

INFLUENCE OF BROKEN HOMES ON ACADEMIC PERFORMANCE AND PERSONALITY DEVELOPMENT OF THE ADOLESCENTS IN LAGOS STATE METROPOLIS.

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ABSTRACT: *This study investigated the influence of broken homes on academic performance and personality development of the adolescents in Lagos state metropolis with particular focus on the Kosofe Local Government Area of Lagos State. In carrying out the study, three null hypotheses were tested. The sample for the study consisted of two hundred (200) adolescents randomly selected from four public senior secondary schools in Kosofe Local Government Area of Lagos State. The instrument used for data collection was a self – developed questionnaire. The data collected were analyzed using both independent t-test and Pearson Product Moment Correlation statistical methods. The results were held significant at 0.05 alpha level. The results revealed that:*

- i. There is a significant difference between single- parenting and academic performance of the adolescents.*
- ii. There is a significant difference between parental socio- economic status and academic performance.*
- iii. There is significant relationship between adolescents from broken homes and academic performance.*

KEYWORDS: Broken Homes, Academic performance, Personality Development, Adolescents.

BACKGROUND TO THE STUDY

The family is the child's first place of contact with the world. The child as a result, acquires initial education and socialization from parents and other significant persons in the family. Agulana (2000) pointed out that the family lays the psychological, moral, and spiritual foundation in the overall development of the child. Structurally, family/homes is either broken or intact. A broken home in this context is one that is not structurally intact, as a result of divorce, separation, death of one of parent and illegitimacy. According to Frazer (2004), psychological home conditions arise mainly from illegitimacy of children, the label of adopted child, broken homes, divorce and parental deprivation. Such abnormal conditions of the home, are likely to have a detrimental effect on school performance of the child he asserts.

Life, in a single parent family or broken home can be stressful for both the child and the parent. Such families are faced with challenges of inadequate financial resources (children defense fund 2004). Schults (2006) noted that if adolescents from unstable homes are to be compared with those from stable homes, it would be seen that the former have more social, academic and emotional problems. Rochlkepartain (2003) is of the opinion that the family and its structure play a great role in children's academic performance. Levin (2001) states that parents are probably the actor with

the clearest un-dimensionals interest in a high level of their children's academic performance. To some extent, there is simple evidence to show the marital instability brings about stress, tension, lack of motivation and frustration obviously, these manifestations act negatively on a child's academic performance.

Johnson (2005) asserts that children of unmarried parents /separated families often fail and are at risk emotionally. However, this may not be completely applicable in all cases of broken homes. Some children irrespective of home background or structure may work hard and become successful in life. Moreover, Ayodele (2007) stated that the environment where a child finds himself/herself goes a long way in determining his learning ability and ultimately his academic performance in school.

The influence of sex (gender) on academic performance has also been an issue of concern to most researchers. This is because 'gender' appears to have some powerful effect on learning. According to Fauto-Sterling(2005) and Friedman(2005) suggest no significant difference in cognitive ability between males and females. Although research results vary widely the following conclusions have been drawn. Males are more abstract learners, females have more anxiety about study success, males are more instructive, and females are more analytical and organized (Bielinskia & Davison 2003). Okoye(2008) postulated that sex differences may have little or no effect on academic performance, rather, he submits that eventual achievement by learners is predicted more on personal effort than sex variable. However, the overall picture suggests that males and females may learn differently. In the same vein, socio-economic background is another factor that may affect academic performance of students. This background refers to the parent's educational attainment, occupation, level of income and social class placement. When a child's needs are not properly addressed, his learning ability could be affected due to lack of motivation.

Generally, the home has been identified as an overwhelming factor affecting students' performance academically. It would appear, then, that broken homes may present a very serious danger to the emotional, personality, and mental adjustment of the young adolescent. This impinges on students' academic achievement. Other variable to consider in this study is the personality development of the child.

