NIGER DELTA UNIVERSITY
WILBERFORCE ISLAND, BAYELSA STATE.

Educare
-Familia

BY

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NIGER DELTA UNIVERSITY

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47th Inaugural Lecture

Title:

Educare -Familia

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Wilberforce Island, Bayelsa State, Nigeria.

Date: Wednesday 18th January, 2023.

NIGER DELTA UNIVERSITY

Wilberforce Island, Bayelsa State, Nigeria

Motto

Creativity, Excellence, Service

Vision

To be a centre of excellence defined by well articulated programme
that will produce creative and innovative minds

Mission

To strive to maintain an international reputation for high
quality scholarship, research and academic excellence for the
promotion of thesocio-cultural and economic well-being of mankind

NIGER DELTA UNIVERSITY ANTHEM
(THE BRIGHTEST STAR)

Like the brightest star we are, to lead the way
To good education that is all our due,
The dream of our fathers like the seed has grown;
Niger Delta University if here to stay.

Let us build on this noble foundation
And with love, let our dedication increase,
To rise and uphold this noble vision
Ev'ry passing moment let our zeal never decrease.

In all that we do, let us bring to mind
Our duty as staff and students of N.D.U
Ev'rywhere to promote peace towards mankind.
Creativity, Excellence and Service

CHORUS
Rejoice, great people old and new, rejoice
For the good fruit through us is shown;
Be glad in our worthy contribution
To the growth of humanity (x2)

DEDICATION

To my beloved daughters, Victoria, Joy and Blessing who are living proofs of the worth of the girl child.

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The Registrar

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Dean, School of Postgraduate Studies

Deans of other Faculties and Directors of Institutes and Centers

Heads of Departments

Distinguished Professors

Academic and Non Academic Staffs of the University, here present

Other colleagues and friends from the Academia

Postgraduates and Undergraduates of Niger Delta University

My Husband, children and family members

My friends in other fields of Endeavour

My brethren from Mountain of Fire and Miracles Ministries

My Lords, spiritual and temporal

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Preamble

Vice Chancellor Sir, tertiary education is the highest level of a nation's educational system. It is the knowledge arsenalof a society, hence it is highly rated in every society. The goals of tertiary education as enshrined in section 8, subsection 60 of the National Policy on Education are to be achieved through;

- teaching;
- research and development;
- virile staff development programmes: and
- generation and dissemination of knowledge (FRN,2014 P.28)

Engagement in book publications and presentation of inaugural lectures fulfill these important objectives of University education. Inaugural Lecture, in particular, is one of the ways to apply the knowledge acquired by an individual to proffer solution to the problems plaguing the society. Inaugural lectures also provide an opportunity for a Professor to speak on an issue that is related to his or her area of specialization and contribute his or her knowledge to the development of the society.

Therefore, with a great heart of gratitude to God and the University authority, and a high sense of humility, I am

here today to present the 47th Inaugural Lecture of Niger Delta University in my area of specialization whichis Sociology of Education

Sociology is derived from a Latin word *Socio* (meaning society) and a Greek word *Logie* (meaning study). Sociology is therefore the study of the society and since sociologists employ the scientific method to carry out their investigations, Sociology can further be defined as the scientific study of the society. Haralambos, Holborn and Head, (2008) explained that sociology is concerned less with the individual but more with humans in groups. The scope of sociology includes among others, social systems, social institutions and social problems in the society. It also includes social structures, group dynamics, social interactions, authority and power. Sociology, unlike Psychology, studies human behaviour in groups, as they associate with one another in the society.

Sociology of Education is an applied Sociology, that is, a study of group behavior within the discipline of education. It is a branch of sociology that studies the relationship between education and society. To

Bamisaiye (1990) Sociology of education is the application of the findings, principles and theories of sociology, to educational practice and in solving educational problems while Williams (2011) posited that sociology of education refers to how individual's experiences shape the way they interact with schooling. Williams(2011) further explained that the ways in which individual's experiences in the society affect their educational achievement is the focus of sociology of education. Saha (2015) opined that sociology of education is the study of the social factors that influence and are influenced by all educational structures and processes, both within and between societies.

The scope of sociology of education therefore includes social structures, social systems, social problems, group dynamics and how they influence and are influenced by education. Social interactions, authority and power within the school system are also within the scope of sociology of education.

Having considered that the scope of sociology of education includes everything sociologists study, I have defined sociology of education as:" *Doing what*

sociologists do but doing it about education"{Igwesi, 2019.P.30)

Education and society are like two sides of a coin; hence the relationship between the two is symbiotic. Education depends on the society for its input in terms of both human and material resources, while the society gets an output from education. The output is the manpower provided by education for the betterment of the society. This is why a society should understand its present problems, be proactive concerning its future needs, analyse its present philosophy, national goals, and aspirations before evolving its goals and philosophy of education(Igwesi, 2019).

The society is a complex entity. It is a web of social relationships, which cuts across different institutions in the society. An example of a society is the Nigerian society. Institutions in the society are products of culture, collective conscience, societal needs and social dynamics. The Nigerian society comprises several institutions, such as religion, politics, economy, family and education, to mention a few.

Institutions can be functional, non- functional or dysfunctional and these affect the degree of stability or equilibrium of the entire society. Structural-Functionalists believe that the stability and continuity of a society depend on the level of interdependency among these institutions. When one of the institutions becomes dysfunctional, it affects other institutions and this may lead to the destabilization of the society.For instance, in Nigeria, we have witnessed closure of schools for political and religious reasons, some individuals have also been denied educational opportunities as a result of the poor socio- economic status of their families. Therefore, educational institutions cannot operate successfully in the society without taking into cognizance the interdependency that exists between education and other subsystems in the society.

Vice Chancellor Sir, of all these aforementioned institutions, the family seems to have more impact on the educational system.

Introduction

Vice Chancellor Sir, the topic of my Inaugural Lecture is *EDUCARE-FAMILIA*. These twoLatin words were deliberately chosen to form a captivating title for this inaugural lecture because the first thing that should attract an audience to a public lecture should be the topic of the lecture.   I am convinced that so many persons are here today because they are eager to understand what "*EDUCARE- FAMILIA* " is all about.

 EDUCARE- FAMILIA is a combination of two Latin words used respectively to etymologically define the words"Education" and "Family". Asuka (2014, P.3) stated that"*educare* is a conjugation verb(*educo, educare, educavi, educatum*) which means: to train, to equip the learner with a particular skill, where skill is considered physical skill" According to him, the second Latin word *educere* (*educo, educere,eductum*) also means to: "draw out", " to lead out", and to "rise up". This definition connotes that education is seen as a process of enabling the individual to develop his talents and latent potentials (Merchant and Charles, 2001 as cited in Asuka, 2014, P.3).Our Word "Education"s, (2018) explanation of these etymological words are also in line with those stated

above. It opined that *Educare* is associated with the terms "bring up, rear, train and educate; while *Educer*e, is associated with the words -lead out, bring up, draw up and rear up.

Education, from the foregoing etymological definitions is therefore the process of helping a child to learn. Pragmatists believe that no child's brain is *tabula Rasa* (i.e an empty slate). Education as a process is therefore not aimed at filling a child's" blank brain" with knowledge, rather the child's latent abilities are recognized and through the process of education, the child is assisted to develop his/her innate potentials.

Every individual is born with some potentials, which the process of education helps to draw out. Hence, education is the process of leading out, bringing up or drawing out the innate potentials or ideas in a child. Education is also the process of training or rearing a child. It is not just enough to draw out the potential in a child, there is need to mould the potential to the full, in the right direction.

Vice Chancellor Sir, the concept "EDUCATION" is very important because it is the reason why we are gathered

here today. It is equally the reason why we are seated in a conducive environment with good chairs and good ventilation and are able to maintain orderliness and decorum in all our activities here. However, it is worthy to note here that there are intervening variables that may influence the effectiveness of the process of education, and the achievement of the goals of education in the society. One of such variables is the *'FAMILIA'*.

The word *" FAMILIA"*, is the Latin word for family. Hence, this lecture is centred on looking at the relationship between education and the family.Family is a word that cuts across not only human and animal species. Inanimate objects such as rocks also have families. However, today we are concentrating on human families. Every one of us has a family- that is, our root or foundation. The family is the most basic social unit of the society. It is the primary agent of socialization.

These two concepts- Education and Family are so important to both man and his society that we need to consider the relationship between them. The specific objectives of this lecture are therefore to:
- examine the meaning of Education;

- identify different forms of Education;

 - explain functions of education in the society;

 - examine the meaning of Family;

 - identify the characteristics of family;

- discuss functions of the family in the society;

- examine different classifications of family;

- examine the sociological perspectives on the family and education;

- discuss the role of the family in child development and education;

- discuss my contributions to knowledge;

- conclude the lecture and give suggestions on how to enhance the relationship between education and the family.

Meaning of Education

Vice Chancellor Sir, the word education is perceived, defined and explained in several ways by different individuals. To some, it simply means" going to school", to some it means "being able to read and write", while to others it may mean "having been trained in a vocation." These perceptions arise from the fact that education is meant to serve the purpose of the society. Since societies differ in many aspects, such as values, goals and philosophy, their definitions of education also differ.

Again, societies are dynamic, therefore the definition of education may also change with time. This is why the word "education" has no single definition. Education is one of the institutions that makes society better, therefore it remains progressive and conforms to the needs of the society, irrespective of the changes that occur (Muhammad & Awwalu, 2011).

In addition to the etymological definitions of education presented earlier, several authorities have either described or defined education. In the National Policy on Education, FRN(2014 P.4), Education was described as an instrument for national development. It was also

described as a weapon, a bridge, a dam and a rocket by Oyinloye (2001) who stated that:

> Education is a weapon for combating ignorance, poverty and disease, a bridge between confusion and comprehension, a dam for conserving man's store of civilization and for generating the power to move to greater civilization, a rocket for transporting man from a state of intellectual subservience to a state of intellectual sovereignty(P. 86)

Mahuta,(2012) also elucidated that:

> education comprises all efforts that are conscious and otherwise, incidental and indirect, which are made by a given society to accomplish certain aims and objectives considered desirable in terms of the individual's needs as well as the needs of the society(P. 43).

Omokhodion, Nwokeocha and Pemede (2016, P.114) defined education "as the act or process of imparting or acquiring general knowledge, developing the power of reasoning and judgement, and generally of preparing oneself or others(P.144) They also stated that education is the ability to transmit values, beliefs, knowledge, skills, ideas, attitude and expectations to be useful to self and members in a society.

Mkpa (1990 ,as cited in Igwesi, (2019, P.5) gave a more comprehensive definition of education by looking at it from five different perspectives.

(a) As a process: Education is a process by which a community seeks to open its life to all individuals within it and enables them to take part in it. Education as a means of social mobility gives opportunity to the recipients to experience an upward social mobility, acquire more knowledge and be able to contribute better to the development of the society.

(b) As a discipline: Education comprises a body of knowledge, skills, values or experiences designed to be learned by members of the society in order to guide them in the socially approved direction and to enable them achieve their goals and aspirations. Education comprises several disciplines, such as philosophy, religion, science and others, which are necessary for meeting the needs of the society.

(c) As an enterprise: Education is provided by the nation (society) for the citizens to realize their full potentials within the society.

