

Influence of Family Social Values in Blended Families on the Personality Development of Secondary School Students in Lamu West Sub-County, Kenya

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ABSTRACT

This study explores the influence of family social values in blended families on the personality development of secondary school students in Lamu West Sub-County, Kenya. The study was guided by the Psychological Development Theory. Using a mixed-methods approach, both quantitative and qualitative data were collected to assess how family dynamics, particularly social values such as decision-making, discipline, and cultural practices, shape students' self-esteem, independence, and adaptability. A total of 131 students and 8 parents participated in the study, with data collected through questionnaires and semi-structured interviews. The findings reveal that strong family values, particularly those related to parental guidance, discipline, and cultural attachment, have a significant impact on the development of positive personality traits in students. The study also highlights the unique challenges faced by blended families, including the integration of step-parents and the negotiation of new family roles. Through regression analysis, it was found that social values explain 23.5% of the variance in personality development, with a significant positive relationship between these values and students' personal growth. The study recommends fostering family-oriented programs, creating supportive school environments, and enacting policies that strengthen family support systems, particularly for blended families. Additionally, the study recommends that educators and counselors should support students from blended families through inclusive programs that enhance communication, conflict resolution, and parent-school collaboration. Moreover, policymakers should provide resources and counseling for blended families to promote stability, emotional support, and positive adolescent development. The study concludes that students in blended families can experience improved emotional well-being and personality development, contributing to their overall success in society.

Keywords: Blended Families, Personality Development, Family Social Values, Students, Kenya

INTRODUCTION

Society includes the family as its fundamental building block which provides essential support for children's social development. A child's essential growth period determines their essential values while forming their personality and core morality standards which stay throughout their existence. According to Iksal Hayani and Aslan (2024), the social values transmitted within families lead to the vital development of ethical conduct and character along with social abilities and self-worth in children. Foundational values strongly determine how children behave and shape their attitudes and general health and well-being.

The establishment of family values provides children with their initial encounter with social norms coupled with ethical guidelines. Children learn about moral distinctions between right and wrong by watching how their family members interact with each other. According to Gamage et al. (2021), children acquire empathy and compassion alongside responsibility through observing their family unit. The development of moral character depends on these values because they serve as essential elements. Social competencies including communication development and conflict resolution abilities together with listening proficiency emerge from a properly functioning family environment (Komariah & Nihayah, 2023). Family interactions that foster

positivity build children's confidence and self-esteem which determines their behavioral responses to the world.

The educational system recognizes that value-based instruction prepares students to become accountable participants in their community. According to Kozlova et al. (2024), the family serves as the primary setting where children first learn valuable life skills and values. Children develop their early learned principles into fundamental social patterns as they grow older. According to Ahmad, Idrus, and Rijal (2023), child development includes cognitive, emotional, and moral growth which heavily depends on family-based values.

Globally, the impact of family social values on a child's personality development is widely recognized. In the UK, for example, values such as respect and responsibility are considered critical for academic success. However, children from blended families often experience differing value systems between biological and foster parents, which can create internal conflicts (Holliman et al., 2021). In the USA, students in blended family settings are often required to assume new roles while maintaining school performance, which demands emotional intelligence and flexibility to navigate complex interpersonal dynamics.

Across Africa, family social values are deeply rooted in cultural and traditional frameworks. Families from Nigeria maintain traditional kinship systems which emphasize elder respect, communal bonds as well as honesty (Iksal, Hayani, & Aslan, 2024). The family structure works to reinforce these values which then influence the social traits of students. The development of adolescent identity among Ugandan secondary school students depends heavily on the critical values of empathy together with self-esteem and resilience (Asad, Sulaiman, & Musa, 2023). Children who grow up within Ugandan family systems develop feelings of belonging along with emotional stability which enables them to handle relationships both inside and outside of school.

The family culture of Kenya emphasizes respect with its values founded on both traditional heritage and Islamic and Christian religious doctrine (Ngumbao et al., 2020). Parents hold a key position in demonstrating conduct along with delivering important moral notions to their children. The positive connections within families help develop emotional understanding together with adaptability and teamwork abilities that align with Kenya's cultural norms based on community values (Susilo, 2020). Children who grow up in families with weak or broken ties encounter difficulties because they develop low self-esteem and experience insecurity along with competitive behavior patterns thereby affecting their school achievements negatively. Family values play a crucial role in personality growth, especially for blended families but research about this topic remains scarce in Kenyan settings. This study, therefore, seeks to investigate the influence of family social values in blended families on the personality development of secondary school students in Lamu West Sub-County, Kenya.

