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FAMILY STRUCTURE AND RELATIONSHIP AS DETERMINANTS OF ACADEMIC  
PERFORMANCE AND MORAL COMPETENCE AMONG UNDERGRADUATES IN  
OYE-EKITI

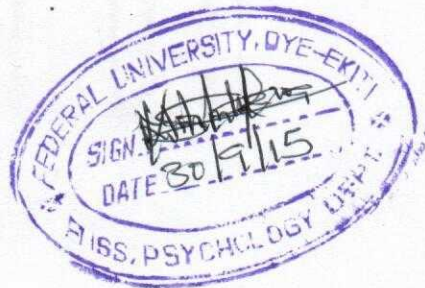
BY

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**CERTIFICATION**

This is that certify this research work was carried out by Taiwo Olatoye Emmanuel with Matric No: PSY/11/0214 and the study was carried out under our strict supervisions and has been approved for submission to the department of psychology, faculty of humanities and social sciences, in partial fulfilment of the requirement for the award of bachelor of science degree in psychology from the federal university of Oye-Ekiti.



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## DEDICATION

I dedicate this project work to God almighty, my source and sustenance: by his mercy I have able to successfully complete this stage of my life.

## ACKNOWLEDGMENT

My profound gratitude goes to my supervisor MR. B. D. OLAWA, for his helpful counsel, at all time during this project .May the lord be with you and your beloved family. I also want to express my whole hearted appreciation to Dr. Lawal for his assistance during this project; I really appreciate your kind gesture. My greeting also goes to all the lecturers that have impacted sound knowledge into my life, people like Prof B.O. Omolayo, Miss Kemi.Omole, Mrs Judith Azikiwe, Mr. Israel, Mr Kenneth Okoli, DR. Alexander .o. Eze.

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## ABSTRACT

Since the whole human population are product of the family, it was deduced that substantial proportion of undergraduate are influenced as a result of the type of family structure and relationship of which may lead to low academic performance and poor moral competence. To achieve positive moral behaviour and high academic performance, studies on family relationship and structure must be made. The study investigated on family structure and relationship as determinants of academic performance and moral competence among undergraduates in Oye-Ekiti., Two hundred (200) universities undergraduates, Ex- post facto research design was used for the study. The completed self report instruments comprised of index of family relation (IFR), moral competence inventory (MCI) and bio data form (BDF). Hypotheses were tested using t-test for independent sample. Findings suggested that participant with poor family relations are low on moral competence than their counterparts who have good family relations, and female participant are morally competent than male participants .Data obtained was analyzed using the statistical package for the social sciences (SPSS).T-test for the independent sample was adopted to test hypothesis one, two, three and four. Result were discussed in line with previous literature, the implications of these findings were discussed in light of the literature, although the present study has made an important contribution to the body of knowledge on the topic.

*Keyword: Family structure, Family Relationship, Academic performance, Moral competence.*

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

The role of family relation in determining the outcome of the child's level of life achievement cannot be overestimated. Family go a long way in guiding and helping children to achieve their goals in life. Parent and friend serve as mentor who guides children in everything they pursue in life, whether in the area of academic achievement or expression of moral behaviour and their self-esteem. Looking at the level of academic performance of students in our higher institution of learning, it can be observed that there is general fall in level of academic achievement as many students are not interested in learning.

In term of moral behaviour, morality usually begins at home when children are thought moral ways of behaving in the society. according to Hing (2012) "Moral competence refers to the affective orientation to perform altruistic behaviours towards others and the ability to judge moral issues logically, consistently, and at an advanced level of development". Competence is defined in the Webster's dictionary as cited in Podolskiy (2005) as "fitness or ability". Words given as synonyms or related terms are "capability", "capacity", "efficiency", "proficiency", and "skill". Competence in different subjects of science like philosophy, psychology, linguistics, sociology for instance still yields a wide variety of definitions. Lawrence Kohlberg has defined moral judgment competence as the capacity to make decisions and judgments which are moral and to act in accordance with such judgments (Kohlberg, 1964).

McLanahan and Sandefur (1994) claims that intact (two-parent) families create a system of check and balance for parents to act in appropriate ways. Parents can put pressure on each

other so as to spend time with their children. They can also have a good relationship with their children and monitor each other's discipline of the children. Thus, the presence of two biological parents within the household enables each parent to care for their children and become more involved in the affairs more than single parenting, cohabiting, divorce or separated family (Amato, 1987 as cited in Oyerinde, 2001).

According to Oyerinde (2001), family structure is an important psychosocial factor that significantly predicts child life outcome especially in terms of academic success. Oyerinde (2001) noted that children from intact families received adequate care from their parents concerning their educational needs which in turn improve their level of academic performance. On the other hand, students from a disrupted family tend to display problematic behaviour which impairs their level of academic success.

Looking at moral competence: moral competence is the level at which children are able to display altruistic related behaviour and ability to judge issues in a logical way (Ma, 2011). Studies have demonstrated that children from intact families that received adequate support from their parents tend to exhibit a higher level of moral competence than those with single, separated or divorce families. Keller, Lourenco, Malti, & Saalbach, (2003) reported that moral competence in children with supportive parents is significantly higher than those from disrupted family relations.

## 1.2 Statement of Problem

The role of family structure in ensuring student academic success and their level of moral behaviour cannot be over-emphasised. In everyday, the first agent of socialisation is the family/parent who reared children. The level of emotional support and attachment received from parent by children go a long way in predicting children success in life both in term of educational success and their moral related behaviour in the society. According to Oyerinde (2001), family structure is an important psychosocial factor that significantly predict child life outcome especially in term of academic success.

Oyerinde (2001) noted that children from intact family received adequate care from their parents concerning their educational needs which in turn improve their level of academic performance. On the other hand, students from a disrupted family tend to display problematic behaviour which impaired their level of academic success. Students level of academic success is very important determinant of their ability to secure job in the labour market. the employer in the today world of competitive business environment, skilful employee are needed for firm to be able to compete with their rival, skilful employee can be identified through students level of academic outcome; in other words candidate with low level of academic success may experience unemployment and they may eventually end-up engage in criminal related activities such as cybercrime.

Furthermore research on the relationship between family structure, academic performance and moral decadence is very scarce in this part of the world. This present study aims at improving the literature by examine the influence of family structure on academic performance and moral competence among undergraduates.

### 1.3 Research Questions

- i- Does family structure have influence on academic performance on undergraduates?
- ii- Does family structure have influence on moral competence of undergraduates?
- iii- What role does quality of family relationship play in the enhancement of academic performance among undergraduates?
- iv- What role does quality of family relationship play in the enhancement of moral competence among undergraduates?

### 1.4 Research Objectives

The study objective is to examine the influence of family structure and relationship on academic performance and moral competence among undergraduates, specifically the following are the study objectives

- i- To assess the influence of family structure on academic performance among undergraduates.
- ii- To assess the influence of family structure on moral competence among undergraduates.
- iii- To examine the role family relationship plays in the enhancement of academic performance among undergraduates.
- iv- To examine the role family relationship plays in the enhancement of moral competence among undergraduates.

### 1.5 Significance of the Study

In its broadest sense, the study will add up on the existing literature on the issue relating to moral development and academic performance. It is also expected to improve existing data on the relationship between family structure, moral competence and academic performance. The findings of this study will also benefit the educational psychologist, stakeholders, counsellors, parents as well as students with empirical information on factor predicting academic performance

## CHAPTER TWO

### THEORETICAL FRAMEWORK

#### 2.1 Moral competence and Academic performance theories

##### 2.1.1 Self determination theory

Self-determination theory ("SDT") is a macro theory of human motivation and personality that causes concern to human's natural growth tendencies and their inborn psychological needs. It lays emphasis on the motivation behind the choices that people make without any external influence and interference. Self Determination Theory focuses on the degree at which one's behaviour is self-motivated and self-determined. A basic postulate of SDT is that humans have three inborn psychological needs- competence, autonomy and relatedness [Deci & Ryan, 2000], competence refers to feeling effective in interacting with one's environment. Autonomy refers to feeling that one's behaviour is chosen freely, while relatedness refers to the want of being connected to others. SDT argues that conditions that give support of these three needs will foster behaviour that is self determined or moved by personal choice rather than external control. Such self determined behaviour is related to higher levels of wellbeing [Ryan, Deci& Groinick, 1995]. These three psychological needs motivate the self to initiate behaviour and specify nutriments that are essential for psychological health and well-being of an individual; thus these needs are said to be universal, inborn and psychological. These needs are seen as universal necessities that are inborn, not learned, and seen in humanity across time, gender and culture. Deci and Vansteenkiste claim that there are three essential elements of the theory:

1. Humans are naturally anticipatory with their unrealised ability and mastering their inner forces (such as drives and emotions).

2. Humans have natural probability towards growth development and integrated functioning. Suitable or worthy development and actions are natural in humans but they don't happen in an automatic manner.

SDT argues that needs are inbuilt but can be matured in a social context. Most people develop stronger needs than others which bring about individual differences. However individual differences within the theory focus on concepts resulting from the degree which needs have been in a state of satisfaction or not satisfied. Within SDT there are two major individual difference concepts, Causality Orientations and Life Goals;

Causality orientations refers to as motivational orientations that explains how people orient to an environment and regulate their behaviour because of this or the extent to which they are self determined generally across many settings. SDT created three orientations: autonomous, controlled and impersonal.

1. **Autonomous Orientations:** this occurs due to the satisfaction of the basic needs
2. **Strong controlled orientations:** it also occurs from the satisfaction of competence and relatedness needs but not of autonomy and is linked to regulation through internal and external circumstances, which lead to rigid functioning and diminished well being.
3. **Impersonal Orientations:** it occurs due to the inability to fulfil all three needs. This is also related to poor functioning and ill being.