We define personality as the sum total of the man or woman, as he or she impresses other men and women. We must learn what part personality plays in the three main areas of human life activities: love and marriage, career, and social relations. According to Freud, the personality is a trinity consisting of id, ego and superego. The id is a reservoir of psychic energy and the source of the human instincts. It furnishes the power that sustains a person's activities. The ego is a special part of the id which keeps the individual in touch with the outside world, and finds outlets for the expression of his instincts. The superego is a kind of moral censor which passes judgment on the individual's strivings according to the standards which he has acquired from his parents. It makes him feel guilty when he goes against those standards, and proud of himself when he lives up to them. According to Jung, the personality consists of six parts: the ego, the personal unconscious, the collective unconscious, the persona, the anima, and the shadow.

The ego requires little explanation. It is what is more generally known as the conscious mind. It is made up of conscious perceptions, memories, thoughts and feelings. The personal unconscious consists of experiences which have been repressed or forgotten, but which can under certain circumstances be recalled. The collective unconscious is a storehouse of ancestral memories which is common to the whole race. The personal is that side of ourselves which we choose to display to society. The personal is thus a mask which often hides the true nature of the personality. The anima is the feminine side of a man's personality. Its counterpart is the masculine side of a woman's personality, which is known as the animus. The shadow is the animal side of man's nature. In Jung's view the personality looks not only backwards to its racial past, but also forwards to a goal, which is the development of a unified whole known as the self. The self or psyche, according to Jung, has four basic functions, which are present in every individual. These are thought, feeling, sensation and intuition. Thought seeks to understand the world on the basis of a true-false evaluation; feeling apprehends it on the basis of a pleasant-unpleasant evaluation; sensation perceives things through the senses; intuition perceives them through an inner awareness. Jung says that the personality reveals two attitudes. They are introversion and extraversion. The introvert is influenced by what he finds within himself. The extravert takes his bearings from what lies outside himself.

The essence of Adler's theory of personality is the doctrine of a creative self, which asserts that man makes his own personality out of the raw materials of heredity and experience. Adler's conception of the nature of personality thus coincides with the popular idea that man can be the master, and not the victim, of his fate. Adler says that the individual's style of life or law of movement is an expression of his total personality. The style of life is the individual's characteristic way of reacting to the situations that confront him in life. It is pertinent therefore, to understand the basic principles of development and personality development. Personality development is the developing a personality cult so as to create a strong positive impression about self with the targeted group, or in general; and more pertinent aspect of such personality are to maintain and prove in a long run.

The basic principles of development according to Lawes and Eddy (2006) have outlined four basic principles of child development. These are:

1. Children differ greatly in their rate of development, one may develop rapidly another much slowly.
2. A child may vary in his own rate of growth: at some time during his childhood, he may develop rapidly; at others he may be making little progress.
3. Different aspects of growth may proceed at different rates, for example, mental growth may not be as rapid as physical growth.
4. Despite the different rates of growth, each child passes through the same stages in the same order, for example, each crawls before he walks, speaks before reading, etc.

It therefore, calls for social development of the children in school. Children need to be helped to achieve satisfying social relations with their peers and adult members of the community. Piaget has distinguished three stages of social development in children- Egocentric. (This is the first stage where the child is impervious to social stimulation from without), Social communication (at this stage the child makes a conscious effort to enter into real social communication) and the Reciprocity and mutual respect between persons. Piaget observed that in the children he studied,

the sequence of these stages of social development varies with different socio- economic groups, cultures and sometimes gender. The school and the home must provide conditions favourable for social development of children to excel in their academic pursuit.

Children should be assisted to achieve socially acceptable pattern rather than the repression of their emotion for emotional feelings and expression in life. So far the researcher has examined the influence of broken homes on academic performance and personality development of adolescence, but who is an adolescent?

