Reading, Note-taking and comprehension (6) examination taking skills . The SQ3R (survey, question, read, recite, review) techniques was also treated to get participants develop activities that are pleasurable or give client greater control of himself or these activities are likely to diminish the problems either by changing the situation or accepting it. There were more discussions on skills. Other activities such as brain-storming, role play etc were also integrated. Researcher encouraged participants to practice the new behaviour and study skills outside the training session.

FEEDBACK: A track of how well or badly the training seemed to be working was kept. Plans were revised and tried again where necessary.

COUNSELLING SESSION WITH THE CONTROL GROUP (PLACEBO TREATMENT): This group received a placebo treatment. Placebo is pretense as if giving them treatment like in the other groups. The importance of the talk is to help the control group gain knowledge at the end of the treatment instead of loosing out rightly. The programme was also sub-divided into six sessions comprising of teaching, questions and answers and also group counselling.

Session 1: The researcher established rapport and created a threat-free, conducive and permissive atmosphere to encourage participants to open up and benefit from counselling.

Session 2: Participants were made to mention some maladaptive behaviours exhibited by students in schools. There was a discussion on how these behaviours affect student's academic performance.

Session 3: Health talks on self abuse of medication and "danger of abortion" were given to participants.

Session 4: Questions were asked on the danger of self medication and abortion.

Session 5: Researcher provided adequate information that participants may need to solve problem of self medication and abortion and were discouraged to desist from drug abuse, self medication, abortion and engage in good behaviour that are pleasurable or give participants greater control of themselves.

Session 6: More discussions, questions and answer, advice role play.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS OF RESULTS, SUMMARY OF FINDINGS AND DISCUSSION OF FINDINGS

This chapter presents the results of the data collected and the eight hypotheses tested.

The data obtained were subjected to both descriptive and inferential statistics. The Statistical Package for Social sciences (SPSS) for windows was used for the data analysis. The hypotheses formulated were tested using Analysis of Covariance (ANCOVA). Means and standard deviation for the pre and post test measures were computed.

The results obtained from the various statistical analyses carried out in the study are presented below in tables according to the relevant hypothesis being tested using 0.05 level of significance.

RESULTS

Hypothesis One

a) Advisory and Guided Inquiry counselling techniques will have no significant effect on the English language achievement of adolescents from intact and broken homes.

The Analysis are presented in tables 1 and 2

Table 1: Post-test scores on the English language achievement of adolescents from intact and broken homes in the treatment and control groups.

| EXP GROUP | FAMILY TYPE | PRE TEST SCORES ON ENGLISH LANGUAGE | | POST TEST SCORES ON ENGLISH LANGUAGE | | |
|-----------|-------------|-------------------------------------|------|--------------------------------------|-------|-----|
| | | MEAN | SD | MEAN | SD | N |
| GUIDED | BROKEN | 52.39 | 9.17 | 56.73 | 10.78 | 60 |
| | INTACT | 53.50 | 9.63 | 55.35 | 9.85 | 60 |
| | TOTAL | 52.98 | 9.40 | 54.54 | 10.3 | 120 |
| ADVISORY | BROKEN | 48.31 | 8.74 | 58.69 | 11.73 | 60 |
| | INTACT | 52.45 | 9.25 | 55.84 | 9.93 | 60 |
| | TOTAL | 50.79 | 8.10 | 57.36 | 10.83 | 120 |
| CONTROL | BROKEN | 42.89 | 7.38 | 44.08 | 7.91 | 60 |
| | INTACT | 48.76 | 8.92 | 43.28 | 7.68 | 60 |
| | TOTAL | 45.93 | 8.15 | 43.72 | 7.78 | 120 |
| | GRAND MEAN | 49.90 | 8.55 | 51.87 | 9.64 | 360 |

From the results in Table 1, under the Guided Inquiry method, the participants in the broken group had a higher mean post-test score of 56.73 than the participants in the intact group who had a mean post-test score of 55.35. Similarly under the Advisory group, the participants in the broken group had a higher mean posttest score of 58.69 than the participants in the intact group who had a mean post-test score of 55.84. However, when the mean posttest scores of all the three groups were compared it was observed that the participants in the Advisory group had the highest mean post-test score of 57.36 while the participants in the control group had the lowest mean post test score of 43.72.

Table 2: Analysis of Covariance (ANCOVA) of post-test scores on English language achievement of adolescents from intact and broken homes in the treatment and control groups.

| | Experimental Method | | | | | |
|---|---------------------|-----|-------------|-------|------|-------|
| | Sum of squares | Df | Mean square | F | Sig. | B |
| Main Effects with combined covariance | 12548.22 | 4 | 3137.05 | 33.64 | * | 0.048 |
| EXP GROUP | 12167.67 | 2 | 6083.84 | 65.24 | * | |
| FAMILY TYPE | 30.83 | 1 | 30.83 | 0.33 | ns | |
| Covariate IFR-PRE | 59.29 | 1 | 59.29 | 0.64 | * | |
| 2- Way interactions EXP GROUP*FAMILY TYPE | 312.90 | 2 | 156.45 | 1.68 | ns | |
| Model | 12861.12 | 6 | 2143.52 | 22.99 | * | |
| Residual | 32917.00 | 353 | 93.25 | | | |
| Total | 45778.12 | 359 | 127.52 | | | |

* = Significant at 0.05 level, df = 2 and 353 critical - F = 3.02

ns = not significant df = 1 and 353 critical - F = 3.87

According to the results in Table 2, the combined calculated F value of 33.64 on the groups is higher than the critical F value of 3.02 at the significant level of 0.05 (df=2 and 353). The calculated F value of 65.24 for the effect of experimental condition alone was found to be significant. On the other hand the effect of family type alone was not significant (calculated F = 0.33) given the critical F value of 3.87 ($p = 0.05$, $df = 1$ and 353). The two way interaction between experimental group and family type was not significant (calculated F = 1.68 at $df = 2$ and 353). The model was significant (calculated F = 22.99 at $df = 6$ and 353). This shows that advisory and guided inquiry counselling techniques have significant effect on the English language achievement of adolescents from intact and broken homes.

b) Advisory and Guided inquiry counselling techniques will have no significant effect on the Mathematics achievement of adolescents from intact and broken homes.

The results in tables 3 and 4 are used to analyse the hypothesis

Table 3: Post-test scores on the Mathematics achievement of adolescents from intact and broken homes in the treatment and control groups.

| EXP GROUP | FAMILY TYPE | PRE TEST SCORES ON MATHEMATICS | | POST TEST SCORES ON MATHEMATICS | | |
|-----------|-------------|--------------------------------|------|---------------------------------|-------|-----|
| | | MEAN | SD | MEAN | SD | N |
| GUIDED | BROKEN | 49.24 | 8.87 | 54.80 | 9.72 | 60 |
| | INTACT | 51.39 | 9.06 | 53.62 | 9.68 | 60 |
| | TOTAL | 50.42 | 8.97 | 54.20 | 9.7 | 120 |
| ADVISORY | BROKEN | 47.87 | 8.58 | 52.66 | 9.29 | 60 |
| | INTACT | 46.75 | 8.41 | 56.77 | 10.83 | 60 |
| | TOTAL | 47.54 | 8.49 | 54.55 | 10.06 | 120 |
| CONTROL | BROKEN | 48.86 | 8.96 | 49.05 | 8.96 | 60 |
| | INTACT | 52.75 | 9.25 | 49.00 | 8.93 | 60 |
| | TOTAL | 50.92 | 9.11 | 49.00 | 8.95 | 120 |
| | GRAND MEAN | 49.63 | 8.86 | 52.60 | 9.57 | 360 |

Evidence in Table 3, shows that under the Guided inquiry method, the participants in the broken group had a higher mean posttest score of 54.80 than the participants in the intact group who had a mean posttest score of 53.62. Under the Advisory group, the participants in the broken group had a lower mean posttest score of 52.66 than the participants in the intact group who had a mean post test score of 56.77. However when the mean posttest scores of all the three groups were compared it was observed that the participants in the Advisory group had the highest post-test mean score of 54.55 followed by the

participants in Guided inquiry group with a mean posttest score of 54.20 while the participants in the control group had the lowest mean post test score of 49.03. Further observation showed that the overall grand mean of 52.60 was lower than those of the advisory and guided inquiry.

Table 4: Analysis of Covariance (ANCOVA) of post-test scores on Mathematics achievement of adolescents from intact and broken homes in the treatment and control groups.

| | Experimental Method | | | | | |
|---|---------------------|-----|-------------|-------|------|------|
| | Sum of squares | df | Mean square | F | Sig. | B |
| Main Effects with combined covariance | 6211.16 | 4 | 1552.79 | 16.82 | * | 0.31 |
| EXP GROUP | 2319.15 | 2 | 1159.58 | 12.56 | * | |
| FAMILY TYPE | 103.28 | 1 | 103.28 | 1.12 | ns | |
| Covariate IFR-PRE | 3816.53 | 1 | 3816.53 | 41.34 | * | |
| 2- Way interactions EXP GROUP*FAMILY TYPE | 459.02 | 2 | 229.51 | 2.49 | ns | |
| Model | 6670.18 | 6 | 1111.70 | 12.04 | * | |
| Residual | 32592.02 | 353 | 92.33 | | | |
| Total | 39262.20 | 359 | 109.37 | | | |

* = Significant at 0.05 level, df = 2 and 353 critical - F = 3.02

ns = not significant df = 1 and 353 critical - F = 3.87

The results in Table 4, shows that the combined calculated F-value of 16.82 on the groups is higher than the critical F value of 3.02 at the significant level of 0.05.(df = 2 and 353). However, the calculated F value of 12.56 for the effect of experimental group alone was found to be significant. On the other hand the effect of family type alone was not significant (calculated F = 1.12) given the critical F-value of 3.87 ($p = 0.05$, $df = 1$ and 353). The two way interaction between experimental group and family type was also not significant (calculated F = 2.49 at $df = 2$ and 253). The model was significant (where

calculated $F = 12.04$ at $df = 6$ and 353). This shows that advisory and guided inquiry counselling techniques have significant effect on the Mathematics achievement of adolescents from intact and broken homes.

Hypothesis Two

There will be no significant gender difference in social adjustment between adolescents from intact and broken.

Table 5: Pre-test and post-test scores on the gender difference in social adjustment of adolescents from intact and broken homes.

| Gender | FAMILY TYPE | PRE TEST SCORES ON SOCIAL ADJUSTMENT | | POST TEST SCORES ON SOCIAL ADJUSTMENT | | |
|--------|-------------|--------------------------------------|-------|---------------------------------------|-------|-----|
| | | MEAN | SD | MEAN | SD | NO |
| MALE | BROKEN | 60.13 | 10.81 | 67.10 | 12.98 | 42 |
| | INTACT | 61.65 | 11.34 | 66.55 | 12.31 | 58 |
| | TOTAL | 60.89 | 11.08 | 66.83 | 12.65 | 90 |
| FEMALE | BROKEN | 49.27 | 9.72 | 62.51 | 11.43 | 38 |
| | INTACT | 50.75 | 9.89 | 64.82 | 11.85 | 52 |
| | TOTAL | 50.01 | 9.81 | 63.36 | 11.64 | 90 |
| | GRAND MEAN | 55.45 | 10.45 | 65.10 | 12.15 | 180 |

Evidence in Table 5 indicates that the male participants in the broken group had a higher mean posttest score of 67.10 than the male participants in the intact group who had a mean posttest score of 66.55. However, prior to the posttest the participants in the intact group had a higher mean score of 61.65 over the participants from the broken homes. For the females, the participants in the intact group had a higher mean posttest score of 64.82 than the participants in the broken group who had a mean post test score of 62.51.

However when the mean posttest scores of both gender were compared it was observed that the male participants had a higher mean posttest score of 66.83 than mean posttest score of 63.36 recorded by the females. Further observation showed that the grand mean of 65.10 was lower than that recorded by the female participants

Table 6: Analysis of Covariance (ANCOVA) of post-test scores on the gender difference in social adjustment of adolescents from intact and broken homes

| | Sum of squares | Df | Mean square | F | Sig. | B |
|---------------------------------------|----------------|-----|-------------|-------|------|------|
| Main Effects with combined covariance | 5231.14 | 4 | 1658.71 | 14.83 | * | 0.31 |
| GENDER | 3318.11 | 2 | 1057.53 | 11.23 | * | |
| FAMILY TYPE | 93.21 | 1 | 93.21 | 1.43 | ns | |
| Covariate SOCIAL | 3816.53 | 1 | 3816.53 | 37.34 | * | |
| ADJ PRE | 378.12 | 2 | 229.51 | 2.47 | ns | |
| 2- Way interactions GENDER*FAMILY | 6322.15 | 6 | 1111.70 | 11.08 | * | |
| TYPE | 36390.18 | 353 | 81.32 | | | |
| Model | 35218.22 | 359 | 98.36 | | | |
| Residual | | | | | | |
| Total | | | | | | |

* = Significant at 0.05 level, df = 2 and 353 critical - F = 3.02

ns = not significant df = 1 and 353 critical - F = 3.87

The results in Table 6, shows that the combined calculated F-value of 14.83 on the groups is higher than the critical F value of 3.02 at the significant level of 0.05 (df = 2 and 353). Similarly, the calculated F value of 11.23 for the gender alone was found to be significant. On the other hand the effect of family type alone was not significant (calculated F = 1.43) given the critical F-value of 3.87 (p = 0.05, df = 1 and 353). The two way interaction between gender and family type was also not significant (calculated F = 2.47 at df = 2 and 353). The model

was significant (where calculated $F = 11.08$ at $df = 6$ and 353). This shows that there is a significant gender difference in social adjustment between adolescents from intact and broken homes.