(d) As a product: Education is that which fits a man to perform justly, skillfully and magnanimously in all the offices both public and private, of peace and of war.

(e) As a system: Education consists of inter- related parts in the society designed to achieve a desired goal, that is, the curricular design, implementation and goal attainment.

Education makes society better because it makes knowledge available to members of the society which they use in turn to bring about development in the society. Through training and manpower development, the needs of the society are met.

Vice-Chancellor Sir, these definitions of education are not in any way exhaustive. However in order to have an in-depth understanding of the nature of education, different forms of education are considered.

Forms of Education
From the different definitions of education given so far, three forms of education are identified:

Informal Education: This is education given through the process of socialization. Socialization is acquired

through the parents, peers, relations and other adult members of the community (Igwesi, 2019). The child is trained in language skills, moral etiquette and other forms of physical development; for instance wrestling and climbing. Taiwo(1980) classified the content of traditional education, which is an informal education as basic education, education for occupations and economic self- reliance, and education for special occupations.

This form of education is acquired through the process of social interaction (socialization). It is a life- long education and the process can be manifest or latent. For example, a child learns by observing the attitude of members of his family at home, his teachers and class mates at school, elders in his environment and also members of his church(latent). He may also be consciously taught the benefits of obedience by his parents or other members of his society(manifest). This type of education is also referred to as home system or latent mode of education.

Formal Education: This is education received in institutions of learning such as primary, secondary and tertiary institutions. These operate under a conventional

school system. Omokhodion, Nwokeocha and Pemede (2016), opined that formal education is institutionalized, systematized, planned, sufficiently regulated, and often the most funded, it is also the most potent form of education used by nations to implement their development visions and goals. Asuka (2014) also stated that in formal education, teaching/ learning is done in highly bureaucratized settings with professionals and specialists in different fields within specific periods of the day.

Formal education is therefore an organized form of education, where the content and activities are well planned, organized and structured. This implies that one can identify a particular place where the teaching and learning process takes place .There is an academic calendar and time table of activities, specified number of years for each programme, prescribed examinations, award of certificates, and employment of certificated and qualified teachers. Western education is a good example of formal education.

Non- Formal: This is also called semi- formal education because its features are close to that of formal education.

It is education for living and survival, and fosters vocational independence. Non- formal education, is geared towards meeting specific needs of particular groups in the community. Examples are trainings received through workshops, seminars, public enlightenment programmes, adult literacy programmes, and short term courses. It also includes skill acquisition programmes, such as computer training, apprenticeship, fashion designing, soap making, tie and dye, and other skills aimed at fostering independence and self- reliance.

Education may therefore be acquired informally, non-formally or formally. An individual may also pass through two or three forms of education. Every member of the Nigerian society acquires at least one of these forms of education. This is because an individual may not have passed through formal education, may not have a skill but has passed through the process of primary socialization(hence has internalized the values of his immediate community or society). Such an individual is therefore educated.

Every form of education is geared towards emancipating man from ignorance, poverty, disease and everything that hinders his self-fulfillment, self-actualization and

usefulness to himself and the society(Igwesi, 2011). It is therefore not only an anomaly, but an insult to address anyone as "UNEDUCATED". An individual may be termed "an illiterate" or"unschooled" but not "uneducated"

In order to make individuals functional in a contemporary and dynamic society, holistic education of members should comprise informal, non- formal and formal forms of education. This is in line with the submission of Amaele (2010) cited in Asuka (2014, P.26) who posits that " these three forms of education can produce the " educated", and that the educated man had understanding and insight (cognitive), possessed functional skills(psychomotor), and had good character(affective). These are the three domains of learning popularized by Bloom, Englehart, Furst, Hill and Krathwohl(1956, as cited in Agih, 2019 P.8).

Let me conclude this section by reiterating the potency of education, in the words of Omokhodion, Nwokeocha and Pemede (2016) who stated that "*education is believed to be the most potent instrument for change and transformation. There is no mindset or Ideology so strong*

that education cannot change; and there is no environment so transfixed that education cannot transform"

Therefore, if an individual desires positive change in his life, the life of others and his or her society, education is the key.

Functions of Education in the Society

The functions of education in the society cannot be over emphasized. This is because education is not only beneficial to the individual; it also has implications for the stability, continuity and future sustainability of the society in all ramifications

Thio (2003), in describing the functions of education, stated: *Education in all its intents, purposes and ramifications bring about change, development, advancement to an individual as well as the society. Education emancipates an individual from the chains of ignorance, poverty, stagnation, and destruction, creates awareness of self and society at large (P.3).*

Eze (2012) also accommodated various social functions of education. According to him, "Education promotes

better health, increases skills and higher productivity, increases family income as well as providing chances to live in dignity and make wise decisions about one's life (P.123).

Vice Chancellor Sir, Nigeria recognizes the importance of education, hence the National Policy on Education (FRN, 2014 P.4) has this to say about education:
- Education is an instrument for national development
- Education fosters the worth and development of the individual, for each individual's sake, and for the development of the society.
- Every Nigerian child shall have a right to equal educational opportunities irrespective of any real or imagined disabilities each according to his or her ability.
- There is need for functional education for the promotion of a progressive and united Nigeria.

The importance of education is also stated in the National Policy of Education, Section one, sub- section 7 as:
- The inculcation of national consciousness and national unity;
- The inculcation of the type of values and attitudes

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for the survival of the individual and the Nigerian society:

- The training of the mind in the understanding of the world around: and
- The acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of the society.

The national goals of education, which is in line with the philosophy of Nigeria as a nation and her philosophy of education are also stated as:

- The inculcation of national consciousness and national unity;
- The inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;
- The training of the mind in the understanding of the world around and;
- The acquisition of appropriate skills and the development of mental, physical and social abilities and competences as equipment for the individual to live and contribute to the development of the society.

In the submission of O' Connor(1975, cited in Igwesi, (2019 P.11), there are five general aims of education. These are:

- To provide men and women with the minimum skills necessary for them to take their place in the society and to seek further knowledge.
- To provide men and women with vocational training that will enable them to be self-supporting.
- To awaken an interest and a taste for knowledge
- To make people critical.
- To put people in touch with and train them to appreciate the cultural and moral achievement of mankind.
- The school is an important agent in the socialization process for value orientation and consensus in any society.

It is the schools, through the teachers, that ensure that collective conscience, which is an important integrating factor in any society, is inculcated in members of the society (Asuka & Igwesi, 2012).This is in agreement with the view of Durkheim (1961), in Haralambos, Holborn and Head (2008) that "Society can survive only if there

exists among its members a sufficient degree of homogeneity and education perpetuates and re-inforces this homogeneity by fixing in the child from the beginning, the essential similarities, which collective life demands (p.600).

Education is therefore a very important instrument for the development of both the individual and the society. Education equips an individual with skills and knowledge, which will help to transform the individual's life and subsequently his/ her society. It is also a global consensus that education is a viable tool for the sustainable development of any country (Igwesi, 2012).
 Education performs numerous functions in the society and is the second most important agent of socialization in the society. The school builds on what the family has taught the child at home, about himself, his society and his environment. Other functions that education perform in the society include:

- **Provision of all round development to the individual**: In Bloom's taxanomy of educational objectives, three important domains of learning are identified. These are the cognitive, affective

and psychomotor domains(Agih, 2019). Hence holistic education must focus on these domains of learning. Education develops the individual intellectually (Cognitive) by making available a body of knowledge in different disciplines such as Medicine, Law, Economy and other disciplines. During the process, the individual's manipulative skills are developed through sports, use of machines and various equipment and instruments. The individual is trained in one form of skill or the other hence become self- reliant (Psychomotor). Education also takes care of the character and moral life of the individual (Affective domain). The values of the society, such as patriotism, cooperation, tolerance, respect for others, unity and others are inculcated in theindividual. These make him a total man. This is why an educated individual is described as one with a HEAD, a HAND and a HEART.

- **Training of individuals in different skills:** Skills are abilities needed in the works, crafts and jobs that people do in the society. Such skills include fashion designing, carpentry, teaching, law,

nursing and others which individuals may acquire through informal, semi- formal or formal education.

- **Training people to be able to earn their living:** Education equips individuals with skills for living. A trained medical doctor gets employed in a hospital, is paid for his services and is able to meet up with his needs and that of others. This is possible because he passed through formal education. In the same vein, a young adult who is not able to continue his formal education beyond the junior secondary level becomes an apprentice to a business man, learns the trade, gets established after the period of apprenticeship and begins to cater for himself and others.

This is also possible because he has acquired non-formal education. An illiterate farmer also earns his living by producing and selling some of his goods because he subjected himself to informal education through imitation and participation in farming and related activities in his family .Being able to earn their living and taking care of their

own responsibilities put them in a better position to assist others in their families, communities and also be able to contribute to the development of the society.

- **Preparing members to be able to deal with the challenges that they may face in the society**: Education has both intrinsic and extrinsic values. The extrinsic value of education have to do with the latent benefits of education to the individual and the society such as acquisition of job and enjoying better standard of living, with such amenities as electricity, portable water, good roads and others. The intrinsic value of education, on the other hand, are latent and can only be expressed through the individual's behaviour. Education inculcates such values as self- confidence, patience, hardwork, courage, tolerance and deferred gratification in the individual through various school programmes and the experiences that the individual passes through at various stages of education. The individual is therefore adequately equipped to face life after school.

- **Transmission of society's cultural heritage:** The culture of a society is transmitted through the process of education. The educational curriculum of every society at every level is an embodiment of the society's culture. For instance, at the primary level of education in Nigeria, the social studies curriculum comprises topics on respect for elders, types of religion in Nigeria, different Nigerian tribes and others. These are cherished social and cultural values in the Nigerian society. Hence every society transmits their own culture through their education.

- **Provision of manpower to the society:** The manpower (skilled, semi- skilled and unskilled) needed by the society is provided by the educational institution. Education supplies the society with trained manpower such as doctors, engineers, lawyers, teachers, nurses, fashion designers, architects, shoe makers, masons needed for the development, survival, stability and continuity of the society.

Datta (1984) cited in Igwesi (2019, P.11) summarized the functions of education as:

- **Conservative Function**: Education helps to preserve the culture of the society. This is done through the process of socialization (informal education) and also adding different aspects of culture into the curriculum of formal education. The culture of a society is that society's decision for living. This comprises the clothing, food, dressing, language, agricultural tools, and artifacts, to mention a few. This is one of the reasons why educational goals must reflect the needs of a society, because it has to transmit the culture of the society.

- **Social Function**: Education guarantees the future of the society through manpower development in that it trains doctors, lawyers, teachers, engineers, nurses and other semi-skilled and skilled manpower that the society needs for its development. Good roads, pipe-borne water, electricity and other social amenities are also products of educational activities. Education also

helps in the selection of qualified persons to various positions in the society.

- **Political Function**: Education ensures the political socialization of the citizens of the society. Through political education, they are taught their civic duties, rights and responsibilities as citizens. Political values are inculcated in the curriculum of subjects, such as social studies, civic education and government in formal education.

- **Moral Function**: Behaviour of citizens is modified through the rules and regulations set by the school authority. Reward and punishment systems are also developed to encourage good behaviour and discourage bad behaviour. Through subjects such as religious studies, moral and civic education, generally accepted societal values such as cooperation, tolerance, unity and patriotism are inculcated in members of the society. Every Nigerian child, therefore, has a right to education, because it is an essential instrument for both human and national development. The development of the individual enhances the development of the society.