LITERATURE REVIEW

Theoretical Review

Psychological Development Theory

This theory was conceptualized by Erik Erickson in the 1950s and used Sigmund Freud's stages of development. However, the theory shifted from the biological aspects to the social-cultural aspects of personality development (Guay, 2022). The main aspect of this theory is that a person's personality continues over their lifespan and is affected by how an individual interacts with the environment. This theory identifies that people's development undergoes several stages each with a distinct crisis that must be faced. This theory identifies eight stages of development which are spread between birth and death.

Based on this theory, the first stage is the trust versus the mistrust stage which ranges from birth to the eighteenth month. This stage is the most important as it shapes how a child sees the world and also impacts the overall personality (Orenstein & Lewis, 2022). The second stage is the autonomy versus the shame and doubt stage which spans between 18 months to the third year of life. In this stage, the child learns how to have self-control and autonomy in life. At this stage, the child learns to trust themselves to achieve things on their own.

The other stage is the initiative versus guilt stage which is the pre-school years of two to five years. At this stage, the children start to assert their authority over the world through direct interactions with the world. At this stage, the children explore, learn new things, and make mistakes while correcting the mistakes (Tetty et al., 2023). The other stage of the psychological development theory is the industry versus inferiority that spans between six to eleven years of life. It is at this stage that the child learns new skills, builds confidence, and understands what skills they are good at. This is the stage where the children learn whether they are good in sports, in sciences or instruments. This stage sets the stage for how the children will deal with challenges in the future.

The fifth stage of the psychological development theory is the identity versus confusion stage which spans between the twelve year and the eighteenth year. This stage occurs during adolescence and takes about six years whereby the children develop a sense of self and independence (Kesavelu et al., 2021). At this stage, the children may start to feel confused about who they are and how they fit in the society. Next, is the intimacy versus the isolation stage that occurs between the ages of 18 to 40 years. This is the stage where relationships become important, dating is prevalent and marriage is considered. The person seeks to get social connections that are critical to thrive in their lives. The seventh stage is the generativity versus the stagnation stage which is between 40 and 65 years. Individuals in this stage seek to build a legacy that will outlive them, mainly through parenting children for positive change.

The last stage is the integrity versus the despair stage which occurs between 65 years to death. At this stage, the people reflect on their choices and may either feel fulfillment or regret. This stage is shaped by the past choices made by the individual which in turn affects the life's outcome (Khairani & Maemonah, 2021). For the context of this study, the fifth stage is the most important aspect stage for children in high school. These children are in the identity versus confusion stage which perfectly defines the confusion faced by students. This is the stage where the students in secondary schools are forming their sense of self. They learn how to blend the interplay of social values and communal living.

This theory recognizes the critical role of family as a primary agent of development in an individual. This theory will explain how family values in blended family structures impact children's growth and development. The theory will explain how families affect children's discipline, moral guidance, and community support. The theory will, therefore offer insights into how the personality development of secondary students in Lamu is impacted by culture and the family structure. The theory will show how students in this region forge their identities amidst the complexities of blended family life.

Empirical Review

Family dynamics play a crucial role in shaping children's personality development and social values. Interactions with parents and the behaviors demonstrated within the family setting significantly influence how children understand and internalize values, norms, and attributes. Ngumbao et al. (2020) investigated the influence of blended family structures on the socio-emotional development of primary school children in Kitui Sub-County. The study adopted family systems theory and employed a mixed-method approach guided by a concurrent triangulation design. Qualitative data were analyzed thematically and presented narratively, while quantitative data were analyzed using descriptive statistics (percentages and frequencies) and inferential statistics through Pearson's Product Moment using SPSS. The results indicated that family structures affect children's self-esteem, self-confidence, and self-efficacy. It was also noted that various dimensions of blended family structures influence children's development. However, the study primarily focused on socio-emotional development in pre-primary learners, excluding other aspects of development, particularly personality development in older children. Hence, the findings cannot be generalized to the current research context.