Hypothesis Three

There will be no significant difference in the post test scores on family relations between adolescents from intact and broken homes in the treatment and control groups.

The summary of the results for hypothesis three are presented in table 7

Table 7: Pre-test and Post-test scores of adolescents from intact and broken homes on family relations for the three groups.

| Exp Group | Family Type | Pre-Test Score on Family Relations | | Post Test Score on Family Relation | | |
|-----------|-------------|------------------------------------|-------|------------------------------------|-------|-----|
| | | Mean | SD | Mean | SD | N |
| GUIDED | BROKEN | 58.18 | 18.92 | 60.12 | 22.23 | 60 |
| | INTACT | 54.72 | 15.77 | 57.58 | 17.42 | 60 |
| ADVISORY | BROKEN | 61.25 | 23.06 | 64.72 | 24.16 | 60 |
| | INTACT | 62.19 | 23.94 | 63.70 | 23.71 | 60 |
| CONTROL | BROKEN | 45.81 | 10.25 | 42.42 | 7.89 | 60 |
| | INTACT | 40.05 | 7.67 | 41.93 | 7.06 | 60 |
| | GRAND MEAN | 53.70 | | 55.08 | | 360 |

Evidence from table 7 suggest that adolescents from broken homes who received advisory counselling obtained the higher scores on family relations at posttest ($x = 64.72$) followed by those from intact homes who also received advisory counselling with a post-test mean of 63.70. Adolescent from broken home who were in the guided inquiry treatment group ranked third in their post-test family relations scores ($x = 60.12$, $SD = 22.23$) while those from intact homes in the same treatment group obtained a mean post-test score of 57.58 to

place fourth. Participants in the control group obtained the lowest scores, with those from broken homes recording a mean score of 42.42 as against 41.93 obtained by those from intact homes.

Table 8: Analysis of Covariance (ANCOVA) for the posttest scores on Family Relation for the three groups by family type using IFR (Index of Family Relation) pretest as covariate

| | Experimental Method | | | | | |
|---|---------------------|-----|-------------|-------|------|-------|
| | Sum of squares | Df | Mean square | F | Sig. | B |
| Main Effects with combined covariance | 29659.15 | 4 | 7414.79 | 47.11 | * | 0.049 |
| EXP GROUP | 29473.09 | 2 | 14736.55 | 93.62 | * | |
| FAMILY TYPE | 39.18 | 1 | 39.18 | 0.25 | ns | |
| Covariate IFRPRE | 181.63 | 1 | 181.63 | 1.15 | ns | |
| 2- Way interactions EXP GROUP*FAMILY TYPE | 192.19 | 2 | 96.09 | 0.61 | ns | |
| Model | 29851.34 | 6 | 4975.22 | 31.61 | * | |
| Residual | 55563.64 | 353 | 157.40 | | | |
| Total | 85414.98 | 359 | 237.93 | | | |

* = Significant at 0.05 level, df = 2 and 353 critical - F = 3.02

ns = not significant df = 1 and 353 critical - F = 3.87

The results in Table 8, shows that the calculated F value of 47.11 for the mean effects is higher than the critical F value of 3.02 at the significant level of 0.05 (df = 2 and 353). The effect of experimental treatment alone calculated F = 93.62 was significant. On the other hand the effect of family type alone was not significant (calculated F = 0.25) given the critical F - value of 3.87 (p = 0.05, df = 1 and 353). The two way interaction between group and family type was not significant (calculated F = 0.61 at df = 2 and 353). The model was significant (calculated F = 31.61 at df = 6 and 353). This shows that there is no significant difference in the post-test scores on family relations between adolescents from intact and broken homes in the treatment and control groups.

From the results presented in table 7 and 8, the following conclusion were made

- 1) Experimental treatment had a significant effect in improving family relations among adolescents.
- 2) There was no significant difference in family relations between adolescents from intact and those from broken homes.
- 3) The interaction effects of experimental condition and family type on family relations was not statistically significant.

Hypothesis Four

Adolescents from intact and broken homes will not significantly differ in their problem solving behaviour due to experimental treatment.

In testing this hypothesis the descriptive statistics and ANCOVA are depicted in the tables 9 and 10 below.

Table 9. Post-test scores of the adolescent students on their problem solving behaviour due to experimental treatment

| EXP GROUP | FAMILY TYPE | PRE TEST SCORE ON PROBLEM SOLVING BEHAVIUOR | | POST TEST SCORE ON PROBLEM SOLVING BEHAVIUOR | | |
|-----------|-------------|---|-------|--|-------|-----|
| | | MEAN | SD | MEAN | SD | N |
| GUIDED | BROKEN | 117.43 | 14.52 | 121.78 | 17.39 | 60 |
| | INTACT | 112.67 | 11.50 | 118.70 | 15.12 | 60 |
| | TOTAL | 115.05 | 13.01 | 120.24 | 16.26 | 120 |
| | | | | | | |
| ADVISORY | BROKEN | 110.52 | 11.41 | 119.16 | 16.18 | 60 |
| | INTACT | 111.59 | 11.07 | 114.31 | 14.27 | 60 |
| | TOTAL | 111.06 | 11.24 | 116.89 | 15.22 | 120 |
| | | | | | | |
| CONTROL | BROKEN | 118.60 | 15.11 | 106.91 | 10.93 | 60 |
| | INTACT | 106.51 | 10.82 | 109.70 | 11.26 | 60 |
| | TOTAL | 112.56 | 12.97 | 108.17 | 11.09 | 120 |
| | | | | | | |
| | GRAND MEAN | 112.82 | 12.41 | 115.10 | 14.19 | 360 |

As shown in Table 9, under the guided inquiry, the participants in the broken group had a higher mean posttest score of 121.78 than the participants in the

intact group who had a mean posttest score of 118.70. Similarly under the advisory model group, the participants in the broken group also had a higher mean posttest score of 119.16 than the participants in the intact group who had a mean posttest score of 114.31. When the mean posttest scores of all the three experimental groups were compared it was observed that the participants in the control group had the lowest mean posttest score compared to the two experimental groups (Guided inquiry and Advisory

Table 10: Analysis of Covariance (ANCOVA) for the posttest scores of the adolescent students on their problem solving inventory (PSI) due to experimental treatment

| | Experimental Method | | | | | |
|---|---------------------|-----|-------------|-------|------|-------|
| | Sum of squares | Df | Mean square | F | Sig. | B |
| Main Effects with combined covariance | 64092.30 | 4 | 16023.08 | 64.95 | * | 0.579 |
| EXP GROUP | 5443.58 | 2 | 2721.79 | 11.03 | * | |
| FAMILY TYPE | 377.97 | 1 | 377.94 | 1.53 | ns | |
| Covariate IFRPRE | 54499.87 | 1 | 54499.87 | 1.79 | * | |
| 2- Way interactions EXP GROUP*FAMILY TYPE | 881.64 | 2 | 440.82 | 43.89 | ns | |
| | 64973.94 | 6 | 10828.99 | | * | |
| Model | 87090.40 | 353 | 246.72 | | | |
| Residual | 152064.40 | 359 | 423.58 | | | |
| Total | | | | | | |

* = Significant at 0.05 level, df = 2 and 353 critical - F = 3.02

ns = not significant df = 1 and 353 critical - F = 3.87

As seen from the results in Table 10, the combined calculated F value of 64.95 on the groups is higher than the critical F value of 3.02 at the significant level of 0.05 (df = 2 and 353). The effect of experimental group alone (with a calculated F = 11.03) was found to be significant. On the other hand the effect of family type alone was not significant (calculated F = 1.53) given the critical F - value

of 3.87 ($p = 0.05$, $df = 1$ and 353). Also, the two way interactions between group and family type was not significant (calculated $F = 1.79$ at $df = 2$ and 353). The model was however found to be significant (calculated $F = 43.89$ at $p = 0.05$, $df = 6$ and 353). This results show that adolescents from intact and broken homes did not significantly differ in their problem solving behaviour due to experimental treatment.

Hypothesis Five

There will be no significant difference in post-test scores of irrationality between adolescents from intact and broken homes in the treatment and control groups

Table 11. Post-test on irrational behaviour between adolescents from intact and broken homes in the treatment and control groups

| EXP GROUP | FAMILY TYPE | PRE TEST SCORE ON IRRATIONAL BEHAVIOUR (IRB) | | POST TEST SCORE ON IRRATIONAL BEHAVIOUR (IRB) | | |
|-----------|-------------|---|-------|--|-------|-----|
| | | MEAN | SD | MEAN | SD | N |
| GUIDED | BROKEN | 53.19 | 10.45 | 60.58 | 13.57 | 60 |
| | INTACT | 56.82 | 12.26 | 69.13 | 15.74 | 60 |
| | TOTAL | 55.01 | 11.36 | 64.86 | 14.66 | 120 |
| ADVISORY | BROKEN | 54.86 | 11.43 | 78.47 | 17.72 | 60 |
| | INTACT | 53.71 | 10.68 | 62.21 | 14.37 | 60 |
| | TOTAL | 54.29 | 11.06 | 80.22 | 16.05 | 120 |
| CONTROL | BROKEN | 57.34 | 12.89 | 65.59 | 14.90 | 60 |
| | INTACT | 62.69 | 14.77 | 61.15 | 13.96 | 60 |
| | TOTAL | 60.02 | 13.83 | 63.59 | 14.43 | 120 |
| | GRAND MEAN | 56.44 | 12.08 | 69.56 | 15.07 | 360 |

Based on Table 11, under the guided inquiry method, the participants in the broken group had a lower mean posttest score of 60.58 than the participants in

the intact group who had a mean post test score of 69.13. Similarly, under the advisory group, the participants in the broken group had a higher mean post-test score of 78.47 than the participants in the intact group who had a mean post test score of 62.21. However when the mean posttest scores of all the three experimental groups were compared it was observed that the participants in the advisory group had highest mean posttest score of 80.22 followed by the participants in Guided inquiry group while the participants in the control group had the lowest mean post test score.

Table 12: Analysis of Covariance (ANCOVA) of post-test scores on the irrational behaviour between adolescents from intact and broken homes in the treatment and control groups.

| | Experimental Method | | | | | |
|---|---------------------|-----|-------------|--------|------|-------|
| | Sum of squares | Df | Mean square | F | Sig. | B |
| Main Effects with combined covariance | 131982.45 | 4 | 32995.61 | 59.83 | * | 0.531 |
| EXP GROUP | 51027.55 | 2 | 25513.78 | 46.26 | * | |
| FAMILY TYPE | 1008.82 | 1 | 1008.82 | 1.83 | ns | |
| Covariate IFRPRE | 110803.47 | 1 | 110803.47 | 200.91 | * | |
| 2- Way interactions EXP GROUP*FAMILY TYPE | 2635.73 | 2 | 1317.87 | 2.39 | ns | |
| Model | 134618.18 | 6 | 22436.36 | 40.68 | * | |
| Residual | 194682.71 | 353 | 551.51 | | | |
| Total | 329300.89 | 359 | 917.27 | | | |

* = Significant at 0.05 level, df = 2 and 353 critical - F = 3.02

ns = not significant df = 1 and 353 critical - F = 3.87

From the results in Table 12, the combined calculated F value of 59.83 on the groups is higher than the critical F value of 3.02 at the significant level of 0.05 (df = 2 and 353). The effect of experimental condition alone (calculated F - 46.26) was significant. On the other hand the effect of family type alone was not

significant (calculated $F = 1.83$) given the critical F -value of 2.39 ($p = 0.05$, $df = 1$ and 353). The two way interaction between group and family type was not significant (calculated $F = 0.61$ at $df = 2$ and 353). The model was significant (calculated $F = 40.68$ at $df = 6$ and 353). This shows that there is no significant difference in post test scores of irrationality between adolescents from intact and broken homes in the treatment and control groups.

From tables 11 and 12, it was evident that while experimental treatment had a statistically significant effect in improving rational thinking among adolescents, the effects of family type and the interaction term were not statistically significant.

Hypothesis Six

Experimental treatment and family type will not have a significant effect on adolescent's attitudes to school discipline.

The results in tables 13 and 14 were used to analyse the null hypothesis six

Table 13. Post-test on students' attitude to school discipline between adolescents from intact and broken homes in the treatment and control groups

| EXP GROUP | FAMILY TYPE | PRETEST SCORES ON STUDENTS ATTITUDE TO SCHOOL DISCIPLINE (SASD) | | POST TEST SCORES ON STUDENTS ATTITUDE TO SCHOOL DISCIPLINE (SASD) | | |
|-----------|-------------|---|-------|---|-------|-----|
| | | MEAN | SD | MEAN | SD | N |
| GUIDED | BROKEN | 54.63 | 10.63 | 61.37 | 13.98 | 60 |
| | INTACT | 53.40 | 10.14 | 57.15 | 11.84 | 60 |
| | TOTAL | 54.02 | 10.39 | 59.26 | 12.91 | 120 |
| ADVISORY | BROKEN | 57.49 | 11.95 | 61.45 | 14.08 | 60 |
| | INTACT | 52.51 | 9.97 | 56.88 | 11.12 | 60 |
| | TOTAL | 55.00 | 10.96 | 59.32 | 12.6 | 120 |
| CONTROL | BROKEN | 37.58 | 6.54 | 36.35 | 6.42 | 60 |
| | INTACT | 45.76 | 7.84 | 34.35 | 6.23 | 60 |
| | TOTAL | 41.67 | 7.19 | 35.45 | 6.33 | 120 |
| | GRAND MEAN | 50.23 | 9.51 | 51.34 | 10.61 | 360 |

From the results in Table 13, under the guided inquiry method, the participants in the broken group had a higher mean posttest score of 61.37 than the participants in the intact group who had a mean posttest score of 57.15. Similarly under the advisory group, the participants in the broken group also had a higher mean posttest score of 61.45 than the participants in the intact group who had a mean posttest score of 56.88. However when the mean posttest scores of all the three experimental groups were compared it was observed that the participants in the Advisory group had highest mean total posttests score of 59.32 followed by the participants in Guided inquiry group with a mean posttest score of 59.26 while the participants in the control group had the lowest mean post test score of 35.45.

