

**The Role of Parent in the Educational Development
of a Child A Case Study of Kaltungo Local Government**

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**A Project Submitted to the School of Education,
Federal College of Education, Yola In Partial
Fulfilment of the Requirement for the award of
Nigeria Certificate in Education (N C E)**

SEPTEMBER, 2011

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APPROVAL PAGE

This project has been approval by the Federal College of Education (FCE) Yola, for the fulfillment of the requirement of the award of Nigeria Certificate in Education (NCE).

Usman L. Bello

Project Supervisor

 20.6.12

Sign and Date

Head of Department

Sign and Date

Dedication

This research work is especially dedicated to the Almighty God has sustained my life throughout the academic period and to all those who help in one way or the other to make this academic aspiration a successful one.

ACKNOWLEDGEMENT

I wish to acknowledge the help and reasonable suggestions rendered to me to supervisor Mr. Bello Usman Imah who with his careful correction made this project a success.

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ABSTRACT

This research is to determine the extents to which parents have been playing in the field of education and to investigate how the parents development of their children in Kaltungo Local government Area. Also to see some problems militating against the parents as well as to find out possible solution to remedy those problems.

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CHAPTER ONE

INTRODUCTION

1.0 BACKGROUND OF THE STUDY

The parent plays a vital role in the educational development of a child, because there is a statement that "says charity begins at home" for a child to have a good sound education parent must put more effort in that fatal of his/her up bringing in the education of a child, in code of manners conventions costumes more supervision and low of his society his target through various member of a society his target through various member of a society.

The parent is to exercise some means of control over the child for him to bear large family members.

Socialization, he learns from members of his family acts as a powerful agent of society especially for primary role and for much of the knowledge routines activities that has been called recipe knowledge.

1.2 STATEMENT OF THE PROBLEMS

A child at the early stage of life require some kind of parents life education, which help in his development, educationally, parent life education is a way of assisting the child in his educational physical parent hood.

And earning a living the parent education also support them as they learn to cope with the challenges of life with personal relationship

and with the taking part in community life. It helps to understand themselves and the world around them to clarify their own values and to use information, effectively and to take

1.3 THE SIGNIFICANT OF THE STUDY

This study aimed at helping the research to know the need for educational development of a child other to appreciate the effort rather than the failure and to attain what is expected by the child.

Also the study will look into factors that are responsible for these problems by enabling the parent to play their roles effectively.

Above all the study aimed at making available and meaningful contribution in the education of a child within the family or the society of Kaltungo and the country at large.

1.4 HYPOTHESIS OF THE STUDY

It has been generally viewed that the behavioral roles of parent negligence of duty contributed to children indiscipline in the society unfavorable relationship or for example, extended family system affect the educational development of a child. Inadequate attitude of parent towards their children personality contribute to their educational drop out of schools, lack of finance also contributed to lack of knowledge and understanding.

1.5 LIMITATION OF THE STUDY

In Kaltungo Local Government Area of Gombe State, such Areas that this research's specific certain areas in Kaltungo.

1. Kaltungo
2. Tungo
3. Tula

The Parent should also provide a Conducive learning environment that will enable the child communicate freely, the feeling he is experiencing.

1.3 EDUCATION: Is a process of teaching training and learning, especially in schools or colleges to improve knowledge and develop skills.

1.4 DEVELOPMENT: Is the gradual growth of so that it becomes more advanced, stronger etc. a baby's development in the womb. The development of basic skills such as literacy and Innumeracy career development, It is also a process of providing or creating new or more advanced.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

In education Allen etafi (1969) said concerned with face to face relationship.

Also In the past and still In most Simples societies the Parent Provide the main getting where roles of afl types we learn. As a result of experience gained In the parent becomes a loyal member of his tribe which Is a political system in itself. The parent nature, the schools can provide experience of wider range.

Farant (1964) viewed education as a universal of practice engage in by society at all stages of development.

DEVELOPMENT: - The meaning of the term development has never very well defined and has been expending constantly since Its formulation.

Therblson et-all (1964) contributed that relationship between development and education are therefore Involves with meaning at the concept development Initially referred to as stage reached by some national societies which were characterized by the ability to increase systematically the amount of goods and services available to Its population through the application of science and technology production.