### **Life goals**

Life goals are long term goals people use to guide their activities and they fall into two categories:

1. **Intrinsic Aspirations:** Contain life goals like affiliation, generativity and personal development.
2. **Extrinsic Aspirations:** Have life goals like wealth, fame and attractiveness

Self Determination Theory claims to give a various approach to motivation, considering what motivates a person at any given time as opposed to seeing motivation as a unitary concept. Self Determination Theory differentiates between the types of motivation and their a result of actions, especially if such a result is unwanted or unpleasant

### **Intrinsic motivation**

Intrinsic motivation is the natural drive to seek out challenges and new possibilities that associates with Self determination theory in line with the part of mental functions that deals with logic as opposed to affective which deals with emotions (also known as cognitive) and social development. Cognitive Evaluation Theory (CET) is a sub-theory of Self determination Theory that specifically explains intrinsic motivation and its state of being variable with how social and environmental factors help or hinder intrinsic motivations. Cognitive Evaluation Theory focuses on the needs of competence and autonomy. Social events like feedback on work or rewards lead to feelings of competence and so increase intrinsic motivations. Deci found positive improved result intrinsic motivations and negative result lessened it.



Valler and Reid went further and found that these effects were being divided into two equal parts by perceived control. Autonomy must be accompanied through people's nous in order for them to see their behaviours as self determined by intrinsic motivation. For this to happen, there must be immediate contextual support for both needs and inner resources based on previous development support for both needs. Cognitive Evaluation Theory and intrinsic motivation is also linked to relatedness through the theory that intrinsic motivation will flourish if linked with a sense of security and relatedness

### **Extrinsic motivation**

Extrinsic motivation comes from external or exterior sources. Deci and Ryan developed Organism Integration Theory (OIT), as a sub-theory of Self determination Theory, it illustrate the different ways in which extrinsically motivated behaviour is controlled. Organism integration theory explains the different forms of extrinsic motivation and the contexts in which they come about. It is the context of such motivation that concerns the SDT theory as these contexts affect whether the motivations are internalised and so integrated into the sense of self. Organism integration Theory talks about four different types of extrinsic motivations that often change in terms of their state of being independent:

1. **Externally regulated behaviour:** Is the least self governing behaviour, it is performed because of external demand or possible values give in return for an act. Such actions can be seen to have an externally recognised place or locus of control.
2. **Introjected regulation of behaviour:** describes taking on regulations to behaviour but not fully accepting said regulations as your own. Deci and Ryan claim such behaviour normally represents regulation by undetermined self-esteem, citing ego involvement as a

classic form of a process whereby ideas of another are unconsciously dive into one's psyche or mind. This is the kind of behaviour where people feel motivated to display ability to uphold self-worth. While this is internally driven Deci and Ryan say introjected behaviour is on an externally perceived locus of control because they aren't perceived as part of self.

3. **Regulation through identification:** Is a more autonomy driven form of extrinsic motivation. It involves knowingly valuing a result that one is attempting to achieve or regulation so that said action is accepted as personally important.
4. **Integrated Regulation:** Is the most autonomous kind of extrinsic motivation. Occurring when regulations are fully assimilated with self so they are included in a person's self evaluations and beliefs on personal needs. Because of this, integrated motivations share qualities with intrinsic motivation but are still classified as extrinsic because the goals that are trying to be achieved are for reasons extrinsic to the self, rather than the natural enjoyment or interest in the task.

SDT is related to moral competence in the sense that people as active organisms have the tendency to grow, master ambient challenges and integrate new experiences into a coherent sense of self. People use the three needs of autonomy, relatedness and competence for moral development. This occurs in the sense that people have the freewill to choose behaviours that are suitable for psychological health and wellbeing. Individuals belongingness to a particular society brings about levels at which individuals' will want to get to a point of achieving high moral standards in order to feel connected to others and its environment. Also, SDT in relation to academic performance explains that individuals who are self determined will aim at achieving some level of academic achievement. For

individuals who are intrinsically motivated, thoughts are centred towards being academically successful compares to individuals who are extrinsically motivated.

### 2.1.2 Constructivism Theory

The theory of constructivism is generally attributed to Jean Piaget, who constructed with pivoted joints which allow bending of otherwise mechanisms by which knowledge is internalized by learners. He suggested that through processes of accommodation and the absorption of new ideas into an existing cognitive structure, individuals construct new knowledge from their experiences. Periods, at which individuals assimilate new experiences, are incorporated into existing framework without making any changes of the previous framework. This occurs when individuals' experiences are aligned with their internal representations of the world, but may also occur as a failure to change a faulty understanding; for example, they may not notice events, may misunderstand input from others, or may decide that an event is of no importance to them of which these information's are unimportant. In contrast, when individuals' experiences contradict their internal representations, they may change their perceptions of the experiences to fit their internal representations.

According to the theory, accommodation is the process of reframing one's intellectual process of representation of the external world to fit new experiences. Accommodation can be understood as the mechanism by which failure leads to learning: when we act on the expectation that the world operates in one way and it violates our expectations, we often fail, but by accommodating this new experience and reframing our model of the way the world works, we learn from the experience of failure, or others' failure. Constructivism is a theory that describes

how learning happens, regardless of whether learners are using their experiences to understand a lecture or following the instructions for building a model airplane. In both cases, the theory of constructivism suggests that learners construct knowledge out of their experiences. However, constructivism is often associated with the profession of teaching approaches that promote active learning, or learning by doing. While there is much divine inspiration for constructivism as a design plan of action intended to accomplish a specific goal, This is unfortunate because there is quite a bit of promise to the educational philosophy behind a philosophical epistemology which argues that humans generate knowledge and meaning from their experiences, but constructivists seem to be having difficulties defining empirical theories.

### **Learning is an active, social process**

Social constructivism, strongly influenced by Vygotsky's (1978) work, suggests that knowledge is first constructed in a social context and is then appropriated by individuals. Social constructivists portray collaborative elaboration as the process of sharing individual perspectives. Scholars' in the school of social constructivism viewed learning as a passive process where learners should learn to discover principles, concepts and facts for themselves, hence the quality of being worthy of encouraging guesswork and spontaneously without requiring thought thinking in learners. Social constructivist views reality as something that we can discover because it does not pre-exist before our social invention of it. Scholars argue that reality is constructed by our own activities and that people, together as members of a society, invent the properties of the world.

Using Piaget constructivism theory to explain the relationship between family and moral development. At each stage of development, the parent serve as a tutor for the child, majorly at

each stage the parent contribute to development of moral in the sense that, piaget explain that they are some biological interaction of moral and he quoted that the child observes the parent which are the closest to the child and the movement of the parent, language acquisition of the child, moral development. For example, during the sensori-motor stage the child learn from what they see to form their own schema, the closest person or agent that the child is aware of is the parent, they are curious, they study one's reaction from the environment in which the parent serve as the society for the child, in the sense that the parent teaches the child what to know, here, schemas are developed and used as a form of knowledge about the world so as a result of that they tend to explore or want to complete a task due to what is being observed from the parent.

Other constructivist scholars agree with this and also stress that individuals make meanings through the interactions with each other and with the environment they live in. Vygotsky (1978) also emphasised the social and practical entities in learning by saying that the most significant moment in the course of intellectual development occurs when speech and practical activity, two previously completely independent lines of development, converge. Through the use of practical activity a child constructs meaning on an intra-personal level, while speech connects this meaning with the interpersonal world shared by the child and her/his culture.

#### **Dynamic interaction between task, instructor and learner**

A supplemental feature of the role a person who helps a group to have an effective dialog without taking any beside of the argument especially to in order to reach a consensus in the social constructivist standpoint is that the instructor and the learners are equally involved in

learning from each other as well. This means that the learning experience is both lacking reality or substance and relating to a material that is actual in existence or reality and requires that the instructor's culture, values and background become an important part of the interaction among learners and tasks in the shaping of meaning. Learners compare their awareness of the truth with that of one who instructs and fellow learners to get to a new, socially tested version of truth. The task is thus the interplay between the person who instructs and the learner. This creates a changing interplay between a difficult undertaking, instructor and learner. This requires that learners and instructors should develop an awareness or intellectual understanding of each other's viewpoints and then look to their own mental acceptance of a claim as likely true, standards and values, therefore being both subjective and objective at the same time.

Some studies prove for the state of being pertinent of mentoring in the process of learning. The social constructivist model thus lay emphasises on the relevance of the connection between the student and the one who instructs in the learning process. Some learning approaches that could contain acting with each other in learning are action which is mutual in teaching, peer collaboration, cognitive apprenticeship, problem-based instruction, web quests, anchored instruction and other approaches that require an act of learning new with other. Relating this to academic performance of university students, instructors which are regarded as lecturers ensure that learners which are the students acquaint themselves with new tasks given. In other for this to be achieved, instructors must introduce new ways of teaching in other to improve the learners understanding of the task. Here, learners are able to absorb these new ideas into previous ones thus bringing about a more improved way to learn new tasks. The learner should have a feeling of connected with the instructors during the time of learning tasks because it brings meaning to how tasks should be done.

## **Moral competence theories**

### **2.1.3 Kohlberg's stages of moral development**

The process of comprehending the stages of moral development should help in developing or improving upon one's morals or things we hold with high esteem. This is especially true if the features of highly moral people are clearly described. Lawrence Kohlberg's theory of moral development was influenced by the idea of the Swiss psychologist Jean Piaget and the American philosopher John Dewey. He was also inspired by James Mark Baldwin. These men posit that human beings develop philosophically and psychologically in a progressive manner.

Piaget studied various aspects of moral judgment, but most of his research work fits into a two-stage theory. Children younger than 10 or 11 years think about moral dilemmas one way; older children assign them in a different way. Younger children consider rules as constant and complete in it and believe rules are laid down by adults or by God and that they cannot replace them. The older child's view is in a state of being relative to something else. The boy or the girl understands that it is possible to replace rules if everyone concurs. Rules are not related to divinity or theology and complete in itself, but are strategies that humans use to get along in a cooperative manner.