It could recall that adolescence is a transitory period between childhood and adulthood. During this period, an individual is seen neither as a child nor as an adult. Hall(1904) claimed that adolescents are characterized by emotional instabilities and hyper-activities, which cause them to experience storms and stress. Erickson (1965), opined that identity formation creates tension in the adolescents to the extent that some of them become confused about their personality. According to Brown, Berriel and Russel (2006). Adolescence refers to the period of growth between the ages 12 and 21 years which shows very rapid social expansion. It is the era of peer group when the child spends most of his days with others of his age. It is the “transition period” from childhood to adulthood. It can be likened to “a bridge” which children have to cross in order to get to the final stage of human development because it is often characterized by significant physical and physiological changes.

The period of adolescence between two extremes in the continuum of human growth and, developmental stages (childhood and adulthood) often puts the youngsters in dilemma of how to meet the society’s expectations. Coping with adolescents in Nigerian schools demand a thorough understanding of the peculiarities of this age group which according to Durojaiye (1972) is an era of identity crises when the young person begins to ask such question as “Who am I? Where am I? Crow and Crow (1962) on the other hand refer to children at adolescence as the “terrible teens” They need the help of understanding adults in coping with the various physiological and psychological changes that they experience which give rise to a host of other problems. The period of adolescence is very important to the development of an individual. Any laxity on the part of parents’ in assisting and guiding the adolescents may result in academic backwardness and development of unwholesome behaviours, the foundation of what a person becomes in the society is laid in the home and at the initial stage of life. Parents therefore have important roles to play in ensuring that the youths acquire the appropriate social, psychological, moral and academic development. They are required to be alive to their responsibility in providing sex education for their children at home. However, the school through the Parents Teachers Association could assist in enlightening parents on their roles in helping adolescents experience a smooth transition into adulthood.

Academic performance is the seen as the knowledge attained or skills, shown in the school subject. To indicate such achievement, test scores or marks are assigned by the teachers. It is the school evaluation of the classroom work on the basis of the grades awarded. Academic performance according to Akinboye(2004) is of two types i.e positive and negative (poor) performance. Habits, family background, perseverance, attitudes, interest all these affect academic achievement in

school. He concluded that if these variables are modified and attitude changed positively, then the level of individuals' academic performance would improve.

Statement of the Problem.

There is a global awareness of the Importance of the home environment on students' academic achievement. In Nigeria, most home are not intact as a result of issues of incompatibility of the couples, death of a parent and the quest for the overseas trips to make more money, and at times marital infidelity. This has resulted in the separation of couples and children. In some states in the federation, this is quite clear, in that most young ladies abandon their homes, and embark on overseas trips with a view to making money. Some men who travel abroad, abandon their homes and would not communicate with the families back-home so children from such homes are in dilemma, especially in terms of adjustment. Chador (2008) notes that the environment in which the students come from can greatly influence his performance in school. The effects of broken homes may impact greatly on the internal organization of the family and by extension; effect a child's emotion, personality and academic achievement.

Bearing in mind the role of the family in a child's education, the failure of the family to perform its duties could hinder the child's academic achievement. Any nation that is desirous of advancing technologically will no doubt ensure that the future of her future leaders (the adolescents) is well guided, protected and guaranteed.

Finally, a single parent faces doubled responsibilities requiring time, attention and money of the parent. Hence, less attention is paid to the education of the child. The teachers commonly describe children from single parent as more hostile, aggressive, anxious, fearful, hyperactive and distractive than children from intact family (Nwachukwu 1998).

Thus, this study is set out to find out whether the influence of broken homes on academic performance and personality development of adolescents in Lagos State Metropolis. Therefore, this study sought to provide answers to the following questions:

- 1 Is there any significant difference between academic performance of the adolescents and the single-parenting?
2. Is there any significant difference between the parental socio-economic status of the adolescents and academic performance?
3. Is there any significant relationship between the broken homes and academic performance of the adolescents?

Research Hypotheses

The following three hypotheses were generated for testing in this study.

HO₁: There will be no significant difference between academic performance and the single-parenting.

HO₂: Parental Socio- Economic Status is not significantly influence academic performance of adolescents.

