# IMPACT OF SINGLE PARENTAL UPBRINGING ON THE ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN GOVERNMENT AS A TEACHING SUBJECT IN ZARIA LOCAL GOVERNMENT AREA OF KADUNA STATE

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**AHMADU BELLO UNIVERSITY, ZARIA- KADUNA STATE**

**APRIL, 2014**

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**A THESIS SUBMITTED TO THE SCHOOL OF POSTGARDUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS OF EDUCATION (M.ED) DEGREE IN CURRICULUM AND INSTRUCTION**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA- KADUNA STATE**

**APRIL, 2014**

## DECLARATION

I hereby declare that the work contained in this thesis entitled "Impact of single parental upbringing on the Academic performance of Senior Secondary School Students in Government as a subject in Zaria Local Government Area of Kaduna state, was carried out by me in the Department of Educational Foundations and Curriculum under the supervision of Dr. (Mrs.) H. O. Yusuf and Dr. A. Guga.

The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this Thesis was previously presented or submitted anywhere either in part or whole for a higher degree.

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Prisca Onyinye NJOKU Date

## CERTIFICATION

This Thesis titled "Impact of single parental upbringing on the Academic performance of Secondary School Students in Government as a teaching subject in Zaria Local Government Area of Kaduna State" by Prisca Onyinye NJOKU meets the regulations governing the award of the degree of Masters in Education (Curriculum and Instruction) of Ahmadu Bello University, Zaria and is hereby approved for its contributions to knowledge and literary presentations.

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## DEDICATION

I dedicate this work to the person of my heartthrob and love,

Mr. Chinedum Anyanwu who stood by me all through my academic Programme. May God continue to strengthen you and bless our union Amen.

**ACKNOWLEDGEMENTS**

I specially acknowledge my maker and the Lord above heaven and the earth for seeing me through this critical stage of my life. He has indeed been a good God to my situation and pathway of my life. May his name be lifted high Amen.

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**Abstract**

*This study investigated the impact of single parental upbringing on academic performance of senior secondary school students in Government as a teaching subject in Zaria Local Government Area of Kaduna State. The purpose of this study was to appraise how academic performance of students in Government is influenced by single parental upbringing. Specifically the study sought to find out how income status, educational attainment, to asses the level at which student academic performance between those of single parent and two patents and occupational status of single parent affects the academic performance of senior secondary school students who are learning Government. Four research questions and Hypotheses each were formulated and tested at 0.05 alpha level of significance. The research design used were partly survey and partly quasi experimental. The instrument used for data collections were questionnaire and achievement test. The population for the study consisted of teachers and students of public and private secondary schools in Zaria Local Government Area. A sample size of twelve (12) teachers and Three Hundred and Twenty- Three (323) students were randomly drawn from the entire population of the study. While the achievement test was administered to the students, the questionnaire was filled by the teachers. Findings show that educational attainment of single parents has significant impact on students' academic performance, the study identified that occupational status of single parents has a great impact on students academic performance, It was established that there exist significant relationship between parental income and academic performance of students from poor and wealthy single/ two- parental home . Recommendations were put forward that stigmatization of single parents and their children should be discouraged forthwith by enacting all relevant law; parents should be mindful of their children's especial education before contemplating divorce and separation. It was suggested that a work plan be designed to address the prevalent cases of single parenting of homes for use as policy formulation in the country. There is need to examine the judicial role of courts in the land with regards to record keeping as input for orientation of homes on the danger of divorce or separation.*

**TABLE OF CONTENTS**


| | | Pages |
|---|---|---|
| Title Page | - - - - - - - - - - | i |
| Declaration | - - - - - - - - - - | iii |
| Certification | - - - - - - - - - - | iv |
| Dedication | - - - - - - - - - - | v |
| Acknowledgements | - - - - - - - - - | vi |
| Abstract | - - - - - - - - - - | viii |
| Table of Contents | - - - - - - - - - - | ix |
| List of Tables | - - - - - - - - - - | xii |
| List of Abbreviations and Symbols | - - - - - - - | xiv |
| Operational Definition of terms | - - - - - - - | xv |
| **CHAPTER ONE: INTRODUCTION** | | |
| 1.1 Background to the Study | - - - - - - - | 1 |
| 1.2 Statement of the problem | - - - - - - - | 4 |
| 1.3 Objectives of the Study | - - - - - - - | 5 |
| 1.4 Research Questions | - - - - - - - | 6 |
| 1.5 Research Hypotheses | - - - - - - - | 6 |
| 1.6 Basic Assumptions | - - - - - - - | 7 |
| 1.7 Significance of the Study | - - - - - - - | 7 |
| 1.8 Scope of the Study | - - - - - - - | 9 |
| **CHAPTER TWO: REVIEW OF RELATED LITERATURE** | | |
| 2.1 Introduction | - - - - - - - | 10 |
| 2.2 Conceptual Framework | - - - - - - - | 10 |
| 2.3 Concept of family | - - - - - - - | 12 |
| 2.4 Concept of Single-Parent family | - - - - - - | 13 |
| 2.5 Causes of Single-Parenthood | - - - - - - | 15 |
| 2.6 Factors that influence Students Academic Performance In Single Parents | - - - - - - - | 21 |
| 2.7 Assessment of Academic Performance of Students from Two Parental Families versus Single Parental Families | - | 29 |
| 2.8 Effects of Single Parenting on Students' Academic Performance | -- | 37 |
| 2.9 Challenges of Single Parenting on the Society | - - - | 40 |

2.9.1 Social Policies in support of Single Parent Families - - 44
2.10 Empirical Studies - - - - - - - 46
2.11 Implication of Reviewed Literature - - - - - 53
2.12 Summary - - - - - - - - - 54
**CHAPTER THREE: RESEARCH METHODOLOGY**
3.1 Introduction - - - - - - - 56
3.2 Research Design - - - - - - 56
3.3 Population - - - - - - - 57
3.4 Sample and Sampling Techniques - - - - - 57
3.5 Instrumentation - - - - - - - 58
3.5.1 Validity of the Instrument - - - - 59
3.5.2 Pilot Study - - - - - - - 59
3.5.3 Reliability of the Instrument - - - - - - 60
3.6 Procedure for Data Collection - - - - - - 60
3.7 Methods of Scoring - - - - - - - 61
3.8 Procedure for Data Analysis - - - - - - 61
**CHAPTERFOUR: PRESENTATION, DATA ANALYSIS AND DISCUSSION OF RESULTS**
4.1 Introduction - - - - - - - - 62
4.2 Presentation and Analysis of Respondents Bio-data - - 62
4.3 Analysis of Respondents of Research Questions - - - 67
4.4 Test of Hypotheses - - - - - - - 71
4.5 Summary of Major Findings - - - - - - 74
4.6 Discussion on Results - - - - - 74
**CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**
5.1 Introduction - - - - - - - 79
5.2 Summary - - - - - - - 79
5.3 Conclusion - - - - - - - 80
5.4 Recommendations - - - - - - - 81
5.5 Suggestions for further Studies - - - - - - 82
5.6 Contributions to knowledge - - - - - - 83
5.7 Limitation of the Study - - - - - - - 83
References - - - - - - - - - 84
Appendixes - - - - - - - - 95

