INFLUENCE OF CUSTODIAN ARRANGEMENTS ON THE EMOTIONAL AND SOCIAL BEHAVIOUR OF CHILDREN IN ABUJA, FEDERAL CAPITAL TERRITORY, NIGERIA

BY

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(MED/EDUC/7257/2009 – 2010)

HOME ECONOMICS SECTION (FAMILY AND CHILD DEVELOPMENT)

DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

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AHMADU BELLO UNIVERSITY, ZARIA

NIGERIA

FEBRUARY, 2015

DECLARATION

I hereby declare that this thesis titled: "Influence of Custodian Arrangements on Emotional and Social Behaviour of Children in Abuja, Federal Capital Territory, Nigeria" is my work in the Department of Vocational and Technical Education under the Supervision of Prof. E. Ike and Prof. P. E. Onuigbo. The information derived from the literatures have been duly acknowledged in the text and a list of references provided. No part of this work has been presented for another degree or diploma in any institution.

Jume Omowunmi Aisha, Bello	Signature	Date
(Name of Student)		

CERTIFICATION

This thesis titled: "Influence of Custodian Arrangements on Emotional and Social Behaviour of Children in Abuja, Federal Capital Territory, Nigeria" meets the regulations governing the award of the degree of Master of Education (Family and Child Development) of Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my late husband Mr. Shuaibu Bello.

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Jume Omowunmi Aisha, BELLO

ABSTRACT

The study was carried out to determine the Influence of Custodian Arrangements on Emotional and Social Behaviour of children in Abuja, Federal Capital Territory, Nigeria. The study made use of descriptive survey research design. The population of 27,096 for the study was purposively selected. Six hundred and fourty-eight (648) respondents out of 27,096 were selected from 25 Junior Secondary schools that were systematically selected out of 101 in Abuja using proportional sampling procedure. Five objectives, five research questions and four null hypotheses were formulated to guide the study. The instrument used for data collection was the questionnaire. The method of data analysis included frequency count and percentage for the biodata while mean was used to find the level of opinion of the respondents to answer the research questions. Analysis of Variance (ANOVA) was used to test hypotheses 1 and 2, while t-test statistics was used to test hypotheses 3 and 4 at 0.05 level of significance. Three out of the four null hypotheses were rejected. Among the findings of the study were; Single parents, guardianship and foster parent had positive influence while step parent custodian arrangement had negative influence on emotional behaviour of children. Single parents and guardianship custodian arrangements had positive influence while foster and step parent had negative influence on their social behaviour. The influence of custodian arrangements on emotional behaviour was more on female students than their male counterparts. Recommendations were made among which were that Junior Secondary Schools should organize Parents/Teachers Association meetings in the Schools to give parental education and counseling to custodian parents in order to improve the knowledge and strategies of meeting every day challenges of child upbringing. Custodian parents should assist the children in their custody to build their emotional and social behaviour by proper guidance and encouragement. Custodian parents should continue to build on the positive emotional behaviour of children in their custody by loving, understanding and caring for them. This study will serve as a stepping stone in providing solution to the problems associated with influence of custodian arrangements on emotional and social behaviour of children.

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OPERATIONAL DEFINITION OF TERMS

Custodian Arrangement: An agreement made with somebody that is responsible for looking after another person mostly child or children.

Emotional Behaviour: An innermost thoughts and feelings which can easily be expressed in a sudden outburst thereby making the person to behave normally or abnormally.

Guardian: A relation such as grand parent, aunt, uncle who provides a home and care for children of relations in times of emergency.

Foster Parent: A person who looks after a child or children who are not his or her own relation, such as friend's children and house help.

Intact Family: Both parents (father and mother) playing complimentary role in the training of their children.

Single Parenting: This is a situation where only the mother or father is solely involved in training of the child or children.

Social Behaviour: This has to do with the way man relate with his fellow human being and his adaptation to his environment in terms of conformity, obedience, attitude and personality.

Step Parent: An individual with or without children marries a person with or without children then becomes a parent to the children of the person he or she marries.

ABBREVIATIONS

FCT: Federal Capital Territory.

JSS: Junior Secondary School.

NSCDC: National Scientific Council on the Developing Child.

TFLS: The Family Law Series.

UBE: Universal Basic Education.

UNICEF: United Nations International Children Emergency Fund.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

When parents set up a home and have a family, they naturally hope to create a happy environment in which their children can grow up (Pamela, 2000). According to Mallum (2002) the home plays an important role in the child's personality development. Parents are expected to be with their children throughout the years of child upbringing. In the traditional family setting, the man was a bread winner; this gave the woman the opportunity to remain at home with the children. Igba (2006) emphasized that children should be cared for by both parents and that children should not be separated from either or both parents against their will. This is not so in the state where death, divorce, illness and employment have separated many children from their parents, leaving the custody of the child in the hand of one parent, relatives or nonrelatives.

The Family Law Series of Canada (2009) specified that custody is the right to make the important decisions about the care and upbringing of the child. Moreover, it is a child's biological or adoptive parent who gets custody but in some cases, other family members who are regarded as third party. For the purpose of this study, third party custody includes family members and non-family members. In the Nigerian context, it is common for non relations to take custody of a child who serves as a house help. This could be done in agreement with the parents or relations of the child. Typically, the term custodian arrangement has been operationally defined to mean children residing in household other than a household in which both biological

parents are present (Demuth& Brown, 2004). Custodian arrangement exists in different forms which include single parenthood, step parenthood, legal guardianship and foster parenthood.

Igba (2006) stated that West African families make custodian arrangement for their children to stay with richer relatives in the city and for newlyweds to hire a young village girl to cook and clean for them. Other factor that could warrant custodian arrangement for children include rape, teenage pregnancy, military leave, employment demands, adoption, urbanization and industrialization have also contributed to custodian arrangement for children (Igba, 2006). Ononuju (2004) asserted that every child born alive has to undergo training which involves development of good personality, acceptable behaviour and rearing responsible citizens. Consequently, good training becomes an essential component of custodian arrangement in the process of which many children are exposed to aggressive acts. When one endures a constant name calling, criticism, social rejection, sarcasm or maltreatment, the emotional pain is immense. Children who witness these types of exposure to hostile environment known as child abuse may develop serious negative emotional behaviour. The abused child is one who is deprived of proper parental care and proper socialization process (Kembe, 2005). Child abuse is any act on the part of a parent or caregiver that has the potential for, or has actually caused serious emotional, cognitive, mental or behavioural disorders for a child (UNICEF, 2008). These behavioural disorders may hamper development of acceptable social behaviour.

Social behaviour is often related to emotional and personal behaviour of an individual. The concept of social behaviour can be explained as a combination of learning and interacting with either an individual or a group (Kolo, 2010). According to Joel (2007) behaviour is the act of the soul which is expressed using the body. It is two dimensional, either good as in interest and love or bad as in hatred and anger. Santrock (2005) affirmed that emotion is an effective experience that accompanies generalized inner adjustment, mental and psychological stir up state in the individual and that show itself in his own behaviour. In most cases, the social and emotional behavioral problems that manifest as a result of poor custodian management of children includes dishonesty, stealing, rudeness, bullying, disobedient, truancy, fighting, aggressiveness, uncooperativeness, and antisocial behaviour such as being constantly withdrawn and sadness (Prevent Child Abuse America, 2010).

Studies like that of Salami and Alawode (2011) investigated the effects of single parenting on the academic achievement of adolescents. The study revealed that students from intact homes are significantly better in academic achievement than those from single parenting homes. Also Olaoye and Oyegunwa (2012) examined the influence of single parenting and implication for children academic and moral upbringing. This study revealed that children from single parenting home tend to suffer neglect and diverted attention from the fathers and mothers that have separated. This finding agreed with the findings of Ortese (1998) who believed that children from homes where the father and the mother are present are well taken care of and socialized in the best possible way. Moreover, Billing, Ehrle, and Kortenkamp (2002) studied Children Cared for by Relatives and their Well-being in United State of

America. The result shows that 13 percent of children in relative care exhibited high levels of behavioral and emotional problems which were higher than the 7 percent of children living with their biological parents who experienced these difficulties.

Custodian arrangement, compared with intact family, is a very important issue that can have significant effects on children's emotional and social behaviour. Children who are raised in custodian arrangement home are likely to face problems of not reaching their full potentials. The parents ideally provide a sense of security and stability that is necessary for children but when there is a breakdown in the family structure, it may have a remarkable impact on a child and also the ability to function normally or exhibit a socially acceptable and positive emotional behaviour. In most situations the children no longer have two biological parents to depend on. So they have to rely on one parent or none to meet their needs.

With limited finances, time and similar inadequate support, children need to perform to the best of their ability. This is not to say that the custodian parents raising them are not providing them with more than adequate love and attention but rather the custodian parent model within itself is comprised of many different factors that can affect children's social and emotional behaviour. Therefore, since custodian arrangements deprived a child of one parent or both, the present study want to clarify the popular assumption that children from custodian arrangements are emotionally and socially imbalanced in view of the fact that it can conspicuously be noticed.

1.2 Statement of the Problem

Children need a great deal of nurturing which includes attention, love, affection and encouragement from their parents. The child also needs to be provided

with a wide range of stimulating interaction that positively nurtures the child's development, particularly in psychosocial terms. The researcher observed in Federal Capital Territory, that some children and house helps in custodian arrangements are exposed to hawk on the streets and highways at the expense of their schooling. Some of these children are exposed to responsibility too much for their ages in dangerous and unhealthy environment. This is child abuse, including any behaviour which neglects the child's survival and developmental needs, causes physical or emotional injury and subjects the child to measure situation and experience which interferes with his/her healthy development towards adulthood (Alokan, 2010).

The researcher also observed in Federal Capital Territory that the care and socialization given to custodian children by some custodian parents are different from that of two biological parents. There is a difference in the liveliness of children from homes where the father and mother are present. In most custodian families in Federal Capital Territory, the researcher further find out that those children in custodian arrangements spent hours doing domestic chores in the home on daily basis with less attention paid to their physical and psychological welfare. Some of these children complained of being fed poorly, went to school late and went to bed late. Some custodians considered these children as house-maid and treat them harshly.

Reports from Newspapers in Nigeria present various challenges and problems encountered by children in their custodian arrangement homes. For example, Nasir (2012) reported that two women were arrested by the Secretariat of FCT Social Development for allegedly abusing children in their custody. The arrests were made with the assistance of their neighbours who had been angered by the continuous

maltreatment of the children. Nasir revealed that the eight (8) year-old children, Amarachi and Ifeanyinwa were bathed with hot water by their aunt for failure to meet up with the workload assigned to them. Moreover, a 13 year-old Blessing was burnt with hot pressing Iron by her aunt who she serves as a house help.

Another report by Akinkuotu (2011) revealed that a man beat his 11 year-old son to death because of his step mother who had reported to his father the boy's reluctance to go and buy foodstuff (indomie) for her. Perhaps, if the child were her son, she would not have reported him for such a minor offence. Again, Ohai (2008) reported that a foster parent (aunt) starved and tortured an eight (8) year old girl, broke her arms and removed her teeth. This foster parent transformed the plump girl into a skinny body and badly bruised skin by frequent beating and starvation. Whenever it rained heavily, most houses in their area experienced flood, her aunt would move out of their home and leave her alone in the flooded house without food most of the time. Custodian Parents in Federal Capital Territory confine these children to hawk on the streets.

According to Salami and Alawode (2011) the child is morally upright and emotionally stable when the caring responsibilities are carried out by both parents. Many children in custodian arrangement families are never allowed to express their feelings in the home except on few occasions with family friends or classmate outside the home. All these can be traced to contemporary child custodians who may treat their wards irresponsibly without thinking of the consequences of their custodianship. The researcher further observed that in Federal Capital Territory, custodian parents do not have time to develop the emotions of the children in their custody. Salami and

Alawode (2011) affirmed this when they stated that children from broken home were likely to suffer deprivation and denial of some rights and opportunities. Moreover, the breakdown of family and the deterioration of civility in everyday life have generally become national issues. Among the social issues that are creating problems in the society especially among the youth are poor school attendance, uncooperative attitude, lateness to school and obedience to law. Also included are psychological problems of various kinds and degrees such as bad mood, wickedness, depression, poor concentration, lack of confidence and self esteem among others (Salami & Alawode, 2011).

It is pathetic to know that little or no effort has been put in place to address the problems highlighted. Therefore the researcher deem it fit to carry out this study to serve as a stepping stone in providing solution to the problems associated with influence of custodian arrangement on emotional and social behaviour of children.

1.3 Objectives of the Study

The major objective of the study was to determine the influence of custodian arrangements on emotional and social behaviour of students in Abuja, Federal Capital Territory.

The specific objectives were to:

1. identify the major types of custodian arrangements for children in Federal Capital Territory;
2. determine the emotional behaviour of students in custodian arrangements in Federal Capital Territory;

3. determine the social behaviour exhibited by students in custodian arrangements in Federal Capital Territory;
4. assess the differences in the emotional behaviour between male and female students who are in custodian arrangements in Federal Capital Territory; and
5. ascertain the differences in the social behaviour between male and female students who are in custodian arrangements in Federal Capital Territory.

1.4 Research Questions

The following research questions were answered by the researcher

1. What are the major types of custodian arrangements available for students in Federal Capital Territory?
2. What are the emotional behaviours exhibited by students in custodian arrangements in Federal Capital Territory?
3. What are the social behaviours exhibited by students in custodian arrangements in Federal Capital Territory?
4. What are the differences in the emotional behaviours of male and female students in custodian arrangements in Federal Capital Territory?
5. What are the differences in the social behaviours of male and female students in custodian arrangements in Federal Capital Territory?

1.5 Null Hypotheses

The following Null hypotheses were formulated to guide the study:

$H_0$1: There is no significant relationship between the mean score for emotional behaviour and types of custodian arrangement for students in Federal Capital Territory.

$H_0$2: There is no significant relationship between the mean score for social behaviour of students and types of custodian arrangements in Federal Capital Territory.

$H_0$3: There is no significant difference in the mean score of emotional behaviour of male and female students in custodian arrangements in Federal Capital Territory.

$H_0$4: There is no significant difference in the mean score for social behaviour of male and female students in custodian arrangements in Federal Capital Territory.

1.6 Significance of the Study

The followings will benefit from the study: the custodian parents, children in custodian arrangements, teacher, counselors and psychologists. This study will contribute to knowledge and literature by revealing the influence of custodian arrangements on student's emotional and social behaviour.

The outcome of the study will be of importance to the custodian parents who are directly concerned in the development of emotions and social behaviour of the students. They will benefit from the findings of the study as the study will help them to see the need to be involved in the emotional and social development of the students in their custody.

The outcome of the study will also help to improve the quality of emotional and social behaviour of the children in custodian arrangements. The study will enable teachers to teach students in custodian arrangements to improve their emotional and social behaviour.

Also, counselors and psychologists will from this study be able to generate vital information that assists them in admonishing students from custodian arrangements. In like manner all those who are concerned with the care and welfare of students in custodian arrangements will be guided by this study as it will serve as eyes opener for seminars, conferences and for further research. The outcome will also help them to educate parents to understand the importance of their involvement in the nurturing and developing the emotional and social behaviour of their students.