Hanifa and Lestari (2024) explored how parenting practices influence child development, with emphasis on the role of family interactions. The study employed a qualitative design relying on existing literature and open-ended questions administered to selected respondents. Data were analyzed thematically and presented in narrative form. The findings revealed that effective parenting creates a nurturing environment for healthy personality development by instilling core values and fostering family harmony. Such an environment contributes to the holistic growth of children into socially competent individuals. Despite its contributions, the

study centered on parenting in general without considering the broader scope of family social values within a blended family context. Consequently, a contextual gap exists, limiting the applicability of its findings to the current study which focuses on how social values in blended families influence personality development.

Susilo (2020) examined the family's role in instilling values in children by focusing on behaviors, beliefs, and attitudes. The study also examined how value education can address the value-related stress experienced by children. Employing both survey and qualitative methods, structured questionnaires with open-ended questions were emailed to participants in Kediri City over 14 months, targeting 290 respondents. Thematic analysis was used to analyze the data, with findings presented narratively. Results showed that families play a vital role in transmitting values, and this responsibility extends beyond parents to other adult figures in the family. Nevertheless, the study was conducted in Indonesia, a setting with different cultural and social norms from Kenya. This geographical and cultural context creates a limitation, rendering the findings less applicable for generalization in a Kenyan setting, where cultural practices and family dynamics may differ significantly.

Elsayed (2024) assessed how blended families contribute to instilling social values in children. Using a descriptive research design and a simple survey approach, data were collected from 174 children via structured questionnaires shared through Google links. Random sampling was employed to select participants. The study utilized SPSS for both descriptive and inferential analysis. Findings revealed that families significantly influence the development of social values in children. However, it was also found that parental disputes within blended families negatively impact children's self-esteem. Additionally, the study identified a positive link between social awareness and the values imparted by parents, influenced by factors such as age, gender, and parental education levels. Despite these insights, the study did not address how these social values affect personality development, nor did it target a specific age group, presenting a contextual gap that the current study seeks to address.

Carlson and Corcoran (2021) explored how family structures influence behavioral and cognitive outcomes in children aged 7 to 10 years. This longitudinal study utilized secondary data from the National Longitudinal Survey of Youth (NLSY) to investigate how family structure, income, and home environment quality relate to behavioral and cognitive performance. The Behavioral Problems Index was applied to identify various challenges associated with behavioral issues. Data were analyzed using SPSS and findings were illustrated through graphs, charts, and tables. The results demonstrated that family structure, household income, and the quality of home environments all impact cognitive development and behavioral outcomes in children. However, since this study focused on younger children, it may not reflect the developmental trajectory of students, especially those in secondary schools. Thus, the applicability of these findings to the current study context is limited.

Gachenia, Kamunyu, and Chiroma (2021) examined how attachment styles among students in blended families influence self-identity in secondary schools across Kiambu County. Grounded in Bowlby's attachment theory, the study employed a mixed-methods design and used a multistage sampling technique. Data were collected through questionnaires distributed to students in nine randomly selected schools and through interviews with school counselors. A total of 206 students, including 20 in Form Four, participated in the study. Quantitative data were analyzed using SPSS and t-tests, while qualitative data were presented narratively. Results indicated that parental attachment styles influence students' personality traits. Nonetheless, the study focused solely on attachment styles and did not explore the broader aspect of family social values within blended families, thus creating a contextual gap relevant to the current research focus.

METHODOLOGY

Research Design

The study adopted a mixed-methods approach to examine how family social values in blended families influence personality development among secondary school students in Lamu West Sub-County, Kenya. A combination of descriptive and phenomenological research designs was used to generate both quantitative and qualitative data, offering a comprehensive perspective on the influence of blended family dynamics. To ensure

instrument validity, the research tools were subjected to expert review by professionals in educational psychology and family studies to assess content relevance and clarity. A pilot study was also conducted with a small sample from a neighboring sub-county to refine the questionnaires and interview guides based on feedback received. Data triangulation was achieved by comparing findings from both quantitative questionnaires and qualitative interviews to identify converging patterns and validate interpretations. This integration of multiple data sources enhanced the credibility and depth of the study's findings on personality development within blended family settings.

Population and Sampling

The research targeted 198 secondary school students from blended families in public secondary schools located in Lamu West Sub-County together with 80 parents from those same families. The Cochran formula enabled researchers to determine a sample size of 131 students combined with 8 parents. The research adopted probabilistic sampling to obtain representative students who then recommended parents through purposive sampling for in-depth family information.

