

**INFLUENCE OF PERCIEVED ORPHANAGE HOME ON CHILD
PERSONALITY DEVELOPMENT (A CASE STUDY OF FACADO
ORPHANGE HOME KAURO LOCAL GOVERNMENTNASSARAWA
STATE ,NASSARAWA STATE).**

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**BEING A PROJECT SUBMITTED TO THE SCHOOL POST GRADUTE
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AWARD OF THE MASTER IN SCEINCE IN CLINICAL
PSYCOOLOGY (M.Sc.).**

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MAY, 2019

DECLARATION

I, **ADEYANJU ELIZABETH** hereby declare that this project has been written by me and that it is a record of my thesis. No part of this thesis has been presented or published in this university for the award of any academic degree as the case may be, all quotations and references have been duly acknowledged. And I shall be solely responsible for any error or mistake found therein.

This thesis titled “Influence of Perceived Orphanage Home in Child Personality Development” meets the regulation governing the award of the Master in clinical psychology of Nassarawa State University and it is approved for its contribution to knowledge and literary presentation.

ADEYANJU ELIZABETH

DATE

CERTIFICATION

This dissertation, influence of perceived orphanage home on child personality development in Keffi, Nigeria meets the regulations governing the award of Master of Science in Psychology (Clinical Psychology) of the School of Postgraduate Studies, Nasarawa State University, Keffi, and is approved for its contribution to knowledge.

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DEDICATION

I dedicate this project to the Almighty God and to my late father Pa Samuel Adeyanju.

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ABSTRACT

Children who are institutionalized at an early age often demonstrate delays in emotional, social and physical development. Institutionalization places children at great risk for certain diseases. They do not receive the type of nurturing and stimulating environment needed for normal growth and healthy psychological development. Institutional care do affect a child's ability to make smooth transitions from one developmental stage to another throughout his/her life. Children brought up in an orphanage may suffer from severe behavior and emotional problems such as aggressive or antisocial behavior, less knowledge and understanding of world, and also become adults with psychiatric impairments. The study also identified structural neglect which may include minimum physical resources, unfavorable and unstable staffing patterns, and social-emotionally inadequate caregiver-child interactions. Chapter one: This chapter is devoted to the analysis of the ill effects of early institutional experiences on resident children's development. Delays in the important areas of physical, hormonal, cognitive, and emotional development are discussed. Chapter two: this chapter is an in depth literature review to show the evidence for and against the existence of a distinctive set of co-occurring developmental problems in institutionalized children is weighed but not found not convincingly to demonstrate a "post-institutional syndrome". Chapter three: The institutional care of abandoned and orphaned children is widely used in countries with different ethnic, cultural, and economic backgrounds, and its nature may vary not only between but also within countries. Ideally, an analysis of the nature of institutional care would be based on systematic assessments of those environments; however, such assessments are rare. With a few significant exceptions. Chapter four: in this chapter the shared and non-shared features of the institutional environment and specific genetic, temperamental, and physical characteristics of the individual child are examined that might make a crucial difference in whether early institutional rearing leaves irreversible scars. Chapter Five: this chapter is the summary of the typical delays and deviations in the development of institutionalized children is then presented. Finally the study concentrate on the important areas of physical, hormonal, cognitive, and emotional development for which replicated evidence exists; however this does not constitute a complete picture. A range of other delays, deviations, and disorders have been observed in children in the post-institutional period which almost certainly had their roots in institutional care.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

An orphanage is a residential institution devoted to the care of orphan's children whose biological parents are deceased or otherwise unable or unwilling to care for them. Biological parents, and sometimes biological grandparents, are legally responsible for supporting children, but in the absence of these, no named god parent, or other relatives willing to care for the children, they become a ward of the state, and orphanages are one way of providing for their care, housing and education. Most of the children living in institutions around the world have a surviving parent or close relative, and they most commonly entered orphanages because of poverty. Experts and child advocates maintain that orphanages are expensive and often harm children's development by separating them from their families and that it would be more effective and cheaper to aid close relatives who want to take in the orphans. Children living in orphanages for prolonged periods get behind in development goals, have worse mental health. Orphanage children are not included in statistics making it easy to traffic them or abuse them in other ways.

This study focuses on the influence of perceived orphanage on child Personality development, Orphaned children on their wellbeing. The concept of wellbeing refers to the welfare of the child centering on the physical, social, emotional and intellectual development of orphaned children. Orphanage home of orphaned children refers to children who are under the age of 15, who would have lost either their mother or father and are vulnerable, who are kept at a residential institution, which is devoted to care, fostering or adoption (Bellany, 2001; Buckner, 2004; UNICEF, 2014). According to the UNESCO (2009) orphaned children lose their childhood as they

become breadwinners. Accessing adequate nutrition, basic health care, housing, clothing and education becomes horrendous. On the other hand, some households are dissolved as parents are dead and children are sent to relatives for care and upbringing. The WORLD BANK (2011) reported that the impact of poverty and HIV and AIDS epidemic has exacted a ghastly toll on children and their families. The UNICEF (2014) report has it that, during the thirty years of the global HIV and AIDS epidemic, an estimated one hundred and fifty-three million children have lost one or both parents due to HIV and AIDS. It added again that about 30 million children under the age of fifteen are living with HIV. Thus, despite some decline in HIV and AIDS prevalence worldwide and increasing access to treatment, the number of children affected or vulnerable remains high. As a result of the social effects of HIV and AIDS, millions of HIV affected children are highly vulnerable, as they are more likely to be victims of abuse in the institutions of care, in the street or in child headed households. The economic meltdown in Nigeria in 2016-2028 had a negative influence on the lives of orphaned children. Freidman (2000) posits that economic stressors may lead to parental depression or harsh inconsistent parenting which are associated with socio-emotional problems in children. Buckner (2004) purports that children may be placed with family relatives or strangers in a group or home where up to a dozen foster children live under a continuous supervision of a parental figure or an orphanage. Maslow (1987) in Biehler and Snowman (2000) argues that if the physiological needs are not satisfied, the child is socially, cognitively and emotionally affected. Influence Of orphanage home Of Orphaned Children on Their personality development. History of orphanage home of children Wars and great epidemics such as HIV and AIDS, poverty among others have created many orphans. Even in biblical times and in the Quran, orphans were there. Hence, the introduction of institutional provision in a variety of spheres occurred throughout the nineteenth century and

before. The driving ethos behind this provision was the ideology of self-help and religious factors. Smart (2003) purports that World War Two, with its massive numbers of deaths and population movements left many children orphanage, homeless. Estimates for Nigeria ranged from one million to thirteen million. Michel Foucault (1998) identified the nineteenth century as the period of which the great confinement took place. The main objective was to control, contain and caring children who were now homeless, fatherless and facing challenges. Hence, rehabilitation was an important part of this and was particularly pursued by the provision of education and industrial training for young people as efforts to restore independent living to children. Religious factors also factored in to the start of institutionalization. Hence they were also driven by wars, poverty only to mention a few. Scanlon (1998) has it that, a combination of legal independence, religious ethos and philanthropic consciousness contributed to the expansion of institutional environments with diverse objectives. Churches played a key role in the alleviation of poverty in institutions. Their assistance was based on the religious philosophies that they wanted to keep a closer check on orphans until they reach a marriageable age, when they have sound judgment over their lives, (De' Paul, 2010). The increase of orphans due to war, the religious factors, poverty and legislation therefore led to the introduction of orphanage home of children. Institutionalized orphans children Institutionalization of orphans provides an alternative to fostering, care or adoption. UNICEF (2014) has it that children under the age of fifteen who have lost either their mother (maternal orphan) or father (paternal orphan) and a vulnerable child who may not have parents are housed. Thus orphanage home orphaned children is a commitment to fight orphan crisis. Bellany (2001) holds that orphanage home is a model for orphan care aiming at strengthening the capacity of families and mobilizing and strengthening community-based responses. Hence, it ensures access to services

and strengthening government's role in protecting children and raising awareness in the development of children. Such orphanage home establishments become a socializing agent which is important in child development. Minnet (2005) holds that orphanage home used to designate social or physical settings that perform certain tasks deemed necessary in our society to ensure the integration of people in the dominant culture of the group of people who are housed there especially the orphans. Lindgren (2001) argues that these children seem to have an overriding need to associate with others and this need can be met most effectively within the context of institutionalizing these orphans. This can positively enhance performance in academic achievement since they can identify certain patterns of behavior that function to enable groups to maintain themselves and satisfy their quest for educational achievement and at the same time the needs of their members. Conformity to such norms is the price that orphanage home children must pay in order to enjoy the advantages of orphanage home. Orphanage home seem to enhance the quality of daily life and experiences. According to David and Weinstein (1997), despite the differences in type of children housed together, neighborhoods or the purpose of the facility, daily life is an unvarying series of events taking place in an endless repetition of similar spaces, built into an unvarying time schedule all defined by some outside power. Organized play is an everyday aspect of the lives of these children in orphanages. Thus, this environment enables higher educational achievement since learning occurs through play and is also considered a recreational therapy. Rousseau in Aggrawal (2004) emphasized that learning in young children occur naturally through play. This means that in FACADO orphanage home with caregivers provide all necessary materials and the orphaned children learn when interacting with the learning materials. Froebel, as cited in Bruce and Meggitt (2002) posits that a caregiver, who is referred to as a gardener and the children as growing plants in the