HO₃: There will be no significant relationship between broken homes and academic performance of the adolescents.

METHODOLOGY

Research Design

This chapter presents the research design together with the population, sampling procedure, the sample size, instrumentation, validation and reliability of the, administration, data treatment and data analysis for hypotheses testing.

Research design

Descriptive Survey design was adopted for this study. The design entails the collection and use of data systematically from a given population to describe certain characteristics features of the population. The design is considered appropriate for this study being that the work is intended to collect data from small group with view to describing the entire population vis –a –vis determining the influence of broken homes on academic performance and personality development of adolescence in Lagos State Metropolis.

Population

The target population of the study comprised adolescents from all junior secondary school students in Lagos metropolis. The accessible population consists of students in government owned junior secondary schools in Kosofe Local Government Area of Lagos state.

Sample and sampling Procedure

The sample size for this study consisted of two hundred (200) adolescents randomly selected with the use of stratified and simple random sampling technique from four of the secondary schools studied in Kosofe Local Government Area of Lagos State. Fifty students comprising twenty-five males and twenty-five females were selected from each of the school. The age of the participants range between 15-21 years.

Instrumentation

A self- designed instrument was used for the study. The instrument is made up of three sections. Section **A**, **B** and section **C**. The section **A** contained item eliciting the bio- data of the participants. Section **B** contained statements on the five Likert Scale requiring the respondents to indicate their level of agreement and disagreement to the items. The responses ranged from strongly Agree (SA), Agree (A), Undecided (UND), Disagree (D) and Strongly Disagree (SD). The section contained 30 items. Items 1-8 dealt with the effects of adolescents whose parents are separated on academic performance, items 9-12 gathered information on adolescents gender difference on academic achievement, items 13-18 were concerned on the influence of parental socio- economic status of the adolescents on academic performance and items 19-30 measured the effects of broken homes on academic performance of the adolescents. And section **C** contained 20 items multiple choice questions extracted from 2013 Unified Examination conducted for all Senior Secondary Schools 11. Items set were used to assess students' academic performance in English language and Biology as they were compulsory subjects offered in secondary schools. Each subject contained 10 items.

Validity instruments

The instrument was validated through constructive suggestions by fellow post graduate students. The final draft was further submitted to the supervisor for corrections and final approval. These processes ensured the face and content validity.

Reliability of the instrument

To ensure the reliability of the instrument, a pilot study was carried out. The questionnaire was administered on twenty five students Somolu Local Government Area of Lagos State. The responses of the subjects on the two administrations were obtained and correlated using Pearson Product Moment Correlation Statistical tool for test retest reliability. The coefficient index of 0.75 was found. This value was adjudged high and therefore, the instrument was considered reliable and appropriate for this study.

Procedure

The administration of the instrument was undertaken by the researcher and the research assistants. Ideally, two hundred and fifteen (215) questionnaire were administered so as take care of attrition rate. Two hundred and four (204) were properly filled. Consequently two hundred were used for data analysis.

Data analysis

The null hypotheses formulated for this study were subjected to statistical testing for the purpose of either accepting or rejecting them. Hypothesis one and two were tested with t-test statistics and three was tested using Pearson Product Moment Correlation Statistical method. The three hypotheses were tested at 0.05 level of significance.

RESULTS

Hypothesis 1: There will be no significant difference between Single- Parenting and Academic Performance.

In testing this hypothesis, the researcher employed independent t-test statistical tool.

The result of the analysis is presented in the Table 1 below.

Table 1: t- test statistics on the significant difference between single-parenting and academic performance of adolescents.