Vice Chancellor Sir, after considering different definitions of education presented so far, forms of education and the functions of education, I have defined education in Nigeria today as:

"*a process that liberates man from ignorance, and equips him mentally, morally, physically and financially for usefulness to both himself, others, and his society.*"

Meaning of Family

The family is the most important basic unit in the society. It is the foundation of all other institutions in the society because every member of the society is first born into a family. This is where they have initial contact with adult members of the society and also the values of the society through interaction, imitation, observation and participation. This informal process of educating young members of the society is called socialization. The family is thus the primary agent of socialization in the society. Omorogiuwa and Omorogiuwa(2016) has asserted that the concepts of marriage and family are often used synonymously (though they have distinct meanings). However, it is marriage, which is a legalizing of a sexual relationship between a man and a womanthat gives birth to a family.

The word "family" has its root in a latin word "*FAMILIA*" which means a group of people related either by consanguinity , affinity, or co- residence (Meaning of Family, n.d.). Shehan and Kammeyer (2002) defined family as any sexually expressive   or parent child relationship in which people live together with a commitment in an interpersonal relationship, the members see their identities as importantly attached to the group and the group has an identity of its own.In Whemeier's(2000) view, a family consists of any of the following- one or two parents and their children;one or two parents, their children and close relations; all the people who are related to each other, including those who are now dead ; a couple's or a person's children especially young children.

Faherty(2002) also viewed the family as a social unit, which is rooted in marriage, descent or kinship, while Igbo (2011) defined the family as a social unit characterized by common residence, economic cooperation and reproduction. She further explained that the family consists of adults of both sexes, at least two of whom maintain a socially approved sexual relationship, and one or more children, owned or adopted, of the

sexually cohabiting adults.Carrington (1999 as cited in Onuorah (2014), in his own view, defined the family as "constituting of people who love and care for one another".

One important characteristic of the family in the traditional society is that members are either related by blood or by marriage. At the mention of the word "Family", what comes to mind is therefore a home comprising members who are related by blood. "Family" had also, always been associated with a man who is customarily or legally married to a woman (or women) and their children. However, nowadays, a family may comprise members who do not share blood relationship. Hence the concept"Family" has become diverse because of the changes that have taken place in the society, which has also affected the family system. With the changes in family system in the present dynamic society, members of a family may either be related or unrelated by blood or marriage as seen in the perspective of the family by Carrington (1999 as cited in Onuorah (2014).   This is affirmed by Dorsett (2001), who declared that:

Once upon a time when someone said family, you knew they meant; mom , dad, and one, seven, eight, or so nuclear kids. Today with divorce, remarriage, and increasing acceptance of alternative lifestyles, that's not necessarily the case. Mom and step-dad, dad with kids and no mom, two moms or two dads and kids, from more than one marriage have all forced us to broaden our definition(P: 1).

Sperling (2002) in consideration of these various views about the family said :

" I think that family does not refer only to your parents but also people who take care and help you when you have problems. Your friends, your girl/ boyfriend, and people you just know can be your family. I do believe that the best family for everyone is the one in which there is time to talk about a problem and everything that happens in the family"(P:1)

As a sociologist of Education, I agree with the proposition of Sperling (2002) and Books (2021) who advanced that a group of people who are related in many other ways other than blood can be called a family. I have therefore defined the family as:

"A primary social group in which members care for and sacrifice for one another's wellbeing though they may or may not be biologically related"

Characteristics of the family

Families are generally characterized by togetherness, unity and cooperation. Family is a social unit where it is expected that every member has a sense of belonging, feels secured and protected because members of the family share each other's burdens, needs and challenges. Three characteristics of the family were identified by Ezewu (1985). They are:

- The family originates from marriage;
- It consists of a husband, wife and children, with or without the presence of other relatives; and
- The family members are united by a network of sexual rights and prohibitions, a varying and diversified amount of feelings such as love, affection, respect, awe, economic, religious and other kinds of rights, and obligations, and legal bonds.

Furthermore, Shehan and Kammeryer (2002) as cited in Igwesi, (2019, P. 194) listed the following as the characteristics of the family:

- The family is a survival and growth unit;
- The family is the soil that provides the emotional needs of the various family members;
- A healthy family provides the growth and development of each family member, including the parents;
- The family is the place where the attainment of self- esteem takes place and finally
- The family is a major unit of socialization and is critical for a society to endure.

They also emphasized commitment, appreciation, good communication, togetherness, strong value system and positivism in the handling of crisis as the characteristics of the family.

Functions of the Family in the Society

The importance of the family as the basic social unit of the society cannot be over emphasized. This is because it is within families that children are socialized for life in the larger society. Shantisree (2015) stated that it is in the family that a child is conceived, born, educated and given to the community for the well-being of society.

Doobs (1985) stated that the family performs very important functions in the society, which includes

provision of basic food and shelter, emotional comfort and also status placement for their members. Doobs (1985) elucidated on this when he stated that the family regulates sex through the incest taboo, which is a rule, outlawing sexual relations between certain kin- group members believed to be too closely related as defined by the cultural standards of a given society.

Cattan (2014) also opined that families are essential for social cohesion, the socialization of children and individual well- being; they are the base from which children and adults can learn, work and contribute to society. Families play an indispensable role in care, particularly for vulnerable members of the society, such as the disabled and elderly .He also noted that families are constituted, they are the micro- ecology in which emotional and material needs are met for the majority of the people.

The roles of the family in the society, as noted by Oeize(2019) include:
- giving a feeling of belongingness to its members;
- giving members financial security;
- giving happiness and satisfaction to members;

- providing health benefits to children and members;
- providing mutual support and care for members;
- teaching children values; and
- providing education for their children.

Some of the functions performed by the family, as outlined in Meaning of Family (n.d.), include:
- maintaining the wellbeing of its members and the society;
- ensuring the safety of the members;
- providing sense of boundaries for performing tasks in a heterosexual environment;
- building a person into a functional adult;
- transmission of the cultural heritage of the society; and
- ensuring continuity of human kind with precedents of knowledge.

A functional understanding of the family stresses the ways through which the society is made possible and functional through the help of the family institution. No society can guarantee its future and historical continuity without adequate socialization of its young ones. Social

values, beliefs, attitudes, skills and knowledge are therefore inculcated in the child by the family. The family also provides the child's first experience in social interaction. The social interaction in the family is intimate, nurturing and enduring, thus providing and enhancing the emotional security for its members. As a major unit through which sexual reproduction occurs, the family regulates sexual activity in the society. Conflict in the society is also minimized through various taboos.

The foundation for the awareness of an individual's sociological identity (both personal and social identity) is laid in the family. Thus, the child receives his name, family name, and other information about who he is from the family. He also becomes aware of other people around him as either parents, uncles, aunts, sisters, brothers and others. Therefore the family to a very large extent determines the structure of the society, its stability, growth and continuity through its members.

Classifications of Family

Sociologists have classified the family in several ways. Shehan and Kammeyer (2002);Medicine, (2016); and Oeize (2018) identified different criteria for classifying families which are:

- **On the basis of number of wife/ wives or husband/ husbands**:   The following families are identified in this category.

Polygamous Family: This family type is prevalent in Sub-saharan Africa where 11% of the population live in such family arrangements (Kramer, 2020). Polygamous family is a family where either one man or one woman is married to several women or men respectively. Brito (2021) asserts that polygamy involves being married to multiple partners. Stoppler (2021) noted that the polygamous family consists of the nuclear family, the grandparents, aunts, uncles, cousins, and other relatives.

Two types of polygamous family are Polygynous and Polyandrous families. **Polygynous family** is a form of polygamous family in which a man is married to more than one woman at a time. It specifically refers to a man who has multiple wives (Brito, 2021; Blumberg, 2021). This type of family is prevalent in Nigeria and is more common among members of the Islamic religion. **Polyandrous family** on the other hand is a form of polygamous family in which a woman is married to more than one man at a time. It refers to a woman who has multiple husbands(Brito, 2021). This type of family is not common in Nigeria.

The features of polygamous family includes high levels of intrigue, suspense, and conflicts which may hinder the father's commitment to marital obligations (Adika, 1987;Oloruntimehin, 1974; Adido, 1989; Babalola, 1990). Lewis, (1992) also stated that preferential treatment of children promotes rivalry among co-wives and other problems associated with polygamy. Children in such families are exposed to different types of experiences, emotional disturbances and values which may deter educational aspirations and success in school.

Reville (2018)'s explanation of the features of polygamy supported this assertion. He stated that polygamy involves wasting of time and energy as either males or females fight for the other partners, and this tend to cause social problems leaving many men without wives and inclined to behave in risky ways which includes neglect of children's education. As a result of these rivalries, either parties are left to take care of their own children's needs including their education. Hamzah (2010) also asserted that every member of the polygamous family has their own share of its harm, while children are emotionally scarred, wives and husbands thought they would be better off as lone parents.

Monogamous family: In this family, there is only one man(the husband) and one woman(the wife) at a time. The man is the head of the monogamous family. A type of monogamous family where a man or a woman marries different persons one at a time is called **Serial Monogamous family**. It involves marriage, divorce and re-marriage. The **Conjugal or Nuclear family** is the same as the Monogamous family because it consists of two parents who are usually married and one or more children, who may be biological or adopted. In this family, no uncle, aunt, nephews, nieces, cousins or grandparents are allowed to live in the same house with the members of the family.

However, the main idea is that both parents are raising their children together in the family home. Many educated persons in Nigeria have adopted this pattern of family. Some studies on family characteristics such as Wilkins(1976) have shown that the monogamous family is characterized by simplicity, minimal suspicious tendencies, high commitment to marital obligations, which includes children's education and easiness in conflict resolution.

Monandrous family: This is an alternative to monogamous family. It is a family where the wife plays the role of the husband. She pays the bride price and takes the man to her own home to live with her. Monandrous family is not common in Nigeria except incommunities where the culture permits a widow who had no son or a woman who had no child to marry a wife either for herself or her husband. In that case, she assumes the role of a husband except in sexual relations. This occurs in some traditional Ibo societies.

Other family types under this classification includes **the Avuncular or Extended Family** which consists of a man and his wife or wives, children, brothers, sisters and other relations. This means that the nuclear family is living with extended family members. The extended family is common in African countries, including Nigeria. **The Group Family** in which several men marry by arrangement several women is also in this category. This type of family which has been short-lived in most parts of the world was identified in Aiyetoro community in Ondo state, Nigeria (Ezewu, 1985).

- **On the Basis of Togetherness of the Couple:** The Intact/ Non- Intact family types have been identified. In the intact family both parents are

living together and always at home while in the non-intact family, one of the parents is absent from home. The absence may be as a result of separation due to death, divorce, work or some other reasons. **The Single Parent Family** consists of one parent (who may or may not have married) with one or more kids.Gongala(2021) asserted that single parenting is a parent bringing up a child alone without a partner. The single parent may not have been married but may have children either by adoption or with a man or woman who is unmarried to him or her.