2.1 The role of family in the education development (growth) of a child during the pre-colonial era.

2.2 Centre of moral education.

2.3 The need for proper development and education for a child.

2.4 The current roles of the parent in the education development of a child.

2.5 Problem of the parent in the education development of a child.

2.1 THE ROLE OF FAMILY IN THE EDUCATIONAL DEVELOPMENT (GROWTH) OF A CHILD DURING - COLONIAL ERA

Education as pointed out by devery (1916) reported that it should be a change not only in the amount of knowledge gained but inability to think and acquired habits skills interest and attitude which characterized a person who is socially accepted personally, adjusted and responsible.

In pre-colonial era education according to durkein (1947) is systematic socialization of the younger generation by which later learn religion and moral belief. Feallng of nationality and collective opinions of all kinds. This means that education helps to integrate an individual in wider society in which he is born. It also means that education did take place during the pre-colonial period.

During the pre-colonial era therefore father, mother, brother and sister all in the extended family including the whole living village (People) where responsible for the education of the young and is existing up to the present days. As in all societies the first teacher of a child would be totally dependent on the mother for both his physical and emotional care.

Therefore, the role of parent in the education development of a child during the pre-colonial era will be emphasis on the below heading of centers of religious education.

> Source of religious education

Centre of moral education

> Providing vocational guidance

> Sex role (Croder 1968) explain the above mentioned concept.

2.2 CENTER OF MORAL EDUCATION

The elderly members of parent during the tradition period make sure that children follow the moral code of the society. And this was done example before the younger ones. During the pre-colonial era. There was no formal school among all the ethnic groups for examples instruction and guidance as to what was required were given to all members in the society through estimate established traditional method. (Hers thorite 1956). Training during child hood follows the pattern of another ethnic group except that more emphasis was put on tradition and compliance. Children grow-up in extended family system were every member has the opportunity and the right to contribute to their training through direct and indirect instruction for example approved punishment and reward in really colonial day how ever our parent were not interested in formal education to help their children.

2.3 THE NEED FOR PEEPER AND EDUCATION FOR A CHILD FIECHER (1966)

In opinion stated that a child at birth is helpless organism that is to say an Infact does not know anything and cannot survive with out the help and support of his/her parent especially the mother this is to say a child only learning In were he was born. At the early stage of a child development he/her is only limited to his immediate environment so as to be socialized.

Bossard (1949) In his own opinion stated that a child does not start schooling empty handed but require the guide lines from his parent which the need for proper development and education followed by his teacher to border the experience already gained from home. It was widely said that learning goes on from (birth to death) the school does it bring learning to and end.

The child spend some fraction at time at school and finally for the day goes back home he/she will received the proper education from his parent for the remaining hours of the day.

In additional the major needs for education and development of child are to take advantage of cultural and scientific contribution from human being rejected all forms of cultural penetration or alteration and to transmit develop concepts and Instrument which are necessary for progress as we to strength the knowledge of culture to a child development.

To trace the necessary qualified human resource for development and consolidation the revolutionary process by means of education plan.

Nevertheless education based on integrations of the individuals in to as a sound and effective citizens of the nation at primary, secondary and tertiary levels. UNESCO (1976) Oliver et-al 1966 believe that forces of circumstances in the development of the individual plays an important role in educational thinking of our times

2.4 THE CURRENT ROLES OF PARENTS IN EDUCATIONAL DEVELOPMENT OF CHILD

For a secondary school child we now look at the extent to which parents take an interest in their children work at school and encouragement in order to see success of their children. Mr. Russel (1957) contributed that by visiting the schools more frequently by parents in order to find out how their children are more likely to see the heads of departments and as well as the class teacher.

But the most striking difference is that only few parents do visit their children at school. Parents who make frequent visits to school are seen by the teacher as very interested individuals in their children's education. In this study the level of parent interest in their children's work particularly based on the comment made by the class teacher on the recent performance of the number of times each parent visited the school to discuss his child's progress.

ELIZABETH (1991) defined family as a group of persons invited and marriage, blood or adoption and characteristic by common residence and

academic co-operation, she mentioned that there are three type of family which are: -

1. **THE NUCLEAR FAMILY:** Which is sometime called monogamous or biological family is made up of a man and his wife and their children. And in these types of family there is more and better control of family members. Need of family members are more effectively met with the family resources, thus children are given better care in terms of food, education, health and clothing etc.

2. **THE POLYGAMOUS FAMILY:** - In a polygamous family, a man is legally married to more than one wife. Thus the polygamous is made up of a man, his wives and their children could be source prestige and emotional security for a man.