garden, would guide the children in the orphanage home. Hence, in this setup. Play is the order of the day thus orphanage home orphans children bear an advantage in educational attainment over non orphanage home orphans children. On the other hand, orphans children who are not in orphanage home might not have time to play as they have to carry out a number of household chores. Many children end up living in ruptured and poor households (Abebe & Kjorholt, 2009; Skovdal, 2010). The primacy of order and obedience is apparent in the lives of orphanage home children. There is control and authority of these children as cited in Green (2007). Ochim (2006) has it that, if authority is not exercised and if obedience is not required, children will behave in ways that are totally out of control. Orphanage home children are taught to always line-up before and after every activity for instance lining up within their classrooms. In such situations children are expected to behave in a totally self-controlled manner, even when they are compacted into a small space within a group. Given this environment of strict discipline and Influence of orphanage home of Orphaned Children on their Wellbeing. According to the UNICEF report of (2014), orphanage home provide a participatory engagement, thus steering activities which provide direction and guidance to the orphans. Thus, institutions provide food, clothing, health care and medical supplies to establish an effective learning environment thus empowering orphaned children. Thus, institutionalization of orphaned children enables one to know these children's interests and hence assist in the challenges or difficulties they encounter. Barnett (2008) has this to say that teachers who are aware of the interest of their children have a base for building good relationships and could motivate these institutionalized children to learn and be more academically. Effects of orphanage home orphans children on their wellbeing Whatever its form, foster care is an enormous upheaval in the life of a child who often must adjust not only to a different family, but a different culture as well as a different school and different

peers. North (1990) posits that the longer a child is in a foster care, it is argued, the more he or she becomes estranged from his or her biological parents. Ormrod (2000) holds that, for children outside the home that substitute for parental care greatly affects in their development. This is due to that the child maybe placed with strangers in a group or home where up to a dozen foster children live under the continuous supervision of an orphanage home. As such, these disruptions cause instability in the child's wellbeing thereby affecting him or her in different ways. Evans (2006) supports the above assertion through acknowledging that teachers may perceive orphans who are orphanage home less positively and thus expect less of them, give them less positive attention, fewer learning opportunities and provide them with less positive reinforcement when they do well. Freidman (2000) acknowledges that orphanage home has a deep negative influence on the life of a child. Santrock (2004) further stated that orphanage home affects the children developmentally, emotionally and psychologically. Hence, having unconditional love is a crucial element for the care givers. Apart from this, institutions should be very short term transitional Centre's where the needs of the children can be evaluated before being resettled (Santrock, 2004). In addition, there is a school of thought that says that orphanage home is linked to developmental problems amongst children and should only be used as an absolute last resort. Institutionalization's negative effects are revealed by the social and behavioral abnormalities portrayed by these children, (Keenan, 2002). Cases of behavioral problems, inattention, hyperactivity, delays in social, emotional development and autism can further be witnessed in these children. Evans (2006) postulates that children living outside of family care demonstrate a significant deficiency in sensory perception including responses to and understanding facial emotions. Thus, their emotional reactivity is poor and cannot define some of the non-verbal communication signs given by caregiver. This then negatively influences

orphaned child's academic performance. According to Johnson, a physician cited in Robertson and Simons (2000), an orphanage is a terrible place to raise an infant or a young child. This is so because, there is lack of stimulation, consistent caregivers, sub-optimal nutrition and physical or sexual abuse all conspire to delay and sometimes prelude normal development. They further stipulate that institutionalized orphaned children fall behind in large and fine motor, speech acquisition and attainment of necessary social skills. This negatively impacts the educational capabilities of the child whose physical growth is impaired. Congregate living conditions foster the spread of diseases of multiple infectious agents which can further cripple the academic performance of these orphaned children. Gulliford (1997) identified intestinal parasites, tuberculosis, hepatitis B, measles, chickenpox, middle ear infections only to mention a few, as diseases found more commonly in orphanage home care settings. This increases stress and cause children to have more emotional problems or to perform worse in school academically. Orphanage home has influence on the self-concept of an individual. Ormrod (2000) holds that the main factors determining the formation of the self-concept of an individual are the environment as well as people with whom the individual lives with. If care givers praise and love the orphaned child and again if playmates respect and give attention to the individual, he or she forms a picture of himself or herself as a desirable person, hence develops a positive self –concept. However, if on the other hand, if the care givers and peers reject and criticize the individual and are indifferent this leads to a derogatory self-picture resulting in inferiority complex. Thus, the orphaned child's academic performance is greatly affected because the child would have negative personality traits such as feeling incompetent, low self-esteem and lack of confidence because of the environment he or she has been raised in. By and large, orphanage home has dire consequences such as poor growth, emotional reactivity, deficit in IQ,

social and behavioral abnormalities, physical growth only to mention a few (Ormrod, 2000). All these negatively affect the wellbeing of the orphaned children. It is against this backdrop that in this study, I sought to find out the influence orphanage of on child personality development. The central research question being what is the influence of orphanage on the child personality development.

In Nigeria, a rapid assessment of orphans and vulnerable children conducted in 2004 by National insurance scheme with UNICEF support revealed that there were about seven millions orphans in (UNICEF 2003) and that 800,000 more orphans were added during that same year. Out of this total number, about 1.8 million are orphaned by HIV/AIDS. With the spread of HIV/AIDS, the number of orphans is expected to increase rapidly in the coming years to 8.2 million by 2010.

The FACADO orphanage home is the birth child of Jammiyyar Matan Arewa. The Jamiyar Matan Arewa itself is a social organization of northern women established on the 27th May 1963. It was aimed at unifying the women folk and providing them with a forum of welfare activities. The organization was to be non-political and its membership was to be opened to all tribes religions or social status at the very first meeting of the Jammiya Matan Arewa which took place in the house of (General Hassan Usman Katsina 31st March 1933 – 24th July 1995) a steering committee was set up to carry on the task of mobilizing women for the association and also to plan and organize fund raising activities to meet up the financial obligation of the association.

The research try to compare children between the age of one (1) month to three (3) years that grow up in orphanage home to those that grow-up with their parents. Children from the orphanage behave in a unique pattern thereby displaying some

certain social behavioral attitude that could be associated with the upbringing in the orphanage home. The positive and negative aspect of orphanage home on children personality development generally. Any baby that lost his or her parents especially the mother by whatever means become mentally ill once it is discovered that the illness is taken from the mother by the orphanage children abandon in hospital or on the street are taken to the orphanage home.

Social welfare services and training of professional social workers of all categories social workers can succeed out making their contribution towards realizing their objective of government in improving people welfare only after they have keenly understood the problem.

Children who are institutionalized at an early age often demonstrate delays in emotional, social, and physical development. Institutionalization places children at great risk for certain disease]. Institutional care may affect a child's ability to make smooth transition from one development stage to another throughout his/her life. Children brought up in institutions may suffer from severe behavioral and emotional problems, such as aggressive or antisocial behavior, have less knowledge and understanding of the world, and become adults with psychiatric impairments. Finally children raised in institutions are at risk for learning problems, such as poor reading ability and have more difficulty with critical thinking, establishing cause-and-effect, and impulsivity.

However, the effects of institutionalization are not uniform and are dependent on other factors. The extent of suffering is not the same for every child who is institutionalized. The differential effects are due to child characteristics (genetic predisposition, basic personality, attractiveness, prenatal risk factors), caregiver

characteristics (training motivation & attitude), institutional characteristics (child-to-caregiver ratio, quality and degree of programming), and the child's history (the age of the child when he/she entered the institution and the length of time in the institution).

Not all children are treated equally in the same institution. Some children are prenatally exposed to risk factors. Prenatal medical care, nutrition, stress, exposure to toxic substances or environments, and genetic influence the developing neonate. Some children are born with a predisposition to be cranky, sickly, or colicky. Some children are immediately responsive to any stimulus or person, while others are more lethargic or less responsive. Some children are physically more attractive than other children. These factors influence how caregivers respond to these children.

Children who are cranky, sickly, or colicky are challenging; they are usually ignored by staff or subjected to harsh treatment if they demand more time than caregivers can give. At the same time, if a child responds easily when spoken to or touched, and the caregiver gets some satisfaction from the response, the child receives more attention and responds even more positively. On the other hand, if the child does not respond easily to caregivers, she/she receives less attention. The circle of stimulus-response-stimulus affects the child either positively or negatively. Finally, children who are physically attractive receive more attention than their less attractive counterparts, also, children with obvious physical handicaps may receive less attention if they are placed with children who have no apparent handicaps.