The single parent family is also known by different stigmatized names such as unmarried mother, fatherless/ motherless family (Thompson, 2008). **Never Married**","**Absent father'** and "**Absent mother**"are other names given to single parent families.The characteristics of single-parent families wereexpounded by Astone and McLanahan's (1991). He stated that these families have lower educational expectations for their children and are less likely to monitor their children's school as parents from intact biological families such as the nuclear monogamous families where parents participate more in school, and also discuss school more with children.

- **On the Basis of Authority:** Families are classified into **Patriachal Family** which is a family in which the father absolutely controls all members of the family. He dictates how the family is run in all ramifications. The **Matriachal or Matrifocal Family** is one that is controlled by the mother and may result when the traditional head or the father is unable to fulfill his family obligations as a result of unemployment, sickness, poverty, or personality traits.

  In the **Egalitarian Family**, parents share many responsibilities which were traditionally restricted to either the husband or the wife. These include payment of school fees, house rent, cooking, and washing of clothes or dishes, cleaning of house e.t.c. In this family, authority or control of the family is equally shared by both parents. As a result of education and civilization, many educated and enlightened people have accepted this family type.

- **On the Basis of Descent:** Families have been classified into **Patrilineal Family** where descent is through the father and the children bear the name

of the father's family. In the **Matrilineal Family**, the descent is through the mother and the children bear the name of the mother's family. Others are the **Bilineal Family** where descent is traced to the father and/or mother, the **Bilateral Family** where both the paternal and maternal lines enjoy equal status and the **Double Unilineal Family** where the mothers line is stressed in some context, for instance in inheritance of landed property; and the paternal line is stressed in some situations, for example, in membership of cult groups.

- **On the Basis of Locality or Residence: The Patrilocal Family** settles with or near the home of the husband's parents while the **Matrilocal Family**settles with or near the home of the mother's parents. The**Neolocal Family** which lives away from both parents' location are identified in this category.

- **On the Basis of Choice of Marriage Partners:** Families have been classified into endogamous and exogamous family types. When the wife and husband both belong to the same social group or kinship, an **endogamous family** is formed. As

such, the families of both partners are not far from each other. **An Exogamous Family on the other hand** is formed when marriage is contracted between a man and a woman from different communities, states or tribe. Both endogamous and exogamous families are products of a custom requiring a person to marry either within or outside a social unit.

Other family types identified by Shehan and Kammeyer (2002); Medicine, (2016); and Oeize (2018), are the **Childless Family** where a man who is married to a woman lives without a child and the **Step Family**, which is formed when either a divorced parent or a widow/widower with kids marry someone who has never been married and has no kids. This type of family can also be formed when a single parent (who was never married) but with a kid marries another person who has either been married before or not and who does not have a kid.

Step families as noted by Astone and McLanahan's (1991) also have lower educational expectations for their children and are less likely to monitor their children's school as parents from intact biological families such as

the nuclear monogamous families where parents participate more in school, and also discuss school more with children.

Other family types are the **Blended Family**which consists of two families that have merged into one. For instance, when two divorced parents with one or more children from a previous marriage or relationship come together to form a family, the **Grand Parent Family**, which consists of one or more grandparent who is raising their grandchild or grandchildren and the **Cohabiting Family** where an adult male and an adult female who are not legally married live together with their children. Unachukwu and Iloakasia (2018) described cohabitation as a situation where a man and a woman, without being customarily and officially married, live together and share all or some of the benefits of marital relationships. In his own submission, Ogunsola (2011) noted that cohabitation is the practice in which a man and a woman dwell together in the same place in the manner as husband and wife before the actual marriage. Scott and Galena(2018) noted that one of the reasons for the increase in cohabitation is delay in marriage age without corresponding delay in sex and child bearing.

The Adoptive Parent Family, where the couple could not have a child of their own, perhaps as a result of infertility, health disorder or choice and decides to bring in a child whom they accept as their own, the **Family of Orientation** which is a family into which a person is born, and the **Family of Procreation** which is a family formed later by marriage were also identified (Shehan and Kammeyer, 2002; Medicine, 2016; and Oeize, 2018).

 Families have also been classified on the basis of the relationship that exists among members of the family. This gave rise to the Old Fashioned family(also called the traditional family), the Fighting Family (also called the individualistic family),the Frightened Family (also called the enmeshed family) and the Healthy family.

The list of family types seem to be in exhaustive, however; the most common families in the Nigerian society today are monogamous family, polygynous family, cohabiting family, single parent family, grand parent family, extended family, childless family, blended family and step family.

The features, strengths and weaknesses of some family types have been identified by Oeize(2018) and Oeize

(2020). These family types are common in the Nigerian society.

Table 1: **Strengths and Weaknesses of Some Family Types**

Family Type	Strength	Weaknesses
Nuclear Family	-Financially Stable -Children are raised in a stable parenting situation -Emphasis on health and education -Focus on communication	-Exclusion of extended family can lead to isolation or stress - can struggle with conflict resolution - can become too child-focused resulting in self- centred children
Extended Family	-Respect and care for the elderly are important -More family members around to help with chores, child care -Social support	-Financial issues can occur -Lack of privacy, depending on the living environment
Single Parent	-Family members can become very close -They learn to share household duties -Children and parents can become very resilient	-Families struggle to get by on one income -Difficulty in working full time and also affording quality child care -Parenting can be inconsistent
Childless family	-Typically have more disposable income -No dependents to take care of -Freedom to travel, go on adventures and pursue careers or education -Couples spend more time together	-can feel isolated, especially when their friends are with their kids - Sometimes have a feeling that something is missing

Step Family	-Children get the benefit of having two parents around -Benefit of having two income -Both parents and the children can form strong bond	-Adjustments can be difficult for both parents and children -Problems in disciplining each other's kids
Grandparent Family	-Grandparents and grandchildren form a close bond -Keeps children from ending up in foster houses	Grandparents may struggle with income since they do not have full time jobs or may not work at all. -May not be able to discipline the children or keep up with them at old age

The features identified above may create a difference in parents' attitude to children generally and to their education in particular. In consideration of the social relationships among members of the families, they can be classified into either the old fashioned family, the fighting family, the frightened family and the healthy family as identified by Shehan and Kammeyer (2002 as cited in Igwesi, 2019, P.194).Their characteristics were also examined

Table 2: Family Types and their Characteristics

Characteristics	The Old Fashioned Family	The Fighting Family	The Frightened Family	The Healthy Family
THEME	Father knows best	Its every person for himself	Us Against the world	All for one and one for all
STYLE	Rigid	Aggressive and manipulative	Frightened	Open
MOOD	Repressed	Daring and adventuresome	Anxious	Joyous
MARRIAGE	Dominative/ Submissive	Casual- impulsive	Merger	Celebrated/ blessed
GOVERNMENT	Patriarchy-Monarchy	Anarchy	Oligarchy	Spouse shared

BOUNDARIES	Distinct	Tough and distant	Fused	Clear- strong
PARENTING	Father controls	Indifferent- harsh	Role confused	Clear/ firm/ age appropriate
DISCIPLINE	Strict/ Non-parental	Strict-parental	Minimal	Expressed/ balanced with individuality
ANGER	Father expresses, others suppresses	Directly expressed and acted	Indirect	Assertive/ verbalized/ worked through
INTIMACY	For women only	Minimal	Minimal	Expressed/ balanced with individuality
SEX	Functionary task/ male dominated	Self-serving/aggressive	Stressful/ manipulative	Mutually satisfying
COMMUNICATION	One way	Forceful- direct	Garbled/indirect	Clear/ open/ honest
FASHION	Conservative	Masculine- faddish	Unpredictable	Age appropriate/ flexible
RELIGION	Conservative	Insignificant	Frightening beyond reach	Personal experience
ORIGIN	Europe	United States frontier- Old West	Middle East orient	Judeo- Christian principles

Every type of family in Nigeria can be placed into any of these categories.

Sociological Perspectives on the Family and Education

It is important to examine some sociological theories on education and family and for the purpose of this lecture, the discussion is limited to structural- functional and conflict perspectives.

Structural- Functional Theory and Education

The functional perspective has a holistic view of the society. Haralambos, Holborn and Head (2008) posited that Structural- Functionalists believe that the society is

an entity consisting of various systems, which perform independent functions. However, since they are also inter-dependent, a dysfunction in one of the systems will affect the effectiveness of the other systems, thereby destabilizing the society.

Functional perspective on education therefore emphasizes the significant role of education in ensuring a stable and conflict- free society through cultural transmission, social control, transmission of knowledge and skill, sorting people into different social skills, sorting people into different social skills, and advancement of knowledge. To functionalists, education helps to maintain the status quo in the distribution of wealth and power (Doob, 1985, cited in 1gwesi, 2019 ,P.55)

The educational system, according to functionalists, contributes to a stable and conflict- free society through cultural transmission. These are done through academic subjects such as English Language, Mathematics, Social Studies, and others. Pupils and students are also made to learn other non- academic topics such as respect for elders, patriotism, obedience, and other culturally acceptable behaviours.

Social control is another important function of education in the society because social control promotes an orderly society. This is done through the hidden curriculum, which is a set of school rules that are seldom made explicit but are however recognized by pupils. Such rules include but are not limited to sitting only in assigned seats, raising hands and waiting to be called to answer questions, and to keep quiet in class. Pupils and students who conform to these rules are evaluated as good students, while those who don't may be evaluated as problem children. Hence, exposing them to the cultural content allows them to effectively interact in the society.

Transmission of knowledge and academic skills is a function of education. Members of the society are taught how to read, write, compute and analyse issues. Through various subjects at different levels of education, they are able to harness other benefits of education in the society. Provisions are made for advancement of knowledge through seminars, workshops and conferences. The practical knowledge and skills acquired by students will make it possible for them to participate in the central activities of the society.

Education, according to the functionalists, sorts people into different occupational roles in the society. This starts

from the elementary level where a child's school records (especially the performance in examination) are used to take decision on the child's ability to proceed to secondary school and tertiary institution, and is eventually the basis for deciding the future occupation of the child. Education also develops social skills of members of the society. Social skills such as tactfulness, proactiveness, friendliness, and warmth are necessary for future administrative and managerial positions. They are also necessary for social advancement.

Conflict Perspective and Education

Conflict theory postulates that antagonism pervades every segment of the society as individuals compete for the limited resources in the society. The theory sees the society as a place where inequality is constantly perpetuated. To Conflict theorists, there is no egalitarian society. Members of the society are stratified into different social classes, based on certain criteria such as wealth, occupation, prestige and education (Haralambos; Holborn & Head, 2008).

In contrast to Functionalists, Conflict theorists make the claim that education perpetuates existing inequalities among members of the society. They postulate that

schools do not teach good work habits, good manners, and patriotism, to enable students to participate effectively in the society, rather these are conservative values that schools transmit in order to make them subservient to the capitalists in the society and hence maintain the status quo. The education system thus produces people of unquestionable obedience to authority. Doob, (1985) as cited in Igwesi, 2019. P. 60) outlined three different ways through which education promotes inequality in the society. These are:

- Transmitting values of the capitalist social class which emphasises patriotism, and good work habits.
- Using social control to produce unquestionable obedience to authority
- Sorting individuals into different positions on the basis of income, prestige, race and occupational status.

Conflict theory also emphasizes that sorting students into different occupations is not based purely on intelligence, but that the socio- economic background of students is significantly related to students' tracks. It also questions

the relevance of education in enhancing job productivity. Conflict theory therefore provides for re-examination of the functions of education as analysed by Functional theory.