## LIST OF TABLES

Table 4.2.1: Distribution of respondents' opinion according to Gender - 63

Table 4.2.2: Distribution of Teachers' Respondents by Marital Status - 63

Table 4.2.3: Distribution of Teacher Respondents opinion according to Teaching Qualification - - - - - - 64

Table 4.2.4:Distribution of Respondents opinion according to years of Teaching Experience - - - - - - 64

Table 4.2.5: Distribution of Teachers' Respondents opinion according to Age 65

Table 4.2.6: Distribution of Teachers' Respondents opinion according to the Family - - - - - - - - 65

Table 4.2.7: Distribution of Teachers opinion according to the number of children in their classes from various types of Families - 66

Table 4.2.8: Distribution of Teachers' Respondents opinion according to their numbers of children in Class from single Parental Homes 66

Table 4.2.9 Distribution of Teacher Respondents' opinion according to the attendance of Children from single Parental Homes - 67

Table 4.3.1: Opinion of Teachers Respondents on the effect of parental income status on the academic performance of students - - 68

Table 4.3.2: Opinion of teacher respondents on the influence of parental educational attainment on the academic performance of student ---- 69

Table 4:3.3: Opinion of respondents on the relationship between causes of single parenting and academic performance of students - - 70

Table 4:4.1: Independent t-test statistics on the impact of income status of single parents and the academic performance of students in Government as a subject -71

Table 4:4:2: Pearson product moment correlation on the impact of educational attainment of single parents and academic performance of students. - 72

Table 4.4.3: Pearson Product Moment Correlation (PPMC) statistics on the relationship between the causes of single parenting of homes and student academic performance - - - - - 73

Table 4:4.4: Pearson Product Moment Correlation (PPMC) statistics on the relationship between occupational status of single parents and academic performance of students - - - - 73

**LIST OF ABBREVIATION AND SYMBOLS**

| | | |
|---|---|---|
| ATR | - | African Traditional Religion |
| NPE | - | National Policy on Education |
| HIV/AIDS | - | Human Immune Virus/Acquired Immune D |
| NGOs | - | Non-Governmental Organizations |
| AI | - | Artificial Insemination |
| GAT | - | Government Achievement Test |
| PPMC | - | Pearson Product Moment Correlation |
| SPSS | - | Statistical Package for Social Sciences |
| % | - | Percentage |
| NCE | - | Nigeria Certificate in Education |
| B.Ed | - | Bachelor of Education degree |
| B.A | - | Bachelor of Arts degree |
| B.Sc | - | Bachelor of Science degree |
| M.Ed | - | Master of Education |
| □ | - | Means |
| SD | - | Standard Deviation |
| SE | - | Standard Error |
| df | - | degree of freedom |
| N | - | Number |

## OPERATIONAL DEFINITION OF TERMS

The following terms were defined within the context in which they are used.

**Academic Performance**: It refers to the measure of what a learner has comprehended over a period of time during the teaching-learning process.

**ACADEMIC PERFORMANCE IN GOVERNMENT**: It describes what a learner can comprehend in the subject government being taught and how it can be manifested as a measure of work done by the subject teacher.

**Impact:** The effect or influence of one variable on another.

**Income Status**: This refers to the rating of parents (working class) according to the amount of monies earned from one's legitimate occupation.

**Occupational Status**: It simply refers to the ranking of one's occupation alongside skilled or unskilled labour as recognized by the society.

**Poor Families**: It is a kind of family whose income is below average in terms of socio-economic status. They live close to poverty line and struggle to compete economically with others.

**Single Parental Family**: This consist the coming together of one of the biological parents and the child or children living peacefully without the assistance of the other in the home. This could be as a result of divorce, death, adoption and others.

**Upbringing**: Is the way or manner by which parents look after their children and teach them to behave. The later manifestations of behavior in such children could be positive or negative.

**Wealthy Families**: A family is considered wealthy when her economic resources is in excess and sometimes controls the means of the state. They live in affluence and could meet the social and educational needs of their children.

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background to the Study

Education is of great importance to every nation. It therefore attracts considerable attention to the family, community and to all tiers of government; education is discussed, planned and processed (Omolewa, 2001). It is believed that education recreates both the individuals and the nation, influences values and attitudes for a worthwhile living. The National Policy on Education (2009) is not wrong with its assertion that education is "an instrument par excellence" and the world at large had keyed into this, by recognizing education as the panacea to development and survival of man itself.

It is not surprising therefore that the processes of education are offered by the three levels– primary, secondary and tertiary education. As a result, education is classified on the concurrent list. That is, administration, funding, policy formulation and maintenance of schools or matters relating to education can both be deliberated upon by the Federal and State governments. Over the years, there had been public outcry concerning the fate of educational system in Nigeria and the breeding of graduates with little technical know–how which has resulted in serious setbacks to the industrial and economic development of the nation and its place among comity of nations in the 21$^{st}$ century. Investigations into the factor that influence academic performance of students in and out-of-school could be trace to individual family or home. The family or home is an integral part of the society which is a sub-system of the social structure. It is an axiom that good homes breed a productive nation .This is the brain-child of why, every society aspires for development.

The well-being of any society is the aggregate of the well-being of the individual families that make up the society. So, the home is a quite essential factor on the learner's psychological, social, emotional and economic state. Most homes are made up of father and the mother with or without siblings or extended relations. In the African societies, some homes could be polygamous while others could take the form of monogamy. One is not so surprised that African Traditional Religion (ATR) influences all aspect of one's life and it is practical in nature.

The beliefs and practices of ATRs are based upon the faith of the indigenous people. Such are declining now since the arrival of Islam and Christianity at the beginning of the 20$^{th}$ century (Yombi, 2011).