1.7 Basic Assumptions of the Study

The study was based on the following assumptions that;

1. students in custodian arrangements have negative emotional behaviour.
2. emotional behaviour of male and female students in custodian arrangements is the same.
3. students in custodian arrangements are socially imbalanced.
4. social behaviour of male and female students in custodian arrangements is not the same.

1.8 Delimitation of the Study

This research work was delimited to the significant relationship of the influence of foster parenthood, guardianship, single parenthood and step parenthood types of custodian arrangements on emotional and social behaviour of students in Junior Secondary School (JSS) in Abuja, Federal Capital Territory. It was also delimited to 379 out of 27,096 male and female students randomly selected from twenty-five (25) Junior Secondary Schools in Federal Capital Territory because most custodian parents put their custodian children in Universal Basic Education (UBE)

Schools where they pay very little charges. Moreover, the study was delimited to 267 Form-teachers. The Form-teachers of each class was involved in the study because they are the most knowledgeable people about the students in the schools. They also keep records of the student's behaviour. They are in the position to provide information on the social behaviour exhibited by the students. Finally, the study covered all the six Area Councils namely, Abaji, Bwari, Gwagwalada, Kuje, Kwali and Municipal, into which Federal Capital Territory is divided.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed the related literatures under the following sub-headings:

2.1. Theoretical Framework

2.2 Types of Custodian Arrangements

2.3 Emotional Behaviour of Children

2.4 Social Behaviour of Children

2.5 Gender Difference in Emotional Expression of Children

2.6 Gender Difference in Social Expression of Children

2.7 Influence of Custodian Arrangements on Emotional and Social Behaviour of Children

2.8 Empirical Studies

2.9 Summary of the Reviewed Literature

2.1 Theoretical Framework

The theory of child development which is centered on the emotional and social behaviour of children was Erik Erikson psychosocial theory. Erikson (1965) in Schultz & Schultz (2005) proposed that human personality growth is divided into eight stages during which one must cope with a crisis in either an adaptive or a maladaptive way throughout one's lifetime. Within each stage, the person identifies and works through a struggle to move on. Children in middle childhood struggle between industriousness and inferiority. In this stage of development, children can achieve a sense of competence if they receive praise and encouragement in response to their behaviour.

Erikson viewed human development as progression of eight stages (psychologically) during which the child faces different crisis to which he or she is expected to adjust at each stage. He then identified and described the ego quality period of development as follows:

1. **Trust versus Mistrust:** The infancy relies on other people in the social environment for their survival, security and affection.
2. **Autonomy versus Doubt and Shame:** At this stage, children are able to exercise some degree of choice, and learn to accept instructions or reject them.
3. **Initiative versus Guilt:** This is the time children initiate activities or actions on their own and begin to do them themselves and ask for help only when they need to.
4. **Industriousness versus Inferiority:** According to Erickson, children who have successfully resolved the earlier psychosocial crises will be full of trust, autonomous, and initiatives. They will learn easily enough to be industrious and would be ready to try out new skills. The crisis at this stage has to do with inferiority complex.
5. **Identity Cohesion versus Role Confusion:** Erikson stated that the identity crisis is characterized by adolescent establishing a sense of basic trust in self and the family with the feeling of autonomous, initiating activities and being industrious. Adolescence who did not successfully resolve the identity crisis suffers identity confusion.
6. **Intimacy versus Isolation:** People at this stage feel half way out of the family and a sense of greatness to be all independent. The young adult is ready to make a commitment to a close relationship with another person.
7. **Generativity versus Stagnation:** whatever organizations or activities one is involved in, one can usually find a way to become a mentor, teacher or guide

to younger people for the betterment of society at large. Care is the basic strength that emerges from generativity in adult.

8. **Ego Integrity versus Despair:** During the final stage of psychosocial development, a person is confronted with a choice between ego integrity and despair. This means accepting one's place and one's past.

This study is based on the first to fifth stages in Erikson's theory. In the first stage of a child's development, the child passes through this period of life with good quality of care and nurturing, the child learn to trust and rely on parent, caregivers, and would feel secured and have basic confidence in the future. Although where the child did not receive good care during the first 18 month or where the parent did not give consistence care, the child would not learn to trust people in the environment, the crises comes with constant frustration and anger. According to Magna (2008) at this stage of the first year, the parent have to show the child love, care and great attention for the infant to feel secure in his environment, for fear of the future and suspiciousness about others to be avoided.

Based on Erickson's theory, the second stage is characterized by the child developing either autonomy or be shameful and doubtful of his social environment. Parent responsibilities to their children at this stage is to give them opportunities to try their skills at their own pace, this will create a sense of self-sufficiency in the child. But if parent does not allow the child to do things that are safe for him at this period of his life, the child will develop to be doubtful about him and will lack confidence. Furthermore, the third stage is characterized with a child developing sense of imitativeness or a sense of guilt. The parent relationship with their children

at this stage should be such that they should allow their children to try activities that are not harmful. They should always praise them at their success or encourage them at their failure, not to bully them or compare them with other children that are unsuccessful at that event. This will help a child to be initiative in playing and carrying out other activities, rather than feeling guilty always on what he want to do. This is to emphasis that parent or caregiver should give praise support and encouragement to their children rather than to insult, bully, nag or beat them for their mistakes.

At the fourth stage of development known as the concrete operational stage, the children develop a sense of industry or inferiority. Children who feel inferior to their peers may retreat to the safety of the family and may be stately in cognitive and productive development. According to Hoare, (2005) parents have to show appreciation to their children effort with the word of praise and reward. This helps in developing a sense of self and position thinking especially when they are competing with their peers.

Nevertheless, the adolescent is expected to establish his own identity, by his/her recognition of continuity. Failure to establish stability regarding occupation and sex role, results to role confusion. Custodian parent should always encourage their children to make adequate self concept. Self image leadership role should be assign to them at home. Parent should also advise children to bring home their friends, they should be open and feel free with them. At all stages parents should encourage their children to have social interactions among peer groups through establishing of club and moral instructions to be taught at home and school.

Another theory that the study is based on is the Social Learning Theory, demonstrated in studies by Albert Bandura (1977). This theory is based on the idea that children learn and socialized into appropriate roles by observing and communicating with adults as well as modeling after the adult communication patterns. The communication with adults often provides some sort of reinforcement for certain behaviour. According to the social learning theory, it is through reinforcement and imitation of observed behaviour that children learn to adopt certain patterns of behaviour. The adults that have the most influence on children's socialization are usually their parents. Since the communication that takes place between a parent and a child has such an important role in their acquisition of behaviour, the custodian parent should be a role model to their custodian children.

In conclusion, for a building to be strong definitely the foundation has to be laid well and so in each stage of life the foundation is vital, because everything about life is very delicate and must be handled with care to imbibe and encourage good potentials while forming personality.

2.2 Types of Custodian Arrangements for Children

Custodian arrangements are available in different form: They include, single parenthood, Step-parenthood and foster parenthood custodian arrangements.

2.2.1 Single Parenthood Custodian Arrangements

Single parenthood is a social phenomenon that has always been in existence and is as old as mankind. According to Pollitt (1999) single parent family is a household in which only one parent lives with a child or children. Single parenthood as viewed by Achakpa (1999) as a family in which only one parent is available in the

household and is responsible for raising the child or children. Chandler (1991) in Igba (2006) also defined single parenthood as a nuclear family household being headed by either a father or mother, in the absence of the other spouse whose role in the family is lacking. Chandler (1991) in Igba (2006) added that the remaining parent inherits not only the responsibilities of the missing spouse for the child, but also the custody of their child.

According to Olatunde (2011) one of the common changes that have occurred in family structure over the past several years has been the increase of single-parent families. In such families, only one parent is available in the household and he or she is responsible for raising the child or children. He added that there are many cases of single families arising from the death of one parent. In many other cases, such families emerge as a result of divorce or separation of couples or when an adult chooses not to marry but decides to have and raise a child. Women head most single families. He further stated that in most single parent family, childcare is difficult to achieve. The meager income being earned will have to be shared for house rent, utility bills (power and water), feeding, clothing etc. If there is more than one child, the situation becomes more critical, except in a few cases when the woman is a high – income earning worker, or comes from a wealthy family which provides additional support for her and her children, or if she is lucky to have a support of the estranged spouse (Olatunde, 2011).

Therefore, one of the disadvantages of this type of family may be the inability of the single parent to cope with the social and economic demands of parenting, and the children are usually the ones who pay the price. However, sometimes, the family

tension that is present in other forms of family may be reduced in a single family so the parent is more able to focus on the child's needs, while both parent and children are usually more willing to corporate with each other and resolve family issues more quickly than other types of families. Although there are no available statistics of single-parent families in Nigeria, practical experience and newspaper reports show that there is an increase of single parents in Nigeria.

2.2.2 Step-Parenthood

Olatunde (2011) stated two types of stepfamily. They include reconstructed and binuclear. The reconstructed stepfamily refer to a family in which at least one of the adults has children from a previous marriage or relationship while Binuclear stepfamily means that two households, which are formed after a divorce, still comprise one family system where there are children involved. According to him, children in stepfamilies and blended families custodian arrangement just like single-parent custodian arrangements, step-parent custodian arrangements are diverse in their organization. Stepfamily arrangements will depend on parents' relationship histories, and the resulting number and ages of residential and non-residential children.

Ross (2005) found that, among children who had experienced a parental separation, those whose mother remarried exhibited more behavioural difficulties than children who remained in a single-parent family. It appears, then, that there is something about the complexity of family life in stepfamilies that hinders them from benefitting from the additional resources that are available when a lone mother remarries. Olatunde (2011) added that the relationships within stepfamilies are

complex and need time and goodwill on all sides to work well. Unlike the relationship between mother and stepfather, that between stepfather and stepchild is not a relationship of choice, which means that goodwill may sometimes be in short supply, at least in the early stages of establishing a stepfamily.

Children in step-parent custodian arrangements are often suspicious of their mothers' new partners and slow to open up to the benefits the new relationship might confer on them, while stepfathers are often uncertain about how to respond to the children of their new partner (Amato (1987) in Ross, (2005). Biological mothers in stepfamilies have been found to monitor their children less than those in original families, and tend to be more negative (Hetherington and Arasteh, 1999). According to them, biological parent-child relationships may deteriorate simply because established patterns of interaction are disrupted, or because the inclusion of the parent's new partner is met with ambivalence or negativity.

Data collected by Hetherington and Arasteh (1999) suggested, however, that the decline in relationship quality between biological mothers and children in custodian arrangements over time to end up much the same as parent-child relationships in original families. Studies of different kinds of stepfamilies have shown that blended families, in which the children have different patterns of biological and non-biological relatedness to each other, show more problems in family relationships, parenting and child adjustment than 'simple' stepfamilies. They revealed that research suggested that, children, especially preadolescent boys experience fewer difficulties in adjustment when stepparents are able to establish an authoritative parental role. They added that the efforts of stepparents to adopt a

positive parental role may be met with resistance and resentment on the part of some children. Most stepparents are found to be less nurturing and warm, and are less likely to be attached to, and involved with, their stepchildren when compared with biological parents. However, lack of biological relatedness does not preclude possibilities for parental involvement or investment in children, as affection between stepparents and stepchildren can develop over time. There are considerable challenges in stepmothers establishing positive relationships with stepchildren (Hetherington et al., 1999).

According to Sarah (2003) stepmothers are usually more involved in parenting than stepfathers, and tend to enjoy close relationships with stepchildren. Perhaps as a result, cohesion remains lower among stepfamilies than among intact families. Compared with first-marriage families, marital relationships in stepfamilies where children are present are also more susceptible to breakdown, especially if adolescent children are in the family. This is often thought to result from parental negativity and difficult stepparent-stepchild relationships, as well as to difficult relationships outside the family. Cohesion, which encompasses feelings of closeness and emotional bonding, is also thought to be lower in stepfamilies when parents remarried than in intact families (Weston, 2001).

However, regardless of their form, stepfamilies face unique challenges, which often lead to increased tensions in the family. Stepparents often have particular demands and pressures placed upon them, including feelings of confusion about their new role and conflicts with former and present spouses over legal, financial and childrearing matters. Co-parenting relationships in stepfamilies are complex, and are

often affected by ambiguity surrounding the stepparent role. For example, some studies have shown that when stepparents assume parental authority, conflict with the stepchild and the adult partner can ensue. Contact with the non-custodian parent may also contribute to the stepparents' sense of legitimacy or otherwise, although findings from research have been mixed (McHale and Cowan, 2002). Moreover, given the relatively high prevalence of mental health problems among divorced men and women, the operation of stepfamilies may reflect in part the introduction of long-term mental health problems into the family. In order words, it appears that parents in families without two biological parents are characterized by greater distance and conflict compared with families that comprise both biological parents.

2.2.3 Foster Parenthood

Various ways of child fostering exist among relatives and nonrelatives, but child fostering among members of kinship group is more predominant in Nigeria. According to Oni (2004) a child does not belong only to his biological parents, but rather he belongs to both the immediate and the whole extended family. The outsider finds difficulty in identifying the actual biological mother of a child in extended-household settings, especially in situations where every other mother regards the child of her sister as her own child. He further stated that children live away from their parents for various reasons; some to attend school in other towns, while some are fostered because of their parents' economic hardship or to become house-helps to relatives or well-to-do business men and women in urban towns.

Within the ambit of fostering, children are transferred from their biological homes to other homes such as the homes of uncles, aunts, cousins, etc., where they

are raised has been a very common practice (Isiugo-Abanihe, 1985) in Oni, (2004). Oni (2004) stated that the strong family ties existing among brothers, sisters, cousins, etc., even when they are married; facilitate this transfer and sharing of children. It has been a common practice for childrearing costs to be totally transferred or shared within the extended family system through this traditional mechanism. Again, through this common practice, couples are encouraged to pursue high fertility goals since the emotional, material and financial cost of raising children are hard or nearly completely transferred to others. He revealed that within this system, young men sometimes get married and keep their wives and children back at home while maintaining a separate home in the city where they work. It has been therefore mandatory for extended family members to share the burden (or cost) of sustaining such a woman (regarded as a wife to all in the family) and her children.

Child fostering as a practice in Nigeria, carries with it both social and economic benefits. The child benefits from the assistance received from the foster-parents in terms of training and in return works for them, thus making it a mutually beneficial relationship. Moreover, parents sending away their children to live with other kinsmen are primarily interested in either maintaining close kinship ties or in transferring some of the economic burden of raising the child to kinsmen who are in most cases economically better off. Oni (2004) further pointed out the questions that have remained unasked are: what is the reaction and experience of the object of this practice that is, the child? How does the child feel about the change in its status? Inevitably, foster-children have quite different experiences in their new homes. They usually face a dual problem; first, the problem of psychological strain arising from the

separation from their parents, and secondly, that of not being able to question whatever is done to them by their foster-parents in the new environment.