3. **THE EXTENDED FAMILY:** - The extended may be a nuclear family or polygamous family. It includes aunts, uncles, cousins, grandfather or parent, wives of sons and their children as all member of the family.

This type of family is very common in Nigeria. In this family the upbringing of children or ten they concern of all adult members of the extended family.

THE ROLES OF FATHER: - Culturally the father is the head of the family. The authority rests on his shoulders and he has control over all the family members' affairs and decisions. He is expected to make policies for the family set goal and establish standards. He has the responsibility of working hard to provide the money needed for the upkeep of the family. He is however, often helped by the other family members. The

father is expected to support the other family members by providing them with all they need. He is the bread winner of the family so makes provision of the food, clothing, and shelter and take care for their children. He should also support the family members emotionally showing them love and helping them to solve their problems.

Apart from his active participation, the traditionally recognizer social function of the family, he us also responsible for the education of the children. He sends them to the right school and pays their school fees. He will make sure that his children are having extra moral classes, he could also teach his children good moral and well maintenance of their health. He sees to that members of the family keep good and health companies the father to the child in the family, he cater to all the problems in the family and solve the problem by himself.

THE ROLES OF MOTHER

The role of the mother in the educational development of a child. Before going further to talk about the roles of the mother in the education of a child the research will like to call your attention to the statement which says that if you educate a man you are educating an individual but if you educate a women, you are educating a family as a whole and nation at large.

Albert, (1978) goes a long way to explain the important or the roles played by the mother in the education of a child. At mother is very close the child at the stage of learning by limitation as a result of education given by the

mother matters a lot as this makes the child to continue with what ever she does.

THE ROLES OF FAMILY MEMBER

(Extended family). Ayakoha (1991) in their opinion pointed out that every member or the family must support the child by sharing in it responsibilities, every member has certain function to perform that a young are et-al (1959) this seem to be some changed general result of his findings still holds that there seem to be some occurring in the modern structure that is a change from extended to modern family system and increase in the problem of divorce and they have some education implication meal (1988).

THE CHILD HIMSELF

At the early age. The infant mind is considered as totally blank as inherently evil and naturally good and current, infant are born with set of disposition and re-disposition which he acquired from his genetic inheritance supplied by the nature of his birth.

It has been observe as said by Mr. Nwoke (1988) in his lecture that the birth of infant sparked off the chain of behaviour that tends to keep it parents in a stabilized situation. This physical size its facial appearance and specially at parent responses.

Again a child is face with several influences effecting him other that personallty. In the extended family where we have a lot of the siblings

around the child. He learns most behaviour. He may initiate their way of sweeping or greeting of the elders from them. He also engage himself in playing games which normally involve role playing, role of the father, mother, children, parent should always be watchful so as to caution the child if he indulge in any evil practice. All the roles so far discussed are what is expected of the family towards the education development of a child born knowing noting of the society learn from the children watch the action wrap and try to do exactly what they do. Before a child attends schools he has got the pattern of doing many things.

All that the child exhibits as quarreling, cheerfulness friendless, faithfulness, loyalty and respect to elders are product of family education.

In Nigeria the family is the most significant group to which one is attached out life or the majority of the people, the children spend their most crucial foundation years in their individual families.

2.5 PROBLEMS OF PARENTS IN THE EDUCATIONAL DEVELOPMENT OF THE CHILD

- i. Parent attitude and personality trends
- ii. Separation from parent
- iii. Children of working mother
- iv. Children Temperamental qualities and Childs parents Interest
- v. Children of working father.
- vi. Differing Parent roles and relationship

vii. Parent perception and recall of behaviour

viii. Consequences of rejection

ix. Responses of children to child rearing attitude and practices. All the mentioned problems have been explain by Jerkely 1983.

PARENT ATTITUDE AND PERSONALITY TREND

A great deal have written to advice parent regarding the countless practice details and decision of every day care such advice may be helpful. No prescription for child rearing and be equally appreciate all the children in view of their individual difference. Nation should give the right way to bring up children change with time, that what is "right" in die generation may be "wrong"

Shirley (1941) have maintenance that attitude and personality of the mother determine the manner in which she administers each phase of child.

Behreng (1954) concluded that a child up bringing is influenced more by the quality of the mother "Character), structure and its effect on the "total number at" Interaction" that by specifies child rearing practice and technlques the father educating a child. The fact that parent and child relationship is inter personal and cannot be at home simple by viewing parent behaviors or a cause and child personality as an effect have been over looked.