Functionalist Perspective of the Family.

Structural functionalists focus on factors that bring about cohesiveness, integration and stability in the society. As such, Murdock (1949 as cited in Haralambos, Holborn and Head 2008) argued that: *the family performs four basic functions in all societies, which are sexual, reproductive, economic and educational. Murdock believes that "these functions are essential for social life since without the sexual and reproductive functions, there would be no members of society, without the economic function (for example the provision and preparation of food) life would cease, and without education (a term Murdock uses for socialization) there would be no culture and human society without culture could not function"* (P.462)

To buttress the role of the family as a subsystem of the society, which contributes to the stability of the society, Murdock further explained that the family's functions for the society are inseparable from its functions for its

individual members. For instance, the sexual function provides husband and wife right of sexual access to each other and this strengthens the family. However, in some societies, certain rules either forbid or limit sexual activity outside marriage. The sexual function also contributes to the stability of the society because these rules also prevent disruptive effects on the social order that would result if the sex drive were allowed "free play". Both "control and expression" of sexual drives are therefore promoted by the family.

In emphasizing the family's many sided utility and inevitability in the society, Murdock concluded that "no society has succeeded in finding an adequate substitute for the nuclear family, to which it might transfer these functions". It is highly doubtful whether any society will ever succeed in such an attempt" (P. 463).

Parsons (1959 &1965b as cited in Haralambos, Holborn and Head 2008) ,on the other hand focused on what he called two "basic and irreducible functions", which are common to the family in all societies. These are primary socialization of children and the stabilization of the adult personalities of the population of the society.

Conflict Perspectives of the Family

Friedrich Engels combined the evolutionary approach with Marxist theory to look at the family (Haralambos, Holborn and Head,2008). Engels believed that in the early stages of human evolution, the means of production were communally owned, hence the society was the family. That era was one of primitive communism and it was characterized by promiscuity, hence there were no rules limiting sexual relationships.

Engels speculated that it was from this promiscuous horde that marriage and the family evolved through a series of stages that included polygyny to its present stage, the monogamous nuclear family and each successive stage placed greater restrictions on the number of mates available to the individual.

Engels further noted that the monogamous nuclear family developed with the emergence of private ownership of the means of production and the advent of the state. Monogamous marriage and the family developed to solve the problem of the inheritance of private property. This was because since property was owned by males, they had to be certain of the legitimacy of their heirs to whom

their properties will be handed over, hence there was need to have greater control over women to avoid doubt about the paternity of their children.

The Role of the Family in Child Development, and Education

The roles of the family in child development are numerous. These include, teaching the child values, respect, language, and how to manage their emotions. The family also teaches the child how to interact and share with others. It provides emotional security, and takes care of children's needs. Suneethi (2018) asserted that how better a child will be in the future depends to a large extent on the way he/she is loved, cared, and nurtured by the family.

Prakash (2018) also opined that when good values and habits are inculcated in the child, he/she will be emotionally secured. The family also teach the child developmental skills, cognitive skills, emotional skills and language skills necessary for his total growth and development. Positive social interactions in the family also helps to foster the child's healthy social development. Chauhan (1978) noted that the personality pattern of an

individual is shaped by the family, and that good personality traits are produced in children when there is good relationship between parents and satisfaction with each other. Children also become emotionally stable when parents show them affection(Musgrove, 1966).

Bangash (2012) identified child's physical traits, intellectual qualities, attitude, behavior pattern, feelings and aspirations, and commitments as the major factors that constitute a child's personality. He concluded that the family has the primary responsibility for the education and socialization of the child, and the way a child is socialized by the family influences to a great extent, how the child's personality will develop.

You can agree with me Vice Chancellor Sir, and this great congregation that we are all products of the socialization processes that we passed through in our families. These processes are strengthened and molded as the person grows into adulthood. Personalities can therefore develop and also evolve(Bangash, 2012).

De Ridder (1990, P.3) also stated that: Parents as daily models provide cultural standards, attitudes, and

expectations and in many ways, determine the eventual adequacy of self-acceptance and confidence, of social skills and sex roles. The attitudes and behavior of parents while working or discussing their work is what the children respond to and learn.

Education, as earlier stated is very beneficial to both the individual and the society. As an institution, education is not isolated from the larger society where other institutions and subsystems exist, and the stability, equilibrium and continuous integration of the society will depend on the level of functionality of these institutions as well as the interdependency between them. This is because according to structural- functional theory of society, a dysfunction in one of the subsystems will produce a repercussion in the others and may disrupt the equilibrium of the society.

 The family is one of the subsystems in the society and as the basic unit of the society as well as the primary agent of socialization; it plays very important roles in the society. The family is very significant because it has implications for the realization of the goals of education in the society.

The family's role in the education of children starts with the process of socialization. Children are fed in the family, clothed and taught the values of the society, such as respect for elders, hardwork, integrity and truthfulness. Family involvement in the process of socialization prepares children for school. For instance, children whose parents emphasise the importance of hardwork and patience are more likely to have more interest and determination for success than those whose parents do not. Eventually, when children are up to school age, it is the responsibility of parents to get them enrolled in school, pay their school fees, buy their school uniforms, textbooks and also provide other materials needed for school education. This is why we can rightly say that parents hold the education of their children in their hands.

Family factors that have been found to influence education of children include, family background, family types, parents' Socio- economic status, parental interest and involvement. Variables of Socio- economic status include level of education, income, and occupation.

Family background/ Socio- economic Status: Family background and Socio-economic status has been

identified as one of the family variables that can influence students' education. Iversion and Walberg (1982) asserted that socio-economic variables such as parental education, income, occupation, and family size influences the way individuals perceive education. Ezewu (1985) identified early attendance at school, provision of books and other materials, attendance at the best schools, encouragement in school education, provision of good model of English, development of interest in school education, academic and job aspiration as some of the variables of socio-economic status that affects school education.

The Sociologist , John, S. Coleman, writing a report in 1966, as the leader of a team that studied" Equality of Educational Opportunity" in America, concluded that schools are remarkably similar in the effect they have on the achievement of their pupils when the socio-economic background of the students is taken into account. In other words, he asserted that it is the family that makes the difference in pupils(Egalite, 2016).

Daramola (1994)attributed students' poor academic achievement to their family background, which is the type of home environment in which they areraised. He

stressed that the environmental condition and the nature of social interaction that go on in the family may have positive or negative influence on the academic achievement of a child. Family background factors that affect a child's educational achievement as opined by Daramola (1994) include the occupational status of the parents, the attitude of parents to their children's education, and the values transmitted by the parents.

Egalite (2016) also observed that one of the ways family background can influence children's education include parental education. He observed that better educated parents are more likely to consider the quality of the local school when selecting a neighbourhood in which to live. They are also more likely to pay attention to the quality of their children's teachers, attend Parents Teachers Association (PTA) meetings, encourage staff to attend to the child's individual needs, read to their children, draw on their own advanced language skills in communicating with their children, which helps their children to develop more complex speech and have more extensive vocabularies before they start school. In addition, highly educated parents can also use their social capital to promote their children's development. This means that

the more parents get involved in their children's education, the more they are likely to do better in their studies.

Qishan; Yurou; Wenyang and Lei(2018) outlined the key factors shown to affect students' reading habits and academic achievement by numerous studies (Law, 2011; Chiu & Chow, 2015) as personal characteristics, family socioeconomic status, teachers and school characteristics. However, they noted that family socioeconomic status is the most discussed among other factors. Qishan et.al (2018) furthermore noted that there are inconsistent conclusions on the effect of socioeconomic status on children's academic achievement and cognitive development because while studies of Farah, (2017) and Reardon, (2011) found family background toplay more important role in students' achievement than school,those of Ripple and Luthar,(2000) showed that Socioeconomic status has little or no relevance for academic achievement.

Harju- Luukkainen; Vettenranta; and Garvis(2020) asserted that students with high family socioeconomic status are found to have much higher educational

achievement than those having poorer family resources and vice versa. Obiamaka (2012) carried out a study with a sample of 360 pupils in 12 primary schools in Port Harcourt. The result revealed that the home background factors, which significantly correlate with pupils' performance in English Language, were parents' level of education, occupation, and parental interactions and guidance.

However, contrary to this result, a study carried out on the influence of parental background on students' academic performance in physics in WASSCE by Ebong (2015), with a sample of 1,440 SS 3 Physics students drawn by simple random sampling from 12 schools in Abak Local Government Area of Akwa Ibom State revealed that family structure, parental occupation and educational level of parents did not have significant influence on students' performances in Physics examination.

Parent- Child Relationships: The pattern of relationships in the family can affect school education. Rastogi (1983) explained that when there is mutual confidence, affection and companionship between parents and between parents and children, children from

such families have better adjustment, more independence, initiative and confidence than those who come from families that are characterized with discord. He added that love and understanding between parents produces children who have developed a sense of security, love and affection thus helping them to be in a better mental and psychological state that will promote academic achievement.

Parent- child relationships, interest in the child's welfare, an orderly home environment and awareness of the child as an individual are all associated with the problems which the students' experiences in schools(Tyreman, 1976; Banks, 1976). The marital relationships of the parents, authority pattern in the home, and whether the parents are warm or hostile also affect school education (Ogunlade & Olasehinde, 1995). The emotional climate in the home may therefore cause intellectual difference among children(Awoniyi, 1985).

The feeling of rejection at home makes a student to become aggressive, violent, revengeful, gets on badly with family members and peers, becomes negativistic, disruptive and anti-social and this can compound the

student's problem thus making it difficult for the teacher to help the student in the classroom setting (Montgomery, 1989).

Family Types/ Structures: On the influence of family types and structures on academic achievement, a comparative study of the academic achievement of students from monogamous and polygamous families carried out by Igwesi (2003), with a sample of 200 senior secondary one students, comprising 100 students from monogamous and polygamous families respectively showed that a child's family type can influence his academic achievement. The T-test analysis comparing the students' academic achievement in Integrated science, Social studies, Mathematics, and English Language, which are core subjects at the junior secondary level showed that the mean scores of students from monogamous families were higher and there was significant difference in the academic achievement of students from both families.

Al- krenawi and Lightman's(2010) study also revealed that children from monogamous families had higher levels of learning achievement than did the children from

polygamous families. They asserted that children in monogamous families adjusted to the school framework better than those of polygamous families and this is because the mean conflict rating which is higher among children in polygamous families affects their adjustment to school framework negatively.

Wilkins (1976 as cited in Igwesi 2019, P. 195) also gave some reasons for the result of a study similar to the one presented above. He noted that both parents in a monogamous family show active interest in what their children do at school and encourage their reading habits, whereas in a polygamous home, it may be the mother's responsibility to see that the children do their homework, provide them with materials needed for academic work and in most cases, manage to pay the children's school fees. He also opined that the constant interruption by other children, and the longer time children spend talking to each other than their parents reduces the verbal ability of the children and their capacity to expand their vocabularies.

In accounting for the relationship between marital relations and children's adjustment, Cummings and Davies (2014) suggested that marital relationship affects children's adjustment directly through emotional stress

level and academic performance. Wihbey (2011) studied the effects of family structure type and stability on children's academic performance. Result of the study showed that children in non- disrupted single –parent and disrupted two- biological parent families saw slower academic growth relative to both non-disrupted two biological parent and non- disrupted step families.