At exactly the same time 10 or 11 years children are moral thinking pass through other shifts. To be factual, younger children base their moral judgments more on the result of actions; especially if such a result is unwanted or unpleasant, whereas older children base their judgments on a course of action that a person intends to follow. When, for instance, the young child hears about one boy who broke 15 cups trying to help his mother and another boy who broke only one

cup trying to steal cookies, the young child thinks that the first boy did worse. The child primarily considers the amount of damage the a result of actions, especilly if such a result is unwanted or unpleasant whereas the older child is more likely to judge the quality of being wrong in terms of the motives lying underneath the act (Piaget, 1932, p. 137). There are other series to Piaget's study on moral judgment, but he essentially found a number of things that occur between the age range of 10 and 12, just when the child begins to enter the general stage of formal operations (the teenagers' age).

Kohlberg believed, and was able to show us through studies, that people progressed in their moral way of interpretation. in their foundations for relating the accepted principles of right and wrong behaviour through a number of six distinguishable stages that could be more generally classified into three levels. Kohlberg's six stages might be viewed in this form:

**Level 1 (Pre-Conventional) (up to age 9)**

1. Obedience and punishment orientation
2. Self-interest orientation

**Level 2 (Conventional) (10 years old to adolescence)**

3. Interpersonal accord and conformity  
(also known as, The good boy/good girl attitude)
4. Authority and social-order maintaining orientation  
(also known as, Law and order morality)



### **Level 3 (Post-Conventional) (adulthood)**

5. Social contract orientation
6. Universal ethical principles

(Also known as, principled conscience)

The initial stage of moral thinking is that generally found at the basic school level. In the first stage of this level, people do things according to socially acceptable norms because they are asked to do so by some power to enforce rules or give orders the likes of parent, teacher, guardian, etc. This obedience is used to overpower the threat or application of a penalty to punish wrong doings. The second stage of this level is depicted by a view that right behaviour means the way a particular person acts. The second stage of moral thinking is that generally found in a long standing group of people sharing cultural aspect such as language, dress, norms of behaviours and artistic forms, hence the name "conventional." The first stage of this level (stage 3) is characterized by an attitude which seeks to do what will gain the granting permission of others. The second stage emphasises on the abiding of the rules and regulations. The third stage of moral thinking is one that Kohlberg felt is not reached by the majority of adults. Its first stage (stage 5) is an understanding of social mutuality and a genuine interest in the welfare of others. The last stage (stage 6) is centered on respect for universal principle and the demands of individual conscience. While Kohlberg always believed in the existence of Stage 6 and had some nominees for it, he could never get enough subjects to define it, much less observe their longitudinal movement to it.

Between the Stage 4 ("law and order") and Stage 5, there is a stage that deals with the pending of implementation of something new, Stage 4.5. This stage thus involves a devotion to pleasure "do your own thing."

Kohlberg accept without empirical knowledge that one could not skip stages. They could not, for instance, move from an orientation of selfishness to the law and order stage without passing through the good boy/girl stage. They could only come through understanding of a moral rationale of one stage above their own. Thus, according to Kohlberg, it was crucial to present them with moral circumstances in which a choice must be made between two or more alternatives that seems equally undesirable for discussion which would help them to see the reasonableness of a "higher stage" morality encourages their development in that direction. The last comment refers to Kohlberg's moral discussion approach. He saw this as one of the ways in which moral development can progress through standardized level of education. Note that Kohlberg believed, as did Piaget, that most moral development appears through social occurrence in which two or more persons act upon one another to produce a new effect. The discussion approach is centred on the idea that individuals develop as a result of the part of mental function that deals with logic as opposed to affective which deals with emotions conflicts at their current stage.

Another approach to the stages is as follows, taken basically from Piaget (1932), Kohlberg (1975), and Rosen (1980):

### **Stage 1: Respect for power and punishment.**

A young child (age 1-5) chooses what to do, what is right, according to what he/she wants to do and can do without getting into distressful situations. To be right, you must be willing to comply with the commands of the people in power and, thus, avoid getting into distressful situations.

### **Stage 2: Looking out for #1.**

Children (age 5-10) tend to be self-serving. They don't have an attitude of high respect for the rights of other people but might give to others on the taking upon one's self that they will get more in return. It is most of all a matter of "you scratch my back and I'll scratch yours," instead of fidelity, appreciation, or justice. Motto: "What's in it for me?"

### **Stage 3: Being a "Good Boy" or "Nice Girl."**

People at this stage (age 8-16) have deviated from pleasing themselves to pleasing other important people, often parents, teachers, or friends. They look for approval and comply to someone else's expectations. When they are accused of doing something that is wrong, their behaviour tends to be justified by saying "everyone else is doing it" or "I didn't intend to hurt anyone." Motto: "I want to be nice."

### **Stage 4: Law and order thinking.**

People who are 16 years and above has made societal rules internal and this brings about how they behave. They have the feeling to comply, not only with just family and friends, but also to

society's laws and customs. They see it as relevant to carry out one's responsibility to maintain social order. Leaders are believed to be correct; individuals adopt social rules without putting the fundamental ethical principles involved into consideration. Social control is, therefore, exercised through guilt which is associated with breaking a rule; the guilt in this case is a perfunctory emotional response, not a logically sound reaction of conscience that is based on moral principles (as in stage 6). People at this stage believe that anyone breaking the rules deserves to be punished and "pay their debt to society." Motto: "I'll do my duty."

**Stage 5: Justice through democracy.**

People at this stage recognize the fundamental moral targets that are supposed to be served by laws and social customs; thus, if a law stops serving a good purpose, they feel the people in a democracy should get active and alter the law. Thought of in this way, democracy becomes a social contract whereby everyone tries continuously to create a set of laws that best serves the most people, while protecting the basic rights of everyone. There is respect for the law and a sense of duty to live by the rules, as long as they were founded in a fair manner and fulfil an ethical purpose. Only about 20-25% of today's adults get to reach this stage and most of those that do are supposed to have gotten there after the age of twenty. Motto: "I'll live by the rules or try to bend them."

**Stage 6: Deciding on basic moral principles by which you will live your life and relate to everyone fairly.**

These rather rare people have considered many qualities and have chosen a philosophy of life that truly guides their life. They do not automatically stick to culture or others' beliefs or to their own emotions, intuition, or impellent ideas about right and wrong. Stage 6 people carefully

choose basic principles to follow, such as caring for and respecting every living thing, feeling that we are all same and deserve equal opportunities, or, stated differently, the Golden Rule. They are strong enough to act on their qualities even if others may think that they are strange or if their beliefs are against the law, such as refusing to fight in a war. Motto: "I'm true to my qualities."

According to the first stage in Kohlberg moral development theory during this stage children think of what is right ,doing the right , by obeying authority and avoiding punishment .so at this stage , intact parent tend to devote time to check and balance the Childs' behaviour. When parent are sensitive to the child mistake, corrections are made on how to behave appropriately and thus the child listens and learn from their mistakes. In other for the child avoid punishment, the child learns to imbibe good morals from the parent .But in the other types of family structure. parent might spend lesser time with the child, so the child might not know what is good or bad because there is no one to instruct or punish the child. During the second stage, the children may no longer be impressed by any single authority; they feel that one is free to pursue personal interests. So during this stage the child tends to focus with the parent and peer groups, they tend to follow what it's going to favour them or sometimes follow their own interest.

Children whose parent or families teach good moral tends to behave well in the choosing what favours them, but the child that is not morally brought up, will tend to pay interest in bad moral behavior. So deficiency in these stages will let the child that is not well brought up to misbehave. Kohlberg theory of moral development explains how parent and family influences the moral development.

#### 2.1.4 Social cognitive theory

Contemporary theorists believe it takes time for most people (40-50 years of age), to familiarize with various cultures and values, emotional maturity, self-control and self-respect, considerable thought about qualities, and/or moral progress training to procure this type of moral ratiocination.

The social cognitive theory of morality tries to explain how moral reasoning, in interaction with other psychosocial determinants, rules individual's moral behavior. Social cognitive theory uses an "interactionist" perspective to the development of moral behavior. Personal factors of the individual, such as individual moral thought, emotional responses to behavior, personal moral behavior, and factors within their environment, all interact with, and affect each other. Social cognitive theory contests, in many ways, with the stage theories of moral reasoning. Social cognitive theory tries to understand why an individual uses a lower level of moral reasoning when they are, actually, at a higher level. It also attempts to explain the way social interactions help to form new, as well as revamp moral standards that are in existence. The influence of modeling and other such social factors are explored as functions of growth and development. Albert Bandura also believes that moral progress is best understood by considering a unification of social and cognitive factors, especially those involving self-control.

The social cognitive theory of morality indicates that personal qualities and standards of behavior of each individual comes from many different sources of influence and are maintained by institutional promotion. It also argues that a broad and dynamic social reality is what oversees that adoption of personal qualities and standards of behavior. It affirms that learning from the social environment is a continuous process, personal qualities and standards that are acquired as the individual develops his/her moral thinking can be expanded and altered or ignored in favor of

novel qualities and standards. Hence, because children are said to be repeatedly exposed to the qualities and standards of behavior of not only their parents but those of their peers, possible siblings, as well as other adults that they have interaction with in their lives, they tend to develop qualities and standards that are composites of different features of their familial and social worlds. Thus this theory emphasizes on how children use cognitive sensory processes to observe and learn certain moral behaviors from models and in turn think about this behaviors by weighing its reward and punishment in other to relate in the society.