The educational pursuit of every child is relatively determined by the pattern of family or home he/she comes from. Be it wealthy or poor, educated or otherwise, traditional belief or aspirations. Parents who failed in their responsibilities to assist and guide their wards through every stage of development in life may likely have to contend with poor academic performance sooner or later and the development of unwholesome behaviours, as foundation to the success or failures in any child is laid upon the home and at the initial stage in life. Parents therefore have a great role to play in seeing to it that the students acquire the appropriate social, psychological, moral and academic development. Those found in this category are mostly adolescents who needed to be tutored not only by the teachers but with combined efforts of the parents.

In Nigeria, there are widespread cases of single-parenthood across all regions and tribes which has become a major source of concern to the socio-economic and socio-cultural development. Single parenting can be defined as a situation in which one of the two individuals involved in the conception of the child is being responsible for the upbringing of the child

(Henshin, 1985). This idea is relatively unknown before now in Nigeria but is fast growing family patterns both inside and outside the shores of the land (Nwachukwu, 1998). Children from single parent homes are likely to suffer deprivation, and denial of some rights and opportunities. They are more exposed to anti-social behaviours and poor academic records.

Divorce and separation of various kinds or death of one spouse may leave a child with no option than to have a single parent. The benefits of a two-parents family far outweigh that of a single parent family, as mothers play the traditional role of child care and home-making while the father's role is that of economic responsibilities and discipline of children. But in single parent families, double responsibilities are required of time, attention and money of the parent. Hence, less attention is given to the education of the child. Invariably the cost of receiving education today is high to be financed only by a single parent who may be financially handicapped. In the case of the few wealthy single parents in the locality of the research study the task is more with the nature of their job which affects adequate supervision of a child's growth and development.

Teachers commonly describe children from single parents as more hostile, aggressive, anxious, fearful, hyperactive and distractible than children from intact families (Nwachukwu, 1998). The school curriculum if well-designed as the situation demands will become helpful in addressing the deficient students' academic performance on the set-objectives of secondary education as well as analyzing the factors that affect the performance. Although, there are no available statistics of single parent families in Nigeria, practical experience and tabloids report shows that it is increasing on a daily basis. On the contrary, western countries have a geometric progression in the percentage of adults and children living in single parent households (Nwachukwu, 1998).

The conditions are not palatable conducive for effective parenting of a child in most single parental families (Ortese, 1998). This was because when the parents are overburdened by responsibilities and by their own emotional reactions to environmental situation they often become irritable, impatient and insensitive to their children's plight. It is against this backdrop that this study was being planned to investigate the possible impact of single parental upbringing on the academic performance of senior secondary students in Government in Zaria Local Government Area of Kaduna State.

## 1.2 Statement of the Problem

It is worthy to note that education of high quality is expensive and possibly beyond the reach of most poor single headed homes. No doubt, the National Policy on Education (2009) suggests adequate financial provision from all tiers of government for successful implementation of educational programmes. It therefore shows that access to education by the child/children of a single parent depends on their financial capability. Not too surprise, that children of single parents in the study locality attend public secondary schools. A fewer number from wealthy homes however, attend private day schools or private boarding schools as the case may be.

However, the worst scenario are witnessed in the camp of the illiterates and unskilled workers who have absolutely no plan for their wards compared to their counterparts who are not only financially buoyant but determine to provide the best for their children's education. In other cases, those with certain level of education but at the lower class in a society encourage their wards to achieve a higher status they could not have achieved. According to Goede and Spruigt (1996), they warned of the impending danger of students' failure caused by truancy, bad company, all forms of unethical behaviours, failure in not doing assignment and its end-result as

academic backwardness. Again, most children from single well-to-do homes misuse their academic opportunities which if available for their counterparts, would be adequately utilized. They have access to educational materials at homes and attend one of the best schools but still perform below expectations. The large population of children attending public schools from single parental homes does not have access to these facilities, resulting in mass failure in public and internal examinations due to their poor preparation.

### 1.3 Objectives of the Study

The objective of this study were to examine the impact of single parenting on the academic performance of senior secondary school students in Government as a subject in Zaria Local Government ARea in Kaduna state. The study was carried out to achieve the following.

a. To find out the extent to which income status of single parents influences the academic performance of students from such homes in school.
b. To investigate the level at which educational attainment of single parents influenced their children's/wards academic performance in School.
c. To assess the level of students' academic performance between those of single parents and two-parents.
d. To identify if occupational status of single parenthood has an impact on children's academic performance in schools.

### 1.4 Research Questions

This study sought to provide answers to the following research questions which were formulated to guide the present investigation.

1. To what extent does income status of single parental homes influence students' academic performance in Government as a subject in Zaria Local Government Area?

2. What is the influence of educational attainment of single parental homes on the academic performance of secondary school students' in Government as a subject in Zaria Local Government Area?

3. Are there differences in the academic performance of students from single parents compared to those of two parents in Zaria Local Government Area?

4. To what extent does occupational status of single parental homes affect academic performance of students in Government as a subject in Zaria Local Government Area?

## 1.5 Research Hypotheses

The following null hypotheses were tested in this study at the 0.05 alpha level of significance.

**$Ho_1$**: Income status of single parents has no significant impact on the academic performance of students in Government as a subject.

**$Ho_2$**: Educational attainment of single parents has no significant impact on students' academic performance in Government as a subject.

**$Ho_3$**: Students' academic performance of single parents is significantly different from those of two-parents.

**$Ho_4$**: The occupational status of single parents has no significant impact on academic performance of student in government as a subject.

### 1.6 Basic Assumptions

The study is based on the following assumptions.

1. A negative behaviour exhibited by a learner in or out-of-school could be premise on the family pattern of the home.
2. Most cases of single parenting of homes are premeditated on both genders.
3. Students from single parental homes are mostly found attending boarding school system.
4. Students' performance in a particular subject is influenced by a number of variables. This could be teachers' factor, environmental or family background.
5. Reading materials are usually provided for students' of single parental homes as at when necessary compared to their counterparts.

### 1.7 Significance of the Study

As widely described, a child plays an important role in the acquisition of knowledge, skills, values and ideal. Unfortunately, the pattern of homes lately had been distorted for one reason or another. Thereby, affecting the academic performance of a child's upbringing in and out-of-school. The findings anticipated in this study shall therefore assist all stakeholders (parents, students, curriculum planners, policy makers and the government to mention but a few on roles expected of them.

First, it would empower single parents and others alike to have a renewed orientation and be equipped with the necessary information to have an indivisible family. As it will help parents to build a better future for their wards and the society at large.

Secondly, the outcome of this study would serve as an input for legislation on policies relating to parenting. It is expected that the study recommendations will assist the nation's lawmakers to have a deeper horizon of single parenting and on the need to act fast because of its consequences on the nation.