Variable	No	Mean	S. D	D. F	t cal	t critical
Single Parenting	200	4.8	5.6	398	17.91	1.96
Acad Perf	200	12.5	2.6			

(df =398) Critical Value = 1.96

Table I above revealed the significant difference between Single Parenting and Academic Performance. The computed mean and standard deviation of single parenting and Academic Performance were (4.8, 5.6) and (12.5, 2.6) respectively. Calculated value of 17.91 is greater than Critical value of 1.96, degree of freedom 398 given at 0.05 level of Significance. It therefore means that the null hypothesis formulated which states that there will be no significant difference between

single- parenting and academic performance of adolescents is rejected while the alternative hypothesis is obtained. This implies that there is significant difference between Single Parenting and Academic Performance.

Hypothesis 2: Socio-economic Status of the adolescents will not significantly influence academic performance of the adolescents.
(DF=398, Critical Value=1.96).

Variable	No	Mean	S.D	D.F	Tcal	Tcritical
SES	200	4.02	4.8	398	22.32	1.96
Academic Perform	200	12.5	2.6			

Table 2: It could be seen that calculated value of 22.32 is far greater than the critical value of 1.96 with degree of freedom 398 given at 0.05 level of significance. It means that the posited null hypothesis which states that there is no significant difference between socio-economic status and Academic performance is rejected while the alternative hypothesis is upheld. It implies that there is significant difference between Socio Economic Status and Academic performance of the adolescents.

Hypothesis 3: There will be no significant relationship between broken homes and Academic Performance of the adolescents.

Table 3: Pearson Product Moment Correlation Table on the Relationship between Broken Homes and Academic Performance.

Variable	No	D.F	Rcal	r critical	Remark
Broken homes	200	198	0.70	0.19	Significant
Acad Perf	200				

Table 3 above revealed the relationship between broken homes and Academic Performance. The r calculated value of 0.70 is greater than r critical value of 0.19, degree of freedom 198 given at 0.05 level of significance. It means that the formulated null hypothesis is rejected while the alternative hypothesis is obtained. There is significant relationship between broken homes and Academic Performance.

SUMMARY OF FINDINGS

Based on the results of the data analysis the following findings emerged.

1. There is significant difference between single- parenting and academic performance of the adolescents.
2. There is significant difference between Socio- economic status of the adolescents and academic performance. And
3. There is positive relationship between adolescents from broken homes and academic performance.

DISCUSSION

Hypothesis1: There will be no significant difference between single- parenting and academic performance of adolescents. The result of the data analysis revealed that there is significant difference between single –parenting and academic performance. This result corroborates the findings of Schutts (2006) reiterated that if adolescents from unstable homes are to be compared with those from stable homes, It could be seen that the former have more social, Academic and Emotional problems. And in collaboration with this statement Levin (2001) asserted that parents are probably the actors with the un- dimensional interest in high level of their Children’s academic performance and that child whose parents are separated experiencing low Academic performance in schools.

Hypothesis 2: States that there is no significant difference in the parental socio economic status and academic performance of the adolescents. The result of the data analysis showed significant difference between parental socio- economic status and academic performance. This findings was supported by Bliss (2004) who confirmed that socio economic background of the parents include the parents educational attainment, level of income and Social class placement. If child’s needs are not properly addressed his learning ability could be affected due to lack of motivation. Health (2005) Opined that irrespective of the national equality of the opportunity children of parents in most affluence socio economic status tend to achieve greater academically than children of parent from lower socio economic status.

Hypothesis 3: States that there will be no significant relationship between broken homes and academic performance was rejected, as the evidenced of result of the data analysis revealed high positive relationship between broken homes and academic performance. This findings was in line with Gale Encyclopedia of Psychology (2001) explained that academic performance is an objective score of attainment after a specified instructional programme. Academic performance can be influenced by many factors but the impact family relationship plays on the child cannot be over-emphasized. It further explained that due to tensions from the home, family discord or family instability produce an emotionally barren atmosphere in the home. The relationship between the husband and wife, parents and children relationship among siblings if not checked results to conflict and which have adverse effects on the academic performance of the adolescents in schools.

Summary of the Study.

This study investigated the influence of broken homes on academic performance and personality development in Lagos State Metropolis.