Albert Bandura (1986, p. 18) in the social cognitive view people are neither driven by inner forces nor automatically shaped and controlled by external forces. Rather, human functioning is described in terms of a model of triadic reciprocity whereby behavior, cognitive and other personal factors, and environmental events all work as interacting determinants of each other. Bandura believes that undergraduates create their own system of right and wrong or moral self. Undergraduates follow their moral self because if this is not followed could bring about the experience of guilt and undergraduates sees to how this can be avoided.

Family structure and relationship theories.

### **2.1.5 Attachment Theory**

Attachment is an in-depth and enduring emotional bond that links one person to another through time and space (Ainsworth, 1973, 1967; Bowlby, 1973). It is not a must for attachment to be mutual. A person may have a strong bonding towards another which is not shared. Attachment is well-known by factual behaviours in children, like seeking closeness with the attachment figure when upset or feeling insecure. Bonding towards behaviour in adults moving in the direction of a child includes responding to stimuli and appropriately to the child's needs.

Such behaviour is capable of being seen universally across cultures. Attachment theory determines how parent-child connection emerges and manipulates later development.

John Bowlby and James Robertson observed that when separated from their mothers, children go through severe distress. Even when such children were fed by other caregivers this did not alleviate the child's anxiety. This discovery opposes the prevalent behavioural theory of attachment which was shown to underestimate the child's bond with their mother. The behavioural theory of attachment posits that the child becomes attached to the mother because she fed him.

Bowlby defined attachment as a "lasting psychological connectedness between human beings" (1973, p.194). Bowlby proposed that attachment can be understood amidst an evolutionary context in that the caregiver provides safety and security for the infant. Attachment is suitable as it enhances the infant's chance of survival. According to Bowlby infants have a general need to seek immediate proximity with their caregiver when under stress or threatened. The most important fact in eliciting attachments is not who feeds and changes the child but who cheers with him or her.

Parent child relationship is important in the area of academic performance and moral development. Being securely attached to one's parent brings a significant development in a child. According to Bowlby [1988], a child view of him/herself is influenced by how his/her mother recognise the child and such a child is likely to fail to recognise him/herself.

Geddes [2006] explains that a child who does not get secure relationship with parents in terms of response to needs especially when stressed, unable child to manage their emotions, engage reciprocal relationship etc. This later leads to the child being dependent upon others for



protection, skills to help child cope with frustrations and develop self confident and ability to relate to others of which serves as qualities necessary to promote management with learning.

Children from single parenthood tend to experience insecure relationship with parents and this in turn brings about poor moral development and poor academic performance.

### **2.1.6 Family deficit model**

Family Deficit Model Hetherington and Kelly, (2002) described Family Deficit Model as the ideal and normal family structure of the nuclear or two- parent family this model claims that single parent families tend to exhibit some negative influences on children since such families are not nuclear in structure. The structure underlines the effects that economic and other background factors could have on academic acquirement of the learners (Donahoo, 2003). In the view of Hill (2006), family deficit model supposes that single-parent households are lacking in some critical ways for effective child training. This could be right since there may not be any single parent (father or mother) that can fully play the responsibilities of a father and mother in bringing up a child in all these facets such as housing feeding clothing shelter and education.

## **2.2 LITERATURAL REVIEW**

### **2.2.1. Family structure and Academic performance:**

Jacobs (2011) and Berh (1990) state that academic achievement depends largely on the quality of teaching and motivation. Positive motivation of the child is expected to start from the home. Henderson (1981) concludes that the greatest potential for increasing learner's achievement at school resides at home. The researcher is of the view that academic achievement of children are combined effort starting from parents to the teachers and the child's ability and

interest. He adds that parental involvement has an influence on the academic achievement of learners. The present researcher therefore submits that academic achievement is motivated by both teachers and parents.

Education of a child is a combined effort by parents and teachers; however parents take the lead at home by educating the child the norms and values of the society. Both parents take a share in raising children, but they assume different roles. There is nothing as good as parents being together with their children sharing daily in the good atmosphere of love and understanding each others. The present researcher had come in contact with a highly supportive post divorced parents that still maintain good relationship especially when it has to do with their child's wellbeing. They have some good communications, the child has lacked nothing the father always visits his child during graduation at school, or celebration of his birthdays, although the parents are divorced.

Majority of children that are raised from single parent home are suffering due to the fact that there is no good communications between of the both parents. Single parenthood reduces the financial resources of the family thereby reduces all the opportunities money could have given the children as to their education and all other necessary opportunities. Apart from lack of financial resources, children will want their parents to interact with them, have some problems solved or help in doing their home work disciplines and supervise them but in a family where there is no father present as a result of divorce, there is usually less parenting to do these for them, a single parent may not meet up with all these tasks.

There is a saying that charity begins at home. As such the child should be exposed to some academic work at home to enable him/her meet up at school. Joshua and Victor (1996)

Found that children of single parent homes show varying degrees of lower achievements dependent upon their individual backgrounds. For undergraduates to achieve their potentials whether from single parents or intact family, the learner must adjust to the environment physically, socially and otherwise. Some research reports such as Onzima (2011), explained that single parent or step parent children have the tendency of not finishing up their studies at the high school and college levels; have less parental care, parent monitoring of school work and have less social supervision. Ferreira (1994) and Zangqa (1994) add that such parents are not always available and children may grow up in a home where one or both parents are absent.

Family setting and background is key to a student's life and outside of school, has the most important influence on student's academic achievement and consists of factors such as socio-economic status; two-parent versus single-parent households; divorce case; parental practices and aspirations; family size; maternal characteristics; and neighborhood (Major banks 1996). The environment inside home is the basic socializing agent and effects student's interest in school and aspirations for the future single parent faces doubled responsibilities requiring time, attention and money of the parent. Hence, less attention is paid to the education of the child. The teachers commonly describe children from single parent as more hostile, aggressive, anxious, fearful, hyperactive and distractive than children from intact family (Nwachukwu 1998). Thus, this study is set out to find out whether the influence of family structure on academic performance Both mothers and fathers play important roles in the growth and development of children. The number and the type of parents (e.g., biological, step) in the household, as well as the relationship between the parents, are consistently linked to a child's well-being. [Data source from child trends.org, 2014].

Among young children, for example, those living with no biological parents, or in single-parent households, are less likely than children with two biological parents to exhibit behavioral self-control, and more likely to be exposed to high levels of aggravated parenting, than are children living with two biological parents. Children living with two married adults (biological or adoptive parents) have, in general, better health, greater access to health care, and fewer emotional or behavioral problems than children living in other types of families.[ Data source from child trends.org, 2014].

Among children in two-parent families, those living with both biological parents in a low-conflict marriage tend to do better on a host of outcomes than those living in step-parent families. Outcomes for children in step-parent families are in many cases similar to those for children growing up in single-parent families. Children whose parents are divorced also have lower academic performance, social achievement, and psychological adjustment than children with married parents. Reliance on kin networks (for example, living with grandparents) can provide social and financial support for some families, particularly single-parent families. However, the evidence suggests that children who live in households with single mothers in some cases fare better, and in other cases worse, when also living with a grandparent. [ Data source from child trends.org, 2014].

Single-parent families tend to have much lower incomes than do two-parent families, while cohabiting families fall in-between. Research indicates, however, that the income differential only partially accounts for the negative effects on many areas of child and youth well-being (including health, educational attainment and assessments, behavior problems, and psychological well-being) associated with living outside of a married, two-parent family.[ Data source from child trends.org, 2014].

### 2.2.2 FAMILY RELATIONSHIP AND MORAL COMPETENCE

Moral competence refers to the affective orientation to perform altruistic behaviors towards others and the ability to judge moral issues logically, consistently, and at an advanced level of development. Promotion of moral competence means fostering the development of justice judgment and altruistic behavior in undergraduates. It is the goal of education to help undergraduates develop the value of universal justice and universal love. Studies showed that parents exert significant influences on the development of moral competence in children and undergraduates. According to Hing Keung Ma [2012], he stated that "Undergraduates agree with parents in the ways they judge moral events and attribute legitimacy to parental authority". Research also indicated that the development of prosocial behavior is enhanced by exposure to parental warmth and adult guidance. Ma et al[2012] also found that perceived parental influences by Chinese undergraduates in Hong Kong was positively associated with frequency of pro-social behavior and negatively associated with frequency of delinquent behavior. Researchers define parental monitoring as parental behaviors that regulate and provide awareness of their offspring's whereabouts, conduct, and companions. Parental monitoring is important since it reduces undergraduates' externalizing outcome (Hing Keung Ma, 2012)

During adolescence, parents' knowledge of their children's whereabouts and friends becomes important for reducing and preventing problem behaviors since peers become an important socializing agent (Hing Keung Ma, 2012). Parental monitoring efforts differ from childhood to adolescence since parents often rely on their offspring to inform them about their location and activities when away from home; therefore, effective parental monitoring relies upon effective parent-child communication (Hing Keung Ma 2012). Since parents exert tremendous amount of influences on the development of moral competence in undergraduates, it is natural that parents should be taught to understand the genuine concept of moral competence.

the moral developmental pattern, and the strategies to foster the development of morality in their children. As far as possible, parent education for promoting moral competence in undergraduates should be incorporated in any of the educational packages involving moral competence (Hing Keung Ma, 2012)

### 2.3 HYPOTHESES

1. There will be a significant influence of family structure on moral competence and academic performance among undergraduates.
2. Undergraduates with poor family relationship will have low mean score on moral competence than their counterparts.
3. Undergraduates with poor family relationship will have low mean score on academic performance than their counterparts.
4. Female participants will have higher mean score on moral competence than their male counterparts.

### 2.4 OPERATIONAL DEFINITION OF TERMS

**Academic performance:** This is defined as the degree of the academic success of the student. It is the outcome of learning that students have experienced. The study used cumulative grade point accumulated (CGPA) of students to measure academic performance.