Thirdly, the study outcome would help secondary school teachers and other teachers as well, to acknowledge the importance of a stable home as a major pillar for academic success in the life of any student.

Fourthly, as curriculum planners needed to be guided with factors that could assist the curriculum planning and implementation to be successful. This study would therefore afford planners to consider learners' family stability as a primary determinant of academic breakthrough.

Also, the outcome of this study would not exempt students in the scheme of importance it would benefit them. It would enable students to understand even though over a long period of time, that crisis is eminent everywhere they find themselves but should rather allow their conscious to guide their daily conduct and strive to achieve hard work.

Finally, the school counselors would be better equipped with the necessary tool to guide and counsel students from such homes. Such would offer them the zeal and courage to forge ahead in life especially with their studies aimed at discouraging any form of distractions.

## 1.8 Scope of the Study

The study covers all the senior secondary schools located within Zaria Local Government Area of Kaduna state. It is delimited to students of S.S.2 classes in public and private schools, located in eight (8) districts in the study area namely, Birni Dekiwe, Hanwa, sabo Gari, Wuchuchi, Gyallesu, Tukurtukur, Dutsin Abba.

Both type of schools were involved in this study since there exists different socio-economic background of homes from where there root lies. Some are poor economically while others are from wealthy homes. Because of this singular factor, academic performance of students between two types of homes were determined.

# CHAPTER TWO

# REVIEW OF RELATED LITERATURE

## 2.1 Introduction

This chapter reviews all relevant literature of scholars relating to the present study. The literatures reviewed are as follows: concepts of family and single-parenting, causes of single parenting, factors that influence students' performance of single parenting, effects of single parenting, challenges of single parenting on the society, empirical study and others. The above sub-themes shall be discussed in details relating to the central theme of the research work.

## 2.2 Conceptual Framework

Literarily, parenting connotes the care, responses, control which parents' make on their children, in other words, the rearing/training which parents' give to their children. It could be single male or female parenting depending on the type of family type. Single parenting is a product of marital separation with a deleterious effect on the child exemplified by fluctuation in parental attention and a weakening social bond. The situation is worst hit with a male dominated single parenting (Otite and Ogionwo, 1989). They argued that children who are reared under this type of condition rarely do well in school because of lack of care, love and attention that they received from their parenting father.

Most children who are reared by single male parents' are reported to be having a weak academic records (Denga, 1983 and Kelly, 1991). In adducing reasons for such low achievement, they agreed that such children's school progress is never monitored by the parent as well as their school attendance and out of school activities. Children from these homes been aware that their movement and activities are not being monitored and as such, get involved in anti-social

behaviours like absenteeism, partying, truancy, hooliganism, etc which give no room for any good academic performance (Denga, 1983).

Investigating the causes of academic underachievement, Nye (1986) found a correlation between single parenting and local academic achievement. The study reported that children reared by single parenting lack the care, motivation that is essential to academic growth. In a related study, Ruther (1990) compared the academic achievement of children of both parenting and single parenting and found significant difference between the two groups. Craft (1981) sees single male parenting home as being hostile and high handedness breeding frustration and resignation of children academic endeavour.

Scroate, Cooper and Dehat (1996) observed that a lot of differences exist in behaviour between children brought up by one of the two parents' and those brought up by both parents'. Female headed families are simply those families headed by mothers as single parents. These could be single unmarried mothers, divorced or separated and widows. Eshleman (1985) and Devall (1986) concluded that children from single female parent are likely to have good social adjustment, good self-esteem and intellectual development comparable to others in the same socio-economic status. However, the major problems in these types of families are stem from poverty and stigmatization. In Nigeria, the traditional belief was that having female headed families are forbidden and create unnecessary stigmatization from the societies. Also the negative effect of stigmatization is associated with lower self-esteem in such children at school and within their communities. Furstenbeg and Kusick (1993) observed that children born to teenage mothers seem to do their best academically if their mother finish high school, received adequate social and emotional support from others and reach high level of cognitive development.

Dodds (1995) suggest that with the existence of violence in the family, especially physical abuse of the mother prior to divorce/separation. It is invariably associated with a variety of children's developmental problems including aggression and academic withdrawal syndrome. Additional findings portray children of female headed families are of greater risk for behavioural problem, drug and alcohol use, and poor school performance even when income level is controlled (Steinberg, 1993).

## 2.3 Concept of Family

Generally, family can be seen as a group of people who have biological, emotional or legal ties to each other (McDonald; Campbell and Seaburn, 1990). In different cultures, the term "family" may mean different things and a wide variation in families, usually people of two generations and two genders are involved (Lidz, 1983 and Jallinogo, 2000). In the 1990s the sociological literature defined family as a unit in which at least one adult and a child lived together (Tolkki and Nikkonen, 1992). The concept of family has changed from the large extended families to smaller units, the nuclear family, and nowadays to even smaller single-parent families. Family systems evolve rules, roles and power structures as well as the various forms of communication, conflict resolutions and problem solving that enable the performance of numerous tasks and the achievement of their objectives.

But a family, unlike other systems, is an emotional system characterized by affection, loyalty and durability of memberships that organize itself in ways that may be either stated or unstated and whose meanings and broad effects may not be fully understood by the family members or at least may be difficult for them to isolate and articulate (Goldberg and Goldberg, 1999). A family is a complex natural social system complete with its own properties and

processes. As in any system no part stands alone and no process operates without influencing to a degree, every other process and every component of the system.

In view of the above, the home environment or family is therefore important on students' academic performance (Nzewuawah, 1995; Ajila and Olutola, 2007). It has a great influence on the students' psychological, emotional, social and economic state. The family lays the psychological, moral and spiritual foundations in the overall development of the child. Structurally, the family was earlier seen as an institution, but nowadays, the family is based on the intimate relationship between at least two adults (male and females) involved. If the relationship is not working, the family will probably be broken (Jallingo, 2000).

## 2.4 Concept of Single -Parent Family

The concept of single- parent family is used when a family is formed of one custodial parent and a number of dependent children (Sauvola, 1987). According to Whitting and Child (1973), Eshleman (1981) and Henshin (1985), single parenting can be defined as a situation in which one of the two individuals, involved in the conception of the child is being responsible for upbringing of the child. Single parenthood may arise when either the male or female decide to produce and rear a child or children outside wedlock (Ortese, 1998). In Nigeria, the existence of single-parents is formerly unknown and where they existed they are ignored as exceptional cases. Though, poor academic performances by students lately have been indicated as likely effects of single parenthood. It is what (Nwachukwu, 1998) described as fast growing family patterns both inside and outside Nigeria.