To carry out this study three null hypotheses were formulated to give direction. The sample of the study consisted two hundred (200) adolescents randomly selected from Junior Secondary school 111 in Lagos State. The instrument used for data collection Was a self developed questionnaire, the data collected were analysed and the formulated hypotheses were tested statistically using independent t- test and Pearson Product Moment Correlation statistical methods. The results were held significant at 0.05 alpha level. The results of data analysis showed that:

1. There is significant difference between single parenting and academic performance.
2. There is significant difference between parental educational attainment and academic performance.

3. There is high positive relationship between broken homes and academic performance.

CONCLUSION AND RECOMMENDATIONS

The following conclusions were drawn based on the findings of the study. Significantly, the study revealed that broken homes, single parenting and socio- economic status of the parents are determinant of adolescents' academic achievement in schools. And based on the findings, the following recommendations were made:

1. Government should review upward minimum salary from the current amount to reasonable and substantial level to better the lives of the average citizen in the country.
2. Employment opportunities should be created for the unemployed parents.
3. Parents should be encouraged to improve their educational standard by engaging in continuous education, sandwich programme and distance learning program.
4. Parents should keep abreast with developmental changes in the world.
5. Parents should be enlightened on the need to stay together as husband and wife to raise a good family. They should persevere and tolerate each other in marriage.
6. It is obvious that secondary schools should have guidance services with a competent counselor to counsel students from broken homes, child raised by single parent and parents who do not pay adequate attention to their children and wards' education and those students experiencing challenges in schools.
7. Parents should ensure that they provide their children/wards educational materials to promote their teaching and learning in schools
8. There is need for personal social, group counseling and individual counseling in schools where students with challenged homes are counseled. And students should develop positive self concept in life to assist them in their academic achievement.

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STUDENTS' QUESTIONNAIRE
DEPARTMENT OF EDUCATIONAL FOUNDATIONS,
FACULTY OF EDUCATION, UNIVERSITY OF LAGOS.

Dear student,

Student's questionnaire on the Influence of Broken Homes on Academic Performance and Personality Development of Adolescents of Lagos State Metropolis.

This questionnaire is designed to find out people opinion on the above topic.

Read each statement and indicate your own opinion in the appropriate column provided. Your response will be handled with almost confidentiality.

Section A:-

1. NAME OF SCHOOL _____
2. TYPE OF SCHOOL: Public school (), Private school (), Unity school ().
3. SEX: Male (), Female ().
4. CLASS OF STUDY: Science (), Art (), Commercial ().
5. AGE: (15-17years), (18-20 years), (20 years and above).
6. PARENTAL EDUCATIONAL QUALIFICATION: (N.C.E), (B.A, B.ED) (M.A, M.ED) (ABOVE MASTER DEGREE), (OTHERS)
7. TYPE OF HOME WE LIVE: Duplex, Storey building, Bungalow, Flat, single room
8. PARENTAL OCCUPATION: (Civic Servant), (Private worker), (Self employed), (An Artisan).

Please, fill in the options from the statements from 1-8 above that best match your opinion.

Thanks,

Section B:

From each of the items below, there are four responses.

4= strongly agree, 3= Agree, 2= Disagree, 1= strongly disagree. Choose the response that best reflects your opinion. Your responses would be kept strictly secret

S/N	ITEM	SA	A	D	SD
1.	I perform well in school because I live with my parents				
2.	Cannot pay my tuition fees because my mum and dad have separated.				
3.	Am doing well academically because I live with my father and not my mother.				
4.	Am not performing well in school because I stayed with my mother and she is not bothered about my Education.				
5.	I take my three square meal in a day.				
6.	Cannot comprehend well in school because I don't take my breakfast before going to school.				
7.	I am always punctual in school.				
8.	I pay my school fees regularly.				
9.	Male students perform better than female.				
10.	Female students perform better than the male students in school.				
11.	Male students are more incline in abstract work and computation work than the female.				