**Moral competence:** moral competence refers to the affective orientation to perform altruistic behaviours towards others and the ability to judge moral issues logically, consistently, and at an advanced level of development. It was measured using the moral competence inventory [MCI]

developed by Daniel E. Martin [2010]. scores between 100-89 are considered high, 60-79 moderate, 40 -59 low while 20- 39 very low.

**Family Structure:** Family Structure can be defined as the relationship status of individual parent, which can be either intact (two-parent) or disrupted parenting (divorced, single parent, separated and cohabiting). It was measured using Bio Data form [BDF].

**Family relationship;** family relationship is said to be the relatedness or belongingness within a family. It was measured using index family relation [IFR] it was developed by Walter .W: Hudson (1997). Scores range from 0 to 100 where higher scores indicate greater amounts of family discord.

## CHAPTER THREE

### METHOD

#### 3.1 Research design

This study adopted an ex post facto research design. Data was collected based on the use of self report instruments. Ex post facto research design was used in this study because there was no manipulation or measurement of the independent variables (family structure and relationship) because manifestations of these variables have being made on the dependent variables (moral competence and academic performance) before investigation on its effect were established.

#### 3.2 participants

Participants used for the study was two hundred [200] undergraduate. There were one hundred and twelve [56.0%] male undergraduate while females were eighty eight [44.0%]. One hundred and seventy three [86.5%] were Christians, twenty four [12.0%] were Muslims while three [1.5%] were traditional. The ages of participants ranged from 16 years to 35 years with mean age 21.63 years and standard deviation of 3.03 years.

#### 3.3 sampling technique

The sample size consisted of 200 participants from 200 levels to 400 level undergraduates. The participants were undergraduates from faculty of social science, science, agriculture and engineering. They were sampled using non-random convenience sampling techniques.



### 3.4 Instruments

The research instrument consists of one standardised psychological scales. The instruments were divided into three sections. The items in the first section focus on family structure which measures the level of respondent family relation, using *Index of Family Relations (IFR)*. The items in the second section focus on moral competence. The response format both section A and Section B are in likert scale. The third section includes items that seek information on respondent's socio-demographic variables such as, gender, age and religion.

**3.4.1 Index of Family Relation (IFR):** This section contains statement/items that seek information on respondent's perception of the level of their family structure and relationship. The IFR is a 25-item scales used to measure the extent, severity or magnitude of problems that family members have in their relationships with one another. The scale is a standardised psychological scale was developed by Walter .W. Hudson (1997). The response format is also 1-7 point likert-scale ranging from 1 = (None of the time) =2 = (Very rarely) 3 = (A little of the time) 4 = (Some of the time) 5 = (A good part of the time) 6 =( Most of the time) 7 = (All of the time). The IFR is scored by reverse-scoring of items 1, 2, 4, 5, 8, 14, 15, 17, 18, 20, 21, and 23. The next step is summing the scores, subtracting the number of completed items, multiplying this figure by 10, and dividing by the number of items completed times 6. This will produce a range from 0 to 100 with higher scores indicated greater magnitude or severity of problems. The internal reliability of the IFR was reasonable at .90. Hence, the reliability was established in this study with Cronbach's alpha of .87

**3.4.2. Moral Competence Inventory (MCI):** This second section contains statement/items that seek information on respondent's perception of the level of moral competence. The scale is a standardised psychological instrument developed by Daniel E. Martin (2010) to measure the

level of individual moral related behaviour. The scale measures ten dimensions of moral behaviour. However, only 20-items will be selected from this original version of the scale. The sample of the items include; 'Am trusted to keep secrets. Keep my promises, Believe that honesty is the basis for trust, Can be trusted to keep my promises, Am true to my own values, Lie to get myself out of trouble .The response format of the scale is also in likert scale which range from Very inaccurate=1, moderately inaccurate=2, Neither inaccurate nor accurate=3, Moderately accurate=4 and Very accurate =5. The scoring involves addition of respondent scores on each item to measure their moral competence. The internal reliability of the MCI was reasonable at. Hence, the reliability was established in this study with Cronbach's alpha of .89.

**3.4.3 Bio Data Form (BDF):** This is the third section comprises, items which seeks information about respondent's socio-demographics data. These include relationship status, age, religion, gender, level, ethnicity, CGPA etc. It is necessary to request data on these socio-demographics variables in order to have better understanding on how they predict academic performance of undergraduates and moral competence. In this category Sex has two levels; Male and Female.

### **3.5 Procedure**

The administration of the questionnaire took place at federal university lecture theatre. Two hundred undergraduates were given informed consent verbally. The participants were assured of data confidentiality and the data was used for academic purpose only. A copy of the questionnaire was given to each participant in other to provide us with information. Out of 206 questionnaires that were given to the participants, 200 were completed and returned thereby giving a response rate of 97.09%. Participation in this survey was completely voluntary. It took about three days to collect the data.

### 3.6 statistical tools/ techniques

Data were analysed using statistical package for the social sciences [SPSS]. Descriptive statistics such as frequency, mean, standard deviation was conducted to describe the socio demographic information of respondents. The entire hypotheses were tested at 0.05% level of significance so that the relationship between the independent and dependent variables will be established. Based on this, t-test for independent samples was adopted to test hypotheses one, two, three and four.

## CHAPTER FOUR

### RESULTS

The data collected were scored and analysed. The following are the results:

**Table 1: Means (M), Standard Deviations (SD) and Correlations among the Study Variables**

Variable	M (SD)	A	1	2	3
N=200					
1. Age	21.63(3.03)	-	-		
2. Family Relations	146.30(17.53)	0.87	0.01	-	
3. Moral Competence	149.59(20.41)	0.89	0.13*	0.27**	-
4. Academic Performance	3.39(0.79)	-	-0.11*	0.04	0.08

<sup>NS</sup> Not Significant

#### Hypothesis One

There will be a significant influence of family structure on moral competence and academic performance.

**Table 2.1: Independent t-test analysis testing the influence of single parenthood (father) on moral competence and academic performance**

Variable	Living with father alone	N	X	S.D	Df	T	Sig.
Moral Competence	Yes	35	151.09	21.63	198	0.48	P > 0.05
	No	165	149.27	20.20			
Academic Performance	Yes	35	3.54	0.76	198	1.22	P > 0.05
	No	165	3.56	0.80			

Table 2.1 shows that there is no significant difference in the mean scores of participants who are living with father alone (151.09) and those not living with father alone (149.27) on levels of moral competence [ $t_{198} = 0.48, P > 0.05$ ]. Similarly, there is no significant difference in the mean scores of participants who are living with father alone (3.54) and those not living with father alone (3.56) on level of academic performance [ $t_{198} = 1.22, P > 0.05$ ]. This means that participants who stay only with their fathers and those who do not are not dissimilar on levels of moral competence and academic performance.

**Table 2.2: Independent t-test analysis testing the influence of single parenthood (Mother) on moral competence and academic performance**

Variable	Living with Mother Alone	N	X	S.D	Df	t	Sig.
Moral Competence	Yes	43	147.14	20.04	198	0.38	P > 0.05
	No	157	150.25	20.53			
Academic Performance	Yes	43	3.5	0.76	198	1.05	P > 0.05
	No	157	3.36	0.80			

Table 2.2 shows that there is no significant difference in the mean scores of participants who are living with mother alone (147.14) and those not living with their mother alone (150.25) on levels of moral competence [ $t_{198} = 0.38, P > 0.05$ ]. Similarly, there is no significant difference in the mean scores of participants who are living with mother alone (3.5) and those not living with mother alone (3.36) on level of academic performance [ $t_{198} = 1.05, P > 0.05$ ]. This means that

participants who stay only with their mothers and those who do not are not dissimilar on levels of moral competence and academic performance.

**Table 2.3: Independent t-test analysis testing the influence of parental proximity on moral competence and academic performance**

Variable	Parents Living Together	N	X	S.D	Df	T	Sig. (1-tail)
Moral Competence	Yes	154	148.93	19.90	198	-0.83	P > 0.05
	No	46	151.78	21.84			
Academic Performance	Yes	164	3.44	0.78	198	1.84	P < 0.05
	No	36	3.19	0.80			

Table 2.2 shows that there is no significant difference in the mean scores of participants whose parents are living together (148.93) and not living together (151.78) on levels of moral competence [ $t_{198} = -0.83, P > 0.05$ ]. This means that participants whose parents are living together and not living together are not dissimilar on levels of moral competence. However, there is a significant difference in the mean scores of participants whose parents are living together (3.44) and not living together (3.19) on levels of academic performance [ $t_{198} = 1.05, P < 0.05$ ]. This means that participants whose parents are living together are more academically successful than those whose parents not living together.

**Table 2.4: Independent t-test analysis testing the influence parental divorce on moral competence and academic performance**

Variable	Divorce	N	X	S.D	Df	t	Sig. (1-tail)
Moral Competence	Yes	28	142.68	15.97	198	1.94	P < 0.05
	No	172	150.71	20.87			
Academic Performance	Yes	164	3.24	0.99	198	0.32	P > 0.05
	No	36	3.41	0.76			

Table 2 shows that there is a significant difference in the mean scores of participants whose parents are divorced (142.68) and not divorced (150.71) on levels of moral competence [ $t_{198} = 1.94, P < 0.05$ ]. This means that participants whose parents are not divorced are high on levels of moral competence than participants whose parents are divorced. However, there is no significant difference in the mean scores of participants whose parents are divorced (3.24) and not divorced (3.41) on levels of academic performance [ $t_{198} = 0.32, P > 0.05$ ]. This means that participants whose parents are divorced and those whose parents are not divorced are not different on levels of academic performance.

Therefore hypothesis one is partially supported

### **Hypothesis 2**

Undergraduates with poor family relations will have low mean score on moral competence.