The institution itself places children at-risk. The regimentation and reutilization of institutional life do not provide children with the quality of life, or the experiences they need to be healthy, happy, fully functioning adults. In group care, the child's

needs are secondary to the requirements of the group's routine. Relationships between adults and children are usually superficial and brief, with little continuous warmth and affection. Institutional staffs do not connect emotionally or physically with children. Finally, the age at placement and the length of institutionalization have an effect on children. The younger the child when placed and the longer he/she remains in the institution, the more negative the effects on cognitive, emotional, social, and physical development.

1.2 Statement of the Problems

According to Freud (1945) children who grow up in the orphanage home may likely be affected in their cultural tradition, and religion; their interests, belief, ambitions, ideas and soon thus affecting the personality development as their behaviors is not only more indiscriminate but more immature than those children who are with their natural parents.

The orphanage home staff do not connect emotionally or physically with the children in quite the same way the families connect with children. The child when placed in the orphanage home the longer the effects on cognitive, emotional, social and physical development on the child. Hence the need to increase the various research to find out the effectiveness and the influence of these home (orphanage home) on the child personality development.

However Children brought up in the orphanage home cannot cope effectively with the outside world this display in their dispositions because most of them tend to be introverts and always want to keep to themselves in few cases they turn out to be backward in speed and verbal intelligence.

1.3 Research Questions

- i. Will there be significant relationships between perceived orphanage on child personality development
- ii. Is their influence of perceived orphanage on the child self-efficacy and child personality development
- iii. Will there be significant age difference on child self esteem
- iv. Will there be male and female significant difference on child emotional stability

1.4 Objectives of the Study

The major objective of this research is to investigate the influence of perceived orphanage on child personality development (self-esteem)

Also the object of this present study seeks to establish the relationship between two variables assumed to be influence of perceived orphanage home and child personality development. The purpose of this is to determine how orphanage home influence child personality development

1. To access the significant age difference on child's personality development.
2. To determine the significant relationship between perceived orphanage home and child's personality development.
3. To find out the morale and attitude of children raised in orphanage home.
4. To investigate significant gender differences on child personality development

1.5 Significance of the Study

The social and psychological well-being of orphans living in the orphanage home has become a major aspect which some researcher have found be an interesting topic for care giver provider. The recent researches have been carried out study different method of improving standard of living of children's living in the orphanage home.

The study on the influence of perceived orphanage home on the child personality development will be of immense benefit to the parents, the orphanage homes, the state, federal government of Nigeria and other students or researchers that want to carry out similar research on the above topic as the researcher work will be able to explain the concept of child personality development, factors affecting child personality development and other related theories that has a link with the study. The research will make use of a Nigeria population and findings will contribute to the need for a solution from a psychology point of views

1.6 Hypotheses

- i. There is a significant difference between child personality development and the influence perceived orphanage
- ii. There is a significant difference between male orphan and female orphan personality development.
- iii. Private orphanage home will score higher on child personality development compare to public orphanage home in Nigeria.
- iv. There is no significant difference between child personality development and the influence perceived orphanage

CHAPTER TWO

LITERATURE REVIEW

In this chapter the literature will be reviewed based on the key study variables as well as the empirical review and the theoretical framework.

2.1 Conceptual Framework

The conceptual framework focuses on the key study variables in this study which are:

2.1.1 Child Development

John Bowlby (1951) defines child development as a continuous process that begins at conception. Once infants are born they begin to experience complex changes physically intelligence and emotionally change are gradual and occur throughout the life span for convenience psychologist have explained the life span into stages and identified change and adjustment at each stage. We should remember that the transition from each stage to the next is gradual rather than sudden.

A child does not awaken on a second birthday day with an abrupt change from baby hood to adulthood similarly the groups assigned to each are general because there are vast individual differences one person may progress to young adulthood at sixteen while another will still be battling adolescent problems at twenty six.

John Bowlby (1951) explain further in his theory of material deprivation that child deprive of material care will eventually be retarded. Physically socially or intellectually and in some cases in all spheres of development the distinguished between complete deprivation and partial deprivation in a situation of partial deprivation the child experience. Less satisfaction, leading to anxiety excessive need for love powerful feeling for revenge guilt and depression which may lead to nervous in such an impersonal environment.

Ruther (1971) says “love is difficult to define where warmth in the family is lacking the child is more likely to develop deviant behavior particularly of an anti-social type”

A child that suffers complete deprivation does not experience the warmth affection and care of his mother. The absence of emotional contact with a mother implies the absence of the specific for mature influence inherent in the Mother/child tie. This situation lead to retardation and may give rise to symptoms of physical and mental illness in fact it is believed that early experience of material deprivation account for neurotic and allied disorders child rearing in the home cannot compromise. The father play a very significance role which should be seen as necessary complement to the role which should be seen to a necessary compliment to the role of the mother in brings up a child.

Where parental (as opposed to materials) care is inadequate in the early stages of a child's life, it will manifest it effects in the child's later in life” M.N. Kissekka (1981).

According to Sada (1984) the preservation of the child life is unequivocal up held also the responsibility for the child's welfare is not only moral ethical, social with adequate sanction to back it. According to Spock (1963) “if there is no one to love a baby he grows up with a shallow irresponsible pertinacity and with little or not capacity to love body including separation of the child will not only result in an injury to the ego but also it could be traumatic”.

2.1.2 Personality Development

Robinson (2003) defines personality as a unique organization of relatively enduring psychological characteristics possessed by an individual as revealed by his interaction to the environment, in other words, to denotes the individuals pattern of behavior.

It is through education and healthy physical and upbringing that these children in the orphanage can have bright future opportunities which is exactly what the orphanage aims of providing it contended that the security of a foster mother child relationship is in certain respects greater than that between the biological mother and her child it must be emphasized however that the orphanage in spite of these arguments about its disadvantages is still a very important instrument in socializing helpless innocent children, ward maids or even nurses do not have enough time to love and play with all these children. They need attention all the time by loved ones the practice, of fostering far from being damage or detrimental to the child is in many respect beneficial. Fostering itself is not a solution to other problems existing in a society with high mentality. It provides greater measure of security both to the foster parent and fostered child. The benefits gained by children through fostering are emotional as well as social most foster mothers have no children living with them either because they are grandmother or even not yet given birth foster gives children, some direction” Sada (1984) and the opportunity to create deep parent child relationships if a foster child is the only child in the family then he/she enjoys individuals attention from the foster parents a disposition is a tendency to behave in a certain way a person who is by disposition an introvert is one who tends to be more interested in his own ideas and feeling then he is in the affairs of the outside world. A person who is by disposition an extrovert is one who tends to be more interested in what is going on around him than his in his own ideas and feeling.

Family factors also influence personalities there are about three factors that are important in the family, these are socialization process identification process and birth order.

1. Socialization process through the various agents of individual acquires certain behavior from family, for instance compels a child to accept certain behavior confirming to such behavior result into a different behavior.
2. **Identification:** Is the process by which a normal child becomes emotionally attached to significant adults by initiating them and acquiring appropriate social roles, a child therefore, tries to behave like the father or mother and in the process adopts the personality of the person he feels ideal.
3. Birth order his is another factor that influences personality of an individual some psychologists have found out that there is a difference in the personality of a first born who is likely to be more dependent more rational ambitious
4. **Importance of Orphanage Home:** A study of FADACO orphanage home writing on the level of infant mortality and it's causes MTN Kisekka (1981)" state that a relationship exists between infant mortality and changes in social conditions of the child. Sudden and completely change and social conditions can lead to infant mortality such changes occur each time a mother dies leaving the infant child alive, whether the child eventually survives depends on the arrangement made to cater for the needs of the child" given situations like this the orphanage comes into ensure that the child survives in a situation of partial deprivation the child experience. Less satisfaction leading to anxiety excessive need for powerful feeling for revenge guilt and depression which may lead to nervous in such an impersonality environment as Ruther (1971) state that love is difficult to define where a family is lacking, the child

is more likely to develop deviant behavioral particularly of an anti-social type”.

As long as the children remain in the orphanage home then their rate of development is retarded.

Ruther (1971) this is because of rearing under institutional condition majority of the brought in such institution are backward when they reach school age living under supervision all the time affects them adversely the ability of the child to take initiative since he/she is not given opportunity to be free and think out facts and act for himself. Skeels (1862) found a marked rise in intelligent quotient in children transferred from and poor over crowded orphanage to an institution for the mentally sub normal where more personal care was possible.

Because of such unintended development that it is advised for children brought to the orphanage to be fostered out immediately to couple desperately in need of children.