Table 14: Analysis of Covariance (ANCOVA) on posttest scores on the attitudes of adolescents from intact and broken homes in the treatment and control groups towards school discipline.

| | Experimental Method | | | | | |
|---|---------------------|-----|-------------|--------|------|-------|
| | Sum of squares | Df | Mean square | F | Sig. | B |
| Main Effects with combined covariance | 74950.22 | 4 | 18737.55 | 79.25 | * | 0.501 |
| EXP GROUP | 26901.19 | 2 | 13450.60 | 56.89 | * | |
| FAMILY TYPE | 47.77 | 1 | 47.77 | 0.20 | ns | |
| Covariate IFR-PRE | 28330.44 | 1 | 28330.44 | 119.82 | * | |
| 2- Way interactions EXP GROUP*FAMILY TYPE | 486.59 | 2 | 243.30 | 1.03 | ns | |
| Model | 75436.81 | 6 | 12572.80 | 53.18 | * | |
| Residual | 83462.17 | 353 | 236.43 | | | |
| Total | 158898.97 | 359 | 442.62 | | | |

* = Significant at 0.05 level, df = 2 and 353 critical - F = 3.02

ns = not significant df = 1 and 353 critical - F = 3.87

From the results in Table 14, the combined calculated F value of 79.25 on the groups is higher than the critical F - value of 3.02 at the significant level of 0.05 (df = 2 and 353). The effect of experimental group alone (calculated F = 56.89) was significant. On the other hand the effect of family type alone was not significant (calculated F = 0.20) given the critical F - value of 3.87 (p = 0.05, df = 1 and 353). The two way interaction between group and family type was not significant (calculated F = 1.03 at df = 2 and 353). This shows that experimental condition had a significant effect on adolescents attitude to school disciplines, the effect of family type and the interaction of family type and experimental condition were not statistically significant.

Hypothesis Seven

There will be no significant difference in posttest scores of the experimental and control groups on the causative factors responsible for adolescents' poor academic performance

Table 15: Post-test scores on the experimental and control groups on the causative factors responsible for adolescents' poor academic performance

| EXP GROUP | FAMILY TYPE | PRE TEST SCORES ON CAUSATIVE FACTORS RESPONSIBLE FOR POOR ACADEMIC PERFORMANCE. | | POST TEST SCORES ON CAUSATIVE FACTORS RESPONSIBLE FOR POOR ACADEMIC PERFORMANCE. | | |
|-----------|-------------|---|-------|--|-------|-----|
| | | MEAN | SD | MEAN | SD | N |
| GUIDED | BROKEN | 57.34 | 11.45 | 62.98 | 14.96 | 60 |
| | INTACT | 59.71 | 12.79 | 63.12 | 15.42 | 60 |
| | TOTAL | 58.53 | 12.12 | 63.05 | 15.19 | 120 |
| ADVISORY | BROKEN | 49.59 | 9.73 | 62.02 | 14.37 | 60 |
| | INTACT | 51.40 | 10.33 | 59.42 | 12.61 | 60 |
| | TOTAL | 50.50 | 10.03 | 60.80 | 13.49 | 120 |
| CONTROL | BROKEN | 48.52 | 9.54 | 47.06 | 9.17 | 60 |
| | INTACT | 46.67 | 8.76 | 47.74 | 9.38 | 60 |
| | TOTAL | 47.60 | 9.15 | 47.37 | 9.28 | 120 |
| | GRAND MEAN | 52.21 | 10.43 | 57.07 | 12.65 | 360 |

From the results in Table 15, under the Guided Inquiry method, the participants in the broken group had a lower mean posttest score of 62.98 than the participants in the intact group who had a mean posttest score of 63.12. However under the advisory group, the participants in the broken group had a higher mean posttest score of 62.02 than the participants in the intact group who had a mean posttest score of 59.42. When the mean posttest scores of all the three groups were compared it was observed that the participants in the

guided inquiry group had the highest mean posttest score of 63.05 followed by the participants in the advisory group with a mean posttest score of 60.80 while the participants in the control group had the lowest mean post test score of 47.37.

Table 16: Analysis of Covariance (ANCOVA) of post-test scores on the experimental and control groups on the causative factors responsible for adolescents' poor academic performance.

| | Experimental Method | | | | | |
|---|---------------------|-----|-------------|-------|------|------|
| | Sum of squares | Df | Mean square | F | Sig. | B |
| Main Effects with combined covariance | 21233.63 | 4 | 5308.41 | 32.43 | * | 0.24 |
| EXP GROUP | 14889.32 | 2 | 7444.66 | 45.49 | * | |
| FAMILY TYPE | 1.85 | 1 | 1.85 | 0.011 | ns | |
| Covariate causative factors PRE | 3942.20 | 1 | 3942.20 | 24.09 | * | |
| 2- Way interactions EXP GROUP*FAMILY TYPE | 161.65 | 2 | 80.82 | 0.49 | ns | |
| Model | 21395.28 | 6 | 3565.88 | 21.79 | * | |
| Residual | 57768.84 | 353 | 163.65 | | | |
| Total | 79164.12 | 359 | 220.51 | | | |

* = Significant at 0.05 level, df = 2 and 353 critical – F = 3.02

ns = not significant df = 1 and 353 critical – F = 3.87

From the results in Table 16, the combined calculated F value of 32.44 on the groups is higher than the critical F value of 3.02 at the significant level of 0.05 (df = 2 and 353). However, the calculated F value of 45.49 for the effect of experimental group alone was found to be significant. On the other hand the effect of family type alone was not significant (calculated F = 0.011) given the critical F-value of 3.87 (p = 0.05, df = 1 and 353). The two way interaction between group and family type was not significant (calculated F = 0.49 at df = 2

and 353). The model was significant (calculated $F = 22.99$ at $df = 6$ and 353). This shows that there was significant difference in posttest scores of the experimental and control groups on the causative factors responsible for adolescents' poor academic performance.

Hypothesis Eight

There will be no significant gender difference in academic performance between adolescents from broken homes. The results in tables 17 and 18 are used to analyse the hypothesis

Table 17: Post-test scores on gender difference in academic performance between adolescents from broken homes

| EXP GROUP | GENDER | PRE TEST SCORES ON ACADEMIC ACHIEVEMENT | | POST TEST SCORES ON ACADEMIC ACHIEVEMENT | | |
|-----------|------------|---|-------|--|-------|-----|
| | | MEAN | SD | MEAN | SD | N |
| GUIDED | MALE | 48.92 | 9.61 | 55.73 | 11.76 | 30 |
| | FEMALE | 50.12 | 9.98 | 54.95 | 11.23 | 30 |
| | TOTAL | 49.52 | 9.78 | 55.34 | 11.49 | 60 |
| ADVISORY | MALE | 43.28 | 8.31 | 57.47 | 11.55 | 30 |
| | FEMALE | 53.49 | 10.93 | 57.82 | 11.78 | 30 |
| | TOTAL | 48.39 | 9.62 | 57.65 | 11.67 | 60 |
| CONTROL | MALE | 49.32 | 9.82 | 43.16 | 8.23 | 30 |
| | FEMALE | 45.75 | 8.51 | 43.69 | 8.35 | 30 |
| | TOTAL | 47.54 | 9.17 | 43.43 | 8.29 | 60 |
| | GRAND MEAN | 48.49 | 9.52 | 50.96 | 10.48 | 180 |

From the results in Table 17, under the Guided Inquiry method, the male participants had a higher mean posttest score of 55.73 than the female participants who had a mean post test score of 54.95. However under the Advisory model group, the female participants had a higher mean posttest score of 57.82 than the male participants who had a mean posttest score of 57.47. However when the mean posttest scores of all the three groups were compared it was observed that the male and female participants in the Advisory group had the highest mean total posttest score of 57.65 followed by

the male and female participants in Guided inquiry group with a mean posttest score of 55.34 while the participants in the control group had the lowest mean post test score of 50.96.

Table 18: Analysis of Covariance (ANCOVA) of post-test scores on significant gender difference in academic performance between adolescents from broken and broken homes.

| | Experimental Method | | | | | |
|---------------------------------------|---------------------|-----|-------------|-------|------|-------|
| | Sum of squares | Df | Mean square | F | Sig. | B |
| Main Effects with combined covariance | 6274.11 | 4 | 1518.07 | 23.53 | * | 0.057 |
| EXP GROUP | 6083.84 | 2 | 3041.42 | 44.28 | * | |
| GENDER | 15.42 | 1 | 15.42 | 0.68 | ns | |
| Covariate AKF PRE | 30.29 | 1 | 30.29 | 0.85 | ns | |
| 2- Way interactions EXP GROUP*GENDER | 162.70 | 2 | 81.35 | 1.59 | ns | |
| Model | 16454.00 | 6 | 2143.52 | 12.87 | * | |
| Residual | 22334.16 | 353 | 93.25 | | | |
| Total | | 359 | 127.52 | | | |

* = Significant at 0.05 level, df = 2 and 353 critical - F = 3.02

ns = not significant df = 1 and 353 critical - F = 3.87

Evidence in the results in Table 18, the combined calculated F value of 23.53 on the groups is higher than the critical F-value of 3.04 at the significant level of 0.05 (df = 2 and 173). This implies that the null hypothesis is rejected. However, the calculated F value of 44.28 for the effect of experimental group alone was found to be significant. On the other hand, the effect of Gender alone was not significant (calculated F = 0.68) given the critical F-value of 3.89 ($p = 0.05$, df = 1 and 353). The two way interaction between group and Gender was not significant (calculated F = 1.59 at df = 2 and 353). The model was significant (calculated F = 12.87 at df = 6 and 353 critical F = 2.27). This shows that there

will be significant gender difference in academic performance between adolescents from broken homes at experimental groups.

SUMMARY OF FINDINGS

In the data analysis, eight hypothesis were tested, analysed and interpreted.

Based on the hypothesis, the following are the highlights of the findings

- 1) The result shows that advisory and guided inquiry counselling techniques have significance effect on the English language and Mathematics achievement of adolescents from intact and broken homes. It was observed that participant in the advisory group had the highest mean post-test score which shows that advisory is superior to guided inquiry.
- 2) The result shows that there is a significant gender difference in social adjustment between adolescents from intact and broken homes. The participants in the intact group had a higher mean score over the participants from broken homes which shows that intact group male and female participants are better socially-adjusted.
- 3) Across the experimental conditions, evidence from the results shows that experimental treatment had a significant effect in improving family relations among adolescents, there was no significant difference in family relations between adolescent from intact and those from broken homes, the interaction effect of experimental condition and family type on family relation was not statistically significant.
- (4) When the mean posttest scores of all the three experimental groups were compared, the participants in the control had lower mean posttest score unlike in the two experimental groups. The effect of experimental group

alone was found to be significant. On the other hand the effect of family type alone was not significant. Also the two way interaction between group and family type was not significant. This results show that adolescents from intact and broken home did not significantly differ in their problem solving behaviour due to experimental treatment.

- 5) Evidence from the result shows that there is no significant difference in the post-test scores of irrational behaviour between adolescents from intact and broken homes in the treatment and control groups.

From tables 11 and 12, it was evident that while experimental treatment had a statistically significant effect in improving rational thinking among adolescents, the effects of family type and the interaction term were not statistically significant.

- 6) Evidence from the results show that experimental condition had a significant effect on adolescents' attitudes to school discipline, the effects of family type and the interaction of family type and experimental condition were not statistically significant.

- 7). The result shows that there was significant difference in post-test scores of the experimental and control groups on the causative factors responsible for adolescents' poor academic performance.

- 8) When the mean posttest scores of all the three groups were compared it was observed that the male and female participants in the advisory group had the highest mean posttest score follow by the male and female participant in guided inquiry group. The effect of experimental group alone was found to be significant, the effect of gender alone was not significant and the two interaction between group and gender was not significant.

DISCUSSION OF FINDINGS

Hypothesis one that states that Advisory and Guided Inquiry Counselling Techniques will have no significant effect on the academic performance of adolescents from intact and broken homes was tested using analysis of covariance. The result shows that the calculated F-value of 65.24 for the effect of experimental condition was found to be significant which shows that Advisory and Guided Inquiry counselling techniques have significant effect on the English language and mathematics achievement from intact and broken homes.

However when the mean posttest scores of all the three groups were compared, it was observed that the participants in the Advisory group had the highest mean posttest score which shows that advisory is superior to guided inquiry technique.

The result indicated that respondents in the experimental groups benefited from the treatment. There was a significant difference in their pre and posttest scores when their total mean scores were compared; the value was significant at 0.05 level of significance.

Therefore, the treatment was effective for respondents in experimental group. This is in line with Olayinka (1993) who pointed out that counselling techniques are important for proper personnel, academic and social adjustment of students in schools. The main objective is to give psychological process of helping an individual to achieve his self-direction, self understanding and mental balance necessary to make the maximum adjustment to the school.

The two treatment techniques have made a great impact on the participants' academic achievement, they improved tremendously on their self-concept, academic performance, adjustment at post-treatment phase.

(2) Hypothesis two that stated that there is no significant gender difference in the social adjustment of adolescents from intact and broken homes was tested using analysis of covariance.