CHILDREN TEMPERAMENT QUALITIES AND CHILD'S PARENT INTERACTION

(19520) with in a parent consist of two or more children has a role on own which will be influence by and also will have influenced by the roles played by members of a family in large family there may be a very complicated network or role and relationship and others brother, who is better rival of brother next. In live many "adopt" a younger brothers.

Bossard etal 1957 said that one may take a child seriously but no parent can predict the effect a second child have on the fourth and with one sibling will be influence by the presence of other sibling. And they very to perceve each child in the family will be influenced by other children in their education development.

Some children are by temperament easy and others are difficult to rear. These children are not easy to feed and to put to sleep or to bother they tend to protest or cry when confronted with new food, new activities or other novel events would take things stride (Castle 1965)

Thomas and his associates found on evidence that the parent of difficult children are not essentially different from the other parents nor studies suggest that the temperamental characteristics require patient and management if they are to be spared from stress leading to behaviour problems. Thomas pointed out that the same parent who are replaced and constant with an easy child may become resentful quite in putting on the individual education developing reacting to stress.

CHILDREN OF WORK MOTHERS

Nye (1959) said that in several studies it has been found that children of working mothers don't have good education and development as children whose mothers remain at home. That the mother outside employment apparently is not likely outside to say have an unfavorable effect. Thomas et al (1961) concluded by saying that when children of working mothers have difficulties, these are likely to arise from factors which also have an adverse effect on the children of home bound mothers. (Factors such as poverty marital unconnected a broken home).

PARENTS ROLE AND RELATIONSHIP

An illustration of how a child influences relationship with the parent was given in an earlier reference to a study related to my topic Burlingame

CHAPTER THREE

3.0 Population of the study

The population council in the study are home resources person. I include resource persons to obtain a wider view from these involved directly or indirectly with home -economics curriculum planning as the secondary level in Federal College of Education Gombe site students will be solved randomly by giving them a questionnaire to field it. Those who selected "Age" will be used at the population.

3.1 Sampling Procedure

Considering this is site of the population for this study and considering are the home economics, students the differently to include the total population of students thirty (30) students will be selected as sample to represent the total population on the students in the Federal College of Education.

3.2 Data Collection

The instrument to be use in this research is the questionnaire is a which, is a device for getting answers to question by using forms which one is expected to respondent to and the question structured to soft the objective of the study.

3.3 Procedure of Data Collection

The procedure used in this item is the questionnaire which meant for teacher of economic contained ten (10) items only teachers a student and resource person available as the tiple of the study will answered the questionnaire.

The questionnaire will going to delivered by hand and collected them back after (3) day. This is to ensure adequately for rational decision making by respondents.

3.4 Method of Data Collection

This data Collection would be arrange in a lobular form and the simple percentage system would be use in the analysis.

CHAPTER FOUR

4.0 DATA ANALYSES AND INTERPRETATION

In this chapter the research has attempted to measure and evaluate the responses given by the student and analyzed the raw data collected through the questionnaire.

Data collected analyzed and present in the tables in this research present cover the issues in the hypothesis.

Table 1:

Do you think that family have a role in education development of a child?

Respondent	Frequency	Percentage
Yes	30	100%
No	0	0%
Total	30	100%

From the above table 30 student representing 100% agreed that the parent has a role in educational development of a child

Table 2:

Respondent	Frequency	Percentage
Yes	25	93.3%
No	0	0%
Total	30	100%

From the above take 28 student 5 representing 93.33% accepted that the child education related to family system at up bringing while 2 student representing 67% disagreed that child education does not related to family system of up bringing.

Table 3:

Does a child need parents support to progress?

Respondent	Frequency	Percentage
Yes	29	96.6%
No	1	0%
Total	30	100%

From the above table 29 students representing 96.6% accepted that the child needs parents support to progress. While 1 student representing 3.3% disagreed that the child needs parent support to progress.

Table 4:

Does education development of a child through the parent is a responsibility of a father.

Respondent	Frequency	Percentage
Yes	20	66.6%
No	10	33.4%
Total	30	100%

From the above 20 student representing 66.6% accepted that the education development of a child through the parent is a responsible father.

Table 5

Can the extended family give a child full education support.