2.2 Empirical Review of Literatures

Orphanage research before the 1930's was very limited. This was due, in part, to private funding and the low priority for systematic research. There was also a scarcity of standardized psychological tests and professionals trained for child care work. Theorists with psychoanalytic or behaviorist orientations dominated the child development field but their research was mostly limited to clinic or laboratory settings. Anecdotal reports and informal surveys, usually by orphanage staff, mostly served public relation needs. Most psychological assessments during these early decades seem limited to individual orphanage referrals. One exception (Trotzkey, 1930) concerned a large scale survey of several thousand children from a consortium of Jewish orphanages. A standardized intelligence test, Terman's Stanford-Binet, was

administered to total orphanage populations by trained examiners. Another psychometric survey used a standardized test for “neuroticism” (Brown, 1937) to evaluate the personalities of several hundred orphanage teenagers from one metropolitan area. It appears that such large-scale surveys were exceptions that were never repeated. Practically all the research in this field is limited to very small orphanage samples or selected comparison groups. The Second World War prompted clinical studies of children separated from their families. Specifically, authorities in England were concerned about the effects of moving children away from bomb-threatened cities to rural or small town group homes, called “residential nurseries.” Their parents remained in the cities to continue their war service. Several psychiatrists, trained in psychoanalysis, warned of the dangers associated with this “maternal deprivation” (Langmeier & Matejcek, 1975; Spitz, 1945). Among these was Anna Freud, daughter of Sigmund Freud, who had recently escaped from Austria. She and her colleagues (Freud et al, 1973) argued that placing children in institutions entails serious psychological risks. Despite good physical care and social stimulation, such children lack the feeling of being wanted and the chance to interact with mothers. Generalizing from several case studies, she concluded that most institutionalized children are doomed to fail psychologically. This grave warning, expressed by the phrase “maternal deprivation”, proved to be widely influential. Another psychiatrist, Rene Spitz (1945), reported on the emotional and physical regression of infants in a foundling home, which he associated with maternal separation. His films helped mobilize professional opinion against institutional care. Further support during the 1940's came from the clinical assessments of William Goldfarb (1943, 1945, 1947, 1949) who tested small groups of adolescents from one New York City orphanage. He reported serious deficiencies with speech, intellect, personality, and social development

However, the current debate on child welfare reform has prompted renewed interest in orphanage care. This is despite widespread claims that years of research have proven that orphanage children suffer personality disorders and underdeveloped cognitive and social skills (Ford & Kroll, 1995).

Given the large numbers of children in public care and changing social and economic conditions, Bowlby published the only general review of orphanage research as long as 1951. While he found much clinical evidence to show harmful effects, following the war, John Bowlby, a psychoanalytically trained psychiatrist from the Tavistock Clinic in London, was commissioned by the World Health Organization to study maternal deprivation and recommend solutions. His 1951 report, *Maternal Deprivation*, was translated into several languages and circulated world-wide. It placed the issue of "maternal deprivation" center stage in the child care field. Limiting himself to European and U.S. reports, he concluded that institutional child care was in a terrible state. In some cases, the physical care itself was inadequate. Just as serious was the psychological damage which orphaned children suffered despite good physical care. The cause, he assumed from numerous clinical reports, was disruption of the special.

Mother-child bond needed for healthy psychological development. Another psychiatrist, Rene Spitz (1945), reported on the emotional and physical regression of infants in a foundling home, which he associated with maternal separation. His films helped mobilize professional opinion against institutional care. Further support during the 1940's came from the clinical assessments of William Goldfarb (1943, 1945, 1947, 1949) who tested small groups of adolescents from one New York City

orphanage. He reported serious deficiencies with speech, intellect, personality, and social development. Other scholars in England and the U.S. reported similar results.

Thus, by the 1950's, the psychoanalytic school within psychiatry had posed a rather grim picture. That is-- Any amount of orphanage experience is harmful. It is even more harmful if children are placed there the first few years of life. This harm increases with length of stay, tends to be irreversible, and affects a wide range of psychological and social traits. The underlying problem, maternal deprivation, is seldom alleviated by using surrogate parents in the institutional setting. By 1960, several skeptics (Orlansky, 1949; O'Connor, 1956; Langmeier and Matejcik, 1975; Stone, 1954) criticized the concept of "maternal deprivation" and the challenged beliefs about the mother's exclusive role in child care. Several clinical studies with small samples of orphaned children continued to report negative findings. Some of the later studies in England linked these to low social class backgrounds. This reviewer found no surveys, other than the two already cited above, which evaluated the psychological status of orphanage children on an orphanage-wide scale, much less a regional or national scale. Only one or two studies included direct observations of orphanage care, other than informal clinical impressions.

Evaluation research on orphanage children largely ended by the 1970's due to the demise of most orphan homes. This decline correlated with the rise of public welfare programs and the strong conviction by policy makers that every child needs to be family raised. A few orphanage studies continue to be reported outside of England and the United States, mostly in third world countries where facilities are limited. Most of the orphanages that remain in the west have changed to therapeutic communities for special populations such as the emotionally or behaviorally disturbed.

It appears that public opinion, as expressed in federal law and by child care professionals (Contratto, 1986; Weisman, 1994), is strongly opposed to orphanage care. This opposition is bolstered by the conviction that scientific theory and research have revealed its shortcomings. For example, Ford and Kroll 1945, who are leaders in adoption work state, "Fifty years of research reconfirms the same findings: long-term institutionalization in childhood leads to recurrent problems in interpersonal relationships, a higher rate of personality disorders, and severe parenting difficulties later in life.

Maternal Deprivation Freudian theory helped make "maternal deprivation" the key psychological problem for orphaned children in the mind of many professionals. Because, it is argued, orphans miss crucial interactions with caring adults, these children cannot form the trusting relationships needed for coping with the normal challenges. In Freudian jargon, they fail to develop strong egos and super-egos, i.e. self-confidence and knowledge of right and wrong. The long-term result is damage to their personality, intelligence, language development, and social skills. Some of these theorists are especially pessimistic. Goldfarb (1943) compares the orphaned child's problem to the loss of a limb, which cannot be recovered. He believes that some of his data (1947) show that later foster home care fails to offset the psychological damage of prior orphanage experience. Bowlby (1958) leans toward the view that infants can only bond with their own mothers. Thus, he minimizes the value of surrogate mothers. Anna Freud and her colleagues (1973) doubt that children can recover from orphanage experience, especially if they were placed there as infants. Mary Ainsworth's review of maternal deprivation research (1962) notes there is much more opinion than actual research data. This is especially true of claims about unconscious mental processes. This review considers some of the more

objective claims, which concern questions about the use of surrogate mothers, the ability to overcome childhood traumas, and the most suitable ages for orphanage placement. Problems with defining “maternal deprivation” are also considered. Separation from primary caretakers during infancy can have damaging effects, emotionally and otherwise. We disagree on precisely what happens under what conditions. Ribble (1943) states that emotional bonding during the first weeks of life is absolutely essential if underlying brain cell connections are to be completed, along with other physiological structures. Failures to bond interrupt these changes and causes serious physical damage and subsequent psychological damage. The greater the damage at this stage, the less chance for recovery. Pinneau (1950) discounts this bleak prospect with his own account of the neonate's physical and social development. Presumably, the infant's developmental structures are more robust than Ribble portrays. Pinneau also reports that few infants reliably recognize their mothers before three months of age. Other child psychiatrists time this emotional bonding at six to nine months, when the child's recognition of parents becomes obvious. Adding to this complexity is the fact that the term “maternal deprivation” is used inconsistently. Yarrow (1961) notes it might be equated with orphanage placement, mother neglect at home, or the frequent turnover of care givers. Such variable usage ignores important qualitative differences and contributes to the failure to describe orphanage care precisely. Rheingold's time samples (1960) of mothering behavior in family homes and institutions illustrate what is needed. She found that home children got contact with more material objects than did orphanage children but the activity levels of both were equal. Prugh and Harlow (1962) draw attention to patterns of "masked deprivation" within family homes, where parents have dysfunctional ties to their children. Parenting styles also vary with different socio-economic groups. For example, the upper classes in England often use “nannies” for day-to-day care or they

send young children off to boarding schools for long periods. Many of today's middle class parents work outside the home and place young children in day-care centers.