**Table 3: Independent t-test analysis testing the influence of family relations on moral competence**

Variables	Family Relations	N	X	S.D	Df	t	Sig. (2-tailed)
Moral Competence	Poor Family Relations	74	143.68	18.39	198	-3.21	P < 0.05
	Good Family Relations	126	153.06	20.81			

$t(198) = -3.21, P < 0.05$

Table 3 shows that there is a significant difference in the mean scores of participants with poor (143.68) and good family relations (153.06) on levels of moral competence [ $t_{198} = -3.21, P < 0.05$ ]. This means that participants with poor family relations are low on moral competence than their counterparts who have good family relations. Therefore, hypothesis two is supported.

### Hypothesis 3

Undergraduates with poor family relations will have low mean score on academic performance than their counterparts who have good family relations.

**Table 4: Independent t-test analysis testing the influence of family relations on academic performance**

Variables	Family Relations	N	X	S.D	Df	t	Sig. (2-tailed)
Academic Performance	Poor Family Relations	74	3.35	0.86	198	-0.47	P > 0.05
	Good Family Relations	126	3.41	0.75			

$t(198) = -0.47, P > 0.05$



Table 4 shows that there is no significant difference in the mean scores of participants with poor (3.35) and good family relations (3.41) on levels of academic performance. [ $t_{198} = -0.47, P > 0.05$ ]. This means that participants with poor family relations are not different from their counterparts who have good family relations on academic performance. Therefore, hypothesis three is not supported.

#### Hypothesis 4

Female participants will have higher mean score on moral competence than their male counterparts.

**Table 5: Independent t-test analysis testing the influence of gender on moral competence**

Variables	Sex	N	X	S.D	df	t	Sig. (1-tailed)
Moral Competence	Male	112	147.33	22.15	198	1.77	P < 0.05
	Female	88	152.45	17.67			

$t(198) = 1.772, P < 0.05$

Table 5 shows that there is a significant difference in the mean scores of male (147.33) and female participants (152.45) on levels of moral competence [ $t_{198} = 1.77, P < 0.05$ ]. This means that female participants are morally competent than male participants. Therefore, hypothesis four is support.

## CHAPTER FIVE

### DISCUSSION, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Discussions

Hypothesis one stated that there will be a significant influence of family structure on moral competence and academic performance. The result showed that there was no significant difference of single parenthood [father] on moral competence and academic performance. It explains that undergraduates who live with father alone and those who don't live with father alone are not dissimilar on levels on moral competence and academic performance. Undergraduates' performance in school depends on their individual upbringings that are imbedded into them. Similarly, Ushie, MA, Emeka, J.O, Onongi, Gi and owolabi E.O (2012) investigated the influence of family structure on students academic performance in a sample consisting of secondary school students. The result of the study demonstrated that single parenthood did not significantly affect their academic performance.

However, being reared by a single parent <father > did not result in lack of morals and poor academic performance. In contrast to the study mentioned above, Uwaifo (2008) found out the children raised in two parent family structure are often stable emotionally of which they suffer less emotional problems. Thereby making them less anxious in pursuit of the academic work. Those reared by single parents'. Also Amaka and keita (1991) and lauer and laven (1991) examined that children in single peer families were at greater risk of performing low academically and developing poor morals due to less parental control and less use of consistent discipline in the child.

In assessing the influence of Single parenthood mother on moral competence and academic performance, the result showed that single parenthood < mother > has no significant influence on moral competence and academic performance .The aforementioned studies explained that single parenthood does not influence morals and academic performance of undergraduates.

Thirdly, in assessing the influence of parental proximity on moral competence and academic performance, the result showed that undergraduates whose parents are living together are not dissimilar on level of moral competence while participants whose parents are living together are more academically successful than those whose parents are not living together. Previous research indicates that both parents have influence on the academic success of a child, in the sense that high level of parenting supervision and emotional support for the child brings about this success. Nzewunwah <1995>observed that children who are raised in two parent family structure are often stable emotionally in the pursuit of their academic work. Accordingly, McLanahan and sandefour (1994) stated that children from single parent homes are more likely to experience low academic achievements and aspirations. Uwaifo (2008) in his study noted that situations may occur where some children in single parent family structure perform better academically than children from two parent family structure.

Furthermore, the study on parental attachment and moral judgment, competence of millennial Generation college studies (2009) found out that there was no significant correlation between parental attachment and moral competence. The finding harmonized with Kohlberg's(1969)theory that parent s have less influence on moral development as children reach adolescence and early adulthood .Also vanijzendoorn \$ Zwart-woudstra (1995), found out that there was no relationship between moral reasoning and parental attachment.

Lastly, assessing the influence of parental divorce on moral competence and academic performance, the result showed that undergraduates whose parents are not divorced are high on levels of moral competence than participants whose parents are divorced are not different on levels of academic performance. Previous researchers have stated that undergraduates from both parent homes are high on morals than undergraduates from single parenthood settings who tend to have unpleasant values. Ayodele (2007) stated that the environment where a child finds himself/herself goes a long way in determining his learning ability and ultimately their academic performance in the school. Similarly, Igbinosav & Omoruyi (2014) investigated the influence of broken homes on academic performance and personality development in a sample consisting of undergraduates. The result demonstrated that broken homes had no significant relationship on academic performance. Undergraduates who are reared from both parents who are divorced and parents who are not divorced are not affected academically in the sense that academic performance can be influenced by many factors.

Hypothesis Two stated that undergraduates with poor family relations would have low mean scores on moral competence. The result showed family relation significantly influenced moral competence. The result can easily be explained from the aspect of social cognitive theory of morality by Albert Bandura. Here, the theory explains how morals are developed through observation of the world around them. These observations are made from the family as it serves as the first institution for learning. Families are said to influence all aspect of development – biological social emotional and cognitive aspects of a child. The upbringing of a child used is important for the child moral development.

Hypothesis three stated that undergraduates with poor family relation would have low mean score on academic performance than their counter parts who have good family relations. The

result showed that family relations has no significant influence on academic performance .It has being noticed that researcher don't put into consideration the cognitive ability of a child .family relationship with children may not necessarily influence or determine their level of academic performance. Socio economic status is one important factor to consider when examining academic performance .Studies have found out that children from lower social economic status families were more likely to perform poorly on achievement test.

In contrast to this research, studies based on parent –child relationship and how marriage discord have impact on academic achievement showed that supportive parent child relationship do not show the same poor academic outcomes (forehand et al ,1991;El-sheikh and Elmore staton ,2004;Amato and Keith 1991). Also , Rodgers and rose (2001) found that undergraduates in divorced families do not perform academically well as peers in never divorced two parent families and that attachment to school was a stronger predictor of academic achievement for children in divorced families ,than for children in two-parent families.

Hypothesis four stated that female participants would have higher mean score on moral competence than their male counterparts. The result showed that gender significantly influenced moral competence. Similarly, Tapia (1999) and Dunn (2002) emphasized that girls score better in regards to empathy, social responsibilities and interpersonal relationship than boy's .Researchers over time examined gender difference in term of moral orientation preferences, they deduced that women preferred principles of care while men preferred orientations based on justice principle. This emphasize on the difference between the moral behaviours between males and females.

## 5.2 Conclusions

The study investigated family structure and relationship as determinants of academic performance and moral competence among undergraduates in Oye-Ekiti. The study found that family structure partially had significant influence on moral competence and academic performance; single parenthood (father) had no significant influence on moral competence and Academic performance, Single parenthood (mother) had no significant influence on moral competence and Academic performance, parental proximity had no significant influence on moral competence but parental proximity significantly influenced academic performance, and parental divorce significantly influenced moral competence while parental divorce had no significant influence on academic performance. Family relations significantly influenced moral competence, while family relations had no significant influence on academic performance and gender significantly influenced moral competence among undergraduates

## 5.3 Recommendations

The present study contributed to existing knowledge and expands to understanding of family structure and relationship as determinants of academic performance and moral competence among undergraduates in Oye Ekiti. However, based on the findings of the study, the following recommendations are made;

- a. Parents should ensure that they have secure relationships with their child in order to maintain a healthy development. This in turn brings about effects on the cognitive, social and emotional functioning of the child.

- b. Instructors [teachers] should ensure that learners [students] are exposed to new methods of learning when tasks are given which in turn improves the academic success of the learner.
- c. Government should provide conducive and supportive school environment on the basis of student academic success.
- d. Families should maintain good relations with their children in order to maintain high level of moral behaviours.

#### **5.4 Limitations of the study**

As with most –study researches, this study is subjected to several limitations

Firstly, convenience sampling and relatively few of totals of 200 undergraduates' students were available for the current analyses. Thus, the sample of this study was relatively small considering the population of undergraduates available in the study area. Therefore, the results should be considered as preliminary. Secondly, Items in the questionnaire were too lengthy and this made the respondents to be reluctant toward responding to the test Item and that can affect their response in answering the questionnaire. Thus, use of few item questions should be adopted. Thirdly, the location of which the study was being control out hindered the extent to which the findings can be generalized beyond its scope. Lastly, findings of academic performance were not accurate as results of CGPA were provided by the students and this may have resulted in false response by students.

Despite the limitations mentioned, this study has contributed to understanding how family structure /relationship are determinants of academic performance and moral competence among undergraduates in oye ekiti.



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APPENDIX

FEDERAL UNIVERSITY OYE (FUOYE), EKITI-STATE NIGERIA

FACULTY OF HUMANITES AND SOCIAL SCIENCE

DEPARTMENT OF PSYCHOLOGY

Dear respondent,

I am a final year student of the above –named department conducting a survey on the relationship between family relationship and moral competence. This survey is a research project conducted for the fulfilment for the award of B.sc degree in Psychology.

Kindly note that your identity is not required in order to participate in this survey and the information provided will be taken confidential .This survey usually takes between 15 to 20 minutes to complete .please give your immediate impressions about the questions in the survey. There is no right or wrong answers.

Thank you for your cooperation.

Sincerely,

Taiwo Olatoye .E.

Please give your consent to participate in this survey by ticking the box below.