2.3 Emotional Behaviour of Children

The development of children's inner and outer worlds can be understood within general principles of psychodynamic theory which focuses on the importance of the psychological processes at work in three key relationships: 'between self and significant other people, past and present experience, and inner and outer reality' (Brearley, 1991). Besides, children need to feel they are loved consistently and unconditionally. Reder, Duncan and Gray (1993) stated that the child must be wanted and treated as a person in his/her own right, whose feelings are respected and of concern to the parent. In order to provide such care, the parents must be able to put the child's needs above their own and tolerate the child's dependency and immaturity. This represents an important base line for the assessment of emotional warmth. Parents or careers who are unable or unwilling to respond to the child's need for unconditional love and affection will not be able to meet one of the child's basic developmental needs. They posited that all cultures recognize the need for affectionate relationships between adults and children, just as all cultures create social structures in which these relationships can develop.

They further added that there are no differences between cultural groupings in this respect. But where differences do emerge is in the way in which this emotional warmth is demonstrated. The demonstration of emotional warmth is also dependent upon rules in a family or community about physical contact. In some communities, there are more structured rules about male and female contact than in white English

families, but this does not mean that everyone from that community will behave in exactly the same way in relation to demonstrating physical affection to children. Hoghhughi and Speight (1998) emphasized the importance of love, care and commitment to healthy emotional development. Research experts have broadly concluded that, in the early years, "nurturing, stable and consistent relationships are the key to healthy growth, development and learning" (National Research Council & Institute of Medicine, 2000).

Caregivers will need to integrate multi-faceted knowledge of child development into their assessments and, in particular, what is relevant from psychodynamic theory and learning theory (Seden, 2000). These ideas are important in understanding what is happening to a child. Children's cognitive, emotional and social development goes hand in hand. Children's behaviour, both adaptive and maladaptive may be learned from their experiences. Learning theory suggests behaviour that is learned can also be unlearned, with the possibilities of maladaptive behaviours being replaced with positive, pro-social behaviours (Bandura, 1977). The results of intervention will depend on the level and scope of children's positive and negative developmental experiences and other factors.

According to Lowenhoff (2004) the quality of emotional relationship between a parent and child determined that child's pattern of attachment and sense of security, it is only the development of sophisticated neuroimaging techniques in the last decade or so, that has allowed the elaboration of the scientific rationale that underpins attachment theory. He stated that it is now generally agreed that the structure and function of the developing brain is determined not only by a child's genetically

determined potential but also by the quality of the nurturing environment that the child enjoys during the first three years of life. Again, neural pathways are activated and reinforced as a consequence of experience and those pathways which are not activated or reinforced are redundant and are eventually 'pruned' away. In other words, stimulation from the baby's world actually generates the building of the corresponding systems to process that stimulation in the baby's brain. Through the receiving and processing of signals from the outside world, the child learns to interpret, interact with, and make sense of the world he inhabits.

From an evolutionary point of view, this means that every child learns to adapt to the unique circumstances in which he is raised, although the developmental trajectory of every child is the same, the rate at which the child develops, and the extent to which their developmental potential is realized, depends on the characteristics of their primary caregiver and the quality of the emotional relationship the child enjoys with that person. Lowenhoff (2004) added that as the child grows, he becomes less dependent on the primary caregiver, begins to develop social and emotional relationships with significant others and, under favourable circumstances, as he moves towards independence, he develops the capacities for rational thinking, sensitivity, trust and empathy. An important task for the developing child is to master the capacity for self-regulation. If the child does not have access to a sensitive and responsive caregiver in the early months and years of life, the child may first of all have difficulty in learning to regulate his physiological states. The child may subsequently have difficulty in learning to regulate his degree of arousal in response

to stress and ultimately have difficulty in regulating his impulses, his attention and his emotions.

She further stated that a child, who is easily aroused, has difficulty controlling his impulses, focusing his attention or managing his strong emotions is likely to have behavioural problems. Although, access to a sensitive and responsive caregiver at any stage of his development, will help to reduce the likelihood of severe and lasting emotional or behavioural consequences. Conversely, if the child does not have access to a sensitive, responsive caregiver who can offer consistency, predictability, security and affection, early feeding and sleeping difficulties may be the precursors of progressively more difficult and unmanageable behaviours which in turn further exacerbate an often already fragile or mistuned parent–child relationship. Either the parent or the child may react to the lack of reciprocity and understanding with desperation, frustration, anger, aggression, helplessness, disinterest or withdrawal. As a result the child may receive harsh, inconsistent parenting or permissive parenting with no specific expectations or limits and the child may react with demanding, disruptive or attention-seeking behaviour. National Scientific Council on the Developing Child (NSCDC) (2004) revealed that children experience, express, and perceives emotions before they fully understand them.

In learning, for them to recognize, label, manage, and communicate their emotions and to perceive and attempt to understand the emotions of others, children build skills that connect them with family, peers, teachers, and the community. NSCDC (2004) further explained that these growing capacities help young children to become competent in negotiating increasingly complex social interactions, to

participate effectively in relationships and group activities, and to reap the benefits of social support crucial to healthy human development and functioning.

Social-emotional behaviour includes the child's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others (Cohen, 2005). Cohen (2005) stated that it encompasses both intra- and interpersonal processes. Cohen identified the core features of emotional development which include the ability to identify and understand one's own feelings, to accurately read and comprehend emotional states in others, to manage strong emotions and their expression in a constructive manner, to regulate one's own behaviour, to develop empathy for others, and to establish and maintain relationships.

Healthy social- emotional development for children unfolds in an interpersonal context, namely that of positive ongoing relationships with familiar, nurturing adults. Young children are particularly attuned to social and emotional stimulation. Through nurturance, adults support the infants' earliest experiences of emotion regulation (Thompson and Goodvin, 2005). Young children's expression of positive and negative emotions may play a significant role in their development of social relationships. Positive emotions appeal to social partners and seem to enable relationships to form, while problematic management or expression of negative emotions leads to difficulty in social relationships (Shonkoff, 2004).

Responsive care giving supports children in beginning to regulate their emotions and to develop a sense of predictability, safety, and responsiveness in their social environments. Early relationships are so important to developing children. In

other words, high-quality relationships increase the likelihood of positive outcomes for young children. Shonkoff revealed that for all children emotional warmth is an essential prerequisite for healthy emotional behaviour. But how is emotional warmth demonstrated, and to what extent do cultural variations exist in relation to demonstrating it? Much of the literature on emotional abuse and neglect emphasizes the absence of emotional warmth as one indicator of emotional abuse. Children in custodian arrangements sometimes face emotional abuse.

Free Online Research Paper (2012) stated that emotional abuse is the least studied of all forms of child maltreatment. Emotional abuse may exist independently or in coexistence with other forms of abuse and is "increasingly considered to be the core issue in all forms of child abuse and neglect" along with one of the most prevalent producing amongst the most destructive consequences. Tomisom and Tucci (1997) said that due to the characterization of emotional abuse as a pattern of behaviour over a period of time rather than an isolated occurrence, emotional abuse may be less easy to define its impact and effect on children's behaviour and wellbeing. The effect of this behaviour can have far reaching short and long term effects on the childhood and adulthood life of the victim. The effect of an individual's reaction to emotional abuse will be determined by a multiple factors such as the individual circumstances and experience of abuse. A multitude of damaging effects of emotional abuse of children is evidence, impinging on the ability of a child to develop and experience a sense of wellbeing and being loved. Such effects may include low self-esteem and poor self-confidence, feeling of guilt, shame and worthlessness, confusion over the abuse and their sense of identity, high anxiety

level, withdrawal from social interaction, aggression and behavioural difficulties, physical reactions such as illness, interpersonal and communication problems (Napcan, 2005).

Research has also begun to question the role and effect of emotional abuse relative to other forms of abuse. It has been suggested that children who experience emotional abuse are more likely to experience other forms of abuse in conjunction with this (Free Online Research Papers, 2012). This raises the question of whether or not these children comprehend the full impact of emotional abuse within the context of other forms of abuse and the devastating impact of multiple and repetitive abuse in their lives. Free Online Research Papers (2012) revealed that emotional abuse remains an area within the domestic violence and child abuse spectrum which is relatively under researched and explored with its impacts and effects conceptually less developed and the experiences of its victims often unheard, underrepresented within research and statistics. Unfortunately in many instances, children are unsupported or even unaware of the magnitude and wrongful nature of the emotionally abusive action and behaviour inflicted upon them. He further stated that children are particularly vulnerable members of our society, segregated and marginalized, relatively open to discrimination and abuse and often unable to express and represent their rights and best interests. Their developmental stage and limited access to information and resources are often used against them and the power held by adults and family members may be abused without a child fully comprehending why. Children may also be unable to determine what is and what is not appropriate or caring behaviour towards them, particularly in deconstructing the experience of

emotional abuse, which may be multifaceted and complex, not always simply categorized by specific actions or behaviour.

Younger children may also be less comfortable discussing violence within or outside the family feeling that they are powerless or even at fault. According to Napcan (2005) emotional abuse of children differ from the perceptions that many hold as abuse, as the infliction is not physical but rather verbal or psychological damage. Many of the effects of emotional abuse such as low self esteem, depression, aggression and withdrawal may act as barriers in communicating their abuse or in having their disclosure of an abusive situation taken seriously. Children may not recognize the behaviour and actions inflicted upon them as abuse rather may be interpreting it as just argumentative, cold, unkind or emotionally unavailable caregiver (Napcan, 2005).

2.4 Social Behaviour of Children

Social behaviour is essentially a by-product of child-rearing practice and it depends upon the value judgment of the cultural pattern in which the child is brought up. According to Oladele (2004) social behaviour is the physical and physiological inter-action of two or more persons in a common environment. A child may have strong attachments with a number of family members and adults who are not blood relatives of the family. Thomas (2005) refers to this as ‘multiple attachments’. He said that Friends and colleagues have talked about their experiences of being raised in Bangladesh, Northern India and the Caribbean. They have talked about different cultural experiences of attachment. These have been varied, from having multiple mothering by grandmothers, mothers and aunts. This behaviour is thought to enable

the small child to establish strong bonds with the extended family or clan which will be important for his or her future socialization or welfare. Differences in what constitutes valued social behaviour also create variations. For example, in western societies emphasis is placed upon children learning the distinction between social time with family members and time alone such as at bedtime.

As a result, western bedtime routines encourage children to sleep alone from quite early ages (Swanick, 2002). If separate sleeping is not considered to be such a desired form of child behaviour, attempts by parents to impose such a pattern onto a child would be considered rigid and inflexible parenting. On the other hand, for parents who value the independence of separate sleeping arrangements, shared sleeping may be perceived as inappropriate and lacking boundaries. Over time variations also occur within and between cultures. Fashions in child rearing practices have a strong influence in the way in which parents are expected to relate to children.

2.4.1 Social Competencies

Custodian arrangements has also been shown to be associated with children's psychological well-being and social behaviours, ranging from school misbehavior to more risky behaviours such as smoking, drug use, and teen pregnancy. To examine the effect of marital disruption on children's antisocial behaviors, Morrison and Cherlin (1995) analyzed longitudinal data from a subsample of the National Longitudinal Survey of Youth (NLSY) that included young children whose parents were married in 1986. Results indicated that marital disruption was associated with a higher incidence of antisocial behavior in the classroom for boys, but not for girls, suggesting that girls may be more psychologically resilient following parent divorce

or separation. Thirty-five percent of boys in disrupted families had less favorable scores on the Behaviour Problem Index (BPI) in 1988 than in 1986, compared with only 19 percent of boys who did not experience parent separation or divorce during that time. These prolonged effects of marital disruption on antisocial behaviors were more robust than those found in their earlier work. The children in the earlier study were 9-11 years old, whereas those in the later study were, on average, 6½-years-old at the time of family disruption. Morrison and Cherlin (1995) argue that children at this young age may be particularly vulnerable to family dissolution.

2.4.2 School Misbehavior

Thomson, Hanson, and McLanahan (1994) stated that children in custodian arrangements in which mothers cohabited with a partner and mother/step-father families reported the lowest levels of parental support, and this lack of support appears to negatively influence children's behavioral outcomes. Moreover, there are varying effects for economic and emotional support among different family types. Nonetheless, it appears that lacking either economic or emotional resources is associated with higher incidences of behavioral problems. Peterson and Zill (1986) also found an association between family structure and school misbehavior among adolescents, examining over 2,000 cases from the second wave of the National Survey of Children, a longitudinal study based on a probability sample of U.S. households with children age 12 to 16.

Compared with children living in non-traditional families, living in an intact family was associated with the lowest levels of school misbehavior, based on parent responses to questions about whether the child had ever been expelled or suspended

or if the parent had ever received a note or been called into the school because of a child's discipline problems. Both boys and girls in families where the mother had divorced and remarried had the highest rates of misbehavior (approximately three times higher than the rate for adolescents from intact families).

These results are different from findings of Thomson et al. (1994) that single-mother families, in contrast to blended families, reported more child behavioral problems. Their findings also pointed to income loss as a mediating variable between family types and behavioral outcomes; whereas Peterson and Zill's results suggest that parent-child relationships reduce the association between family type and behavioral outcomes. Stepparents have been shown to be less likely to have close relationships with their step-children and to have lower levels of social control. Feelings of social distance between stepparents and stepchildren may be particularly problematic for adolescents, who are especially in need of guidance, supervision, and direction (Schneider & Stevenson, 1999).

Custodian arrangements have also been shown to affect adolescent school attendance and tardiness. Bethke and Sandefur (1998) found that students from non-traditional families play truancy from school and tardy about 30 percent more often than students from intact homes even when taking into account demographic characteristics. Students from families headed by foster parents, other relatives, or adoptive parents were the most likely to report frequently being late or missing school. Multivariate analyses indicated that income accounts for some of the difference in truancy and tardiness rates between two-parent and one-parent families. However, income did not substantially explain differences in misbehavior between

traditional and non-traditional two parent families. The authors concluded that close relationships between biological parents and children in traditional homes facilitate supervision and monitoring, and a lack of such relationships in other types of families may contribute to higher rates of tardiness and truancy.

2.5 Gender Difference in Emotional Expressions of Children

Cole *et al* (2003) revealed that gender differences in children's emotional expression have been observed as early as the preschool years, with girls being less likely to show anger, and more likely to show sadness, than boys. One source of influence on such gender differences may be socialization pressures that orient girls and boys toward different roles in life (Shield, 2002). These socialization pressures, moreover, may not always be obvious or overt but may be subtle, conveyed in the form of differential attention to boys' and girls' expressions during emotional events, attention that may subtly encourage the expression of certain emotions and discourage others.

A study by Adams, Kuebli, Boyle and Fivush (2005) found that by age six, girls use more unique emotion terms than boys do. Chaplin *et al* (2005) further posited that this may contribute to a tendency for girls to be more likely than boys to convey submissive emotions, such as sadness and anxiety, and for boys to be more willing to express disharmonious emotions, such as anger and laughing at another. This point of view has been advanced in discussions that attempt to understand gender differences in different forms of child psychopathology. Researchers have hypothesized that a tendency to express anger may be related to the development of externalizing problems, and a tendency to express sadness may be one marker for

later internalizing problems (Cole *et al*, 2003). Multiple factors influence a child's emotional expressivity, including innate differences, such as temperament and experiential factors, such as socialization. Among these factors, there is considerable interest in unraveling the role of emotion socialization in the family.