Some of the more influential clinical data on deprivation dealt with infants in foundling homes. Spitz reports a so-called longitudinal study (Spitz, 1945; Spitz & Wolf, 1946) which followed up 60-some infants for eight months. They were admitted to a foundling home soon after birth and were nursed for a time by their own mothers. Since the mothers left after several months, Spitz was able to assess the effects of their departure on the infants' well-being. These infants were isolated from social contact to an extreme degree. He used clinical observations of their emotional condition and the Hetzer-Wolf Baby Tests to monitor their physical and social development. These were expressed as Development Quotients (DQ's). Spitz' graph of average DQ's shows a dramatic decline which coincides with the mothers' departure. From these graphs and the clinical observations, he concludes that infants separated from their mothers by more than six weeks develop a syndrome of disorders, which he calls "hospitalism." It marked by tears, staring eyes, and other morbid signs of depression, plus a significant drop in DQ's. Worse yet, 30 percent of these infants died within the year! In another study, Spitz contrasted this image of wasted children with the more positive picture of infants in a prison nursery who thrived on the care of their inmate mothers. This intriguing contrast continues to be cited in textbooks. A devastating criticism of Spitz' work appeared in a prestigious psychology journal (Pinneau, 1955). Among several problems, one is the difficulty Spitz had with describing his samples and testing procedures. How many infants were observed at different stages; what were their family backgrounds; what were their conditions upon admission; and so on? Apparently, the foundling home was located in Latin America where cultural attitudes about children of deprived or unwed

mothers might differ. Also, the lack of social contact for these infants might have been peculiar to that one institution, not a general norm. It brings to mind the so-called “dying room” reported for some Chinese orphanages (Thurston, 1996). After piecing together numbers from several different reports, Pinneau concludes that Spitz’ study was not truly longitudinal. The graph which appears to show a decline in average DQ’s for the same infants at different months of age is actually based on overlapping groups of babies at different ages. Further, the Hetzer-Wolf Baby Tests for measuring DQ’s were shown in published studies to be poorly standardized. One consequence is the tendency to give lower DQ’s with successive months of age. Even more telling are Pinneau’s re-calculations which show that average DQ’s declined sharply before the mothers departed. These facts discount Spitz’ reported drop in DQ’s with months of separation. Critics of orphanage care (Bowlby, 1951; Freud, et al, 1973) point to the difficulties children have with forming attachments to adults. Besides having to share adult attentions with many other children, there is the matter of frequent staff turnover. The fact that children, even in large families, must share parental care hardly needs documenting. There is some retrospective work such as the study of 16-year olds (Hodges & Tizard, 1989) whose orphanage experience before the age of two entailed frequent staff turnovers. As teenagers, they showed some problems relating to adults. Pease and Gardiner (1958) compared samples of orphanage, foster, and home-care children on a range of clinical and physical measures and found no significant differences. Presumably, these groups did differ in the quality of mothering received. Studies of totally different cultures lend perspective. Margaret Mead (1962) suggests the multiple-mothering practiced in some cultures provides healthy continuity of care and a hedge against separation trauma. Kagan (1984) describes a nomadic tribe in Africa which believes the infant is better off if nursed by someone other than its mother. Later, it is cared for by

different persons in the tribe. While we need more information about these examples of multiple mothering, they do suggest the importance of consistent mothering, not mothers per se. Studies of the Israeli Kibbutz offer an interesting variation on institutional care. There, "mothering" is shared by the child's mother and a child care worker. The former gives emotional support during free-time hours while the latter attends to physical and personal development through most of the day. Rabin's studies of kibbutz children (1957, 1958) found some slowness in personal and social development for one group compared to non-kibbutz children. Another study showed that nine to eleven-year old kibbutz children were more matured than the comparison group. Thus, local circumstances rather than universal effects of shared mothering seem to explain developmental outcomes. A novel and seemingly risky example of multiple-mothering is the "home management house." These occur in college settings where women students learn infant care under supervision. The infants are kept in a special house for indefinite periods until they are adopted. Typically, the students shower much affection on the infants although there is frequent turnover. Research on this pattern is limited but one study, (Gardner and Swiger 1958), reported no developmental differences between a sample of babies in one such house and regular home babies. Several measures of physical growth and the Gesell Scales for behavioral and social development were used.

A very practical issue related to mother-deprivation is the matter of age at placement in orphanages. We expect newborns to be at risk and younger children to be at greater risk than older ones. Yet, where do we draw the line? Is a broad generalization possible, such as not admitting children under five years of age? What about the wish to keep siblings together even if there is a baby? Should the decision rest on the quality of mother-surrogates available? There is extremely little research on such

questions. Goldfarb's retrospective study (1947) compared a psychologically well-adjusted group of teenage foster children with a severely maladjusted group, equated for age and gender. All these youths had prior orphanage experience during their first three years. The maladjusted group was found to have been admitted to the orphanage at age six months, on average, compared with eleven months for the well-adjusted group of. Goldfarb's careful analysis of case records ruled out some extenuating factors such as their mothers' psychiatric history and their possible interference with foster care. Such retrospective study is suggestive but far from definitive. The implication that placement might be safe after the first year of age contradicts his usual position. Needed are direct follow-ups of children admitted at different ages to given types of institutional care. For example, some orphanages might specialize in handling infants, using specially trained staff. Others might limit admissions to older children who do not require intensive care.

Overcoming Potential Deficits A few experiments have struck a more positive note by showing how potential deficits might be corrected. In a controlled experiment with 6-month old orphaned 13 infants, Rheingold (1956) provided mothering, or social stimulation, to one group for eight weeks. The mothering was described as intensive, wherein the research assistant interacted closely with four infants at a time. This lasted for 7-1/2 hours each day for five days a week. The matched control infants got the normal care specific to that orphanage. Measures of vocalization and other social responses showed greater gains for the first group. This increased vocalization lasted beyond a 21 month period. A widely reported quasi-experiment by Skeels and Dye (1939) reported gains in intelligence for thirteen infants who were moved from an orphanage to a home for feeble-minded women. These infants gained dramatically in IQ scores compared with other infants who remained in the same orphanage. The

latter group's intelligence actually declined. In a similar study, Spitz (1945) compared infants raised by their prison mothers with infants in a foundling home, where direct mothering was minimal. The prison babies thrived under the constant (spoiled?) attention compared with the deprived babies, as measured by Developmental Quotients. Spitz realistically notes that the prison babies would likely suffer in later years from the undisciplined, spoiled attention.

2.3 Theoretical Framework

Theory of Child Development

Psychologists continue to study human development. They are learning more about what people are like and how they develop. Over the past century, many psychologists have provided theories that are considered practical guides. A theory is a principle or idea that is proposed, researched, and generally accepted as an explanation. Developmental theories provide insights into how children grow and learn. Theories are helpful for understanding and guiding developmental processes. Theories can be useful decision-making tools. Since a variety of theories exists, teachers need to understand these different approaches for working with children. Theories will help you for your personal values and beliefs about learning. They will also help you understand strategies for promoting children's development. Four major theories about how children learn are discussed in this chapter. These include theories of mid-twentieth-century psychologists Erik Erikson, Jean Piaget, and Lev Vygotsky. The final theorist, Howard Gardner, is a twenty-first-century developmental psychologist. These theories are based on observation and experiences with children. Think about the children you know as you read about theories that helped form today's ideas about working with young children.

Gesell believed that a child's growth and development is influenced by both their environment and heredity, but he largely investigated the children's physiological development. He called this process maturation, that is, the process by which development is governed by intrinsic factors, principally the genes. According to Gesell, the rate at which children develop primarily depends on the growth of their nervous system, consisting of the complicated web of nerve fibers, spinal cord, and brain. As the nervous system grows, their minds develop and their behaviors change accordingly. As a baby grows, they learn to sit up, stand, walk, and run; these capacities develop in a specific order with the growth of the nervous system, even though the rate of development may vary from child to child. Gesell believed that individual differences in growth rates are a result of the internal genetic mechanisms. Maturation theory states that while the child's social and cultural environments also play a role in their development, these socializing forces are most effective when they are harmonious with the inner maturational timetable. He opposed efforts to teach children things ahead of their developmental schedule, asserting that once the nervous system had matured adequately, a child would begin mastering tasks such as sitting up, walking, and talking from their own inner urges.

Erikson's Psychosocial Theory

Erik Erikson proposed a theory of psychosocial development. He believed development occurs throughout the life span. His theory provided new insights into the formation of a healthy personality. It emphasizes the social and emotional aspects of growth. Children's personalities develop in response to their social environment. The same is true of their skills for social interaction. Erikson's theory includes eight stages. At each stage, a social conflict or crisis occurs. These are not generally tragic situations; however, they require solutions that are satisfying both personally and

socially. Erikson believed that each stage must be resolved before children can ascend to the next stage. Maturity and social forces help in the resolution of the crisis or conflict. Therefore, teachers and parents play a powerful role in recognizing each stage. By providing social opportunity and support, teachers and parents can help children overcome each crisis. Chart 4-9 contains the first four stages of Erikson's theory. These stages occur during the early childhood years.