Data Collection Methods

The research data collection involved two main approaches. Students received questionnaires that assessed their understanding of family social values along with their development of personality traits. The Likert scale format generated quantitative data that allowed statistical analysis. The researcher conducted semi-structured interviews with parents to understand their perspectives on family structure and values alongside their interactions with their children. The interview process added qualitative findings to the study through individual stories that demonstrated how family values influence personality development.

Instruments

A small group of students and parents from an adjacent sub-county participated in the reliability testing of the research instruments before their official use. Both questionnaires and interview guides demonstrated satisfactory reliability levels through Cronbach's alpha calculations. The researchers verified the collected data between both sources to confirm their accuracy.

Data Analysis

The researchers analyzed questionnaire data through SPSS and Excel software by generating descriptive statistics that included means and standard deviations to present their findings. The study used regression analysis to evaluate how family social values shape student personality development through an assessment of their impact on personality traits. Researchers applied content analysis to interview data to extract meaningful themes about family values together with student-parent relationships and behavioral effects.

Ethical Considerations

The study maintained ethical standards at all times. The study participants received complete information about research goals while students and their parents provided consent to participate. All information remained confidential and anonymous while the researchers used it exclusively for their research.

RESULTS AND DISCUSSION

Descriptive Statistics on Family Social Values

Table 1 presents the descriptive statistics on family social values in blended families, capturing respondents' perspectives on various family dynamics. The data was collected through a questionnaire, which aimed to assess the influence of family values on personality development within blended family structures. The findings indicate the respondents' views on key family values such as decision-making, cultural and ethnic values, parental advice, discipline, and family roles.

Table 1. Family social values

Statement	SD	D	N	A	SA	Mean	Std Dev
Our father/stepfather is the head of the family in the decision-making	7 (6.1%)	21 (18.4%)	12 (10.5%)	33 (28.9%)	41 (36.0%)	3.70	1.30
Our parents always give us advice on what to do	1 (0.9%)	18 (15.8%)	14 (12.3%)	42 (36.8%)	39 (34.2%)	3.88	1.08
Our parents provide for our physical and emotional needs	4 (3.5%)	23 (20.2%)	22 (19.3%)	27 (23.7%)	38 (33.3%)	3.63	1.24
We maintain high levels of discipline in our homes and there are always repercussions for wrongdoing	3 (2.6%)	19 (16.7%)	18 (15.8%)	44 (38.6%)	30 (26.3%)	3.69	1.11
As a family, we have held so tight to our culture and ethnic values	7 (6.1%)	20 (17.5%)	26 (22.8%)	30 (26.3%)	31 (27.2%)	3.51	1.24
Our uncles/aunts/grandparents play a great role in our family	1 (0.9%)	18 (15.8%)	32 (28.1%)	28 (24.6%)	35 (30.7%)	3.80	1.10
We are always taught about our past generations	7 (6.1%)	23 (20.2%)	26 (22.8%)	31 (27.2%)	27 (23.7%)	3.42	1.12

Table 1 presents findings on family social values and their influence on personality development among secondary school students from blended families. The data revealed that a majority (64.9%) either agree or strongly agree that the father or stepfather is the primary decision-maker in the family (Mean = 3.70, SD = 1.30), reflecting the prevalence of patriarchal leadership structures in these households. This structure likely shapes children's perceptions of authority and gender roles. A strong sense of parental guidance is evident, with 71% of respondents indicating that parents consistently offer advice (Mean = 3.88), suggesting that students in blended families benefit from supportive direction, a key contributor to their social and emotional growth. Additionally, 57% affirm that parents meet their physical and emotional needs (Mean = 3.63), highlighting the role of care and security in fostering positive personality traits.

High levels of discipline also emerged, with 64.9% of participants reporting that misconduct is met with consequences (Mean = 3.69), implying structured environments that can cultivate responsibility and self-regulation. Notably, more than half (53.5%) agreed that their families preserve cultural and ethnic traditions (Mean = 3.51), a factor that may contribute to a stable identity in students. Moreover, 55.3% of respondents acknowledged the involvement of extended family members in their upbringing (Mean = 3.80), while 50.9% said they are taught about their ancestry (Mean = 3.42). The integration of qualitative data supported these trends, with interviews reinforcing the value of traditional roles, advice-giving, and cultural teachings. Triangulating both strands of data allowed for deeper insight into how these family social values collectively shape personality development in blended family contexts, enriching the overall interpretation of the findings.