Lachs (2002) in Bojuwoye and Akpan (2009) noted that gender is associated with children's reactions to parental divorce and that boys are more at risk than girls. Gruber and Colabella (2008) revealed that immediate problems often found soon after or during marital conflicts and subsequent divorce tend to be more pronounced in boys than girls. Girls tend to internalize problems emanating from divorce while boys tend to externalize them. Boys tend to exhibit more problems later in life than girls. Boys from divorce parents have higher dropout rate from school than girls in the same situation (Brown, 2001).

The conclusion Bojuwoye and Akpan (2009) arrived at however is that the estimated negative effects of divorce on social adjustment are stronger for boys than for girls. One reason given for social adjustment differences between boys and girls is that girls are probably more socially skilled than boys making girls less susceptible to any disruptive effects of parental divorce. However, Amato and Keith (1991) in Bojuwoye and Akpan (2009) argued that, although increased aggressiveness of boys from divorce families makes their social relationships problematic it cannot be established that boys always suffer more detrimental consequences of divorce than girls.

2.5 Gender Difference in Social Expressions of Children

Block (2003) discussed many findings of connections exhibited in childhood

between gender and styles of expression and relating to others. One finding was that for males, control over external events and competition are the most salient issues. In group interactions, boys view the group as a collective entity, emphasizing solidarity, loyalty and shared activities while at the same time struggling to display dominance and expertise. In general, boys tend to form extensive, yet non intimate relationships and that these communication tendencies follow boys into adulthood (Block, 2003). Tannen (2000) stated that men tend to perceive social relations as a hierarchy. They employ conversation styles that are competitive and fact-oriented and serve to preserve independence and avoid failure. Females, on the other hand, display very different tendencies.

Block (2003) found that females emphasize interpersonal relations, communion and conservation of societal values, human relationship, and expressiveness. In group interactions, girls perceive the group as an intimate network, emphasizing the sharing of confidences and support. Block also found that females are the more empathic gender and more accurately discern emotions from nonverbal cues than males. In general, females develop more intensive, more intimate social relationships (Block, 2003). Similar to the case with males, these communication styles follow females into adulthood. Tannen (2000) noted that women use conversation to deepen intimacy and share feelings however, the central purpose for communication is to build connections through which to acquire and pass along confirmation and support.

2.6 Influence of Custodian Arrangements on Emotional Behaviour of Children

Most children in custodian arrangements experience neglect and abuse in their homes. According to James (1994) the psychological effects of abuse and neglect include: the deregulation of affect, the avoidance of intimate relationships, provocative behaviour and disturbances in the attachment process. Children in custodian arrangements often display problems in their regulation of affect and emotions. They frequently have intrusive and upsetting emotional memories of their maltreatment, which they attempt to control by generating and avoiding displays of their feelings James added that sometimes, the only way they can identify their emotions is through physiological responses such as increased heart rates and perspiration. The children appear to be able to describe other people's feelings but cannot describe their own feelings. Moreover, child survivors of abuse and neglect tend to avoid intimacy in their relationships because the feeling of closeness increases their feelings of vulnerability and lack of control (James, 1994).

Intimacy is not desired because it represents a threat rather than nurturance and love. To avoid intimacy, children may exhibit withdrawal, lack of eye contact, hyperactivity, aggression, and other inappropriate behaviors. James further stated that if maltreated children are unable to experience relief through numbing, they may exhibit more provocative behaviour in order to initiate the numbing process that can calm down their fears of more maltreatment. Some of the provocative behaviour includes aggression and inflicting harm on others, inflicting harm on themselves such as mutilation and suicide, and behaving in antisocial ways that result in harsh punishments. The underlying purpose behind these provocative and emotional acts is to produce the numbing responses that can lessen their extreme fears.

Theories of the attachment process provide information about the role of early relationships in shaping the development of the child's personality and social-emotional adjustment (Thurman and Widerstrom, 1990). Attachment is viewed by Hanson and Lynch (1995) as the bonds that young children form with their primary caregivers, usually their parents. The attachment process is significant because it affects the child's ability to cope with stress, regulate emotions, benefit from social supports, and form nurturing relationships. All of these abilities become questionable for maltreated young children because their attachment processes are disrupted (Barnett, 1997). Under typical circumstances, the caregiver and the young children form close emotional bonds and secure relationships. According to Barnett, attachments can be observed by the following behaviours of children and their parents. That is, the child demonstrates strong preferences for their primary caregivers and derives enjoyment and comfort from that closeness with them and the parents demonstrate their attachments in their desire to comfort, protect, love, and enjoy their babies while demonstrating uneasiness and sadness when separated. The unmet needs of the child victims may result in anger and resentment of their caregivers, and these responses may then transfer to other relationships in their lives (Zeanah, 1993).

The attachment process promotes feelings of security, trust, and self-esteem, it also fosters the children's desire to explore and learn from their environments. Secure attachments help children in all areas of development but are essential in establishing their feelings of self-esteem and worth (Moroz, 1996). The experiences of abuse and neglect can impede the attachment process and decrease the young

children's feelings of security and trust in their caregivers. Because of the maltreatment, children feel unworthy, unloved, and view the world as a dangerous and unhappy place. When their caregivers are neglectful, uncaring, and abusive, the children become more vulnerable to the stressors of life and will have difficulties in forming close and positive relationships with others.

The home has a great influence on the children's psychological, emotional, social and economic state. In the view of Ajila and Olutola (2007), in Uwaifo, (2008) the state of the home affects the individual since the parents are the first socializing agents in an individual's life. This is because the family background and context of a child affect his reaction to life situations and his level of performance. Although, the school is responsible for the experiences that make up the individual's life during school periods, yet parents and the individual's experiences at home play tremendous roles in building the personality of the child and making the child what he is.

2.6.1 The Influence of Single Parenting on Children in Custodian Arrangements

Influence vary from child to child, however, the individual parenting style of the single parent is also a big influence on the child's development. The problem of deprivation of a second parent is bad enough but when the remaining parent cannot cope with the resultant problems, a tragic situation arises. In such a situation, the child becomes a misfit in the society (Salami & Alawode, 2011). According to the U.S. Census Bureau (2003) about six out of 10 children who live with only their mother are living near or below the poverty line. Living in poverty is stressful and can have many emotional effects on children, including low self-esteem, increased anger

and frustration and an increased risk for violent behavior. Besides financial constraints, other emotional effects of growing up in a single parent household may include feelings of abandonment, sadness, loneliness and difficulty socializing and connecting with others. Effects vary from child to child, but, the individual parenting style of the single parent is also a big influence on the child's development.

Hamburg (2004) opined that marital separation commonly involves major emotional distress for child relationship. Single parents try, as they will, tend to diminish parenting for several years after the break up. Single parenting can have positive effects on children as well, depending on other factors such as personality types and parenting techniques. Marmie (2010) affirmed that children in single-parent families may exhibit strong responsibility skills, as they are often called upon to help out more with family chores and tasks. Children in single-parent families often form close bonds with their parent, as they are closely dependent on each other throughout the child's life. Children from single-parent families may also form closer bonds with extended family members or family friends, as these people often help raise them. Studies like that of Salami and Alawode (2011) and Olaoye and Oyegunwa (2012) asserted that single parenting had effect on academic performance of children. It has been recognized that all children, like adults, have many emotions such as happiness, love, fear, sadness and a host of them and the development of these emotions are the consequences of inborn temperament and environment. Free Online Research Paper (2012) stated that emotional abuse is the least studied of all forms of child maltreatment. Emotional abuse may exist independently or in coexistence with other forms of abuse and is “increasingly considered to be the core issue in all forms of

child abuse and neglect" along with one of the most prevalent, producing the most destructive consequences. Tomisom and Tucci (1997) maintained that due to the characterization of emotional abuse as a pattern of behaviour over a period of time rather than an isolated occurrence, emotional abuse may be less easy to define its impact and effect on children's behaviour and wellbeing. They stated that the behaviour can have short and long term effects on the childhood and adulthood life of the victim.

2.6.2 Influence of step-parenting on children

According to Olatunde (2011) the relationships within stepfamilies are complex and need time and goodwill on all sides to work well. Unlike the relationship between mother and stepfather, that between stepfather and stepchild is not a relationship of choice, which means that goodwill may sometimes be in short supply, at least in the early stages of establishing a stepfamily. Children in step-parent custodian arrangements are often suspicious of their mothers' new partners and slow to open up to the benefits the new relationship might confer on them, while stepfathers are often uncertain about how to respond to the children of their new partner (Amato) 1987 in Ross, (2005). Amato further stated that divorce was not negatively related to mothers' reports of children's behavioural and emotional problems but remarriage was. Indeed, some studies have shown children to be worse off after a parent's remarriage.

Sarah (2003) further revealed that having a stepfather had a deleterious effect on children's behaviour scores. Fine and Kurdeck (1995) noted that stepfathers appear to actively refrain from becoming involved with their stepchildren, engaging

in both fewer positive and less negative behaviour. There is evidence that girls may have particular problems interacting with stepfathers. The stepfather-stepchild relationship has also been linked to partner quality as well as to overall family cohesion (Fine and Kurdek, 1995).

2.6.3 Influence of Foster Parenting on Children

Foster-children have quite different experiences in their new homes. Oni (2004) stated that foster children usually face a dual problem; first, the problem of psychological strain arising from the separation from their parents, and secondly, that of not being able to question whatever is done to them by their foster-parents in the new environment. The child is normally not expected to report back to the biological parents any difficulties experienced in the foster-home. In instances where children do report back, the tendency is for the biological parents to reprove them for doing so. According to Bledoe (1990) in Oni (2004) foster children have been found to lack good and nutritious food in their foster-homes. In addition, they are often deprived of some basic needs and subjected to hard work and numerous household tasks. Therefore, non-fostered children are treated better, while foster-children are often mistreated.

2.7 Empirical Studies on the Influence of Custodian Arrangements on Emotional and Social Behaviour of Children

Haddad (1998) carried out a research study titled Custody Arrangements and the Development of Emotional and Behavioural Problems in Children in Canada. In the study National Longitudinal Survey of children and youth was used between 1994 and 1995. The sample for the cycle consisted of 22,831 children age 0 to 11 years.

The analysis in the paper focused on the sub-sample of 18,174 children who were between the ages of 2 and 11 years. Questionnaire was used for data collection and percentage was used to analyse the data collected. The result of the study showed that more than two-thirds of children living with both parents and living in post-divorce/separation custodian arrangements were reported as well-adjusted, exhibiting no problems at all. Importantly, and contrary to popular assumptions, children living in some form of custody were only slightly more likely to exhibit one or more problems than children living with both parents. The prevalence of problems among children in post-divorce/separation custodian arrangements is about 5 percentage points higher than for those living with both parents. A consideration of gender revealed that the odds of girls having one or more problems were 38 percent lower than for boys. The number of siblings was also related to the incidence of one or more emotional or behavioural problems for children. With each additional sibling, the likelihood of a child having at least one problem was decreased by seven percent. The presence of siblings appeared to protect children from developing problems, likely due to the increase in social interaction with sisters and/or brothers.

Looking at this empirical study, the researcher noticed that there are differences and similarities between the study and the present study. The difference between this study and the present study is that, Haddad used longitudinal study while the present study is a cross-sectional study. Haddad (1998) also used percentage to analyse the Data collected while Pearson Product Moment Correlation will be used for the present study. The research design Haddad used is quite good because it is a broader or longer-term programme of research which made the findings and

conclusions applicable and generalized to larger population and cases. A longitudinal method requires a long period of studying a selected sample which may be difficult to keep them for the long period of the study. This can make the data to become obsolete. Haddad made use of children between the ages of 2 -11 while the present study as a cross-sectional study will use children between the ages of 10 – 16.

Haddad also studied the presence of siblings in custodian arrangements in reducing emotional behavioural problems in children while the present study will focus on only types of custodian arrangement on emotional and social behaviour of children. The similarities between Haddad's study and this study are that both of them used questionnaire for data collection and also studied custodian arrangements and emotional or behavioural problems in children.

Billing, Ehrle and Kortenkamp (2002) studied and analysed children cared for by relatives and their well-being in United State of America. This analysis used information on the samples of children under age 18. One hundred thousand (100,000) people with 42,000 households from 13 selected states were used for the study. The sample of children was obtained by randomly selecting up to two "focal" children, one under 6 years old and one between the ages of 6 and 17, from each household. This sample of children was then weighted to be representative of children in the nation. Information on these children was obtained from the most knowledgeable adult in the household, the parent or caregiver most knowledgeable about the child's education and health care. Based on a six-item scale to assess levels of behavioral and emotional problems among 6- to 17-yearolds, t-test statistics was used to analyse the data collected. The result showed that 13 percent of children in

relative care exhibited high levels of behavioral and emotional problems which were higher than the 7 percent of children living with their biological parents who experienced these difficulties. The similarity between that and the present study is that both studies were concerned with behavioural and emotional problems of children in custodian arrangements. The present study is different from that of Billing et al. because it is based on the children in custodian arrangements in Federal Capital Territory of Nigeria, while Billing et al. (2002) studied 13 of the states United State. In the researcher's view, the sample size and the age group used by Billing et al were quite adequate.

Oni (2004) carried out a research titled Fostered children perception of their health care and illness treatment in Ekiti, Ondo State. The data employed in the paper were collected in six communities in Ekiti, Ondo State, between April 1993 and February 1994. A total sample of 1538 Yoruba households were covered in the quantitative survey which generated information on fostering and household responses to various child illnesses. In each of the six communities, four clusters were randomly sampled, from which dwelling units were selected on a systematic basis until the quota for each cluster was reached. The first available household in each dwelling unit was selected for interview from which one currently married woman of childbearing age (15-49 years), with at least one surviving child under 15 years of age, was interviewed. The study examined how foster-parents responded to and treated foster-children's illnesses. The study also examined how fostered children perceived the care they received from their foster- parents. The result showed that treatments were delayed for foster-children compares' to own children and foster-

parents were found to be less sensitive to foster-children's illness which they often suspected was a pretext for avoiding house chores.

The present study is different from Oni's study because while Oni carried out the research on children and their foster parents in households, the present research will be based on children in secondary schools only in Federal Capital Territory. Again, Oni studied the treatment of illnesses in foster children while the present research will study the emotional and social behaviour of children in custodian arrangements generally. The similarity lies in the fact that both studies were concerned with children in custodian arrangements.

In the researcher's view, Oni could have used only the children in the household because the foster parents may not tell the truth about their response to and treatment of foster children's illnesses. The researcher believes that the results were correct since the instrument for data collection used by Oni was differently designed for foster children and foster parents.

Kembe (2005) carried out a research study titled "Influence of Family Background on Patterns of Child Misbehavior in Makurdi Metropolis in Benue State, Nigeria". The main purpose of the study was to identify the influence of family background on patterns of child misbehaviour. The target population was 560 cases of suspension. Two hundred respondents were involved in the study, selected through a stratified random sampling technique from four co-educational institutions in Makurdi metropolis. Questionnaire was used for data collection. Data were analysed using percentages and Chi-square. Findings indicated prevalence of single parenthood as a common family structure among the misbehavour patterns, including lateness to

school, delinquency, illicit sexual relationship, examination malpractice, failure, drug and alcohol abuses. Based on the findings, recommendations on improving behaviour patterns were made.