Piaget's Cognitive Development Theory

Jean Piaget's thinking has challenged teachers to focus on the ways children come to know as opposed to what they know. His theory of cognitive development focuses on predictable cognitive (thinking) stages. Piaget believed that thinking was different during each stage of development. His theory explained mental operations. This includes how children perceive, think, understand, and learn about their world. Piaget believed that children naturally attempt to understand what they do not know. Knowledge is gathered gradually during active involvement in real-life experiences. By physically handling objects, young children discover that relationships exist between them, 4-11. Terms Piaget used to describe these processes were schemata, adaptation, assimilation, and accommodation. These processes occur during each stage of development. Schemata are mental representations or concepts. As children receive new Piaget's stages of cognitive development are the same for all children. Most children proceed through the stages in order. Each stage builds on a previous stage. However, the age at which a child progresses through these stages is variable due to differences in maturation. Although Piaget did not apply his theory directly to education, he did strongly influence children's early education. Many teaching strategies have evolved from his work. Caregivers and teachers now know that learning is an active process. Providing children with stimulating, hands-on activities

helps them build knowledge, 4-12. Piaget's theory includes four stages: sensorimotor, preoperational, concrete, and formal operations. The first three stages occur during early childhood and the early school age years.

Gardner's Multiple Intelligences Theory

Howard Gardner has helped teachers rethink how they work with young children. Traditional intelligence tests mainly focus on language and math/logic skills. In contrast, Gardner's theory of multiple intelligences emphasizes that there are different kinds of intelligences used by the human brain. Gardner believes intelligence is the result of complex interactions between children's heredity and experiences. This theory focuses on how cultures shape human potential. Gardner claims that children learn and express themselves in many different ways. In the process, they are using several types of intelligence. Each intelligence functions separately, but all are closely linked. According to Gardner, a potential intelligence will not develop unless it is nurtured. Learning can best be achieved by using a child's strongest intelligence. Gardner claims, however, that all children need opportunities to develop all areas of intelligence. The multiple intelligence theory allows teachers to see the positive attributes of all children. Teachers also view Gardner's theory as a meaningful guide for making curriculum decisions. It gives them a chance to assess children's learning strengths. From this data, teachers can plan a wide variety of learning experiences.

2.4 Summary of Literature Review

The literature for the above topic is divided into three, the theoretical, the empirical review and the variable under study. The following Erikson's psychosocial theory, Piaget's cognitive development theory, Gardner's multiple intelligences theory were overviewed study consist of child development, personality development and the importance of the orphanage homes. When groups of children with orphanage

experience are compared with others, the average orphanage child scores lower for traits such as general intelligence, personality, language, and social skills. These averages, of course, mask important differences within each orphanage sample but the general result is negative. Since psychological needs can be supplied by other caring adults, it is far from proven that simply losing one's mother or being placed in an institution by itself leads to psychological decline. We also need much more systematic study of the effects on children admitted at widely different ages. Related problems such as separation from siblings and separation before or after bonding with parents need more explicit. The orphanage offers inadequate adult stimulation for speech development. While the general trend is negative, there is some suggestion that socio economic factors are involved, not just orphanage experience.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter covers the research design, participant's characteristics, sample and sampling techniques, procedures, measurement of variable, research instruments, and statistical methods.

3.1 Design

Research Design is define as a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings” (Burns and Grove, 2003). For this study, a cross sectional survey research design. This will involve using questionnaires to collect data from the respondents. This design is considered appropriate because of the researcher's inability to directly manipulate the variables of the study, this design will focus on the phenomenon of interest which according to this study, is to find out the influence of perceived orphanage home on child personality development in Nigeria.

The independent or predictor variable of the study is perceived orphanage home, while, the dependent variable is child personality development. There variable will be measure using questionnaire.

3.2 Population, Sample/Sampling Techniques

The participants for the study will consist of 200 male and female orphans from both perceived orphans and orphans living in the orphanage home in Nasarawa State of Nigeria. This organization will be considered because they are human service organization. Consequently, demographic characteristic of the orphans will be taken into consideration (age length of stay and gender).

Sample and Sampling Techniques

The study will utilize the stratified random sample technique for the selection of the respondents in the proposed of orphan's homes. Respondents will be classified into different subgroups or strata to select respondents from each stratum to make sample. Respondents will be sample irrespective of their age, gender and length of stay.

3.3 Method of Data Collection

The instrument is a self-administered by the research to the participants in a conducive environment. Completed questionnaires is given and retrieving and analyzed using appropriate statistics. Also the hypothesis will analysis following statistical tools to be used for data collection.

Also instrument which will be utilized for the present study will be a set of structured questionnaire with sections A, B and these instruments, the researcher will re-standardize or validate for usage of data collection.

Section A: This section will compromise of socio-demographic characteristics of the respondents. There variables will include: age, gender, education and length of stay in the orphanage home.

Section B: Is the BFI inventory questionnaire on child personality development.

Section C: Is a social support scale by Zinet et al to measure orphanage home on child's personality development it is the a twelve item scale which measure how orphans receives supports. The degree of response varies from, Definitely false
2. Probably false 3. Probably true 4. Definitely true. Also childhood depression inventory is also used

3.4 Procedure

Prior to the administration of questionnaires, consultation will be held with the head of human resources unit and department of each organization to describe the study and motive of the research. This step will allow the researcher to obtain official permission and informal consent from the organizations for the research. Therefore, the researcher will seek for participants' consent to participate in the study. In the light of this, participants will be randomly sampled after which questionnaires will be distributed to the perceived orphans and orphans. Respondents will be allowed to respond to several demographic questions on the questionnaire.

3.5 Techniques for Data Analysis

Statistical techniques to be adopted in this present study are means, standard deviations, and percentage as descriptive statistics. While Pearson Product moment correlation test, and t-test for independent measures as inferential statistics, for hypothesis one, Pearson Product moment correlation test will be used to assess the strength of relationship between the variables (both independent and dependent). As for hypotheses 2 & 3 T-test for independent measure will be established to determine the difference between categories of the independent variable on the dependent variable.

3.6 Ethical Considerations

The research process is confronted with an ethical question, the right to privacy or confidentiality. The issue of ethics becomes more apparent in surveys involving orphans Caregivers and management, more so when it concerns scrutinizing. Before the commencement of the project, clearance and approval was obtained from relevant authorities. Also participant willingly to partake in the study were required to give their informed consents by filling consent form before being enrolled. Participants

were assured that information given will be treated with confidentiality and will not affect their future interaction with members of their community in a negative way. Participants will be informed of the benefit of the study, fact that the study holds no risk to them individually or otherwise.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

This chapter is devoted to the presentation of data gathered in the study and the analysis and interpretation of data. The data are based on the number of copies of the questionnaires completed and returned by the respondents. The data are presented in tables and the analysis is done using Frequency, percentages and Chi-Square.

4.1 Data Presentation

Table i. Sex distribution of the respondents

Sex	Respondents	Percentage %
Male	80	40
Female	120	60
Total	200	100

The above table shows the sex distribution of the respondent for both male and female the male respondent was 40% while female responses were 60% respectively.

Table ii. Age distribution of the respondent

Age	Respondents	Percentage %
20-30	95	47
31-40	105	53
Total	200	100

The above table show the age distribution of the sampled respondents within the ages of 20-30 were 47% while those between 31-40 were 53% marital status of the respondent is as follows.

Table iii. Marital status of respondents

Marital status	Respondents	Percentage %
Single	95	47
Married	105	53
Total	200	100

The above table shows the marital status of the respondent for those who are married and single respondent respectively.

Table iv. Occupational distribution of the respondent.

Options	Respondents	Percentage %
20-30	50	25
31-40	80	40
Both	70	35
Total	200	100

The above table shows the occupational distribution of the respondents for student workers and those who engage in both.

Do orphanage home affect children what do you feel about the orphanage/children home?

Table v.

	People with positive attitude	People with negative attitude	People indifference	Total percentage
No of people	128	62	10	200
Percentage	64%	31%	5%	100%

From the above table, majority of the responses have positive attitude towards the orphanage home. The believe that the orphanage/children home is a good institution for the motherless and helpless children while 31% have negative attitude towards orphanage home services they considered keeping children in the orphanage particularly at an early stage have a considerable negative effect on their personality development.

A small number of people representing 5% of the public are in different of the provision of orphanage success. They share no view that such social welfare services have either negative or positive effect on the child. They believe that such institution is based upon and dictated by our culture and religion.

Are children often taking to the orphanage home? What is the number of children taking to the orphanage between 1995-2015?

Table vi. Gender Distribution of Children in Orphanage Home

Sex	No of babies	Percentage %
Male	38	56
Female	30	44
Total	68	100

The above shows the total number of children who were admitted into the orphanage between 1995- 2015 i.e. within a period of 20 years and their sex distribution 38 were male and 30 females. In view of this it is justify to say that within a period of 20 years the orphanage home has served the lives of 68 babies who would have be left death. But this institution has however given them shelter, food love; care and education etc. have been able to put a smile on the faces of these children.