In the past, death of a parent was more responsible for disrupting families than was with divorce (Amato, 1994). In recent times, single –parent family is usually formed after parental divorce. There are no available statistics of single –parent families in Nigeria, practical experience and tabloid reports show that there is an increase of this menace in Nigeria.

It is a growing trend with increased adults and children living in single parent households (Nwachukwu, 1998). Other reasons attributed to single parenting are artificial insemination, adoption, surrogate motherhood or extramarital pregnancy. It may also be child neglect, or child abuse. In South Africa, the major factors which have enhanced the increasing population of single parenting are HIV/AIDs and teenage pregnancy. Many children are therefore left growing up without their father.

However, women and little girls are prompt to this hazard more than the men. The amount and quality of contact with the non-custodial parent, usually the father, varies a great deal, some children losing the contact totally. It has been estimated that in the United States 15 to 25% of the non-custodial fathers maintain weekly visits even several years after the divorce (Thompson Thomas and and Maclanahan, 1994). Life in a single parent family can be stressful for both the child and the parent. Such families are faced with the challenges of diminished financial resources (Children's Defense Fund, 1994) assumptions of new roles and responsibilities, establishment of new patterns in intra-familiar interaction and re-organization of routines and schedules (Agulanna, 1999). This is because when the single parent is overburdened by responsibilities and by their own emotional reaction to their situation, they often become irritable, impatient and insensitive to their children's needs (Nzewunwah, 1995).

## 2.5 Causes of Single –Parenthood

The increase of single parenthood is not a phenomenon isolated to the western world. Even in Nigeria and other developing countries, there have been a high percentage of single parents within the population caused by one factor or the other or combination of more than one. As in any country, single parenthood arises because of the following major causes:

1. **Divorce**: The trend of increasing divorce rates has virtually continued for more than 100 years (Bumpass, 1990). According to Advanced Learners' Dictionary (2006), divorce is the legal ending of a marriage between a man and a woman in a law-court by their counsels. The dramatic increase in the number of divorces since the 1950s seems now to have leveled off starting at the beginning of 1980 in the United States (Goldstein, 1999). In any event, the current level of divorce is high and it is assumable that the majority of recent first marriages will not last a life time, although a stable marriage remains the ideal (Bumpass, 1990; Jallinogo, 2000).

Different social circumstances, personal attributes and even genetic aspects may contribute to the risk of divorce. There is agreement across diverse studies that marital instability is associated with premarital cohabitation and pregnancy, young age at the time of marriage, economic hardship, high levels of residential mobility and growing up in a disrupted or divorced family (Wadsworth, 1979; McLanahom and Bumpass, 1988; McGue and Lykken, 1992; Amato, 1994;Tulisalo, 1999). Mental disorders, for example, psychoses, depression and anti-social personality (Lahey, Hartdagen, Frick, Mc-Burnett, Connor, Hynd (1988); Kessler, Walters, Forthofer (1999) as well as heavy drinking and drug use are strongly related to the higher divorce risk (Leonard, Rothbard (1999); Fu, Goldman (2000).

McGue and Lykken (1992) found in their twin family study a significantly higher concordance for divorce among monozygotic twins compared to dizygotic twins. On the basis of this notion, they concluded that there exists a strong genetic component in the etiology of divorce, at least in the familial transmission of divorce. The researcher hypothesized that this genetic influence is mediated largely by inherited personality characteristics, such as impulsivity and moral conviction. The study further suggested that cultural factors influence the threshold for divorce while within given culture, variations in underlying aggregate risk are strongly influenced by genetic factors.

In 2006, 12.9 million families in the U.S. were headed by a single parent, 80% of which were headed by a female. In the United Kingdom, there are 5.9 million single parents as of 2005, with 3.1 million children. About 1 out of 4 families with dependent children are single parent families, nine percent of which have a male single-parent. Though, majorities of the victims of single parenting across U.S, U.K and parts of African continent are females. U.S. Census Bureah (2010). In South Korea, there is a strong societal disapproval of unmarried mothers. In 1985, more than 25,000 children were products of a home run by a single parent. September 1990 data shows that 73 percent of children in South Africa come from broken homes and 150,000 children had been affected by divorce in the last four years Locoh (2000). These figures surely have shot up by now. However, the problem with divorce is that it is not only the marriage that disintegrates but also the children who get separated from one or both of the parents creating an imbalance in their educational pursuit. A nation like South Africa is one of the worst hit country with predominantly a patriarchal society and children have consequently suffered greatly due to absent fathers.

2. **Death or estrangement of a spouse**: Losing a partner is very stressful for the parent. The psychological well-being of single parents in Nigeria has been very poor primarily because of the reason on why the partner was lost. According to the researcher, this is often worsen by the positions of the lost one in the family and the society especially in the eastern part of Nigeria. The problem is compounded where properties of the deceased are involved resulting in the exclusion of the woman and the children to their fate. This being the case, had forced many children out-of-school or resulted to poor academic performance in the latter years. However, the families soon might have forgotten the cause of the death such as illness, assassination, accidents, and natural occurrence(Amato 1994).

In South Africa, AIDS is the predominant reason of single parenthood across every of her society and families. Mostly affected by this already are the two layers of the population pyramid. This pyramid consists of those in the five year old age bracket and 19 – 45 age bracket. To salvage this situation, Non-governmental organisations (NGOs) and human rights groups have resulted to help widows by providing cash and vocational training assistance aimed at making them self –employed, and self-reliant to provide a better future for their children, though the problem of large number of children left with the widow have not helped the situation especially with the present standard of living which is astronomically high beyond the reach of the poor.

**3. Teenage Pregnancy**: Nigeria, like other countries in the world, is currently faced with social fragmentation as women continue to suffer a high rate of teenage pregnancy. Over the years, the situation particularly among teenagers had become unabated even to the researcher owing to her years of experience as a teacher trainer. Women single parents feel the stigma of being poor and unmarried, widowed or divorced and are under extreme pressure from the society.

Single mothers as central to this, look for ways to support their children and are very much willing to take huge risks to put some bread on the table are very vulnerable to prostitution and trafficking.

A report on the South Africa Operation (2012) shows a high unmet need for contraceptive among teenagers and women living in the rural areas thus a very high teenage pregnancy turnout. The report therefore calls for empowerment programme for teenagers and rural women so that they can take control of their reproductive behaviour. For mothers between 15 -19 years, who are likely single parents, age in itself is not a risk factor, but additional risks may be associated with socio-economic factors relating to academic pursuit of the family.