The present study has similarities with Kembe's study because the present research also study the social behaviour of children in Junior Secondary Schools and a survey design. The difference lies in the fact that Kembe used only children who have faced suspension to form his population while the present study will sample students who have faced suspension or not from the schools that will be used for the study. The use of only students who have been suspended from school for one reason or the other is not a good idea because that must have created room for extraneous factors to affect the study.

Another study was carried out by Salami and Alawode (2006) titled "Influence of Single-parenting on the Academic Performance of Adolescents in Secondary School". The purpose of the study was to investigate the effects of single parenting on the academic performance of adolescent in secondary schools in Ejigbo Local Government Area of Osun State for which a descriptive survey research design was employed. A total of 100 Senior Secondary students randomly selected from five secondary schools in the Local Government were involved in the study. The academic records of the students were obtained from their Principals. Personal data forms were also used to collect information as regards their age, gender, religion, and type of home they come from. Student's t-test statistics was used to analyse the data collected. Results indicated that students from intact homes had significantly better academic performance than those from single parenting homes. Significant difference

was found between the academic performance of Christian and Muslim students from intact homes whereas none was found between the Christians and Muslims from single parenting homes: Also significant difference was found between the academic achievement of males and females from single parenting homes but none between those from intact homes. The implications of the findings for counseling single parents and their children were highlighted.

The present study is different from Salami and Alawode study because while Salami and Alawode carried out the research on only children in single parent (just an aspect of custodian arrangements), the present research is using children in three types of custodian arrangement for children. In the researchers view, Salami and Alawode sample was small compare to the population of the secondary school students in Osun State. The similarities of Alawode and Salami's study with the present study lies in the fact that Alawode and Salami studied children in one of the custodian arrangements (single parent) which are also part of the custodian arrangements that will be studied by the researcher. The present study will also use questionnaire for data collection.

Uwaifo (2008) carried out a research study titled "Effects of Family Structure and Parenthood on the Academic Performance of Nigerian University students". The sample for the study consisted of 240 students drawn from the six randomly selected faculties in Ambrose Alli University, Ekpoma Edo State. The adapted form of "Guidance and Counseling Achievement Grade Form" was used for data collection which was subjected to statistical analysis using the t-test statistical method. The three null hypotheses formulated were tested at .05 level of significance. The results

showed that significant differences existed between the academic performance of students from single parent family and those from two-parent family structures. The results also indicated significant differences in academic performance of male and female students compared on the two types of family structures. On the basis of these findings, it was recommended that school counsellors should be employed in all schools and that they should provide necessary assistance to students especially those from single-parent family to enable them overcome their emotional concerns.

Looking at this empirical study, the researcher noticed that Uwaifo compared only children in single family home with those in intact home but he did not include other children in the non- intact family such as children in step-parent and foster parent custodian arrangements. Moreover, Uwaifo study achievement of children in single parent family while the present study is to study the social and emotional behaviour of children in custodian arrangements.

Adejumo (2010) carried out a research study titled "Impact of Family Type on Involvement of Adolescents in Pre-marital Sex in Lagos Metropolis, Nigeria". The study adopted a survey research design. Three hundred and sixty-eight students from four secondary schools were randomly selected. Two research instruments were developed for the study that is attitude towards pre-marital sex scale (ATPSS) and parent involvement questionnaire (PIQ). Regression and Chi-square were used to analyse the data collected. The findings revealed a significant difference in the involvement in pre-marital sex between adolescents from single parent and intact homes. It was concluded that parental involvement is paramount in adolescents' pre-marital sexual bebaviour. It was recommended that government, religious bodies and

individuals should uphold the sacred institution of marriage for well-being of children. Adejumo's study has similarities with the present study because the present study also used secondary school students, survey research design and also study behaviour of children. The differences lies in the fact that Adejumo used only four secondary schools in Lagos metropolis while the present study will use twenty-five secondary schools selected from all the area councils that made up of Abuja in Federal Capital Territory. Adejumo equally used parents who were not part of the present study. The use of four secondary schools for the survey research design in Lagos Metropolis was not good enough because the result may not be generally applicable to Lagos state as a whole. Adejumo's study used children in single parents' family while the present study will use children in single parent custodian arrangements as one out of the three types of custodian arrangements in the study.

Olaoye and oyeguwa (2012) carried out a study titled "Influence of Single Parenting: Implication for Children Academic and Moral Up-bringing". The objectives of the study were to examine whether the academic performance of the children from single parenting home will be significantly different from that of children from intact homes. The study also intended to find out the extent to which single parent checks their children on immoral behaviour for which the researchers used a descriptive research design. The sample size comprised of 200 primary six pupils from 17 primary schools. The research instruments used were obtained through the pupils academic records of examination done in two major subjects (mathematics and English language). The scores for two academic sessions 2006/2007 and 2007/2008 were used. Information on children's moral uprightness in the school was

also obtained by perusing through records of each child. The findings revealed that there was a significant difference between the academic performance of children from single parent home and those from intact home.

The similarity between the present study and the study of Olaoye and Oyegunwa lies in the fact that they studied children in single parent home which is an aspect of custodian arrangements and behaviour of children. The present study is different from Olaoye and Oyegunwa's study because while they carried out their research on academic performance and moral behaviour, the present study is based on emotional and social behaviour of children. Moreover, Olaoye and Oyegunwa did not state the population of the area of study in which the sample size of 200 pupils was selected. In the researchers view, Olaoye and Oyegunwa would have indicated the population of the area of study so that the result of the findings can be generalized.

2.8 Summary of the Related Literature Reviewed

This chapter defined custodian arrangements, emotional and social behaviour and reviewed the relationship between them in the life of Junior Secondary School students. The chapter discussed the theory of emotional and social behaviour of children. The theory stated that parents can help children to cope with a crisis in either an adaptive or a maladaptive way at each stage. The review explained the common types of custodian arrangements and the problems associated with them. Single parent custodian arrangements are more involved in parent/child relationship compared with the other types. Stepmothers are usually more involved in parenting than stepfathers and tend to enjoy close relationship with stepchildren. The chapter discussed the effects of custodian arrangements on children and possible solutions to

the problems. The chapter further discussed related empirical studies on the effect of custodian arrangements on emotional and social behaviour of children and also stated their similarities and differences. The chapter discussed the way forward on how to help the children grow emotionally and socially in an adaptive situation. Therefore, the chapter emphasized that the custodian parents should help their children to overcome the emotional and social crises they may face at each stage of development in life.

Related literature on past studies has discussed the effects of a single index of custodian arrangements such as single parent, step parent, guardian and foster parent on emotional or social behaviour of children. However, this study combined the four types of custodian arrangements on emotional and social behaviour of children in Abuja, Federal Capital Territory. Besides, the researcher discovered that little or no work has been done on influence of custodian arrangements on the emotional and social behaviour of children in Federal Capital Territory.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter on research design and methodology is treated under the following sub-headings.

3.1 Research Design.

3.2 Population for the Study.

3.3 Sample Size and Sampling Procedure.

3.4 Instrument for Data Collection.

3.4.1 Validity of the Instrument.

3.4.2 Pilot Study.

3.4.3 Reliability of the Instrument.

3.5 Procedure for Data Collection.

3.6 Procedure for Data Analysis.

3.1 Research Design

The research design for this study was survey research design. Survey Research Design describes a specific population or group of people. Surveys involve asking people a series of questions about their behaviors, thoughts, or opinions. Surveys can be conducted in person, over the phone, or through the mail. Rather than questioning every person in the group, survey researchers choose a representative sample of people and generalize the findings to the larger population.

In line with the basic principles behind the use of Survey research design, this study applied the survey research design to enable the researcher to administer questionnaire to many respondents at the same time. The design was used because the

researcher is interested in determining the characteristics of the students in custodian arrangements in Abuja, Federal Capital Territory (FCT).

3.2 Population for the Study

The population was made up of 892 Form teachers and 27,096 students in custodian arrangements. These made up a total of 27,988 target population in the six Area Councils in Abuja, Federal Capital Territory and with a total of 101 Junior Secondary Schools. The Area Councils included Abaji with Nine (9) Junior Secondary Schools; Bwari Area Council with sixteen (16) Junior Secondary School; Gwagwalada Area Council with eleven (11) Junior Secondary Schools; Kuje Area Council with twelve (12) Junior Secondary Schools; Kwali Area Council with fifteen (15) Junior Secondary Schools; and Municipal Area Council has thirty eight (38) Junior Secondary Schools. These gave a total of one hundred and one (101) Junior Secondary Schools in the six Area Councils in Federal Capital Territory. All students in JSS III in Junior Secondary Schools who are living in custodian arrangements and their form teachers constituted the target population for the study as presented in Table 3.1.

TABLE 3.1: Population for the Study

Area Council	No. of Schools	No. of Form Teachers	No. of Students
Abaji	9	79	2116
Bwari	16	148	4520
Gwagwalada	11	90	4244
Kwali	15	135	2104
Kuje	12	98	2960
Municipal	38	342	11152
Total	**101**	**892**	**27,096**

Source: FCT Education Management Information System 2011/2012 Schools Enrolment Report.

3.3 Sample size and Sampling Procedure

A sample size of 25 Junior Secondary Schools was selected from 101 Junior Secondary Schools available in all the six Area Councils in the study area. Also, a sample of 379 students who lived in custodian arrangements were selected from 27,096 and 269 sample form teachers selected from 892 form teachers in the area of study. In order to get a representative sample size for the population to this study, the researcher used multistage sampling procedure to select the sample size.

Stage one, custodian students in all the 101 Junior Secondary Schools in all the six Area Councils in Abuja, Federal Capital Territory were separated from those who live with their two biological parents.

Stage two; the students in custodian arrangements were grouped into their various six Area Councils.

Stage three; the researcher established the students who lived in custodian arrangements in each Area Council.

Stage four; the researcher determined the population of custodian students in each area council to arrive the total in all the six Area Councils, using Krejcie and Morgans (1970) table for selecting sample from a given population, the appropriate sample size of 379 custodian students and 269 form teachers were selected. They stated that if the population is between 850 and 900, a sample of 269 can be selected. Moreover, if the population was between 20,000 and 30,000, a sample of 379 can be selected. Samples of 269 form-teachers out of 892 were selected from the target population.

Stage five; proportional random sampling was used to determine the sample size in each of the Area Council. 379 samples out of 27,096 students in JSS III who are living in custodian arrangements were randomly selected. A total of 648 respondents were selected from the target population as sample. Twenty Five Junior Secondary Schools were systematically selected from the existing 101 schools in the Federal Capital Territory by arranging the schools alphabetically in conjunction to the Area Councils and selecting systematically in the range of four (4) school intervals.

Moreover, proportional and random sampling techniques was used in drawing the respondents, since all the schools in the sample do not have equal number of students and teachers. In order to arrive at a suitable sample sizes for both students and teachers, The sample size for form teachers was proportionally selected across the schools in each Area Council using 14% of the population to arrive at 24, 45, 27, 41, 29 and 103 for Abaji, Bwari, Gwagwalada, Kwali, Kuje and Municipal Area Councils respectively. Also, the sample size for students was proportionally selected across the schools in each Area Council using 14% of the population to arrive at 30,

63, 59, 29, 41 and 156 for Abaji, Bwari, Gwagwalada, Kwali, Kuje, and Municipal Area Councils respectively.

Table 3.2: Sample Size for the Study

Area Council	Schools	Form Teachers	Students
Abaji	2	24	30
Bwari	4	45	63
Gwagwalada	3	27	59
Kwali	4	41	29
Kuje	3	29	42
Municipal	9	103	156
Total	**25**	**269**	**379**

3.4 Instrument for Data Collection

The researcher used one instrument for data collection which was divided into five sections, "A, B, C, D, and E". The section A- C with 18 items was for the students and D and E for their form teachers with 18 items. Section "A" focused on the demographic characteristics of the respondents; Sections "B" and the determined items 1-10 focused on the emotional behaviour of students. Section "C" with items 1 - 8 focused on social behaviour of students. The form teachers answered section "D" with items 1 - 10 focused on emotional behaviour and section "E" with determined items 1 - 8 focused on the social behaviour of students in custodian arrangements in Federal Capital Territory. The main instrument that was used for data collection is questionnaire on 4 point rating scale. The responses were based on four-point rating of SA = Strongly Agree (4 point), A = Agree (3 point), D = Disagree (2 point), SD = Strongly Disagree (1 point). The rating type technique was used because according to Batch (1985) in Agbamu (2005), it will enable the respondents to indicate the level and degree of their opinions in a given statement.

3.4.1 Validity of the Instrument

The researcher gave the questionnaire to three experts in the Department of Vocational and Technical Education, Ahmadu Bello University Zaria for validation. The statistician also helped to validate the content. They gave satisfactory remarks on the content validity of the instrument. Based on the inputs of the experts a final copy of the modified questionnaire was produced.

3.4.2 Pilot Study

A pilot study was carried out at Junior Secondary School Kwangila, Zaria in Kaduna state to determine the reliability coefficient of the designed questionnaire and to assess the ease with which the students and the form teachers of the school responded to it. Fifty (50) students under custodian arrangements were each given a copy of questionnaire. The students answered section "A – C" and their Form teachers answered the section "D and E" part of the questionnaire which were the same with section "B" and "C" in Kaduna state, because they are not within the samples which will be used for the final study but shared similar characteristics in almost all respects. The questionnaire was distributed and personally retrieved by the researcher. The data collected were subjected to statistical analysis to determine the reliability co-efficient of the instrument.

3.4.3 Reliability of the Study

The data collected from the pilot study were statistically analyzed to determine the reliability co-efficient. The Cronbach alpha reliability co-efficient was used. Consequently, reliability co-efficient of 0.89 and standard alpha level of 0.94 were obtained using the formula $r_i = \frac{2r}{1+r}$. This reliability co-efficient was

considered adequate for the internal consistencies of the instruments. According to Olayiwola (2010) an instrument is considered reliable if it lies between 0.05 and 1.00 and that the closer the calculated reliability co-efficient is to zero, the less reliability of the instrument while the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. This therefore confirmed the reliability of the data collecting instrument to be used for the study as fit.

3.5 Procedure for Data Collection

The researcher collected an approval letter of introduction from the Head of Department of Vocational and Technical Education, Faculty of Education Ahmadu Bello University, Zaria to the secondary schools being studied. Two set of questionnaires were used for collecting data for the study. One set of the questionnaire was administered to JSS II and III students and the other set for their Form teachers. Administration of the copies of the questionnaire was carried out personally by the researcher to the respondents with the help of four research assistants who were trained and given details about the procedures. The researcher and the research assistants were in each of the schools and administered the copies of the questionnaires to the 379 students who were in the custodian arrangements. The 269 form teachers to the students in custodian arrangements completed the other part of the questionnaire using the information concerning the student's emotional and social bahaviours in the school records. Six weeks were used to administer and collect back the copies of the questionnaire.