Evidence from the result indicates that the male participants in the broken home group had a higher mean posttest score than the male participants in the intact group. Same goes with the female participants. However, when the main posttest scores of both gender were compared, the male participants had a higher mean posttest scores than the posttest score recorded by the females. The calculated F-value of 11.23 as shown in table 6 for the gender was found to be significant. On the other hand, the effect of family type alone and the two way interaction between gender and family types were not significant. There is a significant gender difference in social adjustment between adolescents from intact and broken homes.

The hypothesis shows that there is a significant difference in the social adjustment among the male and female adolescents. It shows that boys are more prone to maladaptive behaviours acts than girls. This finding supports other researchers such as Omoegun (1993) who emphasized that delinquency is more common with boys than with girls. The male gender has stronger need for physical exertion of motor activities. They are independent and have traits of dominance more than the females.

On the other hand, the result shows that the maladaptive behaviour exhibited by adolescents is not as a result of the family type such adolescent comes from whether intact or broken. This is in agreement with the conclusion of Osarenren (1996) and Omoegun (2001) that there are adolescents from broken home background who are not delinquent while there are also adolescents from intact homes that are delinquent if the parents do not create time to love and guide them.

The finding is in contrast to that of Olayinka (1987) who was of the opinion that during adolescence, parental separation may lead the child towards frustration in his school work and behaviour.

The contradiction between this findings and earlier studies could be resolved in terms of the extended family system, in Nigeria.

(3) Hypothesis three states that there will be no significant difference in the post- test scores on family relations between adolescents from intact and broken homes in the treatment and control groups was tested using analysis of covariance.

The result shows that adolescents from broken homes who received advisory counselling obtained the higher scores on family relatives of posttest followed by those from intact homes who also received advisory counselling. Adolescent from broken home who were in Guided Inquiry treatment group ranked third in their posttest family relations scores.

From the results presented in tables 1 and 8, the following conclusions were made.

Experimental treatment had a significant effect in improving family relations among adolescents while there was no significant difference in family relations between adolescents from intact, and those from broken homes and the interaction effects of experimental condition, family type on family relations was not statistically significant.

The study reveals that the treatment techniques to which the participants are exposed change the respondents perception of their family relations. The treatment assisted them in putting behind their home problems and face their lives to become achievers.

(4) Hypothesis four states that adolescents from intact and broken homes will not significantly differ in their problem solving behaviour due to experimental treatment. The hypothesis was tested using analysis of covariance.

As shown in the analysis, the participants in the broken home group had a higher mean posttest score than the participants in the intact group under the advisory group, the participants in the broken home had a higher mean posttest score than the participants in the intact group, when the mean posttest scores of all the three experimental group were compared, the control group had the lowest mean posttest score compared to the two experimental groups.

As shown in the results, the effect of the experimental group was found to be significant. The result shows that adolescents from intact and broken homes

did not significantly differ in their problem-solving behaviour due to experimental treatment.

The study further reveals that the respondent perception of their problem solving behaviour attitude and the way they generally attend to personal problems in their daily lives does not differ.

Their beliefs and reasoning in the way they attend to issues are similar both with adolescents from intact and broken homes.

Family type has nothing to do with the way participants perceive their problems and solve them i.e. no difference exist among participants whose parents are separated and those whose parents are not in terms of their problem solving behaviour.

(5) Hypothesis five states that there will be no significant difference in posttest scores of irrationality between adolescents from intact and broken homes in the treatment and control groups. The hypothesis was tested using analysis of covariance.

When the mean posttest scores of all the three experimental groups were compared, it was observed that the participants in advisory group had highest mean posttest scores followed by participants in guided inquiry group while the participants in the control group had the lowest mean posttest score.

As evident from the result, the combined calculated F-value on the groups is higher than the critical F-value at the significant level of 0.05.

The effect of experimental condition alone was significant which shows that experimental treatment had a statistically significant effect on improving rational thinking among adolescents. The effect of family type and the interaction term were not statistically significant.

The result is in support of the instructional models of Sorensen (Guided Inquiry and Advisory Models) which emphasize intellectual processes such as perception, thinking, knowing and problem solving as important aspect of learning. Sorenson seems to have been influenced by Ellis (1958) theory of Rational Emotive behaviour Therapy which maintains that neurotic behaviour is caused by irrational thinking and psychotherapists can help their clients to live most self-fulfilling, creative and emotionally satisfying lives by teaching them to organize and discipline their thinking.

The instructional models are based on principles and views expressed by many behaviourists like Badura (1977) who reviewed different cases and techniques used by therapists to inculcate socially acceptable behaviour in their clients.

This results agreed with the findings of Correy (2006) who observed that "behaviour therapy has come to mean the application of a diversity of techniques and procedures that are rooted in a variety of theories of learning. It involves the systematic application of principles of learning to change behaviour toward more adaptive ways Sorenson's instructional models (Guided and Advisory Models) used in this study represents such techniques which utilize the principles of learning and his philosophical assumptions and concepts are typical of those of most behaviour therapists.

The assumption therefore is that if Adolescents maladaptive behaviours are exposed to some behaviour modification techniques such as Guided and Advisory models, they will have the opportunity of learning and acquiring new skills. This will help to reduce the increase in the growth of crime among adolescents and adults. It is envisaged that if adolescents' in the schools are effectively treated to reduce their anti-social behaviours, they will not end up swelling the number of adult delinquents in the society.

(6) Assessing the experimental treatment and family type on adolescent's attitudes to school discipline.

The hypothesis states that experimental treatment and family type will not have a significant effect on adolescent's attitudes to school discipline.

From the analysis, it was observed that the participants in the Advisory group had highest mean scored followed by the participants in Guided Inquiry group while the control had the lowest mean posttest score. The result shows that experimental condition had a significant effect on adolescents' attitude to school discipline, the effect of family type alone and the interaction of family type and experimental condition were not statistically significant.

According to Sorenson (1967) Advisory model is based on theories of learning and problem-solving which a trained counsellor uses to assist his clients with behavioural problems like truancy, absenteeism etc.

Akinade (1993) referred to discipline as when students are taught to respect the school authorities, to observe the school laws and regulations and to maintain an established standard of behaviour.

This is a situation where rules and regulations have been accepted by children and adults as right and desirable in themselves. Akande (1996) agreed with this stand when he referred to school discipline as when students are taught to respect the school authorities, to observe the school laws and regulations and to maintain an established standards of behaviour.

Similarly, Page (1991) formally defined discipline as a term used to describe teachers' classroom control or general restraint of pupils behaviour.

Indiscipline is one of the serious social problem facing the Nigerian school system in particular Obe (1989) summarized the eight major causes of school indiscipline as follows-parental home background, corrupt society, need for social approval of parents and teachers, inappropriate curriculum, government laxity with education, teachers personality and teaching methods.

At the National Conference on Discipline and motivation in schools held in 1990, in Abia State, Oloko pointed out the following causes of indiscipline in Nigerian schools as the home, situation in the society, the school physical facilities, peer group, ineffective teaching, authoritarian methods of administration and policy makers.

In other to curb indiscipline in Nigerian schools, Nigerian Government in 1984 launched the crusade called "War Against Indiscipline" (WAI) in 1987, another crusade was introduced and it was named National Orientation Movement (NOM) in the same year social mobilization programme with the establishment of the Directorate for Social Mobilization (MAMSER) on 2nd September, 1987.

Mamser is an acronym for Mass Mobilization for social justice, self-reliance and economic recovery.

The type of treatment that is common for indiscipline students to make them change their behaviour at schools is corporal punishment which in most cases involve cutting of grass, scrubbing of floors. The approach has been referred to as the traditional approach in which a school child who misbehaved was simply labeled as bad or devilish (Obe, 1989).

The inefficacy of these traditional methods generally in the treatment of discipline problems calls for the introduction of much more effective method of correction. Rather than applying the traditional method of treatment to behavioral problems, various types of behaviour modification techniques like Gath Sorenson's Guided and Advisory models used in this study can be applied. Teaching of heuristic rules or psychological principles like modeling, Reinforcement (Praise, rewards etc) will change maladaptive behaviours because a behaviour that is rewarded tends to be repeated. In Guided Inquiry counselling, appropriate behaviours are reinforced while inappropriate ones are not reinforced. Behaviour modification like Guided and Advisory models as an effective therapeutic intervention programme has emerged in recent times as one of the most exciting and promising in the behavioural sciences (Akinboye, 1996).

Behaviour modification like Guided and Advisory models of counselling employed in this study is a modern approach to discipline. This modern

approach stresses on the "corrective" rather than the "punitive" method and it places emphases on the development of self-discipline.

The new approach to discipline is based on the premises that all behaviours whether good or bad are learnt and can be unlearned. This is in agreement with Obe's (1989) claimed that behaviour is caused and that attempt to identify the causes of maladaptive behavioural should precede treatment.

The findings shows that the techniques used in this study are effective in the treatment of the adjustment problems of adolescents in schools.

The findings also showed that family types alone is not statistically significant this is in contrary to Omoegun (1993) who deduced that students' maladaptive behaviour in secondary schools had parents who were either separated, divorced, remarried, deceased. There are other factors like peer influence, society, poverty that can cause maladaptive behaviours in schools.

There is no significant difference in the attitudes to school attendance between students from intact and broken homes.

The findings tally with the findings of Akinboye (2001) showed that there is no significant difference between the influence of broken and intact homes on school discipline.

The positive attitude of students from broken homes to school discipline may have been promoted by the knowledge that, if they should misbehave in school, they will be heavily punished or due to their own self determination to derive maximum benefit from schooling or it could be due to the positive

attitude of the substitute parents or guardian in discouraging their laziness and bad habits for them to develop good self-concept.

Assessing the experimental and control groups on the causative factors responsible for adolescent poor academic performance.

The hypothesis states that there will be no significant difference in posttest scores of the experimental and control groups on the causative factors responsible for adolescent's poor academic performance. The hypothesis was tested using analysis of covariance.

When the mean posttest scores of all the three groups were compared, it was observed that the participants in the guided inquiry group had the highest mean posttest score followed by the participants in the advisory group while the participants in the control group had the lowest mean posttest score.

From the result, the combined calculated F-value of 32.44 on the groups is higher than the critical F-value of 3.02 at 0.05 level of significance. The model on the other hand was significant (calculated $F = 22.99$ at $df = 6$ and 353) which shows that there was significant difference in posttest scores of the experimental and control groups on the causative factors responsible for adolescents poor academic performance.

From the findings, it has shown that parent - child relationship is one of the factors that influence academic performance of adolescents in schools, the

socio-economic status of the parents has effect on the academic performance of adolescents.

Related researchers suggest many factors such as student weak background, students' low intelligence, lack of aptitude and poor interest for subjects, student bad habit and poor study skills, students' weakness in comprehension and inability to express themselves, lack of qualified, teachers' for subjects, teachers not dedicated to duty and motivating their students to learn.

Lack of parental motivation and support, poor school infrastructure and poor learning environment, overcrowded classrooms, lack of good textbooks and libraries, incessant strikes by teachers due to poor conditions of service or the other hand, other studies had ascertained that parental separation and other family problems were painful experiences laden with anger, depression, sense of loss and betrayal and could be detrimental to adolescents academic achievement of which the findings of this research strongly accept their views.

(8) Assessing the differences in the academic performance of adolescents' boys and girls from broken homes.

The hypothesis states that there will be no significant gender difference in the academic performance between adolescents from broken homes. Analysis of covariance was used to analyze the hypothesis.

From the result, in Guided Inquiry method, the male participants had a higher mean posttest score than the female participants while under Advisory Model the female had the higher mean posttest score than the male participant.

However, when the mean posttest scores of all the three groups were compared it was observed that the male and female participants in the Advisory group had the highest mean total posttest score followed by Guided male and female.

Evidence from the result shows that the model was significant. This shows that there is significant gender difference in academic performance between adolescent from broken homes at experimental groups level.

After analyzing the data, it shows that the experiment had effect on participants academic performance, in guided inquiry method male had the highest means posttest scores while in Advisory model, female participants had the highest mean posttest scores.

According to table 18, the effect of gender alone without experimental condition was not significant. This implies that in this study gender is not significantly related to academic achievement. This findings supports the claim of Uruk et al (2003) who claimed that from infancy through the pre-school years, most studies find few differences between boys and girls in overall mental and motor development, or in specific abilities.

In addition, Oloko (1990) in her study, observed that male students did not excel more than their female counterparts.

CHAPTER FIVE

SUMMARY AND CONCLUSIONS, IMPLICATIONS FOR COUNSELLING PRACTICE, CONTRIBUTIONS TO KNOWLEDGE, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0 INTRODUCTION

This study examined the influence of Guided Inquiry and Advisory Models on Social Adjustment and Academic Performance of Selected Adolescents from intact and broken homes in Ondo Metropolis of Ondo State - Nigeria.

Adolescents from six senior secondary schools consisting of both single sex and co-educational were divided into three groups and each group was used to conduct the two treatment techniques and also the control.

The major objective of the study was to investigate the relationship between family type, personal adjustment and academic performance of selected adolescent and find out why such problem are found among the adolescents and how it has affected their academic performance. Also, the study being in the area of counselling psychology investigated the effect of counselling strategies in ameliorating negative behavioural tendencies resulting in poor academic performances that were inherent in the adolescents.

The chapter thus discusses the findings of the investigation based on the results of the statistical testing of the hypotheses postulated. It further stated the implications of the findings for counselling practices, government, schools,

parents, administrators, other policy makers and social services professions who may be involved in rendering counselling psychosocial services and skill training for adolescents' behavioural adjustment.

Recommendations and suggestions for further research are also highlighted.