Descriptive Statistics on Personality Development

The table presents responses regarding personality development, capturing aspects such as future outlook, business initiation, decision-making, and adaptability. The data reflects students' self-perception of their ability to adapt and make decisions, as well as how they view their future and self-awareness.

Table 2. Personality Development

Statement	SD	D	N	A	SA	Mean	Std Dev
Am afraid of what the future holds for me	16 (14.0%)	13 (11.4%)	12 (10.5%)	28 (24.6%)	45 (39.5%)	3.64	1.45
Am sure that my future is bright	6 (5.3%)	20 (17.5%)	30 (26.3%)	20 (17.5%)	38 (33.3%)	3.56	1.26
I have started my own business at home	30 (26.3%)	28 (24.6%)	25 (21.9%)	17 (14.9%)	14 (12.3%)	2.62	1.35
I always ask questions to be sure	7 (6.1%)	14 (12.3%)	30 (26.3%)	14 (12.3%)	49 (43.0%)	3.74	1.30
I always obey what my elders ask me to do	0 (0.0%)	17 (14.9%)	23 (20.2%)	23 (17.7%)	47 (41.2%)	3.91	1.10
I easily thrive in new environments	8 (7.0%)	21 (18.4%)	25 (21.9%)	31 (27.2%)	29 (25.4%)	3.91	1.25
I know my weaknesses as well as my strengths	2 (1.8%)	8 (7.0%)	24 (21.1%)	31 (27.2%)	36 (31.6%)	3.65	1.15
I usually make decisions on my own	4 (3.5%)	21 (18.4%)	50 (43.9%)	15 (13.2%)	24 (21.1%)	3.30	1.10

Table 2 revealed that a majority (64.1%) of students reported being afraid of what the future holds (Mean = 3.64), suggesting a notable degree of uncertainty and anxiety, which could hinder positive personality formation. Conversely, 50.8% believed their future was bright (Mean = 3.56), indicating a moderate sense of optimism coexisting with fear. The relatively low mean score (2.62) on the item regarding starting a business suggests that entrepreneurial confidence is limited, with only 27.2% affirming such initiative. This may reflect a lack of resources, support, or self-assurance often required for risk-taking behavior associated with personality development in adolescence.

Other personality traits revealed stronger scores. A significant number (55.3%) agreed or strongly agreed that they ask questions to seek clarity (Mean = 3.74), demonstrating inquisitiveness and critical thinking, while 58.9% claimed they obey elders (Mean = 3.91), implying respect for authority and social conformity. Adaptability also scored high, with 52.6% indicating they thrive in new environments (Mean = 3.91), and 58.8% showing strong self-awareness of both strengths and weaknesses (Mean = 3.65). However, only 34.3% expressed confidence in making independent decisions (Mean = 3.30), which may suggest continued dependency on adults. Qualitative responses echoed these patterns, where students expressed a sense of duality balancing fear with hope, and obedience with a growing desire for autonomy. Triangulating the qualitative narratives with quantitative results enriched the understanding of how family experiences contribute to the layered development of personality traits among students in blended family setups.

Regression Analysis

The regression analysis presented above investigates the relationship between family social values and the

personality development of secondary school students in Lamu West Sub-County. The dependent variable in this analysis is personality development, while the independent variable is social values.

Table 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.485 ^a	.235	.228	.63177
a. Predictors: (Constant), Social Values				

The R-value of 0.485 indicates a moderate positive relationship between the independent variable (social values) and the dependent variable (personality development). The R Square value of 0.235 suggests that approximately 23.5% of the variance in personality development can be explained by social values. This indicates that while social values have a notable impact, other factors also contribute to personality development.

The Adjusted R Square value of 0.228 is a slightly adjusted measure accounting for the number of predictors in the model. It confirms that the model remains valid even after accounting for sample size and predictors, as it is close to the R Square value.

Table 4. ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.721	1	13.721	34.379	.000 ^b
	Residual	44.702	112	.399		
	Total	58.424	113			
a. Dependent Variable: personality development						
b. Predictors: (Constant), social values						

The F-value of 34.379 and the associated p-value (Sig. = 0.000) suggest that the model is statistically significant. This means that the regression model significantly explains the variance in personality development based on social values. The low p-value confirms that the relationship between social values and personality development is unlikely due to random chance.