Do people believe in fostering and adoption of the children in the orphanage? How often are these children given out for fostering and adoption and how many children have been fostered or adopted between 1995 – 2015

Table vii : Distribution of Fostered or Adopted Children in Orphanage Home

Sex	No of fostered or adopted	Percentage %
Male	7	47
Female	8	53
Total	15	100

The above table shows the total number of children who were adopted between the periods of 20 years 15 babies out of which were 7 male and 8 female from the total number of 68 babies.

In view of this finding. It is clear to see that a lot of people don't seem to care about the motherless children even though lot of people are in the position of catering for such children they won't lend a helping hand most respondent feel that what the essence when the children reaches certain age you don't have a claim on the child anymore the child can have if he or she wishes to do so.

However few people are interested in putting a lasting smile on the faces of such children they derive satisfaction when they see that they have given such as child a future and a reason to live for. Thus the 15 babies that have been adopted have been given a sense of belonging and a family to call their own. How many children died in the orphanage home between 1995-2015?

Another table above shows the total number of children who died within 20 years. It was due to illness while one was natural 3 died in the hospital and 2 died at the home.

Do you think the orphanage home have any positive influence to the society in general?

Table ix. Influence of Orphanage Home on Children

Response	Male	Female	Total	Percentage
Definitely true	80	35	115	63
Definitely false	55	30	85	37

In view of the above tables about 115 people answered definitely true and some of these people are the foster parents. The general public and the staff of the orphanage.

Is there any need for the government and non governmental agencies to come in and improve the orphanage home?

Table x. Government and Non-Governmental Support

Response	Male	Female	Total	Percentage
Definitely true	50	42	92	61
Definitely false	46	12	58	39

The above table shows the responses of people who answered definitely true and those who said definitely false the issue of why government and non government agencies should come in and improve the orphanage children home do you think that orphanage/children home affects child personality development.

Table xi. Response on Impact of Orphanage Home on Children

	People with positive responses	People with negative responses	Total
No of people	105	95	200
Percentage	67	33	100

The above table show 67% of these who have positive response towards the orphanage home they believe it is a very good institution for the motherless and helpless children while 33% have negative responses toward the orphanage home sources. They negative responses toward the orphans in the orphanage home at early stage will have a considerable negative effect on their personality development.

Do you think children who grown up with their parent communicate freely than those who grew up in the orphanage and you think it affect their personality development?

Table xii. Parent Communication Impact on Children

Response	Male	Female	Total	Percentage
Yes	53	75	128	64
No	34	12	46	23
Not all of them	19	7	26	13

This table indicated that orphanage children perform almost the same because about 128 of the people answered definitely true and most of the people were from the religious organization foster parents memes of the general public and staff of the orphans brought up in the orphanage home cannot cope effectively with the outside world this displays in their disposition because most of them tend to the introverts and always want to keep to themselves in few case,; they turn out to be backward in speech and verbal intelligence growing up in the orphanage psychologically tend to affect their attitude toward life. Custer religion etc. their interests belief ambitious. Ideas and so on thus affecting the personality development.

4.2 Data Analysis and Results

Hypothesis 1

There is a significant relationship between social support and child personality development. There is a significant different between male orphans and female orphan personality development

Level of significance: 0.05

Decision rule: reject the null hypothesis if the p-value is less than the level of significance.

Table xiii: There is no significant between male orphans and female orphans personality development

	Observed N	Expected N	Residual
Agree	120	74.5	20.5
Disagree	80	74.5	-20.5
Total	200		

Table xiv: Test Statistics

	There is no significant between male orphans and female orphans personality development
Random sample techniques	11.282 ^a
Df	1
Asymp. Sig.	.001

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 74.5.

Conclusion based on the decision rule:

Since the p-value (0.001) is less than the level of significance (0.05), we reject the null hypothesis and accept the alternative thereby concluding there is a significant relationship between social support and child personality development.

Hypothesis 2

Private orphanage home will score higher on child personality compare to public orphanage home Orphanage homes has significant influence on a Childs personality development.

Level of significance: 0.05

Decision rule: reject the null hypothesis if the p-value is less than the level of significance.

Table xv: Orphanage home has significant influence on the child's personality

	Observed N	Expected N	Residual
Agree	130	49.7	60.3
Disagree	45	49.7	-24.7
Undecided	25	49.7	-35.7
Total	200		

Table xvi: Test Statistics

	orphanage homes have significant influence on a child's personality development
Random sample techniques	111.154 ^a
Df	2
Asymp. Sig.	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 49.7.

Conclusion based on the decision rule:

Since the p-value (0.000) is less than the level of significance (0.05), we reject the null hypothesis and accept the alternative thereby concluding that orphanage homes have a significant influence on a child's personality development.

4.3 Discussion of the Findings

In order to place the results obtained in perspective, the findings of the present study were compared to those of previous research. The result regarding to relationship between influence of perceived orphanage home and child personality development. The following hypotheses were proposed and subsequently reinforced by means of appropriate statistics, in the present study it was found that other respondents had lower scores higher self-esteem and emotional in stability sub-scale of sectional survey research design. Similar results were obtained from (Burns and Grove 2003) but the present study shows that evidence suggests that the influence of perceived orphanage home attitudes toward children's are not helpful.

The first hypothesis draws support up the expectation that the responses on the male and females on the relationship between influence of perceived orphanage home and child personality development. This study is so suspicious that it was informed by the sampling technique or even the size of the sample engaged in the study. The

significance of the difference between male and female suggests that influence of perceived orphanage home and child personality development is not determine by gender, but great care should be taken.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary and conclusion

The orphanage acts as an institution to meet the various needs of children in the absence of parental care. Also the various categories of social workers employed in the orphanage all aim at the child's various aspects of the life ranging from moral social and religious. Education of the child to health maintenance food shelter and provides optimum care whether the parents of the child deceased absent or unknown and whether the child is legitimate or illegitimate the orphanage tries to guarantee the child in Nigeria society we have different traditional and cultural background. Therefore our attitudes toward children who come from these institutions are not helpful.

Generally these children are regarded as outcasts as such most members of the society reject them because of the social effects of staying at the children's home sometimes one may find out they cannot cope more effectively with the outside world with the development of orphanage children could become retarded their behavior is not only more indiscriminate but more immature than those children who are with their natural parents.

5.2 Recommendations

I would like to suggest ways in which the organization of the home may possibly be improved.

First of all ministry should be more involved in the activities of the home.

Also the staff of the home especially the nannies should undergo basis training in child psychology this will raise their level of knowledge in taking care of the children.

There is also need to have a standardized procedural law for adoption of the children and children and there should be penalty for any couple that abuses these children.

The ministry should specify the category of people who will adopt these particular groups of children the home should also put down age limit of staying in the home.

Finally, there is also a need to create a small family in home with house parent as in the case of developed countries this will serve as family like parent serve as guardians to the kids.

5.3 Limitation of the Findings

The sampling procedure used in this study is modest. This study was carried out within short period of time, the generalizability of the study is not certain the limitation of this study also was that the only pure measurement of influence of perceived orphanage home on child personality development could be obtained with subject bopping voluntarily and preferable with subject who are unfamiliar with one another.

The administration of influence of perceived orphanage home measure to perceived orphans and orphans in the orphanage home. Influence of perceived orphanage home should not be discountenanced pending to conclusive verification of the findings of the study by further research. Orphanage home which is typically represented as consistent element of the influence of perceived orphanage home.

This study support the findings of Freidman 2000). Posits that economic stressors may lead to parental depression or harsh in consistent parenting which associated with socio-emotional problems in children, the study shows something in common with

Buckener (2004) purports that children may be place with family relative or strangers in a group or home where up to a dozen foster child live under a continuous supervision of a parental figure or orphanage.

Further research should be conducted to variety of the findings of this research particularly child development, the present research should address the limitation of the present study.

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APPENDIX
QUESTIONNAIRES

Department of Psychology,
Faculty of Social Sciences
Nasarawa State University,
Keffi
Nasarawa State.

Dear Respondent,

I am **Adeyanju G. Elizabeth**, A master student of above faculty, department and institution. Kindly seek for your cooperation for this research work, Topic: The Influence of perceived orphanage home on child personality development. Please provide the following information about yourself. If you accept to participate. Tick [x] any appropriate response you are free to decline your participation at any time as to participation is optional.

All information received will be treated confidential.

Yours sincerely

Adeyanju G. Elizabeth

SECTION A

- (a) Name_____
- (b) Sex: Male [☐] Female [☐]
- (c) Age: 18 – 24 [☐] 25 – 31 [☐]
- (d) Marital Status: Single [☐] Married [☐] Divorced [☐]
- (e) LGA:_____
- (f) State of Origin:_____
- (g) Nationality:_____
- (h) Tribe:_____
- (i) Educational Qualification:_____
- (j) Religion: Christianity [☐] Muslim [☐] Others:_____
- (k) Occupation:_____

CHILDHOOD DEPRESSION INVENTORY

QUESTIONNAIRE

Instructions:

Kids sometimes have different feelings and ideas.