5.1 SUMMARY AND CONCLUSION

In summary, the findings of this research work confirm the effectiveness in the application of Guided Inquiry and Advisory model strategies applied in the treatment process. Guided Inquiry treatment used in this study entails identifying the maladaptive behaviour of participants through, questioning, restatement and the teaching of heuristic rules like reinforcement, imitation while participants proffer solutions through guidance. It also include identifying the desirable behaviour one wishes to establish, identifying the object that participant values and given token or reward when desirable behaviour is emitted.

In the Advisory model, researcher identifies the behavioural problems and assists participants to solve their problems.

Researches have focused mainly on the causes of maladaptive behaviours but there has been few studies reporting the effect of treatment techniques on the adjustment of adolescents in schools. The present study attempts to fill the gap. If the society or the environment can present tangible and workable principles, the adolescents will embrace such and put up acceptable behaviour. Thus, there is need for national value-reorientation and re-evaluation of generalized success expectancy in success orientation for the sake of our adolescents who are definitely tomorrow's leaders.

Responsibility lies therefore on all agencies responsible and concerned with adolescents' personality development and behavioural maladjustment to initiate programmes that will change distorted thought and irrational beliefs about their broken homes.

Based on the findings of this study, it is established that there exist a statistically significant relationship between the techniques employed in the study and the academic achievement, social adjustment, gender, irrationality of participants. The family types alone are not statistically significant in the academic performances and social adjustment of participants.

No matter the family type and educational background the adolescents react almost the same in terms of compliance to rules and regulations in school.

The researcher also found out that gender brings difference in term of school adjustment among adolescents. Though not statistically significant family crisis has effect on adolescents than any of the parents.

Infact, when some parents seem to get some relief from troubled and crisis marriage probably by separation permanently or temporary, for the adolescents it is the beginning of tough stressful, difficult and lamenting life for them. This could be supported with an adage which says that "when two elephants fights the grass suffers most" in fact the effect of such crisis on the adolescents touches every aspect of their life's.

Therefore, it is advisable for couples to put the interest and the future of their children first, in the midst of any crisis. They should find right solution to the crisis not for their interest alone but for their innocent children.

Parental assistance, attitude, level of education, family size and socio-economic status remain some of the important variables to look into when finding out about the academic progress of students, but the most important are parental assistance, level of education and socio-economic status.

Students' education are guided and controlled by what their parents do and who they are. Thus the aspiration of parents determines the students' attitude toward learning which is consequential on his academic achievement. Parents who are anxious that their children should do well in school and later in life provide them with incentives and encouragement which result in good school progress and achievement relative to their intelligent quotient: A child who lacks parental encouragement or guidance is deprived of an inspector to oversee him in order to direct him to proper path in life. Parents' who visit the school often, attend PTA meetings and wish their children to enjoy a selective and undisturbed education in general, give a boost to their children's educational progress'. The boost may, include such remedial help as teaching the children at home assisting them with home work, rewarding them for improved performance and encouragement for slow progress until they can cope with school work. The motivational attitude of parents results in high aspiration of children to achieve.

Improved academic achievement in secondary schools in Ondo metropolis could be achieved through guidance counselling of students and parents during which good educational foundation is laid through remedial help such as teaching as a boost to school progress, assistance with home - work, students are taught good study skills, self-awareness skills and confidence necessary to manipulate the classroom and school environments to achieve,

information on wide range of vocations are given and realistic vocational choices are made based on interests, ability and prospects. The parents should be encouraged during parents' teachers' association to take active role in their children school progress, develop the right attitude towards education, maintain family relationship so that they can give the vigorous support needed in school to achieve.

5.2 IMPLICATIONS FOR COUNSELLING PRACTICE

This study clearly points out the presence and influence of Guided Inquiry and Advisory model on social adjustment and academic performance of adolescents. The part they play in emotion and essentially in behaviour. It indicates clearly the importance of helping adolescents to recognize and change irrational beliefs, negative attitudes through reflection and thinking. It was evidenced that all the participants in counselling treatment groups improved more than those in the control group.

The research work has implications for both parents and guidance counsellors. The fact that many low achievers are from broken homes, illiterate homes with negative attitude towards education suggests that a lot has to be done through guidance and counselling. This can be done through academic, vocational counselling and behavioural counselling. The three are closely related. Academic counselling can sometimes be regarded as pre-vocational guidance especially if the choice of academic subjects for a future career is considered (Olayinka, 1996).

Guidance counsellors have major role to play in dealing with the problem of parental separation and its psychological, social and academic effects on

students in our schools in order to stimulate their personal development and academic achievement.

Counsellors can also help to sensitize teachers on the change an adolescent is going through and the implications of such. Teachers may need to change their choice of words, or to adapt their curriculum and classroom resource materials to include various family types; Group counselling could be organized to benefit children from divorced homes.

Counsellors need to train adolescents in their schools in self-confidence, effective social and interpersonal skills to be able to help them when they are faced with problems.

Counselling will serve as a medium of enlightenment and orientation to people on the importance of good home socialization as a pre-requisite for proper adjustment in school. This can also be of help to the parents through provision of sex and marital guidance to ensure marriage stability and pre-marital counselling for the young adults.

Counsellors are more interested in prevention rather than finding solutions. Hence they must understand the counselling techniques used in this study Guided Inquiry and Advisory model to assist adolescents in schools especially advisory model which Sorenson regards the counsellors using it as an expert teacher who must be knowledgeable in the theories of personality development, deviant behaviours and learning in solving adolescents problems after ascertaining the nature of the problem.

There is the need for a period of theoretical and practical training in the application of Sorenson's theoretical models before a counsellor is deemed competent to function. A judicious application of Sorenson's models is recommended for guidance and counselling in Nigeria.

The school counsellor based on the awareness of moral laxity in school as a result of broken homes should counsel adolescents on the need to cope and adjust to the prevailing situation and at the same time organize seminar, workshop for parents, teachers and students and encourage the establishment of voluntary organizations and clubs in schools to improve the morality of the school.

The counsellors should be aware of the nature of adolescents and their characteristics to be able to effectively counsel them on the need to behave within the acceptable norms of the society. And when the need arises to be able to handle problems, which are associated with adolescence.

There is the need for counsellors to introduce some treatment techniques such as the ones used in this study into the curriculum of counsellors in training. In the same fashion counsellors in training should also be introduced to some of these treatment techniques.

The researcher observed that many Nigerian counsellors know little or nothing about the current behaviour modification techniques such as Guided and Advisory Model of Sorenson. If they are ignored of these techniques, how can they apply them to improve on the adjustment of people with anti-social

behaviours in schools. It is therefore suggested that trained counsellors should be given opportunity for in-service training from time to time in order to update their knowledge on various treatment techniques available.

This suggestion is in line with one of the requirements of a counsellor given by Olayinka (1987) stated that "The tenth requirement is that it should be developed in the counsellor, a specific knowledge concerning various types of treatment facilities, methods of proper referral and a sense of obligations to work in the community to meet the needs for such facilities".

It is thus, critical that counsellors redefine their roles as systematic change agents whose responsibilities goes beyond traditional tasks related to education assessment, career development but also in emotional and academic therapeutic interventions.

Counsellors should help participants to take an honest look at themselves, become aware of personal potentials and weaknesses, considers alternatives in the light of existing facts and information and then make decisions.

Counselling should aid growth, independent thinking and self reliance. It should allow participants to explore personal feelings, motivation, experiences and relate them to personal behaviour.

This study has demonstrated that counsellors could help in the process of guiding and counselling adolescents to select right and appropriate social values, operate right type of perceptions for success and successful living.

This study focused on the adolescent because of the vital position they occupy in the society as the prominent future leaders. They therefore have right to accurate information, counselling helps, education, health services and supportive environment for their development.

Those left without adequate support may turn to risky behaviours like drugs, alcohol, violence, aggression and various other vices.

(Omoegun, 2001) also posit that 70% of convicted and incarcerated prisoners in Nigeria prisons for social vices are adolescents.

Provision of adequate counselling practice in the society today will enhance the upright turning and restoration of pro-social values. Thus, counsellors should be flexible as much as possible in fostering adolescent's adjustments to specific situations as needed and necessary.

Due to adolescents' lack of experience in addition to the obvious indolence and the in-difference of the adult to the social ills, adolescent's reaction is often antisocial and destructive. This situation calls for the expertise and trained counsellors who understand developmental functions. It is the competently trained counsellor who knows and understands that "thinking developmentally" is a pre-requisite for rendering a valid explanation and help adolescent and youth misconduct.

The counsellor should be able to weave into the treatment strategy of the individual cultural prescription that fits an adolescent's needs. Counsellors can

also assist adolescents within the educational and social systems as regards success expectancy and moral values assimilation.

Conclusively, counselling association of Nigeria (CASSON) in conjunction with the government both at the Federal and State levels with all Non-Governmental Organizations (NGO's) working on children and adolescent's development, should increase and intensify their efforts on improving the affective and cognitive needs of adolescents for better and goal oriented behaviour. Only this will bring about sustainable individual and national stability and productivity.

5.3 CONTRIBUTIONS TO KNOWLEDGE

- (1) The problem solving skills of students can be enhanced by evolving strategic behavioural counselling techniques by school counsellors and teachers.

If adequately implemented, advisory and guided inquiry techniques are key instruments for social adjustments in school in terms of students discipline, behaviour and attitude towards academic performance as shown by the study. .

- (2) Guided inquiry and advisory models of counselling employed in this study is a modern approach to discipline which stresses on the "corrective" rather than the "punitive" and places emphasis on the development of self discipline.

The punitive measure adopted in Nigerian schools which is corporal punishment does not bring about permanent change in behaviour of

adolescents in schools and it has become a source of concern to counsellors, teacher and, psychologists

Rather than applying the traditional method (corporal punishment) of treatment to behaviour problems, various types of behaviour modification techniques like Garth Sorenson's guided and advisory model used in this study has emerged in recent times as one of the most exciting and promising in the behavioural sciences (Akinboye, 1996).

- (3) Researchers focus mainly on the causes of maladaptive behaviour in schools but there are few studies reported on the effect of treatment technique on the adjustment of adolescents in schools. The present study attempts to fill the gap and by adding to the existing literature on counselling techniques that would assist in counselling adolescents: students in their academic performances and adaptive behaviours in schools. The study also expanded the existing knowledge.
- (4) The findings of this study demonstrated that if good attention is given to adolescents through well-mapped out counselling and psycho-social strategies there is the possibility of re-directing them from risky behaviour. As the adolescents of today are the leaders or adults of tomorrow. The findings also shows that boys are more prone to maladaptive behaviour acts than girls.
- (5) The educational policy system advocates the need for guidance counsellors at post primary in all Nigerian schools for counselling students with various problems. This study is a guide on how to effectively counsel students in line with the national policy on education.

- (6) The study would arm and prepare counsellors and teachers with skills, competence, virtues they need to handle different categories of students in schools and oversee most of the obstacles that confront them, particularly when they mature into the adolescence stage which is regarded as the most turbulent stage of human development.
- (7) From the findings of this study, it is quite evident that for effective discipline to take place, teachers need to know their students, their needs and their problems.
- Parents need to give attention to the development of their adolescents in order to inculcate the right sense of discipline and orientation and serve as role models to them.
- (8) The study has advanced the state of the art by its extensive literature review and a critical analysis of the same in relation to adolescents' family types, social and academic adjustment.

5.4 RECOMMENDATIONS

On the basis of the findings of this research study the following recommendations are made:

1. Counsellors in training should be introduced to the practice of Guided Inquiry and Advisory models which should be introduced into the curriculum of the trainers. This is very crucial as on completion of their courses some of this category of students will in most cases be placed in charge of people who have behavioural problems and will benefit from having access to the operation of these two treatment techniques.

2. State governments and in particular the Ondo State Government should endeavour to include at least a trained counsellors in the list of staff for each school and other reformatory/rehabilitative institutions. If implemented, people with anti-social behaviours in institutions will have trained counsellors who can assist them to adjust their anti-social behaviours.
3. State governments and in particular Ondo State government should make provision for social workers, teachers in the field to go on short training refresher courses where they can update their knowledge on current effective treatment techniques.
4. The essential thing for the mental health of a child is for the child to experience warmth, intimate and continuous relationship with his parents in which both find satisfaction and pleasure. When the parents are together, they can set high goals for their children with clear standards of excellence for which children are encouraged to strive. Also parents should take very close interest in the activities of their children right from birth. In situations where separation cannot be averted the children should not be denied the opportunity of seeing their biological parents.
5. The extended family system in Nigeria should be encouraged where there is family solidarity. Even when a husband and wife fall out and there is a family break up, there are always male and female relations from whom children could derive the joys of family life.
6. The study has demonstrated that the relationship between family type and academic performance of student is complex and moderated by environmental factors such as the extended family system.

7. Parents/teachers should adequately reward their children and student's success and see that their failures were effectively corrected. From the psychological point of view, motivation is vital in anything one does including academics. Therefore students should be well motivated to learn and reinforced when the performance is satisfactory as stated in the teaching of heuristic or psychological principles of Guided Inquiry model used in this study. Thus the students will be more willing to learn than ever before because the behaviour that is rewarded tend to be repeated. Our future as individuals and as a society are inextricably enmeshed in the well being of all our children and therefore in the ability and willingness of both parents and non-parents to provide for them.
8. School authorities should make sure that the emotional tone of the school is cordial and conducive for learning. This could be done if the schools' authorities could make sure that there is peaceful and harmonious co-existence between the teachers and the students, between the teachers and the school heads and among the teachers and the students.
9. Ondo State government should control and censor the types of films being shown on the television screens and in the film houses to prevent youths from learning immoral dealings from them.
10. Students should develop positive attitudes to learning and should develop the right attitudes towards life as to make life meaningful; they should think logically and behave rationally, since these are the way out of any immorality and to concentrate on their academics.