3.6 Procedure for Data Analysis

The biodata variables were analysed by frequencies and percentages. The data

for answering the research questions were analysed using item frequencies, percentage and Mean ($\overline{X}$). The criteria for accepting the items was: when the mean score was equal to or greater than 2.50, it was considered "Agreed" and "Disagreed" when the mean score was less than 2.50. Analysis of Variance (ANOVA) was used to test hypotheses 1 and 2 while, t-test statistics was used to test hypotheses 3 and 4. All the Null hypotheses were tested at 0.05 level of significance. Decision rule for accepting or rejecting the null hypotheses was: when the t calculated was equal or greater than t critical the Null hypothesis was rejected, otherwise, it was accepted (Sambo, 2008).

CHAPTER FOUR

PRESENTATION AND DATA ANALYSIS

The analysis of data collected and the findings were presented under the following sub-headings:

4.1 Analysis of Biodata Distribution.

4.2 Answers to Research Questions

4.3 Test of Null Hypotheses

4.4 Summary of Major Findings

4.5 Discussion of Research Findings.

4.1 Analysis of Biodata variables of student respondents

Table 4.1: Distribution of Student Respondents According to Age

	Age in Years	Frequency	%
	10-12 yrs	52	13.9
	13-15 yrs	240	64.2
	15-18 yrs	82	21.9
	Total	374	100.0

Table 4.1 indicated that 64.2% (240) were aged between 13-15 years while 21.9% (82) respondents were aged between 15 – 18 years. The remaining 13.9% (52) of respondents were ages between 10 – 12 years. This implies that most students in custodian arrangements in Junior Secondary School in Federal Capital Territory were adolescents.

Table 4.2: Distribution of Student Respondents by Gender

Gender	Frequency	%
Male	174	46.5
Female	200	53.5
Total	**374**	**100.0**

From table 4.2, 53.5% (200) student respondents were females while the remaining 46.5% (174) were males. This implies that there were more of female students in custodian arrangements than males in Federal Capital Territory.

Table 4.3: Distribution of Student Respondents by who they Live with (Custodian Arrangement)

Type of Custodian Arrangement	Frequency	%
Single Father	50	13.4
Single Mother	80	21.4
Step Father	14	3.7
Step Mother	52	13.9
Relation	156	41.7
Not related	22	5.9
Total	**374**	**100.0**

Table 4.3 indicates that 41.7% (156) respondents lived with their relations while 21.4% (80) respondents lived with their single mothers. Thirteen point nine percent (52) lived with their step mother while 13.4% (50) of respondents lived with their single fathers. Five point nine percent (22) respondents lived with non relations and the remaining 3.7% (14) respondents lived with their step fathers. This implies that majority of the students in custodian arrangements in Junior Secondary School in

Federal Capital Territory lived with their relations who were not mothers, fathers or step parents.

4.2 Answers to Research Questions:

This section presented the answers to research questions. A total of five research questions were answered by the study.

Research Question 1: What are the major types of custodian arrangement available for children in Federal Capital Territory?

Table 4.4. Summary of Major types of Custodian Arrangements available for Students in Federal Capital Territory Abuja

Custodian Arrangements	Frequency	%
Single parent (single father and single mothers**)**	**130**	**34.8**
Step parent (step fathers and step mothers)	**66**	**17.6**
Guardian (relations)	**156**	**41.7**
Foster (non relations)	**22**	**5.9**
Total		**100.0**

Table 4.4 presents data on the summary of major groups of custodian arrangements available for students. From Table 4.4, 41.7% (156) respondents lived in guardians custodian arrangement and 34.8% (130) respondents lived in single parent custodian arrangement, while 17.6% (66) lived in step parent custodian arrangement and the remaining 5.9% (22) respondents lived in foster parents custodian arrangement. Therefore, this implies that there were four types of custodian arrangements in this sample namely single parent, step parent, guardian and foster parent custodian arrangements.

Research Question 2: What are the emotional behaviour exhibited by children in the major types of custodian arrangements in the Federal Capital Territory?

All the items under Emotional behaviour of children as answered by both the students and their form teachers were computed, indicating their frequencies of response of Strongly Agree, Agree, Disagree and Strongly Disagree including their mean responses and Standard deviations.

Table 4.5: Emotional Behaviour Exhibited by Students in Major Types of Custodian Arrangements

S/No	Items	Single Parent		Remark	Step Parent		Remark	Guardian		Remark	Foster parent		Remarks
		N1	$\overline{X}_1$		N2	$\overline{X}_2$		N3	$\overline{X}_3$		N4	$\overline{X}_4$	
1	Respondents are not aggressive to people around them	222	3.19	Agreed	110	2.99	Agreed	269	2.98	Agreed	37	2.59	Agreed
2	Respondents love people around them	222	3.30	Agreed	110	2.87	Agreed	269	3.09	Agreed	37	3.16	Agreed
3	Respondents do not show anger easily.	222	2.95	Agreed	110	2.67	Agreed	269	2.89	Agreed	37	2.70	Agreed
4	Respondents have confidence in their work	222	3.21	Agreed	110	3.02	Agreed	269	3.23	Agreed	37	3.13	Agreed
5	Respondents do not get annoyed easily.	222	2.86	Agreed	110	2.65	Agreed	269	2.99	Agreed	37	2.70	Agreed
6	Respondents are always happy to do any work assigned to them	222	2.94	Agreed	110	2.46	Disagreed	269	2.84	Agreed	37	2.57	Agreed
7	Respondents can express their feelings freely.	222	3.14	Agreed	110	2.53	Agreed	269	2.88	Agreed	37	2.84	Agreed
8	Respondents are not wicked to other children	222	3.19	Agreed	110	3.07	Agreed	269	3.11	Agreed	37	2.86	Agreed
9	Respondents are not always wishing to get things their friends have	222	3.16	Agreed	110	3.17	Agreed	269	3.04	Agreed	37	3.11	Agreed
10	Respondents are not afraid of people in their environment.	222	3.03	Agreed	110	2.55	Agreed	269	2.94	Agreed	37	2.78	Agreed
Total		**222**	**3.09**	**Agreed**	**110**	**2.79**	**Agreed**	**269**	**3.00**	**Agreed**	**37**	**2.85**	**Agreed**

Decision mean = 2.50

Table 4.5 reveals that the students in single parents custodian arrangement had the highest cumulative mean scores of 3.09 in emotional behaviour exhibited followed those students in guardian custodian arrangement with the cumulative mean score of 3.00. Students in foster parents arrangement had the cumulative mean scores of 2.84 while the students in step parents custodian arrangements had the least cumulative mean scores of 2.79 in their emotional behaviour exhibited. The mean scores of the emotional behaviour exhibited by students in the major classes of custodian arrangements were higher than the decision mean of 2.50. This implies that the emotional behaviour exhibited by students in the major classes of custodian arrangements were positive. Even though the cumulative mean score of 2.79 of the emotional behaviour exhibited by students in step parent custodian arrangement was higher than the decision mean of 2.50, student who lived with step mothers exhibited the least emotional behaviour (see Appendix v).

Research Question 3: What are the social behaviour of students in different custodian arrangement?

Table 4.6: Social Behaviour Exhibited by Students in Major Types of Custodian Arrangements

S/No	Items	Single Parent		Remarks	Step Parent		Remarks	Guardian		Remarks	Foster parent		Remarks
		N1	$\overline{X}_1$		N2	$\overline{X}_2$		N3	$\overline{X}_3$		N4	$\overline{X}_4$	
1	Respondents are not often late to school.	222	3.21	Agreed	110	2.33	Disagreed	269	2.86	Agreed	37	2.49	Disagreed
2	Respondents are always present in class.	222	3.19	Agreed	110	2.39	Disagreed	269	3.14	Agreed	37	2.57	Agreed
3	Respondents are not wicked to other children in class.	222	2.65	Agreed	110	2.99	Agreed	269	3.01	Agreed	37	2.76	Agreed
4	Respondents have good relationship with other students.	222	3.16	Agreed	110	2.65	Agreed	269	3.12	Agreed	37	2.62	Agreed
5	Respondents usually participate in sports in sports activities.	222	3.21	Agreed	110	2.30	Disagreed	269	2.71	Agreed	37	2.46	Disagreed
6	Respondents are honest.	222	3.13	Agreed	110	3.05	Agreed	269	3.01	Agreed	37	2.76	Agreed
7	Respondents are not shy to express their feelings.	222	3.09	Agreed	110	2.67	Agreed	269	2.86	Agreed	37	2.76	Agreed
8	Respondents are always neat.	222	3.30	Agreed	110	2.69	Agreed	269	3.14	Agreed	37	2.54	Agreed
	Total	**222**	**3.12**		**110**	**2.63**		**269**	**2.85**		**37**	**2.62**	All Positive.

Decision mean = 2.50

Table 4.6 shows that the students in single parents custodian arrangement had the highest cumulative mean scores of 3.1195 in social behaviour exhibited followed by those students in guardian parents custodian arrangement with the cumulative mean score of 2.8541. Students in step parents custodian arrangement had the cumulative mean scores of 2.63 while the students in foster parents custodian arrangements had the least cumulative mean scores of 2.62 in their social behaviour exhibited. The mean scores of social behaviour exhibited by students in the major classes of custodian arrangements were higher than the decision mean of 2.50. This implies that the social behaviour exhibited by students in the major classes of custodian arrangements were positive. Even though the cumulative mean score of 2.63 of the social behaviour exhibited by students in step parent custodian arrangement was higher than the decision of 2.50, student who lived with step mothers exhibited the least social behaviour (see appendix vi) .

Research Question 4: What are the differences in the emotional behaviour of male and female students in custodian arrangements in Federal Capital Territory?

To answer this research question all the means of emotional behaviour of male and female students in custodian arrangements as answered by both students and their form teachers were compared.

Table 4.7. Means of Emotional Behaviour of Male and Female Students in Custodian Arrangements as answered by both Students and their Form teachers.

	Gender of Student	N	Mean	Std. Deviation	Std. Error Mean
Emotional Behavior of Students in Custodian Arrangements	Male	174	31.89	4.41	.334
	Female	200	30.84	5.203	.368

Table 4.7 reveals mean score of 31.89 male and 30.84 female students their overall standard deviations were 4.41 and 5.20 for male and female students respectively. This implies that even though the male students had higher overall mean positive emotional behaviour than their female counterparts, this difference between the two independent groups of students in their positive emotional behaviour is very minimal.

Research Question 5: What are the differences in the social behaviour of male and female children in custodian arrangements in Federal Capital Territory?

To answer this research question all the means of social behaviour of male and female Students in custodian arrangements as answered by both students and their form teachers were compared.

Table 4.8: Means of Social bahaviour of male and female students in custodian arrangements as answered by both students and their form teachers

	Sex of student	N	Mean	Std. Deviation	Std. Error Mean
Social behavior of students in custodian arrangement	Male	174	24.54	5.54	.42
	Female	200	24.39	5.17	.37

Table 4.8 reveals 24.54 mean scores for male students in their and 24.39 mean scores for female students. Their overall standard deviations were 5.54 and 5.17 for male and female students respectively. This implies that even though the male students had higher overall mean social behaviour than their female counterparts, this difference between the two independent groups of students in their social behaviour is minimal.

4.3: Test of Null Hypotheses

Hypothesis 1: There is no significant relationship between the mean score for emotional behaviour and types of custodian arrangement for students in Federal Capital Territory.

This hypothesis was tested with the opinion of students and their form masters on the ten items of emotional behaviour exhibited by students in custodian arrangements.

Table 4.9: Descriptive Mean of Emotional Behaviour of students living in different Custodian arrangements

	Type of custodian arrangements	N	Mean	Std. Deviation	Std. Error
Emotional behaviour of students in Custodian arrangement	single father	87	30.38	6.46	.69
	single mother	135	31.39	6.01	.52
	step father	24	28.71	3.57	.73
	step mother	86	27.79	4.65	.50
	Relation	269	30.01	5.08	.31
	not related	37	28.46	5.01	.82
	Total	638	29.92	5.49	.22

Table 4.10: Analysis of Variance Statistics on the Relationship between the Mean Score for Emotional Behaviour of Students and types of Custodian Arrangements

	Variations	Sum of Squares	df	Mean Square	F calculated	F critical	Sig. (P)
Emotional behavior of students in custodian arrangements	Between Groups	817.41	5	163.48	5.62	2.60	.000
	Within Groups	18380.02	632	29.08			
	Total	19197.43	637				

The results in Tables 4.9 shows the descriptive statistics emotional mean levels for students living with single father, single mother, step father, step mother, relation and not related were 30.38, 31.39, 28.71, 27.79, 30.01 and 28.46 respectively while table 4.10 shows the calculated sig (p) value of 0.000 is less than the 0.05 alpha level of significance implying relationship exist in the emotional behaviour of students on account of their custodian arrangements. Therefore the null hypothesis which stated that there is no significant relationship between the mean score for emotional behaviour and types of custodian arrangement for students in Federal Capital Territory is hereby rejected. It implied that the type of custodian arrangements

have effect on emotional behaviour of students as opined by Salami & Alawode, (2011).

The stated null hypothesis (1) that there is no significant relationship between the mean score for emotional behaviour and types of custodian arrangement for students is therefore rejected because the significant level of 0.000 is less than the significant level of testing (0.05). The graph in Figure 1 shows that students living with their biological single mothers and biological single fathers had the highest mean scores in emotional behaviour while students living with their step mothers had the least mean scores in their emotional behaviour.

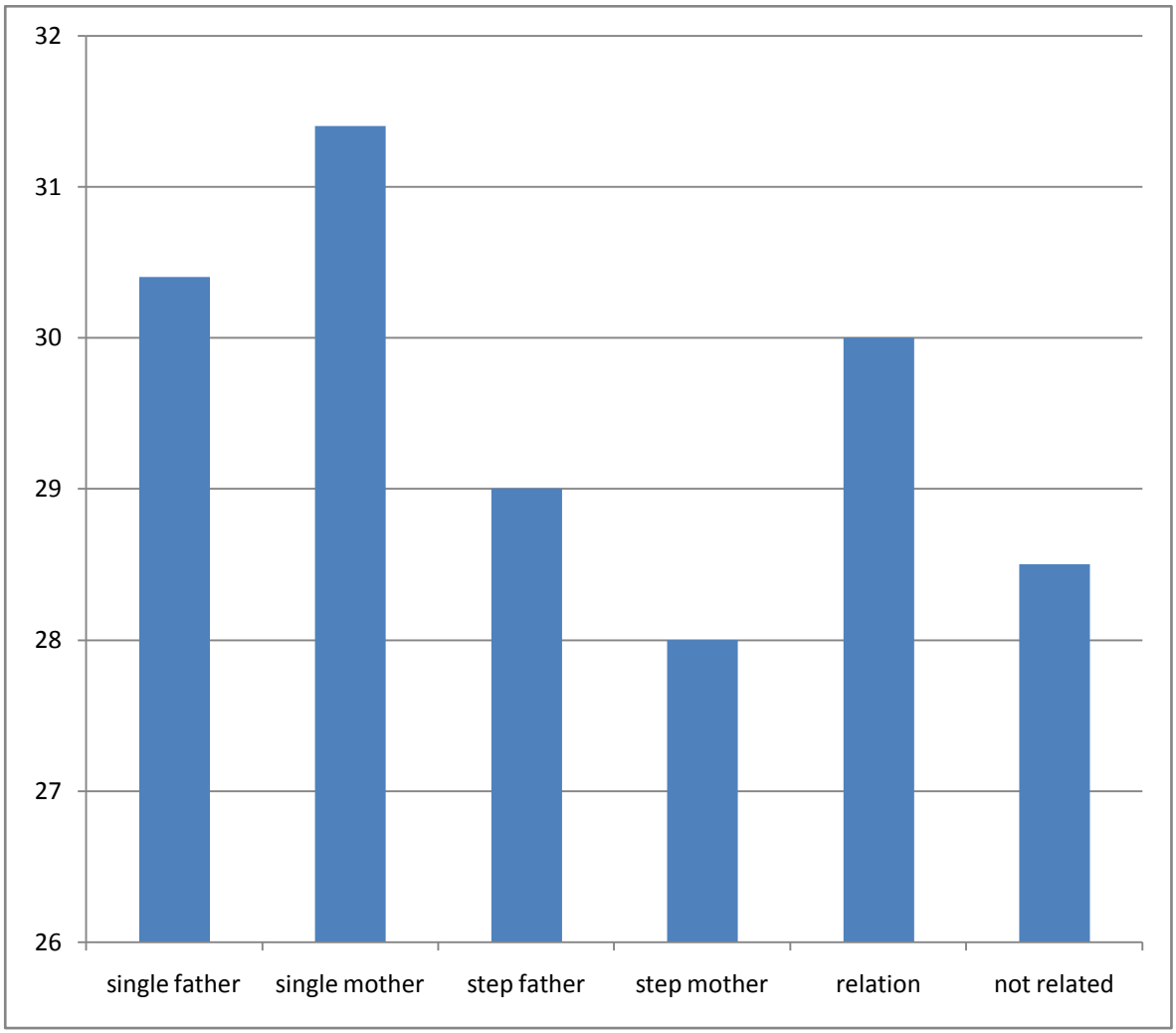


Figure 1: Graphical illustration of the mean score of emotional behaviour levels of students in custodian arrangements in Abuja.