Table 5. Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.194	.229		9.597	.000
	social values	.355	.061	.485	5.863	.000
a. Dependent Variable: Personality Development						

The unstandardized coefficient for social values is 0.355, meaning that for each unit increase in social values, personality development increases by 0.355 units. The standardized coefficient (Beta) of 0.485 shows the

relative strength of social values in predicting personality development. The t-value of 5.863 and its significance ($p = 0.000$) confirm that social values are a significant predictor of personality development in this context. These findings indicate that social values play an important role in shaping personality development among secondary school students in blended families.

Thematic Analysis of Family Social Values

The research examines different parental strategies for family integration of new spouses because it demonstrates how children need supportive environments to adjust emotionally. A male parent led the organization of family events in low-pressure environments to help children adapt to their new blended family structure. The stated methodology demonstrates that children better adapt emotionally when they feel welcome in supportive family environments.

The parent arranged individual meetings between the children and their new spouse to build trust before involving the family as a whole. Such a method which places importance on emotional bonds shows careful planning as a means of helping blended families make successful changes. A small number of parents chose to introduce the new spouse gradually to family proceedings because this gradual approach minimizes disruptions and supports the natural acceptance of this new family member by children. The research demonstrates that blended families achieve emotional development through the foundation of respectful communication and patient interaction.

The research findings support Mostafa et al. (2018) by showing how challenging it is for step-parents to gain authority and create bonds with stepchildren. Clear role definitions coupled with open continuous communication prove essential because they help prevent confusion and conflict in these circumstances. The results from thematic analysis indicate that blended families create a beneficial impact on adolescent personality growth while developing strong emotional capabilities and social competencies when implementing these identified strategies.

CONCLUSION AND RECOMMENDATIONS

Conclusions

Research into family social values in blended families revealed their effects on adolescent personality development within secondary schools in Lamu West Sub-County. Research data from qualitative and quantitative methods demonstrates that blended family values related to decision-making and discipline cultural beliefs and parental guidance substantially affect child personality development. The regression analysis demonstrated that social values act as primary factors which determine personality traits including self-confidence as well as independence and adaptability. Family social values create positive effects on personality growth yet additional external elements from peers and schools and societal norms also influence the development of personality.

Theory Recommendations

The study reinforces family systems theory and social learning theory by highlighting how family structures, especially in blended setups, influence adolescent personality development. Future research should explore how family social values interact with external factors like peers, schools, and community to shape personality traits in students. An expanded application of Bronfenbrenner's ecological systems theory is recommended to capture the influence of overlapping environmental systems including school and peer networks on youth development. Attachment theory should also be integrated into future research to examine how emotional bonds within blended family settings influence adolescent confidence, self-awareness, and autonomy. These theoretical lenses offer a comprehensive framework for studying personality formation within diverse family contexts.

Practice Recommendations

The findings suggest that students in blended families face unique challenges balancing multiple parental

relationships while forming a stable sense of self. Educators, counselors, and social workers should consider these dynamics in their work with students by developing family-sensitive approaches. Schools should initiate family-inclusive programs that focus on conflict resolution, communication skills, and the reinforcement of healthy family roles. This would align with the study's finding that guidance and emotional support from parents correlate with stronger self-identity and future confidence in students. Moreover, inclusive school environments that validate diverse family experiences can enhance both emotional and academic outcomes for students in blended families.

Policy Recommendations

Based on the study results, there is a need for education and family-related policies that specifically support students in blended family structures. Government initiatives should provide blended families with training programs and resources to foster stable parenting practices, reinforce cultural values, and offer emotional guidance. Locally, education policy should establish specialized counseling services tailored to students from non-traditional family backgrounds, promoting social values education that supports adolescent responsibility and resilience. Finally, integrating family-school partnerships into policy frameworks can ensure that the family's role in personality development is recognized and leveraged within educational institutions.

Limitations of the Study

The sample size, while adequate for preliminary analysis, may not be large enough to fully capture the diversity of experiences among adolescents in blended families, potentially affecting the robustness of the findings. Additionally, since the data were collected through self-reported questionnaires, there is a possibility of social desirability or response bias, where participants may have given answers they believed were expected or acceptable. The study was also conducted within a specific regional context, which may limit the generalizability of the results to adolescents in other areas with different cultural or familial dynamics. As such, caution should be exercised when applying these findings beyond the studied population.

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