11. There should be a National support for comprehensive psychosocial education that emphasizes on personal and social skills learning, promote positive social values e.g. dignity of labour, truthfulness, obedience, patriotism etc, provide honest, relevant information about behavioural issues – socially, psychologically and educationally.
12. All tiers of government should as a matter of urgency formulate policies which are conducive to stimulating school and social environment for better value clarification and positive success orientation. The policies should include mounting of various enlightenment programme and campaign for re-education and re-orientation.
13. Early counselling intervention is recommended for secondary school students possibly, necessary data could be collected during the schools orientation programme. Thus, orientation becomes a mandatory exercise.
14. There may be the need for counsellors to initiate parents and family – based interventions. The approach should focus on educating and helping parents to understand child development and other factors that contribute to maladjusted or disordered behaviour.

The programme can be initiated at all levels of schooling and can fit-in into the 'PTA' programme. It can be government sponsored through radio jingled or other means of information dissemination. The earlier these family – based interventions begin, the more effective they will be in reducing irrational values and also help in attending to the issue of generational gap syndrome that is increasingly rubbing on parents sense of control and feelings of parental efficacy. This will go a long

way in producing well cultured, success oriented adolescents within amiable environment.

15. The use of reinforcement, imitation, modeling with the aid of video clip, employed in this study was effective for social problem - solving training. It is recommended to guidance counsellors and social workers involved in helping adolescents. This strategy will help them (adolescents) recognize personal thoughts conflict structures and enhance their mental repertoires of problem -solving strategies. Analyze and evaluate the consequences of various actions without necessarily falling into such errors by consciously selecting and implementing socially appropriate solutions.
16. Finally, it is essential to strengthen adolescent's competencies, foster their thinking abilities and guide them by directing them toward the implementation of realistic 'self-talk' and achievable behavioural objectives. There should be general understanding that young people struggling to become social beings and unique individuals at the same time are in particular need of the various form of social support.

5.5 SUGGESTIONS FOR FURTHER STUDY

In view of the experience gained by the researcher in this study, the following suggestions are put forward for further study.

1. Future researchers should endeavour to replicate the study using public and private schools in other states of the Federation and if possible use a larger sample so that the research could have a wider scope and easy generalization could be made.

2. The researcher strongly feels that Wilkes' (1980) assertion that separation can be a therapeutic option will make an interesting research and the result can be very useful in future. To this end, the researcher suggests that future researches should be carried out in this area.
3. There are many other standardized tests relevant to this study like the ones used for this study that should be used in future. The variables used in this research are not mutually exclusive, it would be worthwhile if this research is carried out with the same sets of students from primary school to secondary school and then to tertiary institution and work life, in order to obtain more fairly valid result in terms of generalizations.
4. A similar research could be done but with different treatment techniques to find out if adolescents' social adjustment and academic performance will be more responsive to other techniques apart from the Guided Inquiry and Advisory model.
5. There is need for further research work to be carried out comparing male and female adolescents as regards the influence of Sorenson's models in value clarification and success orientation. Future researchers should also find out if there are significant differences in the effectiveness of either the Guided Inquiry or Advisory model with other treatment. There may be need to use one treatment at a time for such study. This may provide more extensive therapy for wider understanding and specific data results for easy generalization.
6. Further research study should take into consideration other factors that can affect the academic performance and social adjustment of adolescents such as peer group influence, society, government, parental education, religious background of parents, environment parental attitudes to their

children's welfare etc. It is suggested that a study be carried out on the implication of parental separation on the total development of the child. Other researchers could look into the comparative study of the treatment techniques used in rural and urban areas and its effects on students with the causes of maladaptive behaviours in school and its effects on school administration. The researcher believed that, the methodology, findings and recommendations in this study can still be improved upon. Therefore, a more elaborate work on this topic is hereby suggested to cover wider score.

7. The general Assumption is that student from intact homes performed better than their counterpart from broken homes, to confirm this assumption, they were both subjected to experimental conditions. The findings shows that there is no significant difference in their family type. This is a pointer to correct the assumption for further studies like (Longitudinal studies) could be carried out to find out some other factors that might be contributing to maladaptive behaviours.

5.6 GENERALIZATION OF THE RESULTS

The research took measures to reduce possible errors in the construction and validation of the research instruments used to adjudge the findings of the study for generalization.

Since the participants used in this study were drawn from Ondo metropolis secondary schools, it therefore seems logical and reasonable to assume that the finding of the study represent the adolescents' situation in the entire state.

Adolescents are confronted with the same physiological, sociological and cognitive developmental challenges in an attempt to become unique

individuals and grow into adulthood. Adolescents irrespective of their colour and geographical locations are faced with the "generation - gap" syndrome and the various impacts of technological advancement either mildly or extensively. These factors are however causing behavioural conflicts within the adolescents and there is the need for both cognitive and emotional adjustment. It seems therefore pertinent to generalize the findings to adolescents as a whole. Adolescents' developmental problems irrespective of their age, sex, physique or religion influence their social adjustment.

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APPENDIX I

RESEARCH QUESTIONNAIRE

ATTITUDE SCALE FOR STUDENTS TOWARDS DIFFERENT FAMILY STRUCTURES IN RELATION TO ADOLESCENTS ADJUSTMENT IN SCHOOL

Dear Student,

The items in this questionnaire are designed to seek your thought, feeling, about yourself, your home and your school, therefore, there is no wrong or right answer.

Please feel free to honestly express your opinion as all information is for research and will not be revealed to anyone.

Thanks.

SECTION A (DEMOGRAPHIC INFORMATION)

Please answer the following by filling in the blank space or ticking in the box where appropriate.

1. Name of school _____
2. Sex: Male ☐ Female ☐
3. Age: 13-15years ☐ 16-18years ☐
4. Class of study: S.S 1 ☐ S.S 2 ☐
5. Parental marital status:
Married ☐ Single ☐ Divorced ☐
Is spouse alive/dead ☐
6. Are your father and mother living in the same house?
Yes ☐ No ☐
7. If No, why? Because they are divorced ☐ because of death ☐ because of work ☐
8. Year of separation (if you have any idea).....

9. Was there constant quarrels between your parents before they were divorced or separated Yes [] No []
10. Whom do you live with presently? Both parents [] Single parent (father) []
Single parent (mother) [] Self [] Guardian []
11. Religion [] Christianity [] Islam []
12. Fathers occupation.....
13. Mothers occupation.....
14. Which type of accommodation does your parent live in?
a room [] a room and a parlour [] a flat [] a duplex []
15. How many wives has your father? []
16. What is your position among your father's children []
17. What is your position among your mother's children []

SECTION B

Please answer the following by ticking in the box where appropriate.

| S/N | | YES | NO |
|-----|---|-----|----|
| 1 | My parents inspect my school work daily | | |
| 2 | My parents buy textbooks not recommended by the school but which are helpful for my study | | |
| 3 | My parents ignore me when I ask for help | | |
| 4 | Disagreement between parents and I affect my school work | | |
| 5 | My parents give me assignments relating to school work | | |
| 6 | I hardly have time to do my homework at home. | | |
| 7 | I love going home after school. | | |
| 8 | I am ashamed of the home we live in. | | |
| 9 | I like the level of activities and interaction in my family | | |
| 10 | My parents quarrel rather too often. | | |
| 11 | Having no place at home to study is a problem to me. | | |
| 12 | My parents encourage me to watch educative programmes on T V. | | |
| 13 | There are learning materials for me to use at home. | | |
| 14 | I am a member of a happy family. | | |
| 15 | I am loved very much by my parents. | | |
| 16 | My parents are too aggressive. | | |
| 17 | I quarrel with my parents | | |
| 18 | I am satisfied with my family relationships. | | |
| 19 | I am not important to my parents. | | |
| 20 | My parents hate each other. | | |
| 21 | My parents listen to me and advise me. | | |
| 22 | I always love to be with my parents. | | |
| 23 | I don't understand my family | | |
| 24 | The student who make noise in the class are the most brilliant. | | |
| 25 | Abseonding from school can hinder my academic progress. | | |
| 26 | Cheating is encouraging since many who cheat often escape punishment. | | |

SECTION C

| S/N | | YES | NO |
|-----|--|-----|----|
| 1. | Do you often look out of the classroom window | | |
| 2. | Has your property been seized by your teacher before | | |
| 3. | Is your work usually neat | | |
| 4. | Do you answer if your teacher asks you a question | | |
| 5. | Do you often talk to the person next to you in class | | |
| 6. | Do you sometimes run errands for the teacher | | |
| 7. | Do you find it difficult to sit still for a long time | | |
| 8. | Is your writing easy to read | | |
| 9. | Do your books get scuffy every time | | |
| 10. | Are you always late for your lessons | | |
| 11. | Do you answer questions in class | | |
| 12. | Do you sometimes daydream | | |
| 13. | Have you always got a pen or biro with you | | |
| 14. | Have you been punished by a teacher quite often | | |
| 15. | Do you always do your home work | | |
| 16. | Have you been in any fights in school | | |
| 17. | Have you often dropped or spilled things in class | | |
| 18. | Do you always walked quietly about in school | | |
| 19. | When the teacher is talking do you always pay attention | | |
| 20. | Do you ever ask the teacher questions | | |
| 21. | Do you spend quality time to read | | |
| 22. | Do you usually have all the books you need in class | | |
| 23. | Do you sometimes leave work unfinished | | |
| 24. | Do you mostly work on your own | | |
| 25. | Do you ever push other boys or girls about | | |
| 26. | If you cant do the work, do you ask the teacher for help | | |
| 27. | Do you often take permission out of class | | |
| 28. | Do you always do as you are told without complaining | | |
| 29. | Do you answer back if a teacher tells you off | | |
| 30. | Do you sometimes laugh or giggle in class | | |
| 31. | Do you sometimes shout out answers before you are asked | | |
| 32. | Do you always ask for help if you get stocked with your work | | |
| 33. | Do you always ask the teacher before you leave your place | | |

SECTION D

In this section, please provide answer to each statement by ticking only one that is applicable to you. Yes/ No

| | Effect of family type on student academic performance | Yes | No |
|----|--|------------|-----------|
| 1 | I am proud of my house | | |
| 2 | There is love and cooperation in my house | | |
| 3 | My father cannot meet up with my academic expenses because we are many | | |
| 4 | My parents inspect my work | | |
| 5 | My parents organize extra lesson for me | | |
| 6 | I have all the necessary materials needed for my academic pursuit | | |
| 7 | I am rewarded by my parents when I do well | | |
| 8 | My parents visits my school to ask about my performance | | |
| 9 | My parents see that I go to school regularly | | |
| 10 | Teachers often drive me out of the class during lesson | | |
| 11 | I am among the first ten to pay my school fees | | |
| 12 | I am always late to school due to the work I do in the morning | | |
| 13 | I have enough time for my studies at home | | |
| 14 | The type of family I come from affect my academic performance | | |
| 15 | I relate well with other students | | |
| 16 | My parents urge me to study | | |
| 17 | Parental separation makes children fail their exams | | |
| 18 | Children from broken homes do not concentrate in class | | |
| | Gender, Age and Parental Separation | | |
| 19 | Academically boys from broken homes do better than girls from broken homes | | |
| 20 | The age of a child when parental separation occurs is likely to | | |

| | | | |
|----|--|--|--|
| | affect the child negatively | | |
| | School attendance of children from separated homes | | |
| 21 | Children from broken homes attend classes regularly | | |
| 22 | Truancy rate is higher among children from broken house | | |
| 23 | Children from broken home miss classes more often | | |
| | Social and Psychological Adjustment of children from broken home | | |
| 24 | Children from broken home are more likely to be short tempered | | |
| 25 | Children from broken homes can make friend easily | | |
| 26 | Parental separation makes children better behaved in the society | | |
| 27 | Children from broken home are easily intimidated and they lack self confidence | | |
| | Home Environment | | |
| 28 | I love going home after school | | |
| 29 | My parents quarrel too often | | |
| 30 | I am ashamed of the home we live in | | |
| 31 | There are learning material for me to use at home | | |

APPENDIX IB

PARENTAL SEPARATION AND STUDENTS SOCIAL ADJUSTMENT QUESTIONNAIRE (PSSAQ)

Below are some statements, indicate by ticking (✓) the appropriate column as you deem fit.

| | Family Background | Yes | No |
|----|--|-----|----|
| 1 | I wish my father and mother are together | | |
| 2 | I live with just my father alone | | |
| 3 | I live with my mother only | | |
| 4 | My father and mother separated since | | |
| 5 | I don't have access to my father | | |
| 6 | I have peace now that I am with my mother only | | |
| 7 | My parents should have tolerated each other | | |
| 8 | My parents concentrate more on their job | | |
| 9 | My father and mother hardly stay at home | | |
| 10 | I feel ashamed amongst my friends | | |
| 11 | I cannot face the difficulties of broken homes | | |
| 12 | I will not forgive my mother | | |
| 13 | I have learnt a lot | | |
| 14 | We are very close to our neighbours | | |
| | SECTION B | | |
| 15 | It is good to take alcohol, it makes students feel great | | |
| 16 | Alcoholic always lose their temper, it should be avoided | | |
| 17 | Smoking is good because it makes you feel on top | | |
| 18 | Drug addicts can run crazy | | |
| 19 | There is nothing wrong in premarital sex | | |
| 20 | Truancy helps one to escape difficult subjects | | |

| | | | |
|----|---|--|--|
| 21 | Absentees should not be blamed, they often have good reason | | |
| 22 | Absentees and late comers miss many important tests and lose marks | | |
| 23 | Cheating is good since that is the only way one can easily pass | | |
| 24 | Cheating is sinful and risky, it should be avoided | | |
| 25 | There is nothing wrong in stealing from wealthy people | | |
| 26 | Stealing and lying are bad and should be avoided | | |
| 27 | Stealing of books, biros, money in the class is good. it makes one have materials to work with | | |
| 28 | It is good to obey constituted Authority | | |
| 29 | It's always good to destroy materials and school properties in the classroom and school environment | | |
| | SECTION C (PSYCHOSOCIAL ADJUSTMENT) | | |
| 30 | I am always afraid because of my parents | | |
| 31 | I do not associate with others freely | | |
| 32 | I like visiting people's house | | |
| 33 | I like associating with my friends | | |
| 34 | I like troubles and fighting because I am used to it in my family | | |
| 35 | I hate night outings | | |
| 36 | I am bold and outspoken | | |
| 37 | I feel shy to talk in the public | | |

APPENDIX II

PLACEBO (TREATMENT) HEALTH TALK ON DANGER OF SELF MEDICATION AND ABORTION

Taking drugs can be dangerous. Most doctors are aware of the hazards and try to reduce them as much as they can. Vitamins are organic compound that occur naturally in many foods. They are a kind of nutrient the body needs only in very small amounts. Some people do have specific vitamin deficiencies, but most people should be able to get all the vitamins and mineral they need from four food groups: the milk group, the meat group, vegetables and fruits, breads and cereals. Excessive amounts of certain vitamins and minerals cannot be taken without overburdening the system or creating an imbalance. For example, the body is not able to excrete large amounts of vitamin A and D. because of this, an overdose is possible. Some of the B vitamins must be taken in certain proportions. An excess of one B vitamin can create a deficiency of another. Some mineral must also be taken in the right proportion to each other. Most notable of these are calcium and phosphorous. Excess amount of some vitamins can cause serious problems.