Respondent	Frequency	Percentage
Yes	13	43%
No	17	56%
Total	30	100%

From the above table 13 students accept that the extended family that the extended family give a child full education support to the child. While 17 student representing 56.7% accepted that a child. While ten (10) student representing 33.3% do not accept that counseling is very important in educational development of a child.

Table 6

At a child do you think that counseling is very important in the education development.

Respondent	Frequency	Percentage
-------------------	------------------	-------------------

Yes	29	96.7%
No	1	0%
Total	30	100%

From the above table 29 students representing 96.7% very important in the education development of the child. While 1 students representing is very important in education development as the child.

Table 7

Do you think that parents should be taught about it role?

Respondent	Frequency	Percentage
Yes	20	66.6%
No	10	38.4%
Total	30	100%

From the above 20 student representing 66.6% accepted that parent should taught about its role, while 10 students do not accept that should be taught its role.

Table 8

Separating of parent bring some difficulties on child development in education growth.

Respondent	Frequency	Percentage
Yes	30	100%
No	0	0%
Total	30	100%

From the above table 30 student representing 100% accept that separating of parent bring some difficulties on child development in education growth. From the above table all responses made were yes. In summary their reason was that the child will not have influence on the psychological sociological and social economical.

CHAPTER FIVE

SUMMARY AND CONCLUSION

5.1 SUMMARY OF FINDING

As it is said the home is the bedrock of life snare the rod and spoil the child the life result of the finding so far has shown a positive response for parent role to the education of the child in Tula Baule.

The finding summarized the finding summarized the duties their needs teaching and then and give them sound moral education psychologically and emotionally balance.

Often youth are accused of moral laxity but the truth is that parents abdicated their roles of their youth in pursuit of materials wealth. The goes to show that over 80% of the children who are not proper by trained can be traced to parent laxity. It the parent play then role in the education as the youth the much talk about decoded of moral among people will be minimized.

The result further showed the achievement of a child at school is unconnected if the parents teach their young once they will in turn grow with it. This is because the youth are like yam short or vines.

Above all most of the questions in the questionnaire were responded to the positive result that the should trainees their tough in any of the responses and these for negative responses is considerable wide.

5.2 Conclusion

To bring study to conclusion the research would like to state here that this research project was carried out to find the role of parent in the educational development of a child in Kaltungo. However, the findings are mainly positive to the primary goals of the project. The findings have shown that parents have a role to play in the education of youth as above not properly trained children, abuse, crimes and others among this youth are associated with those who have not been properly trained. The more we care for our young stars the better they become cultured sons and daughters of ours. We can be proud of the research findings.

5.3 Recommendations

1. Going by the abuse findings the parents act as anchors between the children and their total environment. They should therefore, render every assistance aimed at establishing the child in life.
2. So that he can be sufficiently able to cope with challenges of our fast changing society it is recommended that families should ensure that they provide their children with necessary items of equipment for learning of various skills: manual dexterity and creative.
3. The parents should encourage them by providing them with the right attitude and the tools before they go to school.
4. These will prepare the child for the said challenges of the changing technologies society. Parents should know that children especially

those between the age of 6-12 years have impressionable with very strong power of observation.

5. it is for these reason that parent should show exemplary in their style of doing things since that children see than as role models.
6. children learn by eample rather than by frank question to which they require frank action accept family out look attitude and ideas for many years before the the star to question this rightness of these things.

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APPENDIX

Federal College of Education,

P.M.B. 2042 Yola.

Adamawa State

15th July, 2011

Dear Respondents,

We are a final years student of the above college conducting research on the topic: The Role of Parent in the Educational Development of A Child. A Case Study of Kaltungo Local Government Area.

The attach questionnaire is designed to assist me in collecting relevant information for the research work.

Please Indicate your opinion by ticking the appropriate option among those provided.

Section A.

Personal Data

Name:.....

Sex: Male () Female ()

Age:.....

Occupation:.....

Loation:.....

Section B.

1. Does child education relate to parent system of up bringing?
Yes () No ()
2. Do you think that parent has in education development of a child?
Yes () No ()
3. Does a child need parent support to progress?
Yes () No ()
4. Does educational development of a child through the parent is a responsibility of a father? Yes () No ()
5. Can the extended family give a child full education support?
Yes () No ()
7. Does child education relate to parent system of up bringing?
Yes () No ()
8. Do you think that parent should be tough above its role?
Yes () No ()
9. Separating of parents bring some difficulties on child development and education growth? Yes () No ()

10. If yes give your reason:.....

11. If not specify your reason:.....