In the developed countries, data supporting teenage pregnancy as a social issue include lower educational levels, higher rates of poverty and other poorer "life outcomes" in children of teenage mothers. Within these societies pregnancy is usually outside of marriage and carries a social stigma in its cultures. The situation of teenage pregnancy is slightly different in developing countries as they are usually within a marriage and does not involve a social stigma (Locoh, 2000). Wikipedia (2010) had described early motherhood to have effect on psychosocial development of the child.

The occurrence of developmental disabilities and behavioural issues are increased in children born to teen mothers. Poor academic performance in the children of teenage mothers has also been noted, with many of the being more likely than average to fail at the secondary schools (UNICEF, 2001).

**4. Artificial insemination (AI):** It was identified as another cause of single parenthood especially in relation to the women. It was a technique developed for livestock which have been adapted

for use in humans. This is the process by which sperm is placed into the reproductive organ of a female for the purpose of impregnating the female by using other means other than sexual intercourse. Among the humans, artificial insemination was originally developed as a means of helping couples to conceive where there were male factor problems of a physical or psychological nature affecting the male partner which prevented or impeded conception. In the opinion of the researcher, this has caused more harm than good for women in the later years when the children start schooling. Moreover, within the societies here in Nigeria, the stigma ranks higher to its recognition in supporting marriages (Wikiped 2010).

**5. Polygamy and Multiple Unions**: Polygamy is recognized traditionally as a legal institution. Polygamous men in positions of influence and relative wealth often contract second and third marriages with women who are much younger than they are. In Islam, a man may marry up-to four (4) wives, on the basis that he must be able to cater for them all and maintain equality between them. Social norms and legal systems that encourage or do not censure men's multiple sexual partner are likely to leave many of the women who become mothers through such unions economically vulnerable especially when the man dies and the women becomes single parent. Few men have sufficient wealth to adequately support multiple families and invest equally in each mate and her offspring, yet men continue to father children with multiple partners, often late into their lives. The products of such unions are left at the mercy of people outside the family to cater for them (Mathu, 1999).

**6. Rural-Urban Migration:** Labour (worker) migration may lead to de-facto single parenthood for a mother whose migrant husband is absent for extended periods. Cases where migration flows are increasing due to transfer, unemployment, or other reasons, single parenthood may be common. While some of the best supported single mothers (Common in this part of the

world) are those with migrant husbands or male kin who send back remittances on a frequent or steady basis, for many mothers and children, the benefits of male migration are illusory. Men (and women) may initially leave home to earn wages for the family's benefit, but their commitment to sending help (in the form of money) home, or the practical possibility of doing so, sometimes fades. This cause affects not only the family but the educational activities of their wards. With repeated day or week long absences, it weakens mothers' and children's claim to the fatherly earnings or responsibility (Mathua 1999).

**7. Non – Marital Childbearing**: As myriad of activities or issues surround the world, within the universe of mother-supported families, those that spring from early unplanned child-bearing are arguably the most socially and educationally marginalized. Unprotected early sexual activity often robs a teenage girl of her childhood, impoverishes her adulthood and compromised the future of her children, even with the absence of a male partner. Adolescent and unmarried mothers are likely to have less education, low (if any) income, their prospects are often grim. Typical examples where unwanted pregnancy leads to marriage, the union is less stable, controversial and not lasting (Locoh 2000).

Today, the single –parent phenomenon had filtered into African societies for the above reasons that are comparable to those identified in other nations of the world. Marriage is devalued, and extended family support for children without fathers has decreased. Poverty is seen as analogous to single-parenthood in Nigeria and Kenya, and has resulted in associated ills such as family violence as we now have it and subsequent abandonment of children in the care of one partner (Tulisalo 1999).

## 2.6 Factors that Influence Students' Academic Performance In Single Parents.

A number of factors have influenced how children in single-parental families respond to their educational needs in the society. These factors are:

1. **Environment:** There is no doubt that a child's level of intelligence plays a vital role in his academic achievement in school, this is the factor of his/her environment. In addition, parental homes suggested a lot on the child's influence in later development. The influence of the home environment is most important at two periods, first, is during the pre-school years and secondly, at the secondary school period. In the pre-school years, there appears to be an increasing social class gap in test performance between the ages of eight and eleven. This indicates the growing influence of the environment on the measured ability and attainment of primary school children (Goje, 2002).

Marjoribanks (1974) Aned Musgrove (1966) in Goje, 2002) felt that the significance of conducive reading environment to the students cannot be under-rated, therefore the availability of good books in a student's home contributes constructively to his/ her academic progress. Coleman (1968), cited in MaiKudi (1993) in his concept "Equality of educational objectives" emphasized that the responsibility to create achievement lies with the learner's environment. Children from wealthy situated locality attend private selected schools with rich educational environmental challenges and specially trained teachers. This situation stands in sharp contrast to the usual type of school provided by the government. Douglas (1988) in Goje (2002) carried out a longitudinal study on the influence or social variables on school attainment. He found out that there is a relationship between social inequality on home background and educational attainment. He stated further that the home background factor could be modified

by raising the standard of the existing schools in the form of improvement in staffing and facilities for the schools.

Rosen and D' Andrade (1979) felt that a child's achievement motivation is likely to reflect parental attitudes and patterns of child rearing. Eysenck (1987) suggested that inherited differences may affect children's reaction to their environment. The attitudes and behaviour making up academic motivation represents the result of interaction between the child's environment and his basic temperament rather than simply more specific environmental variables within social class. In the opinion of the researcher, socio-economic background determines the social environment of a student. Similarly, it also builds stronger friendship in a child which he/she transmit to the school. This affects his/her education one way or the other, depending on the type and character of such children.

One of the most popular researches on the influence or relationship of home environment and scholastic achievement is that of Fraser (1969). The three variables used in the study were parental educational level, income and their attitude towards their children's education to measure the relationship of the home environment with school attainment. He found out that the major component of the home environment that are mainly responsible for the high correlation with school success were in order importance, abnormal home background, income and the parents' attitude to the education and future of their children.

2. **Parental Income:** According to Bowles (1989), the poor education of the children of the lower class is due to inequality of resources between the rich and poor. This led him to conclude that no amount of compulsory education can overcome the educational disabilities imposed upon the poor students coming from the lower classes. Tulkin and Kagan (1982) reported that poor single parental families in addition to lacking money for adequate food and

medical care, frequently lack the hope that they can do better in life and can communicate the message to the children.