12.	Female students perform better than male students in rote learning, reading and memories activities.				
13.	Socio –economic background is a reflection of parental educational attainment.				
14.	Level of income of the parent is predicated on the socio-economic status.				
15.	Parent’s occupation affects students’ academic performance greatly.				
16.	Manifestation of social class is a reflection of our socio-economic status.				
17.	Child academic performance could be affected due to lack of motivation.				
18.	Parents in most affluence socio- economic status tends to achieve greater academically than children from lower socio-economic status.				
19.	Home has been identified as greater factor affecting students’ academic performance.				
20.	Broken homes present a real danger to the emotionally personality and mental adjustment of young adolescent.				
21.	Students’ educational attainment could suffer if their tuition fees are not paid promptly.				
22.	Academic achievement of a child can be achieved if the child takes balance diet.				
23.	Inappropriate social, psychological moral and academic performance development from broken homes.				
24.	Broken home is characterized abnormal personality and mental adjustment.				
25.	Children from broken homes perform poorly in schools.				
26.	In broken homes you are not exposed to kinds of material used in schools.				
27.	Broken homes do not engendered intellectual stimulations.				
28.	Peer groups pressure is prevalence in broken homes.				
29.	Broken home has been identified as one the great factors affecting student academic performance.				
30.	Broken homes present a real danger to emotionally personality and mental adjustment of young adolescents.				

Section C:**EXTRACT FROM JUNE, 2013 UNIFIED EXAMINATION OBJECTIVE QUESTIONS IN ENGLISH LANGUAGE AND BIOLOGY.**

Answer all the questions in this section.

1. The couple ----- (A) has\spoke.(B) have\spoken (c)has\spoken (D)have\spoken.
2. The little boy-----all of us. (A) Know (B) knows (c) knowing (D) is knowing.
3. She is used to ----- early in the morning. (A) eating (B) eat (C) eaten (D) having eat.
4. We ---- listen to jazz music before. (A) are use to (B) use to (C) are used to (D) used to.

5. They have been----- by the principal already. (A) beating (B) beaten (C) beat (D) biting.
6. He ----- speak at the meeting next week. (A) as (B) shall (C) will (D) must have to.
7. We -----tomorrow. (A) have travelling (B) are travel (C) were travelling (D)are travelling.
8. She----- see us next term. (A) must to (B) is to (C) will going to (D) shall have to.
9. I -----at 5.00 o' clock every day. (A) a waking up (B) use to wake up (C) usually wake up (D) am waking up.
10. Formerly, the boys----- poor speaker of French. (A)are (B) is (C) were (D)have been.

BIOLOGY

1. In single – celled organisms, body functions are performed by the (a) organelle (b) organ (c) organism (d) organization.
2. All of the following are common examples of ectoparasites EXCEPT----(a)ascaris (b) flea (c)tick (d) lice.
3. The skull of an animal was found to have carnassials teeth, long curved sharp and pointed canine. The animal is likely to be a (an) ----- (a) carnivore (b) consumer (c) herbivore (d) omnivore.
4. An organism which feeds directly on plants is described as a/an --- (a) herbivore (b) carnivore (c) herbivore (d) omnivore.
5. -----best describes animals with hair on their bodies.. (a)Chordates (b) Reptiles (c) Vertebrates (d) Mammals.
6. -----is the substance which promotes or speeds up chemical changes in living cells but not change its form. (a)Energy (b) Enzyme (c) Hormone (d) Ejection.
7. Protein S speed up chemical reactions are called----(a) vitamins (b)catalysts (c)enzymes (d)hormones.
8. The mammalian skeleton is made of -----and-----.(a)bone, cartilage (b)chitin, bone (c)cartilage, chitin (d) bone, collagen.
9. Animals with backbone are referred to as----(a) mammals (b) invertebrates (c) vertebrates (d) primates.
10. An animal that lives on both land and in water is called____
(a) An amphibian (b) Carnivorous (c) Hermaphrodite

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