Upali (2017) also carried out a study on the impact of family on children's wellbeing, using parents, school teachers and children as samples. The study showed that there were a large number of inter-related causes that had negative effects on children's wellbeing. These included family disharmony, lack of love, care and affection to the children, children exposure to family violence, low family income and discrimination of families due to socio- cultural issues.

Parental Involvement/ Support: Different forms of parental involvement includes communication between family and school, supporting learning activities at home and involvement in school activities (Schueler, Mclntyre and Gehlbach ,2017)**.** Jeynes (2003) attests that parental support determines how well children perform in school, and has a significant positive effect on children across

races. He identified different categories of parental support which include:

- monetary, in terms of payment of school fees, allowances ,and buying of books;
- emotional and psychological- advice, counselling, having time to listen to and discuss with the child and provision of direction;
- provision of conducive environment for learning, which includes peaceful home front; and
- showing concern for their education by visiting their teachers, etc.

Ashley (2019); and Jordan (2019) also asserted that students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior and adapt well to school.VanVoorhis, Maier, Epistein and Lloyd (2013) reviewed a total of 95 studies of family involvement in children's learning and development .The family involvement research studies were divided into four categories.

- learning activities at home that parents engage in to improve child's literacy and mathematics skill;
- actions and interactions that parents are involved

in at school;
- school outreach to engage families; and
- supportive parenting activities, which include nature and quality of parent- child relationship, rule setting and caring behaviours.

Key findings in the study revealed that:
- family involvement is important for children's literacy and mathematical skills; and
- children tend to do better when parents are more engaged with them.

Parents who are actively involved in their children's education are therefore more likely to have their children excel academically and socially (Wepfer, n.d.). This assertion supported the findings of Topor, Keane and Calkins(2010) who carried out a study on parent involvement and student academic performance, using a sample of 158 seven- year old participants, their mothers and teachers. The result showed that specifically, children whose parents are more involved in their education had higher levels of academic performance than children whose parents are involved to a lesser degree.

Shute, Hansen, Underwood and Razzouk (2011) identified several parental involvement variables which correlates with academic achievement. These are:

- communication between children and parents about school activities and plans;

- parents' holding high expectations / aspirations for their children's schooling; and

- parents' employing an authoritative parenting style.

Research had proven that the most effective predictor of academic achievement is not socio- economic status, nor how prestigious the school is that a child attends but the extent to which families encourage learning at home and involve themselves in their child's education (How parent involvement leads to student success, 2008)

In the same vein, Paul (2012) reported results of studies published by researchers at North Carolina State University, Brigham Young University and the University of California, Irvine. The studies revealed that:

- parental involvement in checking homework, attending school meetings and events, discussing school activities at home has a more powerful influence on students' academic performance than anything about the school the students attend;

- the effort put forth by parents (reading stories aloud, meeting with teachers) has a bigger impact on their children's educational achievement than the effort expended by either teachers or the students themselves; and

- parents of all background do not need to buy expensive toys or materials for their children to succeed. What children need is somebody to

simply talk with them about their academics and the effect of this conversation as children grow remains strong.

Mckenna (2017) supported that kids with more involved parents were more likely to finish college and find good paying jobs after school. Lara and Saracostti(2019) also stated that parental involvement in school has been demonstrated to be a key factor for children's academic outcome. In their study, they found that thosechildren whose parents have a low involvement in their children's education have lower academic achievements.

Laura and Mahia (2019) stated that on an international scale,parental involvement in school has long been heralded as an important and positive variable on children's academic and socio-emotional development. They reported the result of their study, which showed that children whose parents have a low involvement have lower academic achievement. It was also found that family involvement is associated with positive school attachment on the part of children,and improves academic performance(Garbacz et.al., 2017) . It also improves school retention and attendance(Ross, 2016). Fajoju,

Aluede and Ojiugo, (2015)carried out a study, using a sample of 1895 primary six pupils in Edo state. Data analysis indicated that parental involvement significantly influenced pupils' academic achievements in three core subjects: English Language, Mathematics and Integrated Science.

Vice Chancellor Sir, many of these studies on the impact of family on education were limited to either the primary or secondary school levels of education. However, they have revealed the following parameters of parents' involvement in school education:

- Nature and quality of parent- child relationship;
- Involvement in school activities;
- Supporting learning activities , for instance by checking child's homework, results, and discussing school activities;
- Communication between family and school;
- School outreach to engage families;
- Love, care and affection for children;
- Family disharmony; and
- Parental socio-economic status

Empirical studies have emphasized parental support and involvement above other family factors in influencing the education of children. Parental support and involvement include setting high expectations for the children, ensuring that they are well fed, paying their school fees, ensuring that they have a peaceful and conducive environment to learn at home, love, care and affection for children, checking child's homework and results, discussing school activities, and communication between family and school .

Parents have been found to be more concerned about the education of their children at the nursery, primary and secondary levels of education. However, after secondary education, young people are expected to continue their tertiary education. At this stage, it seems that many parents consider their children as matured enough to take care of themselves. Hence the responsibility of parenting on them becomes less demanding.

Few studies on the influence of family on the education of tertiary education students have been documented. For example, Uwaifo (2008) carried out a study on the effects of family structure and parenthood on the academic

performance of Nigerian University students. The sample for the study consisted of 240 students drawn from six randomly selected faculties in Ambrose Alli University, Ekpoma, Edo State. Results of the study showed a significant difference between the academic performance of students from single- parent family and those from two parent family structures. Halpern- Meekin and Tach(2008) and Ham(2003) studied how family structure affects adolescents' well being and came up with the following findings:

-Adolescents in single- parent families, married step families or cohabiting step families are more likely than adolescents in intact married families to have ever been suspended or expelled from school, to have participated in delinquent activities, and to have problems getting along with teachers, doing homework, and paying attention in school.

- Adolescents who live in blended families and step families are less positively engaged in school than are adolescents from intact biological families.

- Adolescents from divorced families and cohabiting families have many more unexcused absences and skip more classes than those from intact married families.

Ali (2017) reporting on parental involvement in higher education documented the results of studies carried out on this. According to him, Kennedy's (2009) study showed that an average college student communicates with the parents about 1.5 times per day and that more than half the time, this contact is initiated by the students. He also reported Alnabham, Al-Zegoul and Harwell's study (2001) which examined factors that are related to the academic performance of students in a Jordanian University and showed that perceived family support has a significant positive relationship with students' Grade Point Average(GPA), also a study by Brannan in2012, comparing college students in the US, Iran and Jordan on perceived social support on student well- being which revealed that high levels of perceived support from family predicted wellbeing in all the three countries.

Vice Chancellor Sir, I have interacted with some of our students in Niger Delta University, especially those from my faculty and department in particular. During these social interactions, I came across some of them who lamented that their parents cared less about what they are doing in school. In other words, they arein school just on their own.

I feel so sure Sir that you sometimes worry why some students have "School fees not paid" in their results. You may have reasoned at one time or another that some of the parents of these students are not supportive enough in terms of being ready to sacrifice financially for their children's education. You may have also been spending sleepless nights thinking of a solution not only to the irregularity in the payment of school fees by students, but also the problems associated with incessant suspension of studies and the behavioural problems leading to various disciplinary actions taken against the students of this great institution.

I share this thought and worry with you Sir and that was why one of my studies focused on the extent of the involvement of parents in their children's education. The design of the study was descriptive in nature and the respondents were undergraduates of the Faculty of Education, randomly selected across all the departments.
A questionnaire titled 'Parents Involvement in Children Education Questionnaire' (PICEO), which was certified valid and had a reliability coefficient of 0.75, was used to elicit responses from the respondents. Eleven research questions raised in the study focused on different areas of

parents'involvement in their children's education, which are:

- Parents' visitation to their children at school
- Parents' calling their children on phone to know how they are faring at school
- Parents' asking about their children's performance at school
- Parents checking their children's results
- Parents' paying their children's school fees
- Parents' sending money to their children for their upkeep.
- Parents' visit to their children's Head of Department
- Parents' spending time to discuss with their children
- Parents' sharing personal experience with their children
- Parents' travelling with their children for educational purpose
- Parents' setting expectations for their children's performance

Main findings of this study are that:
1. Most parents are more interested in their financial roles

towards their children's education. 77.6% always paid their children's school fees and 54.1% always sent money for their children's school needs.

2. Only 2.4% of the parents always visited their children at school while 56.5% never visited them.

3. 90.0% of the parents have never visited the Heads of the Department of their children to ask after their performance or behavior.

4. Only 27.1% of the parents always checked their children's results while 35.3% of them never did.

5. Only 26.5% of the parents always set expectations for their children's performance while 30.6% never did.

6. Only 3.5% of the parents always travelled with their children for educational purpose while 81.8% never did.

7. Only 30% of the parents always shared their personal experiences with their children while 15.9% never did.

8. 43.5% of the parents never gave calls to their children to find out how they were faring.

9. Only 14.7% of the parents always asked their children about their performance at school

10. Only 24.7% always spent time to talk with their children

The findings of this study agreed with the that of Kennedy(2009) that the communication between college students and their parents which occurs at least 1.5 times a day, is most of the times initiated by the students. It also agreedwith Natalia (2010) that the performance of tertiary education students is enhanced when the family's financial capacities enable them to provide for them. The result of the study showed that parents of students of Niger Delta University pay more attention to their financial involvement in their children education, such as payment of school fees and provision of other monetary allowances than other aspects of parental support and involvement which may affect their children's emotional, social and psychological well-being and which may have resultant effects on their education. This lack of support in other areas such as the students' social and psychological well- being may be the reason why some school fees were/are not paid to the school even when the parents had released them.

The results of the empirical research showed the negative attitude of parents to the education of their children who are in tertiary institutions. This has implications for the all-round development of the children and their academic

achievement in particular. The importance of parental role in the life of children cannot be over-emphasised. Ardita and Rabije (2016, P.61) succinctly stated that:

When parents involve themselves in the education process of their children, usually the outcome can be quantified as a positive and encouraging one. In this regard, they are usually connected and act under their own potential attitudes, which are transmitted through their demonstration of mutual confidentiality regarding the children's capabilities and their overall learning capacity, which lead them towards succeeding over the learning, education as a complex process.

The implications of this study to Parents, Tertiary Institutions and school- community relationship cannot be over emphasized. It exposed parents' ignorance of the fact that their children/ wards who are in tertiary institutions need more than financial assistance. They also need emotional, moral and psychological support to be motivated and encouraged to go through the stress of academic work successfully.

The results of the study also exposed the need for University authorities to establish some level of relationship with the parents of the students as this could enhance the achievement of educational goals. It also showed the important role the family institution plays in the society in general and in the education and development of their children in particular.

My Contributions to Knowledge

As a Sociologist of Education, I have always been interested in the relationship between social issues, social problems and Education. Hence, most of my works have centered on this area. Some of these works are:

Igwesi, B.N.(2008). Women Education: An essential tool for the moral reconstruction of the Nigerian society. Niger Delta Journal of education. *Niger Delta University*. 1, 63-71. This paper identified two social problems in the society- Moral Decadence and Poor level of education among women. The paper decried the moral decadence in the Nigerian society. It advocated women education as a potent weapon for reducing the moral ills in the Nigerian society. The paper also added that the educated woman possesses moral virtues such as benevolence, justice, truthfulness, tolerance and reliability which puts her in a

better position to take care of her family. She is in a better position to contribute to the education of her children, especially in the area of moral education. The paper recommended that the public should be enlightened more on the importance of women education.