I agree to participate in this survey

**SECTION A:** This questionnaire is designed to measure the way you feel about your family as a whole. It is not a test, so there are no right or wrong answers. Answer each item as carefully and as accurately as you can by placing a number beside each one as follows. The number stands for

1 = None of the time

2 = Very rarely

3 = A little of the time

4 = Some of the time

5 = A good part of the time

6 = Most of the time

7 = All of the time

S/N	Items	1	2	3	4	5	6	7
1	The members of my family really care about each other.	1	2	3	4	5	6	7
2	I think my family is terrific	1	2	3	4	5	6	7
3	My family gets on my nerves	1	2	3	4	5	6	7
4	I really enjoy my family	1	2	3	4	5	6	7
5	I can really depend on my family	1	2	3	4	5	6	7
6	I really do not care to be around my family	1	2	3	4	5	6	7
7	I wish I was not part of this family	1	2	3	4	5	6	7
8	I get along well with my family	1	2	3	4	5	6	7

9	Members of my family argue too much	1	2	3	4	5	6	7
10	There is no sense of closeness in my family	1	2	3	4	5	6	7
11	I feel like a stranger in my family	1	2	3	4	5	6	7
12	My family does not understand me	1	2	3	4	5	6	7
13	There is too much hatred in my family	1	2	3	4	5	6	7
14	Members of my family are really good to one another	1	2	3	4	5	6	7
15	My family is well respected by those who know us	1	2	3	4	5	6	7

1 = None of the time

2 = Very rarely

3 = A little of the time

4 = Some of the time

5 = A good part of the time

6 = Most of the time

7 = All of the time

16	There seems to be a lot of friction in my family	1	2	3	4	5	6	7
17	There is a lot of love in my family	1	2	3	4	5	6	7
18	Members of my family get along well together.	1	2	3	4	5	6	7
19	Life in my family is generally unpleasant	1	2	3	4	5	6	7
20	My family is a great joy to me	1	2	3	4	5	6	7
21	I feel proud of my family	1	2	3	4	5	6	7
22	Other families seem to get along better than ours.	1	2	3	4	5	6	7
23	My family is a real source of comfort to me	1	2	3	4	5	6	7
24	I feel left out of my family	1	2	3	4	5	6	7
25	My family is an unhappy one.	1	2	3	4	5	6	7

### Section B

**Instruction:** Please choose one rating in response to each statement by pointing the number that corresponds to your rating. Respond honestly to get the most value. Do your best to rate yourself accurately in terms of how you really behave. The numbers stands for

1 = Very inaccurate    2 = Moderately inaccurate    3 = Neither inaccurate

nor accurate    4 = Moderately accurate    5 = Very accurate

S/N	ITEMS	1	2	3	4	5
1	Am trusted to keep secrets	1	2	3	4	5
2	Keep my promises.	1	2	3	4	5
3	Believe that honesty is the basis for trust	1	2	3	4	5
4	Can be trusted to keep my promises	1	2	3	4	5
5	Am true to my own values.	1	2	3	4	5

1 = Very inaccurate    2 = Moderately inaccurate    3 = Neither inaccurate

Nor accurate    4 = Moderately accurate    5 = Very accurate

6	Lie to get myself out of trouble.	1	2	3	4	5
7	Am hard to understand	1	2	3	4	5
8	Feel like an imposter	1	2	3	4	5

9	Like to exaggerate my troubles	1	2	3	4	5
10	Would never take things that aren't mine.	1	2	3	4	5
11	Would never cheat on my taxes.	1	2	3	4	5
12	Believe there is never an excuse for lying.	1	2	3	4	5
13	Always admit it when I make a mistake	1	2	3	4	5
14	Rarely talk about sex.	1	2	3	4	5
15	Return extra change when a cashier makes a mistake.	1	2	3	4	5
16	Try to follow the rules	1	2	3	4	5
17	Easily resist temptations	1	2	3	4	5
18	Tell the truth	1	2	3	4	5
19	Rarely overindulge.	1	2	3	4	5
20	Have sometimes had to tell a lie	1	2	3	4	5
21	Use swear words	1	2	3	4	5
22	Use flattery to get ahead	1	2	3	4	5
23	Am not always what I appear to be	1	2	3	4	5
24	Break rules.	1	2	3	4	5

25	Cheat to get ahead	1	2	3	4	5
26	Don't always practice what I preach	1	2	3	4	5
27	Misuse power	1	2	3	4	5
28	Get back at others	1	2	3	4	5
29	Am likely to show off if I get the chance.	1	2	3	4	5
30	Return extra change when a cashier makes a mistake.	1	2	3	4	5
31	Try to forgive and forget.	1	2	3	4	5
32	Like to be of service to others	1	2	3	4	5
33	Act according to my conscience.	1	2	3	4	5
34	Anticipate the needs of others	1	2	3	4	5
35	Take others' interests into account	1	2	3	4	5
36	Am polite to strangers	1	2	3	4	5
37	Am able to cooperate with others	1	2	3	4	5
38	Appreciate people who wait on me.	1	2	3	4	5
39	Try not to think about the needy.	1	2	3	4	5



(a) Age as at last birthday.....(yr)

(b) Level .....

(c) Religion Affiliation: Christianity ( ) Islam ( ), Traditional( ) Others ( )

(d) Family type:

I. Are you living with only your father? Yes

No

II. Are you living with only mother? Yes

No

III. Are you living with both parents? Yes

No

IV. Did your parents do any form of marriage before living together? Yes or NO

If yes , specify the type ( Court ), ( Traditional ) or ( Church ) .....

V. Are your parents living together? Yes

No

VI. Are they divorce? Yes

No

(e) Ethnicity: Yoruba( ), Igbo( ), Hausa( ), Others( )

(f) Faculty ; social science ( ), Science ( ), Agriculture ( ), Engineering ( )

(g) You are kindly requested to write your current **Cumulative Grade Point Average** ( CGPA ) in this part .Please ,be truthful in this section as your sincerity will make this research more useful .REMEMBER THAT YOUR NAME OR IDENTITY IS NOT REQUIRED in this questionnaire .

My CGPA as at last semester is .....

**Frequencies**

	SEX	LEVEL	Statistics				Parental Marital Status	Marriage Type
			Living with Father Alone	Living with Mother Alone	Living with both Parents	ETH		
N	Valid Missing	200 0	200 0	200 0	200 0	200 0	200 0	

N	Divorce		ETH		FAC
	Valid	Missing	200	0	

**Frequency Table**

	SEX			Cumulative Percent
	Frequency	Percent	Valid Percent	
Male	112	56.0	56.0	56.0
Female	88	44.0	44.0	100.0
Total	200	100.0	100.0	

	LEVEL			Cumulative Percent
	Frequency	Percent	Valid Percent	
200	80	40.0	40.0	40.0
300	64	32.0	32.0	72.0
400	56	28.0	28.0	100.0
Total	200	100.0	100.0	

	Religious Affiliation			Cumulative Percent
	Frequency	Percent	Valid Percent	
Christianity	173	86.5	86.5	86.5
Islam	24	12.0	12.0	98.5
Traditional	3	1.5	1.5	100.0
Total	200	100.0	100.0	

Living with Father Alone

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	35	17.5	17.5	17.5
No	165	82.5	82.5	100.0
Total	200	100.0	100.0	

Living with Mother Alone

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	43	21.5	21.5	21.5
No	157	78.5	78.5	100.0
Total	200	100.0	100.0	

Living with both Parents

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	164	82.0	82.0	82.0
No	36	18.0	18.0	100.0
Total	200	100.0	100.0	

Parental Marital Status

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	173	86.5	86.5	86.5
No	18	9.0	9.0	95.5
No Indication	9	4.5	4.5	100.0
Total	200	100.0	100.0	

Marriage Type

	Frequency	Percent	Valid Percent	Cumulative Percent
Court	21	10.5	10.5	10.5
Traditional Church	45	22.5	22.5	33.0
Tradition and Church	70	35.0	35.0	68.0
Tradition and Court	14	7.0	7.0	75.0
All	2	1.0	1.0	76.0
Court and Church	6	3.0	3.0	79.0
No Indication	4	2.0	2.0	81.0
Total	38	19.0	19.0	100.0
	200	100.0	100.0	

**Divorce**

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	28	14.0	14.0	14.0
No	172	86.0	86.0	100.0
Total	200	100.0	100.0	

**ETH**

	Frequency	Percent	Valid Percent	Cumulative Percent
Yoruba	164	82.0	82.0	82.0
Igbo	27	13.5	13.5	95.5
Hausa	4	2.0	2.0	97.5
Others	5	2.5	2.5	100.0
Total	200	100.0	100.0	

**FAC**

	Frequency	Percent	Valid Percent	Cumulative Percent
Social Sciences	122	61.0	61.0	61.0
Science	74	37.0	37.0	98.0
Agric	2	1.0	1.0	99.0
Engineering	2	1.0	1.0	100.0
Total	200	100.0	100.0	

**Descriptives**

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
AGE	200	16	35	21.63	3.028
Family Relations	200	76	174	146.30	17.526
Moral Competence	200	67	191	149.59	20.414
Academic Performance	200	1.07	4.78	3.3875	.79375
Valid N (listwise)	200				

T-TEST GROUPS=SP1 (1 2)  
 /MISSING=ANALYSIS  
 /VARIABLES=MC CGPA  
 /CRITERIA=CI (.95).