Vitamin A:- Overuse of vitamin A for long periods of time may result in fatigue, bone pain, dry skin, loss of body hair, weight loss, enlarged liver of spleen, and headache, among other condition. Children of parents who have taken too much of vitamin A may show symptoms of overall retarded growth.

Vitamin B Complex:- Too much of vitamin B12 accentuate the blood deficiency produced by pyrimethamine, a drug used in the treatment of malaria and certain serious infections.

Vitamin C: People whose systems tend to form kidney stones should avoid large dose of vitamin C, which can make their condition worse. Pregnant women or nursing mothers should take no more than the recommended daily allowances (100milligrams). The metabolism of the foetus or infant will adapt to high levels of vitamins C, and scurvy may be the result when the intake drops to normal.

Vitamin D: - Too much of Vitamin D can make body calcium too high. It can also cause, among other conditions, mental deficiency, excess urination, abnormal thirst, nausea, vomiting, diarrhea, too much acid in the system, potassium loss, and increased blood pressure.

Vitamin K (Synthetic):- Vitamin K has caused hemolytic anemia, a kind of anemia in which red blood cells are destroyed faster than the bone marrow can replace. Too much vitamin k can also lead to enlargement of the liver and impairment of its function. It has caused deaths in newborn babies as well as in foetus. Vitamin in excessive doses have been known to alter the metabolism of prescribed drug. Some necessary for the maintenance of life-such as anticoagulants, antibiotics, hypnotics, and iron salts. The recommended daily allowances are, of course, average figures. Individuals vary greatly in their nutritional needs and also in their tolerance for large amount of vitamins, tolerance depends on such factor as general diet, amount of exposure to ultraviolet light, how much calcium is in the diet ,and which hormones are secreted and in what quantities.

It is dangerous to take vitamin mixtures to treat self- diagnosed disorders. A person who "always feels tired" should go to the doctor- it is always a mistake to take vitamins indiscriminately. Reasons for taking them, either to supplement that diet or to correct a specific deficiency, should be clearly understood and choice of supplement should be based on a rational approach to a specific problem.

Drug Safety precautions:- You will be much more likely benefit from self-medication with the least possible danger if you keep rules in mind:

1. If you see more than one doctor, tell each of them about all the medications you are taking including those you buy without a prescription. Drugs you buy at a supermarket are "real" drugs. If they are misused, they can kill you just as any other drug. If you are taking drugs prescribed or otherwise, keep a record and carry it with you all the time. Correct the record when you stop taking a drug or start taking a new one.
2. Don't save old prescription "in case you get sick again". All drugs begin to deteriorate when they are exposed to air and moisture. For example an aspirin bottle that has been opened many times is likely to have a vinegary odour. This indicates that the aspirin is combined with water vapour and releasing acetic acid, which what cause stomach upset that sometimes, accompanies taking aspirin. If you smell vinegar in an aspirin bottle, throw it away and buy a fresh bottle. If you buy in bottle of 100 tablets or fewer, deterioration, is

likely to occur. Some antibiotic including tetracyclines also deteriorate and become toxic. It is safest simply to destroy unused medicines as soon as you have stopped taking them and to clean out your medicine chest and throw them into the toilet. Many children and pets have been poisoned by drugs they found in the garbage can or the waste basket.

3. Never give your medicine to someone else, or take someone else medicine. When your doctor prescribes a medicine for you, he or she takes into account your age, weight, sex, other medications you are taking, and other factors.
4. When you are travelling, take along written prescriptions, for any medicines your doctor has prescribed for you. If your luggage is lost, or if you run out, you might then be able to get more.
5. Don't drink alcoholic beverages if you are taking drugs, if you drink regularly, make sure your doctor knows about it' he or she may be able to save your life. More than one person has taken a couple of capsules, an allergy pill, a sleeping pill, and a couple of drinks, and gone to sleep for good.
6. Consider all drugs potentially dangerous. If the drug was not prescribed for you, you take it at your own risk. There is no way you can be sure that all possible dangers are spelled out in the label warning, but read the label warnings anyway. If you are still in

doubt, don't take the medicine. If you take a patent medicine and the symptoms you are treating with it don't go away, go to a doctor. If you want advice about a patent medicine, ask a doctor or a pharmacist, not the sales- persons behind the drugstore/cosmetics counter or the stock clerk in the supermarket.

7. Keep all drugs and medicine where children cannot possibly get to them. This isn't easy, but the consequences of not doing so can be tragic. Thousand of children die every year from sampling the pills in the family medicine chest.

EXERCISE FOR THE SIX COUNSELLING SESSIONS WITH THE CONTROL GROUP PARTICIPANTS

1. What is medication?
2. How many types of vitamins do we have?
3. What is the work of each of them?
4. List against each vitamin, the food group that supplies it (Homework)
5. What is vitamin in excessive doses?
6. What are food compliments?
7. Do we all have the same nutritional needs?
8. Is it safe to use the prescription of another person or buy drugs without prescription especially when having serious health problem?
9. For how long should you take a drug?
10. We shall go through the drug safety precautions together as the last session of the counselling programme (Discussion).

ABORTION

According to Omoegun (2001) abortion signifies the expulsion of the products of conception from the uterus at any period up to the twenty-eight week of pregnancy. The Planned Parenthood Federation of Nigeria defines abortion as "the termination of pregnancy before the foetus is viable". This organisation identifies two types of abortion, the spontaneous abortion which is internally caused and not intentional and the induced abortion which is the deliberate termination of pregnancy either legally or illegally. In Nigeria, abortion is illegal. Even most religious and traditional tenets are against it. For example, Olusakin (1996) maintain that "abortion is against the wish of God and anybody involved in the process should be treated as a murderer". While Fashina (1989) the Catholic Co- Adjutor Bishop Diocese of Ijebu-Ode, adds that "anybody involved in abortion is not only a sinner but a destroyer of soul and life". As Ozekhome (1989) a tradomedicalist puts it "the more a girl procures abortion the more she is prone to changing size of breasts. More laxed birth canal and general lost of that highly revered maiden touch". Osarenren (1996) a Psychologist also contributes that "the more the number of pregnancies and abortion, the more the disturbances in subsequent pregnancies". Abe (1996) contributed further that "mistakes made by doctors during the process of abortion may lead to ruptured womb or blocked tubes which by themselves could inhibit pregnancy process and put the woman in the cold and traumatic recesses of childlessness. Even if the pregnancy is not aborted.

Brown (1990) Maintains that almost every index of disturbance or pathology is positively related to being born to or being a teenage mother: - low birth

weight, infant mortality, physical problems, ejection from school, obtaining good job or having marriage that will last for more than a few year. In the process of aborting a pregnancy, some of the adolescents and some women use deadly concoction which has claimed many lives. For example, some women use "potash" (Kanun) laundry blue and hot with lemon, most of which have fatal effect of destroying the victim's womb and rendering her barren in an attempt to procure abortion.

APPENDIX III

IFR

Name..... Sex:..... Age..... Date.....

INSTRUCTION: The following are statements designed to find out how you feel about your family as a whole, it is not a test, so there are no right or wrong answers. Please read each statement as carefully and accurately as you can and shade the appropriate number to the right of each statement to indicate how the statement has described how you feel about your family. The numbers stand for:

- | | | | |
|----|---|-------------------|------|
| 4. | = | Strongly Agree | (SA) |
| 3. | = | Agree | (A) |
| 2. | = | Disagree | (D) |
| 1. | = | Strongly disagree | (SD) |

- | | | | | | |
|-----|--|---|---|---|---|
| 1. | The members of my family really care about each other..... | 4 | 3 | 2 | 1 |
| 2. | I think my family is terrific..... | 4 | 3 | 2 | 1 |
| 3. | My family gets on my nerves..... | 4 | 3 | 2 | 1 |
| 4. | I really enjoy my family..... | 4 | 3 | 2 | 1 |
| 5. | I can really depend on my family..... | 4 | 3 | 2 | 1 |
| 6. | I really do not care to be around my family..... | 4 | 3 | 2 | 1 |
| 7. | I wish I was not part of this family..... | 4 | 3 | 2 | 1 |
| 8. | I get along well with my family..... | 4 | 3 | 2 | 1 |
| 9. | Members of my family argue too much..... | 4 | 3 | 2 | 1 |
| 10. | There is no sense of closeness in my..... | 4 | 3 | 2 | 1 |
| 11. | I feel like a stranger in my family..... | 4 | 3 | 2 | 1 |
| 12. | My family does not understand me..... | 4 | 3 | 2 | 1 |
| 13. | There is too much hatred in my family..... | 4 | 3 | 2 | 1 |
| 14. | Members of my family are really good to one another..... | 4 | 3 | 2 | 1 |
| 15. | My family is well respected by those who know us..... | 4 | 3 | 2 | 1 |
| 16. | There seems to be a lot of friction in my family..... | 4 | 3 | 2 | 1 |
| 17. | There is a lot of love in my family..... | 4 | 3 | 2 | 1 |
| 18. | Members of my family get along well together..... | 4 | 3 | 2 | 1 |
| 19. | Life in my family is generally unpleasant..... | 4 | 3 | 2 | 1 |
| 20. | My family is a great joy to me..... | 4 | 3 | 2 | 1 |
| 21. | I feel proud of my family..... | 4 | 3 | 2 | 1 |
| 22. | Other families seem to get along better than ours..... | 4 | 3 | 2 | 1 |
| 23. | My family is a real source of comfort to me..... | 4 | 3 | 2 | 1 |
| 24. | I feel left out of my family..... | 4 | 3 | 2 | 1 |
| 25. | My family is an unhappy one..... | 4 | 3 | 2 | 1 |

DEVELOPMENT BY W. W. HUDSON (1982)

APPENDIX IV

RBI

For each of the following questions, please follow the scale and indicate the numbered response that most clearly reflects your opinion as quickly and answer each question.

- | | | | |
|----|---|-------------------|------|
| 4. | = | Strongly Agree | (SA) |
| 3. | = | Agree | (A) |
| 2. | = | Disagree | (D) |
| 1. | = | Strongly disagree | (SD) |

1. Helping other is the very basis of life
2. It is necessary to be especially friendly to new colleagues and neighbours
3. People should observe moral laws more strictly than they do.
4. I find it difficult to take criticism without feeling hurt.
5. I often spend more time trying to think of ways of getting out of things than it would take me to do them.
6. I tend to become terribly upset and miserable when things are not the way I would like them to be.
7. It is impossible at any given time to change one's emotions.
8. It is sinful to doubt the Bible
9. Sympathy is the most beautiful human emotion
10. I shrink from facing a crisis or difficulty.
11. I often get excited or upset when things go wrong
12. One should rebel against doing unpleasant things, however necessary, if doing them is unpleasant.
13. I get upset when neighbours are very harsh with their children.
14. It is realistic to expect that there should be incompatibility in marriage.
15. I frequently feel unhappy with my appearance
16. A person should be thoroughly competent, adequate, and intelligent in all possible respects.
17. What others think of you is most important.
18. Other people should make things easier for us, and help with life's difficulties.
19. I tend to look to others for the kind of behaviour they approve is right or wrong
20. I find that my occupation and social life tend to make me unhappy
21. I usually try to avoid doing chores which I dislike doing
22. I lose of my family and/or friends have habits that bother and annoy me very much
23. I tend to worry about possible accidents and disasters.
24. I like to bear responsibility alone.
25. I get terribly upset and miserable when things are not the way I like them to be
26. I worry quite a bit over possible misfortunes
27. Punishing oneself for all errors will prevent future mistake
28. One can best help others by criticizing them and sharply pointing out the error of their ways.
29. Worrying about a possible danger will help ward it off or decrease its effects
30. I worry about little things
31. Certain people are bad, wicked, or villainous and should be severely blamed and punished for their sins.
32. a large number of people are guilty of bad sexual conduct
33. One should blame oneself severely for all mistakes and wrongdoings.
34. it makes me very uncomfortable to be different
35. I worry over possible misfortunes
36. I prefer to be independent of others in making decisions
37. Because a certain thing once strongly affected one's life, it should indefinitely affect it.