Omojola (1986) in her study on the socio-economic background of parents and the effects on pupils' performance in schools in Kano Metropolis, showed that children who were least interested in education were from the lower income group, while the children of the middle class were the most highly motivated followed by the children of the rich. The assertion by (Omojola, 1986) may be true but the experience of the researcher in the $21^{S}$ century has proven that irrespective of classes, children are all interested in education to develop self and improve upon their society. It is however, income which has contributed as a barrier to educational aspirations.

Ezenwu and Obanya (1985) indicated that there is positive relationship between socio-economic status and students' success in school. They pointed out that children from high socio-economic background leave school earlier than those of poor families because they are well prepared ahead and are provided with adequate needed materials. For a single poor parent with a number of children, the task is often challenging compared to her counterparts who are rich. When personality is held constant, the family size has a prominent role to play in enhancing the success of a child's education. The birth order is also an important factor that can influence how much education of a child will receive considering the income of the parents.

A single parent is therefore a huge task as combined responsibilities is often handled by either the father or the mother as far as the child's education is concerned irrespective of the parental status or income. Large families, besides drawing the family to near poverty, can also limit the ability to afford facilities such as books, textbooks for homework and studies. The acquisition of some facilities like the television, radio, newspapers also help to provide a means

to educational progress for children. The provision of these facilities is a reflection of parental attitude towards the education of their children. The essence of a good supporting home environment for academic progress lies on the attitude of the parents.

Research findings have proved that there is a significant relationship between parental attitude and improvement of students' academic achievement. Swift (1976) cited in Murkherjee (1988) observed that many upper and middle class parents continually push their children to aspire far more than they themselves had achieved in life. Parents from these families try all they can by pushing their children to achieve success in school and education. He added that it is quite common for these parents to seek additional help to give extra lessons for their children. They value high marks and a good report on their children's performance. The economic deprivation of single –parent family life, in combination with other sources of strain and stress, is a major source of the problems experienced by both parents and children.

**3. Parental Education**: It may be both direct inputs into the production function that generates child quality and may indirectly facilitate a higher quantity of other inputs through the effect of educational levels on parental income (Arnaud, Colm, Vincent and Ian (2005). In the knowledge of the teachers, the influence of parental homes on an individual pupil's education is great. The works of Dale and Griffith (1985) lend some support to the finding in which they found that a parent education contribute to a child's performance and ultimately, where both parents and the single parents are educated the impact is much. A similar conclusion was reached by Douglas (1988) who emphasized the importance of a mother's education because her contact with the child is much greater than that of the father and so the impact is very much felt.

Branbeck (1981) said that not all classes of the society use education in the same way. The upper class, is a good consumer of education, though, the researcher is of the opinion that

the purpose of education had changed from this perception. According to her, no matter the level of parental education, or income all efforts are geared towards ensuring that the academic needs of their children do not suffer. Education is considered by all, as a major tool for national socio-economic development and for individual socio-economic empowerment and poverty reduction (Obe, 2007). It not only motivates the child to learn, but also provides some incentives to reinforce the desire to learn.

The middle class is a selective consumer of education depending on the value and importance of "getting ahead" which they place on progress. The lower classes are so occupied with survival and consumed education sparingly, does not provide the child with a home atmosphere conducive for the formation of good study habits.

The incentive to learn appears to be lacking. On the whole, traditionally, family status variables such as parental level of education have been regarded as predictors of child's academic achievement. Increasingly, research has suggested that, rather than having a direct association with children's academic achievement, parents' level of education is part of a larger constellation of psychological and sociological variables influencing children's school outcomes. Thus, the influence of parent's level of education on student performance might best be represented as a relationship mediated by interactions among status and process variables. The literature also suggests that level of education influences parents' knowledge, beliefs, values and goals childrearing, so that a variety of parental behaviour are indirectly related to children's school performance (hoover, Kathleen and Howard, 1997).

For example, higher levels of education may enhance parents' facility at becoming involved in their children's education, and also enable parents to acquire and model social skills and problem-solving strategies conducive to children's school success. Students whose parents

have higher levels of education may have an enhanced regard for learning, more positive ability beliefs, a stronger work orientation, and they may use more effective learning strategies than children of parents with lower levels of education. It was observed that parents with higher levels of education are more likely to believe strongly in their abilities to help their children learn. A recent study exploring the relationships between levels of parental education, parental self – efficacy, children's academic abilities and participation in a head start programme found that level of parent education and programme participation was significantly related to parental self-efficacy. In turn, parental self- efficacy beliefs significantly predicted.

Ikejiofor (1979) in Abbas (2004) contends that the prime cause of poor academic performance lies mostly with students, this is in addition to the above foregoing. He gave such reasons as lack of adequate preparation for examination, the hope of cheating and examination leakages, wastage of study time at social gatherings and sometimes on drug addictions, as some of the possible causes of students' failure. Among other factors which could determine the level of achievement of a child in school is the inborn ability of the child, family training, quality of schooling, self –concept or aspiration level which grows out of his family and school experiences.

Teachers at the receiving end of any curriculum implementation play a crucial role in academic achievement of students. They observed their students in order to ascertain why they behave or act in a particular way. The need for teachers' to express personal affection or interests on their subjects (students) who might be a product of single parental homes could also help instill foray of academic success in them. Teachers are seen as a model which can influence positive change in his students. It should be noted that every student could either be a slow learner or fast learner, which ever one; the responsibility lies with the teacher to identify

which category a student belongs to. This will help to assess such a learner coupled with available personal record provided to the school. The situation is worrisome especially with public schools in the country when compared with their counterparts. The National policy on Education spelt out this, that “no educational system can rise above the quality of its teachers”.

In the opinion of the researcher, there are lots more factors apart from those mentioned as influencing students’ academic performance of single parental homes. An environment which a child grows up in determines to a large extent the level of his/her educational achievement. For single parents, the researcher was of the opinion that the status of their homes played a great impact in the lives of their children (students). They may live in a peculiar environment or otherwise depending on their financial status. Though, most parents who are victims of this prefer to isolate themselves from the society but rather strive to provide enabling environment for the survival of their offspring’s. The adverse effects sometimes constitute a nuisance to the society especially among the few female headed homes. In essence, their offspring are not speared from moral discipline which sometimes affect their academic performance, in and out-of-school.

If care is not taken into consideration, the child’s academics suffer a great loss. As mentioned of the financial status of homes, the extent of provision of educational materials lies upon this. Ultimately the environment and things the learner sees around him/her plays a vital role in the academic achievement. It is so sad that most single parents within the locality of the research work failed to understand the need to provide an enabling environment for their wards due to their level of education or income received.