Hypothesis 2:

There is no significant relationship between the mean score for social behaviour of students and types of custodian arrangements for students in Federal Capital Territory.

Table 4.11: Mean score of Social Behaviour of Students living in different custodian arrangements.

	Types of custodian arrangements	N	Mean	Std dev	Std.error
Social Behavior of Students in Custodian Arrangements	single father	87	24.82	5.64	.61
	single mother	135	25.81	5.15	.44
	step father	24	23.38	3.49	.71
	step mother	86	20.10	3.84	.41
	Relation	269	23.81	4.71	.29
	not related	37	20.95	6.04	.99
	Total	638	23.69	5.19	.21

Table 4.12: Analysis of Variance Statistics on the Relationship between the Mean Score for Social Behaviour of Students and types of Custodian Arrangements.

	Variations	Sum of Squares	Df	Mean Square	F calculated	F critical	Sig. (P)
Social Behaviour of students in Custodian Arrangements	Between Groups	2110.46	5	422.09	17.68	2.60	.001
	Within Groups	15085.71	632	23.87			
	Total	**17196.171**	**637**				

Table 4.11 reveals the descriptive statistics of the social mean levels of 24.82 25.81, 23.38, 20.10, 23.81 and 20.95 for students living with single father, single mother, step father, step mother, relation and not related of respectively. Table 4.12 shows calculated p (sig) value of 0.001 is less than the 0.05 alpha level of significance, while calculated (F) value of 17.68 is greater than the (F) critical value of 2.60. The Outcome of Tables 4.11 and 4.12 above shows that significant relationship exist between the mean score for social behaviour and types of custodian

arrangements for students as opined by Kembe, (2005). This implies that the null hypothesis which stated that there is no significant relationship between the mean score for social behaviour and types of custodian arrangements for students is hereby rejected. The graph in Figure 2 showed that students living with their biological single mothers, biological single fathers and relation had the highest social mean scores while children living with their step mothers had the least mean scores for social behaviour.

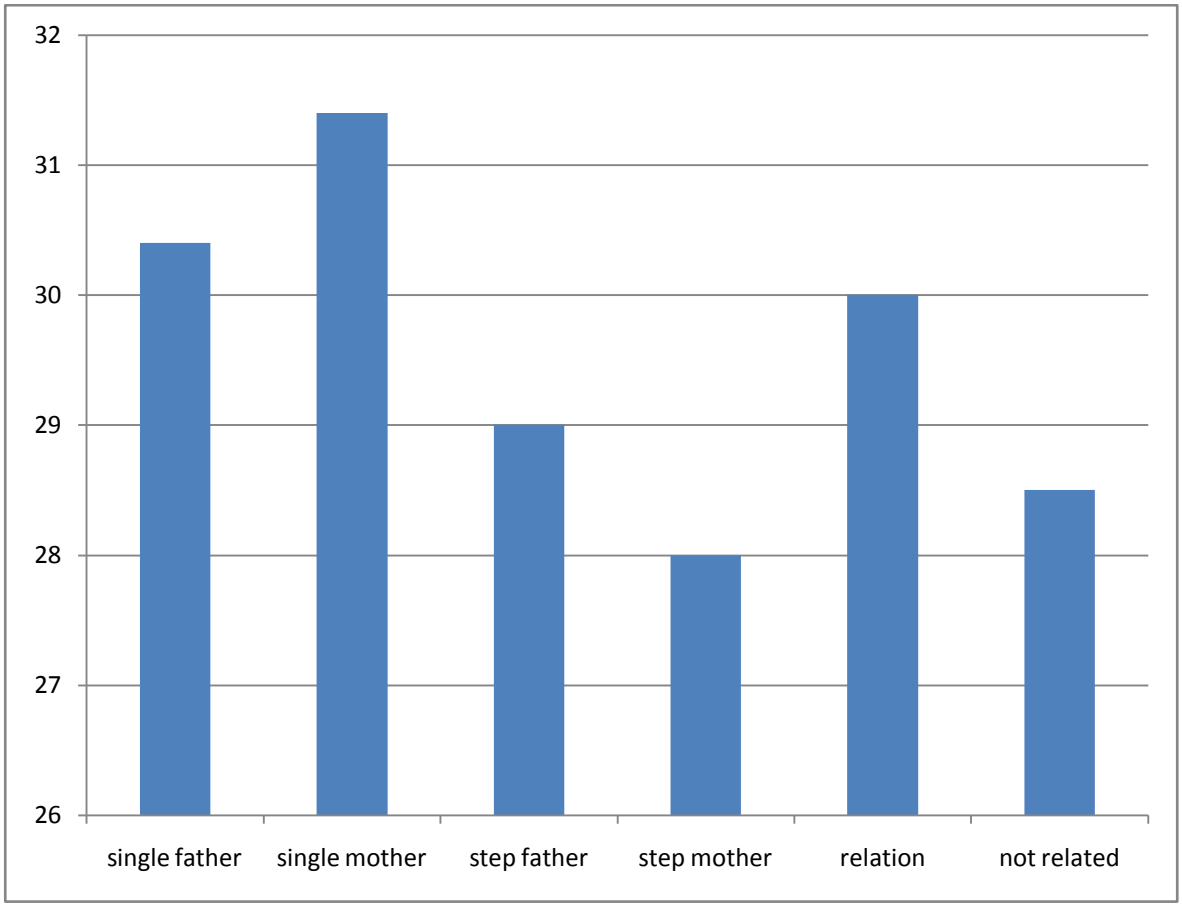


Figure 2: Graphical illustration of the mean of social behaviour levels of students in custodian arrangements in Abuja.

Hypothesis 3:

There is no significant difference in the mean score of emotional behaviour of male and female students in custodian arrangements in Federal Capital Territory.

To test this null hypothesis, Independent t-test sample statistics was used because the computed test quantitative variable of mean score of emotional behaviour (dependent variable) was being answered by two different groups of respondents for male and female respondents.

Table 4.13: Independent t-test sample Statistics on the Mean Score of Emotional Behaviour of Male and Female Students in Custodian Arrangements.

Variable	Gender	N	Mean	std.dev	std.err	Df	t Calculated	t critical
Mean score of emotional behaviour	Male	174	31.89	4.41	.33			
						372	2.10	1.96
	Female	200	30.84	5.20	.37			

Calculated p < 0.05, calculated t >1.96 at df 372

The outcome of Table 4.13 above reveals calculated significance (P) value of 0.036 is less than the 0.05 alpha level of significance while the calculated (t) value of 2.10 is greater than the 1.96 critical (t) value at df 372. Their calculated mean score of emotional behaviour were 31.89 and 30.84 by all the male and female students respectively, implying that male students in custodian arrangements have higher mean emotional score than their female counterparts this shows that significant difference exist in the mean score of emotional behaviour of male and female students in custodian arrangements as also stated by Haddad (1998) and Bojuwoye and Akpan (2009). Therefore, the null hypothesis which stated that there is no

significant difference in the mean score of emotional behaviour of male and female students in custodian arrangements was hereby rejected.

Null Hypothesis 4:

The null hypothesis states that there is no significant difference in the mean score for Social behaviour of male and female students in custodian arrangements in Federal Capital Territory.

Table 4.14: Independent t-test sample statistics on the mean score of social behavior of male and female students in custodian arrangements in Federal Capital; territory

Variable	Gender	N	Mean	std.dev	std.err	df	t Calculated	t critical
Mean score of Social behaviour	Male	174	24.54	5.543	.42			
	Female	200	24.39	5.17	.37	**372**	0.27	1.96

Calculated p > 0.05, calculated t < 1.96 at df 372

From Table 4.14 the calculated mean score of social behaviour were 24.54 and 24.39 by all the male and female students respectively, the calculated significance (P) value of 0.79 is higher than the 0.05 alpha level of significance while the calculated t value of 0.27 is less than the 1.96 critical t value at df 372. The result reveals that there is no significant difference between male and female students in custodian arrangements in their mean score of social behaviour. This implies that the male and female students social mean score level is almost the same (no (significant differences) irrespective of their sex which is contrary to the findings of Haddad, (1998). Therefore, the null hypothesis which stated that there is no significant

difference in the mean score of social behaviour of male and female students in custodian arrangements is hereby retained.

4.4 Summary of Major Findings

The following are the summary of findings of the study:

1. There were four types of custodian arrangements in the sample namely, single parents, step parents, guardian and foster parents.
2. Guardians, single parents and foster parents types of custodian arrangements had positive influence while step parents had some negative influence on emotional behaviour of children.
3. Children in single parent and guardian types of custodian arrangements had positive social behaviour but those in step parents and foster parent custodian arrangements had some negative social behaviour.
4. Female children in custodian arrangements had more emotional problems than their male counterpart.
5. The social behaviour of male and female children in custodian arrangements was the same.

4.5 Discussion of Findings

The main objective of the study was to establish the effect of custodian arrangements on emotional and social behaviour of students in Abuja, Federal Capital Territory. From the result of the analyzed data collected using the questionnaires, the findings were:

The first part used different tables to answer the descriptive part involving frequency and percentages of the different variables that related to the research work.

The findings revealed that most children in custodian arrangements in Junior Secondary School in Federal Capital Territory were between the ages of 13 – 15 years they were adolescent. 53.5% of the sampled population was females. This is an indication that custodian arrangement parents had more female than male children in their custody. The finding is in line with the findings of Igba (2006) state that newlyweds hire young village girls to cook and clean for them.

The findings also revealed that 47% of children lived with relations, followed by 21.4% lived with single mothers and 13.9% lived with step mothers. 13.4% lived with step father, 5.9% lived with none relations while the least 3.4% lived with step fathers. This revealed that majority of students in custodian arrangements lived with their relations. This finding is in line with the findings of Igba (2006) stated that West African families make custodian arrangements for their children to stay with richer relatives in the city. There were four types of custodian arrangements in the sample namely single parent, step parent, guardian and foster parent.

The emotional behaviour exhibited by children in custodian arrangements were positive because the mean scores for most of the items analyzed were higher than the decision mean. Only children in step parent custodian arrangement had lower mean scores for always happy to do any work assigned to them, they can express their feelings freely and they are not afraid of people in their environment. This finding is contrary to the findings of Salami & Alawode (2011) stated that a child is emotionally stable when the caring responsibilities are carried out by both parents.

Moreover, the findings revealed that irrespective of the custodian arrangements for children, the social behaviour exhibited by students in custodian arrangements was

positive because the overall mean scores for the eight (8) items on social behaviour were higher than the decision mean. This finding is contrary to the findings of Kembe (2005) stated that single parenthood affect the social behaviour of children while the findings is in line the findings of Thomson, Hanson, and McLanahan (1994) stated that children in custodian arrangements in which mothers cohabited with a partner and mother/step-father families reported the lowest levels of parental support, and this lack of support appears to negatively influence children's behavioral outcomes.

There was difference in the emotional behaviour of male and female children in custodian arrangements in Federal Capital Territory. The findings revealed that the male had higher mean score for emotional behaviour than the female children. This finding also revealed that even though the male students had higher overall mean emotional behaviour than their female counterparts, this difference between the two independent groups of students in their emotional behaviour was very minimal. This is an indication that female students had more emotional problems than boys in custodian arrangements. This finding is contrary to the findings of Haddad (1998) stated that the odds of girls having one or more problems were lower than for boy.

The finding revealed that the male had higher mean social behaviour than the female children in custodian arrangements , even though the male students had higher overall mean social bahaviour than their female counterparts, this difference between the two independent groups of children was very minimal. This meant that the female children in custodian arrangements had more social problems than male students. This finding is contrary to the findings of Bojuwoye and Akpan (2009) stated that the estimated negative effects of custodian arrangements are stronger for boys than for

girls.

The results of the first Null hypothesis showed clearly that there was significant relationship between emotional behaviour of students and types of custodian arrangements because the significant level of 0.000 is less than the significant level of testing (0.05) and hereby rejected. Figure (i) also showed the graphical illustration of the mean emotional behaviour levels of students in custodian arrangements. This finding revealed that students who lived in step parent (stepmother) custodian arrangement had serious emotional behaviour. This finding confirmed the findings of (Schneider and Stevenson, 1999) stated that the step parents have been shown to be less likely to have close relationships with their step-children and to have lower levels of social control. Also, feelings of social distance between stepparents and stepchildren may be particularly problematic for adolescents, who are especially in need of guidance, supervision, and direction.

Null hypothesis two revealed that significant relationship exists between the mean score for social behaviour and types of custodian arrangements for children in Federal Capital Territory because the calculated sig (p) value of 0.001 is less than the 0.05 alpha level of significance, while calculated (F) value of 17.68 is greater than the (F) critical value of 2.60. The finding revealed that students in step parent and those in foster parent custodian arrangements have serious social behaviour problems. Moreover, figure ii showed the graphical illustration of the mean of social behaviour levels of students in custodian arrangements in Abuja. This finding confirmed the findings of Olatunde (2011) stated that the relationships within stepfamilies are complex and need time and goodwill on all sides to work well.

The findings of hypothesis three revealed that there was significant difference between male and female students in custodian arrangements in their mean score of emotional behaviour because the calculated significance (P) value of 0.04 is less than the 0.05 alpha level of significance while the calculated (t) value of 2.10 is greater than the 1.96 critical (t) value . This implied that effects of custodian arrangements were more on emotional behaviour of female than their male counterparts. This finding however, is contrary to the findings of Haddad (1998) stated that the odds of girls having one or more problems were 38 percent lower than for boys and the findings of Bojuwoye and Akpan (2009) that the estimated negative effects of custodian arrangements are stronger for boys than for girls.