**T-Test**

Group Statistics					
	Living with Father Alone	N	Mean	Std. Deviation	Std. Error Mean
Moral Competence	Yes	35	151.09	21.630	3.656
	No	165	149.27	20.201	1.573
Academic Performance	Yes	35	3.5357	.76104	.12864
	No	165	3.3560	.79922	.06222

**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Moral Competence						
	Equal variances assumed	.717	.478	198	.633	1.819
	Equal variances not assumed		.457	47.409	.650	1.819
Academic Performance						
	Equal variances assumed	.000	1.218	198	.225	.17971
	Equal variances not assumed		1.258	51.188	.214	.17971

**Independent Samples Test**

	Std. Error Difference	95% Confidence Interval of the Difference	
		Lower	Upper
Moral Competence	3.806	-5.687	9.325
Academic Performance	3.980	-6.186	9.824
	14754	-.11123	.47066
	14290	-.10714	.46656

T-TEST GROUPS=SP2 (1 2)  
 /MISSING=ANALYSIS  
 /VARIABLES=MC CGPA  
 /CRITERIA=CI (.95).

**T-Test**

**Group Statistics**

	Living with Mother Alone	N	Mean	Std. Deviation	Std. Error Mean
Moral Competence	Yes	43	147.14	20.041	3.056
	No	157	150.25	20.527	1.638
Academic Performance	Yes	43	3.5000	.75697	.11544
	No	157	3.3566	.80311	.06410

**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Moral Competence	.144	.705	-.886	198	.377	-3.115
Academic Performance	.766	.382	-.898	68.089	.372	-3.115
			1.050	198	.295	.14338
			1.086	70.095	.281	.14338

**Independent Samples Test**

	Std. Error Difference	t-test for Equality of Means	
		95% Confidence Interval of the Difference	Upper
Moral Competence	3.515	-10.048	3.817
Academic Performance	3.468	-10.035	3.804
	.13659	-.12597	.41273
	.13204	-.11996	.40671

T-TEST GROUPS=FTP(1 2)  
 /MISSING=ANALYSIS  
 /VARIABLES=MC CGPA  
 /CRITERIA=CI(.95).

**T-Test**

**Group Statistics**

	Living with both Parents	N	Mean	Std. Deviation	Std. Error Mean
Moral Competence	Yes	164	149.41	21.424	1.673
	No	36	150.36	15.196	2.533
Academic Performance	Yes	164	3.4116	.75325	.05882
	No	36	3.2775	.96161	.16027

**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Moral Competence	2.944	.088	-.251	198	.802	-.946
Academic Performance	6.252	.013	-.312	69.370	.756	-.946
			.917	198	.360	.13409
			.785	44.888	.436	.13409

**Independent Samples Test**

	Levene's Test for Equality of Variances	Sig.	t-test for Equality of Means		
			Std. Error Difference	95% Confidence Interval of the Difference	Upper
Moral Competence	Equal variances assumed	3.766	-8.373	6.480	
Academic Performance	Equal variances not assumed	3.035	-7.001	5.108	
	Equal variances assumed	.14615	-.15413	.42230	
	Equal variances not assumed	.17072	-.20979	.47796	

T-TEST GROUPS=MP (1 2)  
 /MISSING=ANALYSIS  
 /VARIABLES=MC CGPA  
 /CRITERIA=CI (.95).

**T-Test**

**Group Statistics**

	Parental Marital Status	N	Mean	Std. Deviation	Std. Error Mean
Moral Competence	Yes	173	149.61	20.724	1.576
	No	18	147.67	19.196	4.524
Academic Performance	Yes	173	3.4135	.76962	.05851
	No	18	3.2878	1.04065	.24528

**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	
Moral Competence							
	Equal variances assumed	.000	.991	.380	189	.704	1.940
	Equal variances not assumed			.405	21.342	.690	1.940
Academic Performance							
	Equal variances assumed	3.516	.062	.636	189	.525	.12575
	Equal variances not assumed			.499	18.984	.624	.12575

**Independent Samples Test**

	Std. Error Difference	t-test for Equality of Means	
		95% Confidence Interval of the Difference	Upper
Moral Competence			
	5.100	-8.119	12.000
	4.791	-8.013	11.894
Academic Performance			
	.19758	-.26399	.51549
	.25217	-.40207	.65357



**T-Test**

**Group Statistics**

	Divorce	N	Mean	Std. Deviation	Std. Error Mean
Moral Competence	Yes	28	142.68	15.970	3.018
	No	172	150.71	20.871	1.591
Academic Performance	Yes	28	3.2475	.99501	.18804
	No	172	3.4102	.75707	.05773

**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
	Moral Competence	2.812	.095	-1.944	198	.053
Academic Performance	4.821	.029	-2.354	43.570	.023	-8.031
			-1.006	198	.316	-.16273
			-.827	32.284	.414	-.16273

**Independent Samples Test**

	Std. Error Difference	t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Moral Competence	4.131	-16.178	.116
Academic Performance	3.412	-14.909	-1.153
	.16175	-.48171	.15624
	.19670	-.56326	.23779

**T-Test**

**Group Statistics**

Family Relations	N	Mean	Std. Deviation	Std. Error Mean
Moral Competence	74	143.68	18.387	2.137
Academic Performance	126	153.06	20.812	1.854
	74	3.3531	.86313	.10034
	126	3.4076	.75289	.06707

**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Moral Competence	1.313	.253	-3.210	198	.002	-9.380
Academic Performance	2.712	.101	-3.315	168.481	.001	-9.380
			-.468	198	.640	-.05451
			-.452	136.858	.652	-.05451

**Independent Samples Test**

	Std. Error Difference	t-test for Equality of Means	
		95% Confidence Interval of the Difference	Upper
Moral Competence	2.922	-15.143	-3.617
Academic Performance	2.830	-14.966	-3.794
	.11648	-.28421	.17519
	.12069	-.29317	.18415

CORRELATIONS  
 /VARIABLES=AGE IFR MC CGPA  
 /PRINT=TWOTAIL NOSIG  
 /MISSING=PAIRWISE.

### Correlations

		Correlations			
		AGE	Family Relations	Moral Competence	Academic Performance
AGE	Pearson Correlation	1	.014	.130	-.117
	Sig. (2-tailed)		.844	.067	.100
	N	200	200	200	200
Family Relations	Pearson Correlation	.014	1	.273	.038
	Sig. (2-tailed)	.844		.000	.592
	N	200	200	200	200
Moral Competence	Pearson Correlation	.130	.273	1	.077
	Sig. (2-tailed)	.067	.000		.279
	N	200	200	200	200
Academic Performance	Pearson Correlation	-.117	.038	.077	1
	Sig. (2-tailed)	.100	.592	.279	
	N	200	200	200	200

\*\* Correlation is significant at the 0.01 level (2-tailed).

RELIABILITY  
 /VARIABLES=IF1 IF2 IF3 IF4 IF5 IF6 IF7 IF8 IF9 IF10 IF11 IF12 IF13 IF14 IF15 IF16 IF17 IF18 IF19 IF20  
 IF21 IF22 IF23 IF24 IF25  
 /SCALE ('Index of Family Relations') ALL  
 /MODEL=ALPHA.

### Reliability Scale: Index of Family Relations

Case Processing Summary		
	N	%
Valid	200	100.0
Excluded <sup>a</sup>	0	.0
Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.869	25

RELIABILITY  
 /VARIABLES=MC1 MC2 MC3 MC4 MC5 MC6 MC7 MC8 MC9 MC10 MC11 MC12 MC13 MC14 MC15 MC16 MC17 MC18 MC19 MC20  
 MC21 MC22 MC23 MC24 MC25 MC26 MC27 MC28 MC29 MC30 MC31 MC32 MC33 MC34 MC35 MC36 MC37 MC38 MC39  
 /SCALE ('Moral Competence') ALL  
 /MODEL=ALPHA.

**Reliability  
 Scale: Moral Competence**

**Case Processing Summary**

	N	%
Valid	199	99.5
Excluded <sup>a</sup>	1	.5
Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.887	39

T-TEST GROUPS=PLT (1 2)  
 /MISSING=ANALYSIS  
 /VARIABLES=MC CGPA  
 /CRITERIA=CI (.95).

**T-Test**

**Group Statistics**

	Parents Living Together	N	Mean	Std. Deviation	Std. Error Mean
Moral Competence	Yes	154	148.93	19.995	1.611
	No	46	151.78	21.842	3.220
Academic Performance	Yes	154	3.4436	.78433	.06320
	No	46	3.1996	.80482	.11866

Independent Samples Test		Levene's Test for Equality of Variances				t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference		
Moral Competence	Equal variances assumed	.018	.894	-.831	198	.407	-2.854		
	Equal variances not assumed			-.793	69.076	.431	-2.854		
Academic Performance	Equal variances assumed	.093	.761	1.840	198	.067	.24401		
	Equal variances not assumed			1.815	72.438	.074	.24401		

Independent Samples Test		t-test for Equality of Means			
		Std. Error Difference	95% Confidence Interval of the Difference		
			Lower	Upper	
Moral Competence	Equal variances assumed	3.433	-9.623	3.915	
	Equal variances not assumed	3.601	-10.038	4.330	
Academic Performance	Equal variances assumed	.13258	-.01744	.50545	
	Equal variances not assumed	.13445	-.02398	.51199	

T-TEST GROUPS=SEX (1 2)  
 /MISSING=ANALYSIS  
 /VARIABLES=CGPA MC  
 /CRITERIA=CI (.95).

**T-Test**

Group Statistics					
SEX	N	Mean	Std. Deviation	Std. Error Mean	
Academic Performance	Male	3.3714	.79015	.07466	
	Female	3.4078	.80238	.08553	
Moral Competence	Male	147.33	22.151	2.093	
	Female	152.45	17.671	1.884	

**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Academic Performance	.091	.763	-.321	198	.748	-.03641
			-.321	185.623	.749	-.03641
Moral Competence	2.520	.114	-1.772	198	.078	-5.124
			-1.820	197.947	.070	-5.124

**Independent Samples Test**

	Std. Error Difference	t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Academic Performance	.11333	-.25989	.18707
	.11354	-.26040	.18758
Moral Competence	2.892	-10.828	.580
	2.816	-10.677	.429