This form lists the feelings and ideas in groups of three statements. From each group pick one sentence that describes you best for the past two weeks. After you pick a sentence from the first group, then go on to the next group of three statements.

There is no right or wrong answer. Just pick the sentence that best describes the way you have been feeling recently. Put a mark like this [**X**] next to your answer. Put the mark in the box next to the sentence that you pick.

Here is an example how this form works. Try it, put a mark next to the sentence that describes you best.

SECTION A:

Example:

- [] I read books all the time.
- [**X**] I read books once in a while.
- [] I never read books.

Remember, pick out the sentences that describe your feelings and thoughts in the past two weeks.

1.
 - [] I am sad once in a while.
 - [] I am sad many times.
 - [] I am sad all the time.
2.
 - [] Nothing will ever work out for me.
 - [] I am not sure if things will work out for me.
 - [] Things will work out for me O.K.
3.
 - [] I do most things O.K.
 - [] I do many things wrong.
 - [] I do everything wrong.
4.
 - [] I have fun in many things.
 - [] I have fun in some things.
 - [] Nothing is fun at all.
5.
 - [] I am bad all the time.
 - [] I am bad many times.
 - [] I am bad once in a while.

6. ☐ I think about bad things happening to me once in a while.
 ☐ I worry that bad things will happen to me.
 ☐ I am sure that terrible things will happen to me.
7. ☐ I hate myself.
 ☐ I do not like myself.
 ☐ I like myself.
8. ☐ All bad things are my fault.
 ☐ Many bad things are my fault.
 ☐ Bad things are not usually my fault.
9. ☐ I do not think about killing myself.
 ☐ I think about killing myself but would not do it.
 ☐ I want to kill myself.
10. ☐ I feel like crying every day.
 ☐ I feel like crying many days.
 ☐ I feel like crying once in a while.
11. ☐ Things bother me all the time.
 ☐ Things bother me many times.
 ☐ Things bother me once in a while.
12. ☐ I like being with people.
 ☐ I do not like being with people many times.
 ☐ I do not want to be with people at all.
13. ☐ I cannot make up my mind about things.
 ☐ It is hard to make up my mind about things.
 ☐ I make my mind about things easily.
14. ☐ I look O.K.
 ☐ There are some bad things about my looks.
 ☐ I look ugly.
15. ☐ I have to push myself all the time to do my schoolwork.
 ☐ I have to push myself many times to do my schoolwork.
 ☐ Doing schoolwork is not a big problem.
16. ☐ I have trouble sleeping every night.
 ☐ I have trouble sleeping many nights.
 ☐ I sleep pretty well.
17. ☐ I am tired once in a while.

- ☐ ☐ I am tired many days.
☐ ☐ I am tired all the time.
18. ☐ ☐ Most days I do not feel like eating.
☐ ☐ Many days I do not feel like eating.
☐ ☐ I eat pretty well.
19. ☐ ☐ I do not worry about aches and pains.
☐ ☐ I worry about aches and pains many times.
☐ ☐ I worry about aches and pains all the time.
20. ☐ ☐ I do not feel alone.
☐ ☐ I feel alone many times.
☐ ☐ I feel alone all the time.
21. ☐ ☐ I never have fun at school.
☐ ☐ I have fun at school only once in a while.
☐ ☐ I have fun at school many times.
22. ☐ ☐ I have plenty of friends.
☐ ☐ I have some friends but I wish I had more.
☐ ☐ I do not have any friends.
23. ☐ ☐ My school work is alright.
☐ ☐ My school work is not as good as before.
☐ ☐ I do very poorly in subjects I used to be good in.
24. ☐ ☐ I can never be as good as other kids.
S[☐ ☐ I can be as good as other kids if I want to.
☐ ☐ I am just as good as other kids.
25. ☐ ☐ Nobody really loves me.
☐ ☐ I am not sure if anybody loves me.
☐ ☐ I am sure that somebody loves me.
26. ☐ ☐ I usually do what I am told.
☐ ☐ I do not do what I am told most times.
☐ ☐ I never do what I am told.
27. ☐ ☐ I get along with people.
☐ ☐ I get into fights many times.
☐ ☐ I get into fights all the time.

SECTION B:

Instructions: This scale is made up of a list of statements each of which may or may not be true about you. For each statement circle "definitely true" if you are sure it is true about you and "probably true" if you think it is true but are not absolutely certain. Similarly, you should circle "definitely false" if you are sure the statement is false and "probably false" if you think it is false but are not absolutely certain.

1. If I wanted to go on a trip for a day (for example, to the country or mountains), I would have a hard time finding someone to go with me.
Definitely false [] Probably false [] Probably true [] Definitely true []
2. I feel that there is no one I can share my most private worries and fears with.
Definitely false [] Probably false [] Probably true [] Definitely true []
3. If I were sick, I could easily find someone to help me with my daily chores. Self Report Measures for Love and Compassion Research: *Social Support*
Definitely false [] Probably false [] Probably true [] Definitely true []
4. There is someone I can turn to for advice about handling problems with my family.
Definitely false [] Probably false [] Probably true [] Definitely true []
5. If I decide one afternoon that I would like to go to a movie that evening, I could easily find someone to go with me.
Definitely false [] Probably false [] Probably true [] Definitely true []
6. When I need suggestions on how to deal with a personal problem, I know someone I can turn to.
Definitely false [] Probably false [] Probably true [] Definitely true []
7. I don't often get invited to do things with others.
Definitely false [] Probably false [] Probably true [] Definitely true []
8. If I had to go out of town for a few weeks, it would be difficult to find someone who would look after my house or apartment (the plants, pets, garden, etc.).
Definitely false [] Probably false [] Probably true [] Definitely true []
9. If I wanted to have lunch with someone, I could easily find someone to join me.
Definitely false [] Probably false [] Probably true [] Definitely true []
10. If I was stranded 10 miles from home, there is someone I could call who could come and get me.
Definitely false [] Probably false [] Probably true [] Definitely true []
11. If a family crisis arose, it would be difficult to find someone who could give me good advice about how to handle it.
Definitely false [] Probably false [] Probably true [] Definitely true []
12. If I needed some help in moving to a new house or apartment, I would have a hard time finding someone to help me.
Definitely false [] Probably false [] Probably true [] Definitely true []
13. I feel that there is no one I can share my most private worries and fears with.
Definitely false [] Probably false [] Probably true [] Definitely true []
14. If I were sick, I could easily find someone to help me with my daily chores.
Self Report Measures for Love and Compassion Research: *Social Support*

- Definitely false [] Probably false [] Probably true [] Definitely true []
15. There is someone I can turn to for advice about handling problems with my family.
Definitely false [] Probably false [] Probably true [] Definitely true []
16. If I decide one afternoon that I would like to go to a movie that evening, I could easily find someone to go with me.
Definitely false [] Probably false [] Probably true [] Definitely true []
17. When I need suggestions on how to deal with a personal problem, I know someone I can turn to.
Definitely false [] Probably false [] Probably true [] Definitely true []
18. I don't often get invited to do things with others.
Definitely false [] Probably false [] Probably true [] Definitely true []
19. If I had to go out of town for a few weeks, it would be difficult to find someone who would look after my house or apartment (the plants, pets, garden, etc.).
Definitely false [] Probably false [] Probably true [] Definitely true []
20. If I wanted to have lunch with someone, I could easily find someone to join me.
Definitely false [] Probably false [] Probably true [] Definitely true []
21. If I was stranded 10 miles from home, there is someone I could call who could come and get me.
Definitely false [] Probably false [] Probably true [] Definitely true []
22. If a family crisis arose, it would be difficult to find someone who could give me good advice about how to handle it.
Definitely false [] Probably false [] Probably true [] Definitely true []
23. If I needed some help in moving to a new house or apartment, I would have a hard time finding someone to help me.
Definitely false [] Probably false [] Probably true [] Definitely true []

Section D: *Kindly tick any of the appropriate answer to the below questions*

1. **Do orphanage home affect children?**
Definitely True [] Definitely False []
2. **Are children often taking to the orphanage home?**
Definitely True [] Definitely False []
3. **Do people believe in fostering and adoption of the children in the orphanage?**
Definitely True [] Definitely False []
4. **Do you think the orphanage home have any positive influence to the society in general?**
Definitely True [] Definitely False []
5. **Do you think children who grown up with their parent communicate freely than those who grew up in the orphanage and you think it affect their personality development?**
Definitely True [] Definitely False []
6. **What do you feel about the orphanage/children home?**

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7. What is the range number of children taking to the orphanage home?
-
8. How often are these children given out for fostering and adoption?
-
9. How many children have been fostered or adopted?
-
10. Is there any need for the government and non governmental agencies to come in and improve the orphanage home? _____
11. Do you think children who grown up with their parent communicate freely than those who grew up in the orphanage and you think it affect their personality development?
-