Null hypothesis four showed that there was no significant difference between male and female students in custodian arrangements in their mean score of social behaviour because (P) value of 0.79 is higher than the 0.05 alpha level of significance while the calculated t value of 0.27 is less than the 1.96 critical t value. This meant that irrespective of the gender of the children, the effects of custodian arrangements were not different. This is possible because the custodian parents in Abuja may not normally share enough time with their custodian children, so they are left to their own way of doing things. With these findings, it is apparent that the conduct of this research is essential.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presented the summary, conclusion and recommendations as well as suggestions for further study. The conclusions are based on the results of the findings. Recommendations are made on how to improve the emotional and social behaviour of students in custodian arrangements in Junior Secondary Schools.

5.1 Summary

The main purpose of the study was to determine the effect of custodian arrangements on the emotional and social behaviour of children in Abuja, Federal Capital Territory, Nigeria. The researcher covered all the six Area Councils namely, Abaji, Bwari, Gwagwalada, Kwali, Kuje, and Municipal Area Councils. Five objectives, five research questions and four null hypotheses were formulated for the study. A number of relevant and related literatures by different authors were reviewed. The design adopted for the study was descriptive research design using survey method. The population for this study was twenty seven thousand and ninety six (27,096) students in custodian arrangements, eight hundred ninety-two (892) form teachers and one hundred and one (101) Junior Secondary Schools were used. A sample size of three hundred and seventy nine (379) students, two hundred and sixty nine (269) form teachers and twenty five (25) Junior Secondary Schools were used. Tested and approved questionnaire was administered to the students and completed by their form teachers. Data generated were analyzed using frequencies, percentages and means. Analysis of variance and t-test statistics were used to test the null hypotheses at 0.05 level of significance. The findings of the study were based on the outcome of research questions and null hypotheses among which were;

Null hypotheses 1 and 2 were rejected as there were significant relationship

between the mean score for emotional and social behaviour and types of custodian arrangement for students.

Null hypothesis 3 was also rejected as there was significant difference in the mean score of emotional behaviour of male and female students in custodian arrangements Null hypothesis 4 was retained as there was no significant difference in the mean score of social behaviour of male and female students in custodian arrangements.

5.2 Conclusion

The best custodian arrangement for children in Abuja, Federal Capital Territory is guardianship followed by single parent custodian arrangements. Step parents and foster parents custodian arrangements are not suitable for children.

5.3 Recommendations

The following recommendations were hereby suggested as a result of the outcome of the analysis:

1. Parents should allow their children to live with guardians and single parents types of custodian arrangement.
2. Step parents should be encouraged to allow the children in their custody to enjoy good parent/child relationship by proper guidance and encouragement to build their emotional behaviour.
3. Schools should organize Parents Teachers Association meetings in junior Secondary Schools to give parental education and counseling to custodian

parents so as to improve their knowledge and strategies of meeting every day challenges of child upbringing.

4. Custodian parents are advised to treat male and female children differently because the female are more emotional than males.
5. The schools should be organizing open day for the students whereby the parents are invited to schools to see what their children are doing and have discussion with the form teachers concerning their children. This will help them to understand more of their children's behaviour.

5.4 Suggestions for Further Studies

The following are suggestions for further research in related field of study:

1. Influence of custodian arrangements on moral and academic performance of students.
2. Comparative study on emotional and social behaviour of students in custodian arrangements and those in intact home.

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APPENDIX I

Request to fill Questionnaire

Dear Sir/Madam,

I am Jume Aisha Bello, a post graduate student of the above Department. Presently, I am conducting a research on “Influence of Custodian Arrangements on the Emotional and Social Behaviour of Children in Abuja, Federal Capital Territory, Nigeria, in partial fulfillment of the requirements for the award of Master of Education Degree in Home Economics. I am seeking your cooperation in filling the questionnaire attached herewith. The questionnaire consists of two sections: section “A" is on personal information of the respondents and section "B" on the variables used in evaluating the programs. There are no wrong or right answers. Your responses simply represent your feelings or opinion. All information provided will be used mainly for the purpose of this study and strictly treated confidentially.

Thanks for your cooperation.

Yours faithfully,

Bello, J. Aisha

APPENDIX II

QUESTIONNAIRE

FOR STUDEMTS UNDER CUSTODIAN ARRANGEMENTS

Personal Information of the student

Please answer all questions in every section

SECTION A: BIO-DATA

Instruction: Please tick (√) as appropriate the options provided in the box

1. Age of respondent (a) 10– 12 ( )
   (b) 13 – 15 ( )
   (c) 15 and above ( )
2. Sex of the respondent (a) Male ( )
   (b) Female ( )
3. Class of respondent (a) JSS I ( )
   (b) JSS II ( )
   (c) JSS III ( )
4. Occupation of your custodian parent (a) Full housewife ( )
   (b) Petty trader ( )
   (c) Civil servant ( )
5. Tick who you are living with (√) (a) Single father ( )
   (b) Single mother ( )
   (c) Step father ( )
   (d) Step mother ( )
   (e) Relation ( )
   (f) Not related ( )

Instruction: Please indicate the appropriate response by ticking (√) the column that best suits your option.

Key:

SA - Strongly Agreed
A - Agreed
D - Disagreed
SD- Strongly Disagreed

Section B: Emotional Behaviour of Children in Custodian Arrangements

S/N	Items	SA	A	D	SD

1.	I am not aggressive to people around me.				
2.	I love people around me.				
3.	I do not show anger at physical frustration.				
4.	I have confidence in my work.				
5.	I do not get annoyed easily.				
6.	I am always happy to do any work assigned to me.				
7.	I express my feelings freely.				
8.	I am not wicked to other children around me.				
9.	I am not wishing to get things my friends have.				
10.	I am not afraid of people in my environment.				

Section C: Social Behaviour Exhibit by the Children in custodian arrangements

S/N	**Items**	**SA**	**A**	**D**	**SD**
1.	I am not always late to school.				
2.	I am not always absent in the class.				
3.	I usually fight other students when they hurt me in the class.				
4.	I am honest.				
5.	I have good relationship with other student in the school.				
6.	I usually participate in sport activities.				
7.	I am not excessively shy.				
8.	I am always neat.				

APPENDIX III

QUESTIONNAIRE

FOR THE FORM TEACHERS

To be completed by the Form teacher or guidance and counseling teacher

Instruction: Please, tick (√) the most appropriate column for the student.

Key:

SA – Strongly Agreed

A - Agreed

D - Disagreed

SD- Strongly Disagreed

Section D: Emotional Behaviour Exhibited by the Children in Custodian Arrangement

S/N	Items	SA	A	D	SD
1.	The child is not aggressive to people.				
2.	The child love to people around him/her.				
3.	The child do not shows anger easily at physical frustration.				
4.	The child has confidence in his/her class work.				
5.	The child gets do not annoyed easily.				
6.	The child is always happy to do work assigned to him/her.				
7.	The child is wicked to other children around him/her.				
8.	The child can express his/ her feelings freely.				
9.	The child is not afraid of people in his/her environment.				
10.	The child not always wishing to get things his/her friends have.				

Section E: Social Behaviour Exhibit by the Children in custodian arrangements

S/N	Items	SA	A	D	SD
1.	The child is not always late to school.				
2.	The child is not always absent in the class.				
3.	The child do not always fights other children in the class.				
4.	The child is honest.				
5.	The child has good relationship with other students.				
6.	The child usually participates in sport activities.				
7.	The child is not excessively shy to express his/herself in the mist of people.				
8.	The child is always neat.				

APPENDIX IV

Distribution of sample schools picked from each area council

Area council	Name of the school	No of students in custodian arrangements per school
Abaji Area council	JSS Kekeshi	22
	JSS Abaji	8 30
Bwari Area Council	JSS Lower Usman Dam	7
	JSS Dutsen- Alhaji	25
	JSS Bwari Central	22
	JSS Payi	9 63
Gwagwalada Area Council	JSS Dkpa	5
	JSS Zuba	33
	JSS Phase 111	21 59
Kuje Area Council	JSS Kwaku	7
	JSS Pasali	10
	JSS Kuje	25 42
Kwali Area Council	JSS Wako	8
	JSS Kwali Central	3
	JSS Yangoji	9
	JSS Kwali	9 29
Municipal Area Council	JSS Karu	24
	JSS Wuse Zone 111	26
	JSS Nyanya	20
	JSS Asokoro	15
	JSS Gwarinpa	13
	JSS Area 1	20
	JSS Maitama (Model)	11
	JSS Garki	25
	JSS Jiwa	2 156
TOTAL	**25**	**379**

APPENDIX V

Mean score on Emotional behavior of students in different Custodian arrangement

S/NO	ITEMS	Custodian .arrangement	Response categories SA	A	D	SD	MEAN	STD.DEV
1	Respondents are not aggressive to people around them.	Single father	38	27	18	4	3.14	.90
		Single mother	61	48	22	4	3.23	.82
		Step father	2	2	15	5	3.04	.81
		Step mother	33	21	29	3	2.98	.93
		Relation	107	81	50	31	2.98	1.02
		Not related	6	12	17	2	2.59	.83
2	Respondents love people around them.	Single father	35	37	13	2	3.21	.78
		Single mother	65	52	14	1	3.36	.69
		Step father	2	18	4	0	2.92	.50
		Step mother	7	60	19	0	2.86	.54
		Relation	71	159	33	6	3.09	.68
		Not related	3	12	16	6	3.16	.69
3	Respondents do not show anger easily.	Single father	23	35	26	3	2.89	.84
		Single mother	49	43	35	8	2.99	.93
		Step father	2	13	9	0	2.71	.62
		Step mother	9	39	38	0	2.66	.66
		Relation	74	105	71	19	2.89	.85
		Not related	6	14	17	0	2.70	.74
4	Respondents have confidence in their work.	Single father	41	27	16	3	3.22	.87
		Single mother	62	44	25	4	3.22	.85
		Step father	8	13	3	0	3.21	.66
		Step mother	28	28	29	1	2.97	.85
		Relation	109	114	45	1	3.23	.73
		Not related	12	19	5	1	3.14	.75
5	Respondents do not get annoyed easily.	Single father	20	36	27	4	2.83	.84
		Single mother	38	57	28	12	2.89	.92
		Step father	2	14	8	0	2.75	.61
		Step mother	15	28	38	5	2.62	.84
		Relation	86	109	61	13	2.99	.86
		Not related	8	10	19	0	2.70	.81
6	Respondents are always happy to do any work assigned to them.	Single father	19	39	24	5	2.83	.84
		Single mother	36	66	31	2	3.01	.73
		Step father	15	6	3	0	2.50	.72
		Step mother	10	27	41	8	2.45	.82
		Relation	75	103	64	27	2.84	.95
		Not related	6	11	18	2	2.57	.84
7	Respondents can express their feelings freely.	Single father	35	23	24	5	3.01	.96
		Single mother	54	58	23	0	3.23	.72
		Step father	4	13	7	0	2.88	.67
		Step mother	13	27	30	16	2.43	.97
		Relation	76	106	65	22	2.88	.92
		Not related	5	23	7	2	2.84	.73
8	Respondents are not wicked to other children around them.	Single father	37	34	14	2	3.22	.79
		Single mother	59	45	27	4	3.18	.85
		Step father	8	10	6	0	3.08	.78
		Step mother	26	41	18	1	3.07	.75
		Relation	92	127	38	12	3.11	.81
		Not related	9	14	14	0	2.86	.79
9	Respondents are not	Single father	31	34	18	4	3.06	.87

	always wishing to get	Single mother	60	51	18	6	3.22	.84
	the things their	Step father	10	9	4	1	3.17	.87
	friends have	Step mother	39	24	22	1	3.17	.86
		Relation	90	120	39	20	3.04	.88
		Not related	14	15	6	2	3.11	.88
10	I am not afraid of	Single father	29	31	23	4	2.98	.89
	people in my	Single mother	34	78	21	2	3.07	.68
	environment	Step father	2	7	15	0	2.46	.66
		Step mother	8	35	42	1	2.58	.68
		Relation	73	115	72	9	2.94	.82
		Not related	4	22	10	1	2.78	.67

APPENDIX VI
Mean scores on Social behaviour of students in different Custodian arrangement

S/NO	ITEMS	CUSTODIAN ARRANGEMENT	Response categories SA	A	D	SD	MEAN	STD.DEV
1	I am not always late to school.	Single father	38	21	25	3	3.08	.93
		Single mother	70	41	18	6	3.29	.87
		Step father	4	12	6	2	2.75	.85
		Step mother	9	9	59	9	2.21	.77
		Relation	86	86	69	28	2.86	.99
		Not related	6	8	21	2	2.49	.84
2	I am always present in the class.	Single father	40	21	26	0	3.16	.86
		Single mother	68	35	26	6	3.22	.91
		Step father	5	10	9	0	2.83	.76
		Step mother	12	17	49	8	2.38	.84
		Relation	119	77	65	8	3.14	.89
		Not related	14	4	8	11	2.57	1.28
3	I am very friendly to other students in the class.	Single father	31	29	25	2	3.02	.86
		Single mother	61	42	28	4	3.19	.87
		Step father	3	12	9	0	2.75	.68
		Step mother	8	38	40	0	2.63	.65
		Relation	81	108	76	4	2.99	.80
		Not related	8	12	17	0	2.76	.79
4	I am always honest.	Single father	33	26	23	7	3.05	.89
		Single mother	52	56	27	0	3.19	.75
		Step father	11	11	2	0	3.38	.65
		Step mother	14	54	18	0	2.95	.61
		Relation	80	117	66	6	3.01	.79
		Not related	10	10	15	2	2.76	.93
5	I have good relationship with other students.	Single father	31	40	16	0	3.17	.72
		Single mother	57	49	22	7	3.16	.88
		Step father	2	15	7	0	2.79	.59
		Step mother	7	38	41	0	2.61	.64
		Relation	94	115	58	2	3.12	.76
		Not related	7	11	17	2	2.62	.86
6	I usually participate in sport activities.	Single father	33	39	8	7	3.13	.89
		Single mother	54	64	15	2	3.26	.71
		Step father	2	10	12	0	2.58	.65
		Step mother	11	10	52	13	2.22	.86
		Relation	59	96	90	24	2.71	.90
		Not related	5	15	9	8	2.46	.99
7	I am not shy to express myself when I am in the mist of people.	Single father	25	37	22	3	2.97	.83
		Single mother	53	57	20	5	3.17	.82
		Step father	7	11	4	2	2.96	.91
		Step mother	8	36	41	1	2.59	.68
		Relation	66	112	77	14	2.86	.85
		Not related	4	20	13	0	2.76	.64
8	I am always neat.	Single father	41	27	18	1	3.24	.82
		Single mother	67	49	17	2	3.34	.76
		Step father	12	8	4	0	3.33	.76
		Step mother	8	28	50	0	2.51	.66
		Relation	114	89	56	10	3.14	.87
		Not related	8	11	11	7	2.54	1.04