Igwesi, B.N.& Benwari, N.N.(2008). Human trafficking: A scourge of education and the Millennium Development Goals in Nigeria.

Knowledge Review, University of Benin. 17 (3), 16-23 Human trafficking which is the illegal buying and selling of human beings especially young children and women for the purpose of exploiting their labour and bodies, is a current social problem plaguing the Nigerian society. The paper described human trafficking as a scourge of education and the achievement of millennium development goals in Nigeria. This is because human trafficking denies individuals the opportunity to acquire formal education which is an important tool for developing and empowering individuals to be useful to both themselves and the society. This gives rise to increasing level of illiteracy (especially among girls and women) in the society. The paper recommended among

others that government should provide the necessary facilities to National Agency for Prohibition of Trafficking in Persons(NAPTIP) to enable them win the war against human trafficking in Nigeria.

Igwesi, B.N.(2008). The need for value re- orientation and education in developing countries. Journal of Sociology and Education in Africa. 7 (1), 65-80

The paper posited that cherished societal values such as respect for elders have been bastardized in many developing countries as a result of the inability to strike a balance between native and foreign cultures. The effect of this is moral depravity in the society. The paper argued that there is need to re-build the citizens through value-reorientation and value education. It is only in doing this that the societal and cultural values will be saved from going into extinction. Making value education a separate subject and training of value educators was recommended as one of the pre-requisites for value education.

Igwesi, B.N.(2008). Value education: The sociological implications of its neglect in secondary education reforms in Nigeria. Nigerian Journal of Sociology of Education

11(2), 82-88. The paper acknowledged various reforms that had taken place in Nigerian Secondary education. However, it noted that the desecration of Nigerian values shows that there is need for reforms in the value orientation of Nigerians, especially among secondary school students. The paper advocated that education should be used as a weapon for the revival of societal values among students. The sociological implications of neglecting value education identified in the paper included among others social disunity, normlessness and increase in social vices in the society.

Igwesi, B.N.& Major, N.B.(2012). The educational and sociological Implications of examination malpractice in primary schools in Nigeria. *Brazillan Research Journal of Humanities, Social and Management Sciences.* Universidade Federal De Santa Maria, Setimo Ander-Sala, Brazil, 5(4),23-32. This paper identified examination malpractice as a social problem plaguing all levels of Nigeria education. It specifically decried examination malpractice at the primary level of education because primary education is the basic level of education where the foundation for secondary and tertiary education is laid. Hence, if examination malpractice is not curbed at

the primary level of education, it will be difficult to curb it at other levels. The paper identified some of the educational and sociological implications of examination malpractice as falling standard of education, promotion of the culture of laziness and production of unemployable graduates. One of the recommendations made in the paper to curb examination malpractice in primary schools is to warn teachers to desist from helping their children during examinations and also to ensure that the children are thoroughly searched before the commencement of the examination.

Igwesi, B.N.(2012). Enhancing women participation in national Development through a change in the gender system of Nigeria. Asian Social Science 8(1), 217-223.
This paper argued that there is need for change in the gender system in the Nigerian society. This argument was based on the premise that the gender system which includes the patriarchal nature of the society and inheritance rights hinders women's full participation in National development. Paper recommended promulgation and enforcing of laws on women's inheritance rights, and also discouraging all forms of gender stereotypes in all institutions.

Igwesi, B.N. (2012). Privatization and commercialization of education and equal educational opportunity: The role of a democratic government. Nigerian Journal of Sociology of Education V1 (1) 140-148

The paper noted that the privatization and commercialization of education.

In Nigeria has helped to widen the gap between the rich and the poor in the society. Thus the goal of ensuring equal educational opportunities among Nigerian citizens is far from being achieved. The paper opined that it is the responsibility of democratic government to regulate ownership and administration of schools in Nigeria to ensure equal educational opportunities. The paper recommended among others that a democratic government should provide adequate funds for the maintenance of public schools and also ensure that quality education is not sacrificed for gain.

Igwesi, B.N. & Offor, I.T.(2013). Religious tolerance for national integration and economic development of Nigeria. *The Social Justice*: Nelson Mandela University, South Africa, 9 (2), 108-118.

The need for national integration in a plural society such as Nigeria cannot be over emphasized. However, plural

societies are often bedeviled with ethnic and religious clashes arising from lack of tolerance for one another. The paper noted that there are two different religious orientations, which are intrinsic or extrinsic, to which every Nigerian may belong, and that the religious orientation of an individual influences the attitude of that individual towards others who are of a different religion from theirs. The paper noted that religious intolerance breeds disunity and crisis and also hinders development in the society. The paper portrayed education as a weapon that can be used by the society to instill the value of tolerance in Nigerians because religious tolerance is the key to national integration and economic development.

Igwesi, B.N.& Major, N.B.(2014).Youth violence in Nigeria: Educational Implications. *International Journal of Arts, Physical Management and Social Sciences*, University of Melbourne, Australia. 11 (3), 51-74.
This paper focused on youth violence and its educational implications. It highlighted from various literature the reasons for youth involvement in violence such as unemployment, religious and political fanaticism. The paper examined some sociological theories of deviance, for instance the theory of anomie, which was used to

explain some sociological reasons for youth violence, which is a deviant behavior. The paper also showed that youth violence may be evidence of a dysfunction in the educational system which has failed to instill moral values in the youths. Teachers were advised not to focus on the cognitive development alone but to also pay attention to the affective development of the children under their care at all levels of education.

Conclusion

Education is an essential tool for the liberation of man and the society from ignorance, disease, and other social problems that plague man and his society. It plays very important role in the acquisition of knowledge and development of an individual and in the sustainable development of the society. Individuals who understand the importance of education can pay any reasonable and acceptable price to acquire it, they also encourage others and support them to acquire education.

Lack of formal education is one of the strong reasons why many individuals especially youths are living in abject poverty, are unemployed and are involved in one social vice or the other. In the Holy Bible, God declares:

"Therefore, my people are gone into captivity, because they have no knowledge and their honourable men are famished, and their multitude dried up with thirst"(Isaiah chapter 5 verse 13).

Most parents who want their children to do well academically may not be aware that their family life, and relationship with their children has significant impact on their children's success at school. It is therefore not just enough to send children to school, parental involvement and support is also very paramount to successful education of children. Every individual needs the attention, love and care of their parents, and this need is not limited to age, time or status. Even older adults at one time or the other in their lives, may need to meet either of their parents for advice on an issue that is bothering them. This is because it is always said that "He that started cooking before others always have older pots than they."

Most tertiary education students are adolescents. They are between childhood and adult stage, and in trying to form their personal values, they may experience confusion of values. This is because their family values, values of both old and new peer groups, and the value of the school may conflict with one another. This is why they

need more of their parents' involvement and support at this stage of their development. They also need their parents' involvement and support in their emotional and psychological wellbeing and above all, their studies.

Many years ago, parents sold their properties, including their clothes, to be able to send their children to school. However, nowadays when parents are expected to have better understanding of the value of education(especially formal education) and the multiplying effect of its outcome on their family and future generation, it is unfortunate that there are parents who prefer to count the number of clothes and shoes in their wardrobes and compare them with those of their friends than invest their money in the future of their children through formal education.

Rather than visit their children in school, they prefer to attend all the social events and gatherings in town. Rather than spend money on calling and discussing with their children through phone, they prefer to waste their air time going through irrelevant posts on face- book, WhatsApp and the likes.

Every social status in the society has responsibilities attached to it. Therefore, the society has expectations of anyone who occupies the status of a parent (irrespective of the family type). The status of a parent is achieved/ chosen. This is a social position occupied by an individual as a result of his /her choice or personal effort (Igwesi, 2019, P. 42). No one is compelled to be a parent, it is therefore the duty of every parent to fulfill the obligations of parenthood, which include laying a good foundation for a better future for their children through the provision of love, care, support, and both emotional and financial involvement in their education.

Moreover, training of children is a joint responsibility of both parents. Neither the father nor the mother should maintain a *'Pontious Pilate'* approach in matters concerning their children's education. A joint effort between them will therefore ease the burden of child training in all ramifications.

Vice Chancellor Sir, many Nigerian youths are suffering today because many parents have neglected their responsibilities. Some have found themselves among gangs of armed robbers, cultists, prostitutes and other

deviant groups. Some have even lost their lives as a result of parental negligence,while some are rotting in jail presently. Abati (1994), and Onanuga (2003) maintained that many children no longer have parents that they can look up to for inspiration and who can show them parental love and affection. This has resulted in the intensity of many devilish acts among them.

Many of the youths in Nigeria would have been better positioned in the society if their parents showed a little or more interest in their general well being and in their formal education in particular. The society today is in a state of anomie because parents have either lost control over the values of their children or become lackadaisical over it. Cases of kidnapping, armed robbery, vandalism, and so on are recorded on a daily basis in newspapers. This lecture has reiterated the irreplaceable and irrevocable position of the family in the society. It has shown that many ills in the society would be corrected if the family could rise up to its responsibility in the society. Paying students' school fees only while neglecting other parental responsibilities is synonymous to what Ibaba (2017) referred to as "mopping the wet floor while overlooking the leaking roof"

Let us all bear in mind that parenthood is by choice not by force.

Suggestions

Based on the positions made in this lecture, the following suggestions are made to enhance the relationship between the school and the family.

- Parents need regular re-orientation on their role towards their children upbringing, especially their education. This is especially important because of the changing values which the era of globalization and Information and Communication Technology has brought in the society. Both the government and other Non- governmental Organizations can organize regular seminars and workshops to educate parents on the global best practices of supporting and getting involved in the education of their children, especially those in tertiary institutions.

- The University Authority should create a social network between the school and the parents of the students. They should see parents as partners in progress as such they should invite parents to

Graduation, Fund Raising and other important University ceremonies. A platform can also be created, either at the Departmental or Faculty level, where information on students could be easily passed to parents. Parents could also communicate with school authority through such platforms.

- Government should develop a family policy, which would support families to carry out their functions. This may include policies on financial assistance to low income families, and single parent families, and also policies on family education.

I remain grateful to all Professors and lecturers in the Faculty of Education who have contributed to the success of my career. They are Professor John Cecil Buseri, the pioneer Vice-Chancellor of Niger Delta University, Prof. Osarome Tawari, former Dean of Faculty of Education and former Dean of Postgraduate School who believed in me and recommended me for appointment as the Faculty Examination Officer in 2015. She also encouraged me in so many other ways that helped to build my career. May God bless you so much Ma. Prof. Comfort Zuofa, without your recommendation, (as the then Dean of Student Affairs), to the then Vice-Chancellor.