APPENDIX V

PSI

Read each statement, and indicate the extent to which you agree or disagree with that statement, using the following alternatives:

- | | | | |
|----|---|-------------------|------|
| 4. | = | Strongly Agree | (SA) |
| 3. | = | Agree | (A) |
| 2. | = | Disagree | (D) |
| 1. | = | Strongly disagree | (SD) |

1. When a solution to a problem is unsuccessful, I did not examine why it didn't work
2. When I am confronted with a complex problem, I do not bother to develop a strategy to collect information so I can define exactly what the problem is.
3. When my first efforts to solve a problem fail, I become uneasy about my ability to handle the situation
4. after I have solved a problem, I do not analyzed what went right or what went wrong
5. I am usually able to think up creative and effective alternatives to solve a problem.
6. After I have tried to solve a problem with certain action, I take time and compare the actual outcome to what I think should have happened.
7. When I have a problem I think up as many possible ways to handle it as I can until I can't come up with any more ideas
8. When confronted with a problem, I consistently examine my feelings to find out what is going on in a problem situation.
9. When I am confused with a problem, I do not try to define vague ideas or feelings into concrete or specific terms
10. I have the ability to solve most problems even though initially no solution is immediately apparent
11. Many problems I face are too complex for me to solve
12. I make decisions and are happy with them later
13. When confronted with a problem, I tend to do the first thing that I can think to solve it.
14. Sometimes I do not stop and take time to deal with my problems, but just kind of muddle ahead
15. When deciding on an idea or possible solution to a problem, I do not take time to consider the chances of each alternative being successful
16. When confronted with a problem, I stop and think about it before deciding on a next step.
17. I generally go with the first good idea that comes to my mind
18. When making a decision, I weigh the consequences of each alternative and compare them against each other.
19. When I make plans to solve a problem, I am almost certain that I can make them work
20. When I try to think up possible solutions to a problem, I do not come up with very many alternatives
21. In trying to solve a problem, one strategy I often use is to think of past problems that confront me
22. In trying to solve a problem, one strategy I often use is to think of past problems that have been similar
23. Given enough time and effort, I believe I can solve most problems that confront me.
24. When faced with a novel situation I have confidence that I can handle problems that may arise.
25. Even though I work on a problem, sometimes I feel like I am groping or wandering, and am not getting down to the real issue.
26. I make snap judgments and later regret them
27. I trust my ability to solve new and difficult problems
28. I have a systematic method for comparing alternatives and taking decisions
29. when I try to think of ways of handling a problem, I do not try to combine different ideas together
30. When confronted with a problem, I don't usually examine what sort of external things in my environment may be contributing to my problem.
31. when I am confronted by a problem, one of the first things I do is survey the situation and consider all the relevant pieces of information

32. Sometimes I get so charged up emotionally that I am unable to consider many ways of dealing with my problem
33. After making a decision, the outcome I expected usually matches the actual outcome.
34. When confronted with a problem, I am unsure of whether I can handle the situation.
35. When I become aware of a problem, one of the first things I do is to try to find out exactly what the problem is.



Study Habits Inventory

by CHRISTOPHER G. M. BAKARE, Ph.D.

FORM S (SECONDARY SCHOOL FORM)

Name

Date

Class, Year or Course

Age..... Sex: M. F.
(In years) (Circle One)

School or University

DIRECTIONS

The following is a list of questions concerning students' habits and methods of study. Read each statement carefully and answer it as accurately and as truthfully as possible. Put an X in the circle within the column that best describes your habit. For example, the first question is:

1. When your assigned homework is too long or unusually hard, do you either stop or study only the easier parts of the lesson?

| Almost Never | Less than Half of the Time | About Half of the Time | More than Half of the Time | Almost Always |
|-----------------------|----------------------------------|------------------------------|----------------------------------|-----------------------|
| <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If, in your case, this happens to be true less than half of the time i.e., sometimes, place an X as shown in the example.

Psychoeducational Research Productions

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unusually hard, do you either stop or study only the easier parts of the lesson?

If you have to be absent from class, do you make up missed lessons and notes immediately?

Even though an assignment is dull and boring do you stick to it until it is completed?

Do you put off doing written assignments until the last minute?

Do you complete and submit your assignments on time?

Do you begin your assignments as soon as the teacher gives them to you and not allow them to pile up?

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

TOTAL SCORE
SECTION A

| |
|--|
| |
|--|

SECTION B: Time Allocation

Do you waste too much time talking or listening to the radio for the good of your studies?

Do you find that having many other things to do causes you to get behind in your school work?

Do problems outside of the classroom—with other students or at home—cause you to neglect your school work?

Do you study for at least three hours each day after classes?

Is your time unevenly distributed; do you spend too much time on some subjects and not enough on others?

Do you spend too much time reading fiction (novels), going out etc., for the good of your school work?

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

TOTAL SCORE
SECTION B

| |
|--|
| |
|--|

SECTION C: Reading and Note Taking

In taking notes, do you tend to write down things which later turn out to be unimportant?

After reading several pages of an assignment, do you find yourself unable to remember what you have just read?

Do you find it hard to pick out the important points of a reading assignment?

When reading a long assignment do you stop now and then to try to remember what you have read?

Do you have to re-read material several times because the words don't have much meaning the first time you go over them?

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Do you have trouble picking out the important points in the material read or studied?

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

Do you go back and recite to yourself the material you have studied, rechecking any points you find doubtful?

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

Do you miss important points in the lecture while copying down notes on something which has gone before?

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

Do you pronounce words to yourself as you read?

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

TOTAL SCORE
SECTION C

SECTION D: Study Period Procedures

Do you keep all your notes for each subject together and carefully arranged for studying?

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

Do you need a long time to get warmed up when you want to start studying?

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

Are you unable to study well because you get restless and unable to sit for long?

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

When you sit down to study, do you find yourself too tired, bored or sleepy to study well?

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

Do you prefer to study your lessons alone rather than with others?

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

Do you seem to get very little done for the amount of time you spend studying?

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

At the beginning of a study period, do you plan your work so that you will make the best use of your time?

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

Do you find yourself beset by too many health problems to study efficiently?

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

TOTAL SCORE
SECTION D

SECTION E: Concentration

Do you find that day dreaming distracts your attention from your lessons while studying?

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

Do you find it hard to keep your mind on what you are studying for any length of time?

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

Do outside interruptions disturb you while studying?

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

TOTAL SCORE
SECTION E

SECTION F: Written Work

Do you correct errors on the papers which your teachers have marked and returned to you?

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

Do you have trouble saying what you want to say on tests, essays and other written work?

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

Do your teachers criticize your written work for being poorly planned or hurriedly written?

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

Do you give special attention to neatness on essays, reports and other written work?

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

TOTAL SCORE
SECTION F

38. Do you get nervous and confused when taking a test and therefore fail to answer questions as well as you otherwise could?
39. When getting ready for a test, do you arrange facts to be learned in some planned order?
40. Are you careless about spelling, punctuation and grammar when answering test questions?
41. Are you unable to finish tests within the time allowed although you work until the very last minute?
42. When tests are returned, do you find that your mark has been lowered by careless mistakes?
43. Do you finish your examination papers and turn them in before time on the examination?

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

TOTAL SCORE
SECTION G

SECTION II: Teacher Consultation

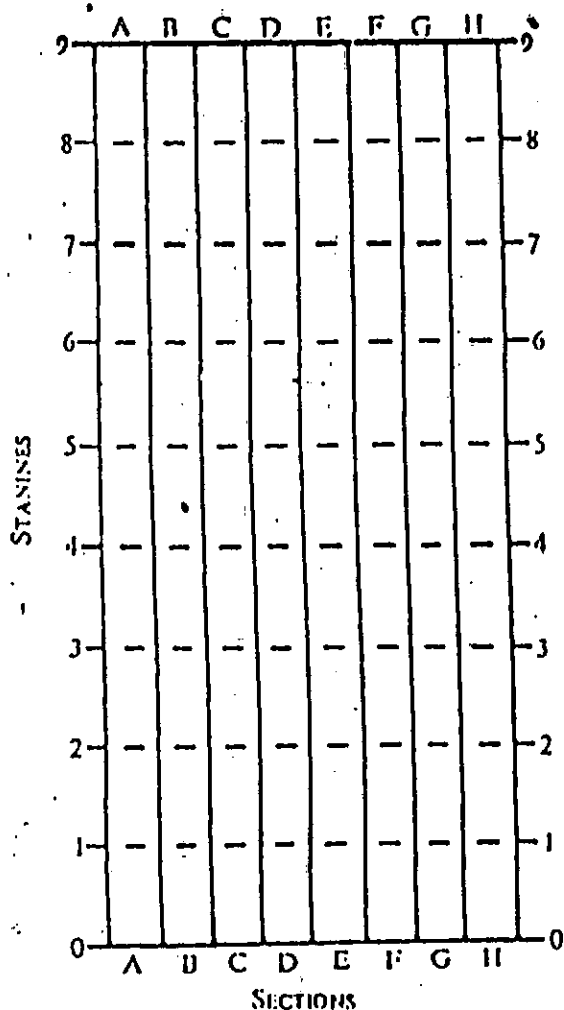
44. When you are having trouble with a particular subject, do you try to talk it over with the teacher?
45. Do you hesitate to ask a teacher for further explanation on a point that is not clear to you?

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

TOTAL SCORE
SECTION H

Do not write below this line

DIAGNOSTIC PROFILE



| SECTION | SCORE | STANINE |
|---------|-------|---------|
| A | | |
| B | | |
| C | | |
| D | | |
| E | | |
| F | | |
| G | | |
| H | | |

TOTAL

Please show your opinion about the counselling sessions just completed by marking (), at what you believe are the most suitable points of the advantages and disadvantages.

TOPICS DISCUSSED

A.The topics discussed centered around how to improve our performance in Economics.

B. ... Most of the topics discussed were worthless

PROCESS AND CLIMATE (INTERACTION)

A. ... All members of the group were involved and concerned about how to solve their difficulties.

B. ...Members did not think they could benefit from each other

C. ... Members did not speak openly about their difficulties.

LEADERSHIP

A. ... Our Leaders were active in stimulating members to speak and contribute groups goals.

B. ... Our group leader speaks all the time; he did not allow members to voice out their feelings.

GENERAL

A. ... We did not achieve anything valuable from the counselling sessions.

B.Most of the sessions were useful and beneficial.

GROUP COUNSELLING

How to study and pass examinations - a group counselling session with Form Four students : Class

For success in any school examination, the following are the basic things to know and put into practice.

A planned time-table for effective study is very essential to put the time-table into a practical use. The place for study, the textbooks and reference books, lectures, recreation, note taking, group discussion and proper feeding to mention a few, also play important parts. Equally important is a person's determination to succeed in his study.

Place for Study:

There is no hard and fast rule as to where you should do your reading but the following suggestions will be of help to you:

- (a) Study in a place which is cool and quiet and where there are no physical distractions, noise or interference.
- (b) Stay away from television, radio or visitors who may disturb you.
- (c) Make your place of study comfortable with good chair and table and there should be proper ventilation.
- (d) Secure adequate light for your study. Electric light is preferred because, use of lanterns tends to affect the eyes.
- (e) Studying with other students may likely stimulate you to work hard.
- (f) Avoid lying on your bed to study, since this can make you fall asleep.

A Planned study Time-table

A study time-table helps from the problem of not knowing what to read or reading some subjects more frequently than the others.

1. Have a personal study time-table based on the subjects to be studied in the school the following day.
2. Make a habit of doing some studying daily and distribute your time easily among all subjects.
3. Devote sufficient time to your studies and study your difficult subjects when you are freshest.
4. Do not spend too long-time on one subject and plan your time-table that a theoretical (subject) is followed by a practical one.
5. Set aside revision times by each of your subjects and set aside regular time for recreation.

The Textbook and Reference books

1. Ask your teacher or other qualified persons to recommend a textbook and other reference book to you in each subject.
2. Buy or borrow all relevant textbooks. They should be read carefully.

Group Discussion

Participation in group discussions when students who have similar subject to discuss their problem and find solution to them, is an approach to effective study.

Arrange with about three or four students in your subjects to form a discussion group. It is essential that all group members must work conscientiously for the good of all. When you meet, identify important topics and assign individuals to study each topic diligently.

shall you make towards passing your examination?

- You need adequate preparation for your examination by preparing a new time-table to guide you in your various subjects for each day.
- Practice self-test by asking and answering likely examination questions.
- You can join a group discussion or consult friends in case of difficulty.
- Do not use drugs to study for examination. If you have studied well before, you have nothing to fear.
- Sleep well the night before your examination and remember the date, time and place of examination.

The Examination Itself:

The following suggestions will help you during the examination:

- (a) Write your number or names as the case may be.
- (b) Read the question carefully.
- (c) Note compulsory question if any.
- (d) Select questions that you know and answer them first.

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

(WITH EDUCATIONAL PSYCHOLOGY)

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11th January, 2007.

Dear Sir/Madam,

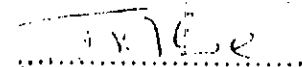
TO WHOM IT MAY CONCERN

This is to certify that **MRS. OSENI, EVELYN** is a Ph.D student of this department.

I should be grateful for your kind assistance to enable her collect relevant data for her study.

Thank you in anticipation of your co-operation.

Yours faithfully,


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Dr. (Mrs.) I.I. Abe
(Supervisor)