I may not have been appointed as a Hall Warden in 2011. You gave me several opportunities to serve in different committees at the Departmental Level when you were the Head of Department, you also read through and edited the manuscripts for this inaugural lecture. God bless you Ma. I wish to thank Prof. Akpoebi Clement Egumu, (Our Dean! Our Dean!), who gave me the opportunity to serve as the Acting Head of the Department of Educational Foundations (2016- 2019) through his recommendation to the Vice-Chancellor. I was also appointed the Faculty Postgraduate Coordinator during his tenure. Thank you

Sir. My Dean, Prof. Agnes Ebi Maliki, is also greatly appreciated for her advice, support, encouragement and the confidence she reposed in me, that led to myappointment as Chairman of the Faculty Quality Assurance Committee.

I am thankful to all my colleagues in the Department of Educational Foundations for their love, care and support, especially during my tenure as the Acting Head of Department. I appreciate the immediate past Acting Head of Department, Dr. Diepreye Okodoko. I am highly grateful to Prof. Augustus A. Adeyinka, Prof. Tuemi T. Asuka and Prof. Daisy I. Dimkpa for proof reading the manuscripts for this lecture, Prof. Chukwuma N. Ozurumba ;Prof. Jonathan E. Oghenekohwo; Prof. Mark Leigha; Dr. Tony Ganagana; Dr. Patrick Oladunjoye;Prof. Nanighe B, Major; Dr Janet Kebbi; Dr. F.G. Paulley; Dr. Veronica O. Amatari (my P.A.); Dr. Victor Torubeli;Dr. Felix Omemu; Dr. Davidson Numonde; Dr. Irene Wodi; Dr. Irene Berezi ; Dr Patience Epelle; Dr. Ayibatari Enekeme ; Dr. Philip Ikiyei; Dr. Nelson Bunu; Dr. Johnson Maciver; Dr. Friday Umoh; Dr Josephine Matthew; Dr. Janet Ekpefa- Abdullahi; Gabriel Okpana; Pere- Victor Felix; Dr. Grace Ibaba; Dr. Comfort Alagoa;

and other   academic staff in the Department are also appreciated.

I deeply appreciate other colleagues and friends in the Faculty, whose support and association contributed to success in my career and joy today. They are Prof. Nnenna Benwari;Prof. Comfort Mbachu; Prof. Amasuomo;Dr Koku Obiyai; Dr. Festus Akpotohwo; Dr. Theophilus Ehimen; Dr Ebi Nemine; Prof. Joy Hamilton- Ekeke; Dr Anderson Sele; Dr. Theresa Dorgu; Dr. Ekima Frank-Oputu; Prof. Patrick Igbojinwaekwu; Dr. Young Torunarigha; Dr. Adata Diepiribo; Dr. Comfort Surveyor; Dr. Tiemo Pereware; Dr. Paul Igbongidi; Dr. Mary Agih; Stella Wellington- Jaja; and Juliet Oyandogha. I do not neglect the contributions of the non-academic staffs in my department and in the faculty, most especially that of Mr. Maurice, Mr.Abowei, and the Faculty Officer, Mr.Samuel Agunza.

I also appreciate both the undergraduate and postgraduate students of the Faculty of Education who have contributed remarkably to the growth of my career by providing opportunities through their studentship for us to work together and be challenged academically.

I wish to thank the supervisor of my Master's Degree Thesis and Doctoral Dissertation, Prof. Claudius Daramola of the University of Ilorin for accepting me as his graduate student. Thank you Sir for impacting knowledge in me, and encouraging me to write my first article as a researcher. I appreciate other lecturers at the University of Ilorin who impacted positively in my success in academics. They are Prof. Olawuyi; Prof. Olasehinde- Williams; Prof. A.A. Abiri; Prof. H.O. Owolabi; and Dr. A.A.Ogunlade.

I do not forget my teacher, mentor and sister, Prof. Elizabeth Chinwe Okeke of University of Portharcourt who taught me "Introduction to Sociology of Education" and ignited in me the enthusiasm and love for the course Sociology of Education. You are instrumental to my being a Professor of Sociology of Education. Thank you Prof.I also appreciate Professor Tabotndip of Cross River State University of Technology; Professor Samuel Amaele; and Mr. Vitalis of University of Education, Rivers State. Their contribution to my success is also immense.

My deepest appreciation goes to my late parents, Mr. Michael Azodo and Mrs Constance Azodo for laying the

foundation for my education. Being the first daughter and the second among nine children, they still allowed me to fulfill myquest for tertiary education after the completion of my primary and secondary education, when many parents then, were forcefully marrying off their daughters and using their dowries to train their brothers. May God grant them eternal rest.

 I am also grateful to my late Uncle, Mr. Clement Azodo, who supported me by paying my fees for West African School Certificate Examination. I appreciate my siblings, Mr. Ikechukwu Azodo; Late Mr. Ifeanyi Azodo; Mr. Chukwudi Azodo; Mrs Ifeyinwa Okoro; Mrs Charity Okoli; Mrs Ijeoma Okafor; Mrs Nwanneka Mbachu; and Mrs Ebele Eseoghene who have always supported me morally and in prayers.

I appreciate my colleagues at University of Otuoke, Dr. Ibebietei Offor and Prof. Arikawei Righteous; my friends, Miss Veronica Landu; Dr (Mrs) Okafor of Mipa Academy; Pastor Dr. (Mrs) Apere of Rhema Heritage International School; Dr.(Mrs) Udechukwu; Mrs Nicholas   and all facilitators of National Teachers Institute for their support. Members of the Association of

Private School Owners of Nigeria (APSON), and my friends in National Association of Proprietors of Private Schools(NAPPS), thank you so much. It was nice associating with all of you.

I also appreciate the Senior Regional Overseer of Mountain of Fire and Miracles Ministries, Pastor Taiwo Oladimeji ; my late pastor, Pastor Felix Abiodun; his wife Mrs Bunmi Abiodun; Bro.& Sis Femi Johnson , choristers, members of Kingdom partners, ministers, workers and members of Mountain of Fire and Miracles Ministries, Okaka Mega Region, Bayelsa State. Thank you so much for your prayers and show of concern for my welfare.

My special appreciation goes to my husband Mr. Amaechi Igwesi, and my beloved daughters and Jewels, Amaechi Victoria, Amaechi Joy, and Amaechi Blessing who are the source of my joy and the reason for my hard work, for their moral and financial support.May God bless you all richly.

I also thank my foster children who God put in my care, Confidence Ukoji and Nwachukwu Azodo for their moral

support. As a human, I may have omitted the names of some persons who have contributed to my success in one or more ways, please understand that my heart is filled with gratitude to all of you. God bless you.

Please always remember the Memory verse for today" PARENTHOOD IS NOT BY FORCE BUT BY CHOICE! Igwesi, B.N.(2021).
THANK YOU ALL FOR YOUR ATTENTION!

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NDU 47TH INAUGURAL LECTURER

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BIODATA AND PROFILE OF PROFESSOR BLESSING NGOZI IGWESI

Prof. Blessing Ngozi Igwesi was born on 5ᵗʰ March, 1967. She is the second child and first daughter of late Mr. Michael Azodo and Mrs Constance Odiegwu of Ire- ndi Uno village, Ogidi, Idemili North Local Government Area of Anambra State.

Professor Blessing Igwesi attended Township Primary School Aba in Abia State, and Girls' Secondary School, Ogidi in Anambra State, where she had the best West African School Certificate Result in her school in 1984. Due to the inability of her parents to sponsor her tertiary education as a result of their financial handicap, she took up an appointment as a Technical Assistant in the Laboratory Department of the then Lever Brothers Plc, Aba where she worked for five years as a Technical Assistant before proceeding to University of PortHarcourt in 1989 for her first degree. Through God's mercy, hardwork and determination, she overcame her financial challenges and graduated in 1995 with a B.Sc. Degree in Chemistry Education.

After her National Youth Service at Ilorin, Kwara State, she enrolled for Master's Degree at University of Ilorin where she obtained a Master of Education(M.Ed.) Degree in Sociology of Education in 1998. She also got a Doctor of Philosophy (Ph.D) Degree in Sociology of Education in 2006.

While undergoing these programmes, Prof. Blessing Igwesi worked as a part-time lecturer in the Department of Social Sciences Education, University of Ilorin from 2001-2005. She was employed at Niger Delta University in 2006 as an Assistant Lecturer and upgraded to the rank of lecturer 11 in the same year. From this position, she gradually rose to the rank of Professor of Sociology of Education in 2018. As a committed staff, she has supervised many undergraduate Projects, at University of Ilorin, Niger Delta University and National Teachers' Institute respectively. She has also supervised students' Postgraduate Diploma and Masters' degree Theses.

Prof. Blessing Igwesi has served and is still serving her department, Faculty and the University in many capacities. She served as Departmental Examinations Officer (2007-2009) , Member, Departmental

Accreditation Team (2012- Date), Member, Student Welfare Committee (2012-2013), Member, Faculty of Education Accreditation Team(2019- Date),Faculty Postgraduate Programmes Coordinator(2013 – 2016), Member, University Postgraduate Board (2013-2016),Hall Warden of Female Hostels (2011-2013),Acting Head of Department of Educational Foundations (2016- 2019), Chairman, FacultyQuality Assurance Committee (2021), Member of University Quality Assurance Committee (2021).

Prof. Igwesi has also been involved in Train the Trainer Programmes for Teachers in Bayelsa State. Outside the University, she also served as the Center Manager of the National Teachers' Institute (NTI), Bayelsa State,Bachelor's Degree Programmes, between 2019-2021. She also served as External Examiner to NTI (2018) and external assessor to University of PortHarcourt (2020).

Prof. Blessing Igwesi has attended many academic conferences where she presented scholarly papers. As a prolific writer, and a member of many professional organizations, she has published more than 60 articles in

Local, National and International Journals. She is the author of two fictional books-The Victim of Stigmatization and The Story of the African Woman.

Professor Blessing Igwesi is a recipient of several awards among which are-Award for Leadership, Career Achievement and service delivery by Faculty of Education, NDU(2019), Meritorious Award by Educational Foundations Students' Association (2016), Meritorious Award by Nigerian Union of Education Students' Association(2019),Association of Nigerian Authors (ANA) Prose Prize, 2nd Runner Up(The Victim of Stigmatization (2007), Fellow, Association of Proprietors of Private Schools (APSON) (2019).

Professor Blessing Igwesi is a member of National Association of Advancement of Knowledge (NAFAK), a member of National Association for Research Development (NARD), member, Teachers Registration Council of Nigeria (TRCN), and member, Association of Sociologists of Education of Nigeria (ASEN).

Professor Blessing Igwesi has been engaged in various community services. These include among others-

Member, building committee, Mountain of fire and miracles Ministries, Agudama- Epie (2015- 2020), Patroness, National Union of Education Students Association (2016- 2019), Patroness, Educational Foundations Students Association EFSA (2008-2016), Sunday School Teacher, Mountain of Fire and Miracles Ministries (2006-2019) and member, Kingdom Partners, Mountain of Fire and Miracles Ministries, South- South 4 Mega Region (2021).

Prof. Blessing Igwesi is a Christian who enjoys Singing, Reading and Writing. She is married to Mr. Charles Amaechi Igwesi and the marriage is blessed with three beautiful daughters.

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Prof. Agnes Ebi Maliki
Professor of Guidance and Counselling

Department of Educational Foundations, Faculty of Education,
Niger Delta University, Wilberforce Island, Bayelsa State, Nigeria.

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B.Ed, M.Ed, Ph.D
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Faculty of Education, Niger Delta University
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By

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