No doubt, level of education or income mentioned also plays a supportive role to the academic performance of learners from single parental homes. The researcher is of view that

income and level of education of single parents constitute a factor regarding academic achievement. It was observed that only few single-parent household have much income and thus, a support which increases their ward(s) performance in school. They have liberty to make choice of school their kids attend, type of home they live in, who to associate with, decide on when and type of educational materials to buy, level of their exposure to things among others, which could only be determined by income. Similarly, education of single parents earn them to fit properly into the society and seek to provide the best form of education received taken them far or not in life, they tend to seek alternative and better life for their children to enjoy. Education no doubt, fast track civilization of the people to grab a means of improving their social life in the society.

## 2.7 Assessment of Academic Performance of Students from Two-Parental Families versus Single Parental Families

Lidz (1983) argued that human development cannot be properly understood without considering the importance of family in the child's overall development. The family is the key social institution which nurtures many of the socialization processes of children irrespective of their social class. The two-parent family has traditionally been assumed to offer a better environment for the children's development than a single-parent family (Winnicott, 1965; Lidz, 1983; Amato and Keith, 1991a).

It has been argued that a child models him/herself after and identifies with the parent of the same sex, but regards the parent of opposite sex as basically a "love object", whose affection and approval are sought by identifying with the parent of the same sex (Lidz, 1983).

But in reality, reverse may be the case where such child/children are staying with parent of the same sex may proved notorious.

The traditional two-parent family, in which the biological parents maintain their marital union and joint custody at least until the child reaches adulthood, has become rarer in modern Western societies. In the past few decades divorce rates have increased sharply world-wide and a large number of children experience parental separation and disruption of what should be a stable family.

Nowadays 50% of all marriages are estimated to end up in divorce (Statistics Finland, 1999a). It has been estimated that more than half of all the children will spend at least some period of their childhood in a single-parent family environment, mostly with custody of the mother (Hernandez, 1988; Bumpass and Raley, 1995). This means also that many fathers live apart from their own biological children and that more and more men live with children to whom they are “social” but not biological fathers.

Increasingly, children are born either to single mothers or into families were the parents are cohabiting but are not legally married (Bumpass, 1990; Statistics Finland 1999a, 2000). In Finland, 37.2 % of all the children were born out of wedlock in the year 1998 whereas in 1966 only 4.8 % of the children were born to unmarried mother (Statistics Finland, 1999a). Illegitimacy was earlier considered to be deviant and socially condemnable and thus children born with the stigma of illegitimacy had to face numerous negative attitudes (Lambert and Streather, 1980). However, the liberating attitudes towards the end of the 20$^{th}$ century have changed the family a great deal, and today about every tenth child is born to a mother who does not live in any permanent relationship (Kartovaara, 2001).

For children, the disruption of family life due to parental death or whatever represents an extraordinary upheaval of normal life. It may be followed by many other stressful experiences such as residential change, deterioration in the economic situation, diminished parental availability and perhaps parental discord and increased emotional problems (Wallerstein and Blakeslee, 1989; Hetherington, Stanley-Hagan, and Anderson, 1998). Altogether this may complicate the psychological maturation process and the adjustment of children in single-parent families.

In addition to the acute stress, parental divorce may have detrimental impact on the life course of the offspring up to adulthood (Amato and Keith 1991b; Wolfinger, 1998). Compared with those raised in intact two-parent families, adults who had experienced a parental divorce score lower values in psychological well-being, had more behavioural problems, experienced less education, achieved a lower job status, lower standard of living, lower marital satisfaction and an increased risk of being a single-parent or suffering from poorer physical health. However, most of the children who have experienced parental divorce nevertheless do grow up into well-adjusted adults (Amato & Keith, 1991b). The immediate effects of divorce and family disruption on children are better known than the possible long-term effects of living in single-parent families. Prospective follow-up studies, with data based on the general population, on the effects of living and growing up in single-parent families are few.

The definitions of separation have not usually required that there is no contact between the child and the parent at all, it has only been stipulated that the parent is no longer living with the rest of the family. The upper age limit of the study subjects has also varied a lot, being

generally 15 to 17 years of age (Agid, Shapira, Zislin, Ritsner, Hanin, Murad, Troudart, Bloch, Heresco-Levy and Lerer, 1999).

Concepts of “family disruption“, “childhood bereavement“, “broken home“, “non-intact family“ and “non-standard family“ have also been invoked when referring to families with only one custodial parent, be it due to divorce, separation, death, or mother never having been married (Dennehy, 1966; Wadsworth, 1979; Mednick and Kandel, 1988; Isohanni, Moilanen and Rantakallio, 1991).

Only when parents are an important part of children’s lives- that is, parents are the social capital of children- can the parents’ own human, physical and social capital benefit the children. He found that adolescents living together with both parents had a lower dropout rate in school than those living in single-parent families. Coleman contended that without parent-like adults in the family, adolescents lose the human capital these adults could provide (Coleman, 1988), which implies that an additional adult in the family who has strong and close relations with the children constitute an advantage for children’s learning.

In the last few decades, strong evidence has emerged in research findings that single-parent and stepparent families have adverse effects on children’s educational achievement (Biblarz and Raftery 1999; Haveman and Wolfe 1995; McLanahan and Sandefur 1994). However, there was some evidence in the U. S. that children of single-parent families with grandparent(s) cohabitating performed quite similarly to those of intact families (Aquilino, 1996; Deleire and Kalil, 2002; Entwisle and Alexander, 1996). Thus, an additional biologically related adult relative like a grandparent at home seemed to compensate for the loss of one parent that single-parent families suffer by bringing into the family additional social capital and resources.

However, does this mean that the cohabitating grandparent in the single-parent family provides the same advantage as a parent? If so, does the cohabitation of grandparent(s) in an intact family bring an additional advantage to the children as well? Why does family structure matter to children's educational achievement? Researchers have proposed at least three important mechanisms mediating the effects of family structure on children's academic achievement: the economic resources, the socialization resources (parenting and involvement), and the network resources.

It is likely that the cohabitating grandparents bring such resources to the children. This makes possible the observed equalizing effect of the grandparent cohabitating for outcomes of children in single-parent families. Assuming that the resources brought by co-residing grandparents are the same for either intact or non-intact families, the effects of grandparents should also be the same, when such resources are controlled. However, such reasoning requires empirical testing.

Researchers in the US have consistently found adverse effects of single-parent families on the child's educational achievement. For example, in reviewing research results from large longitudinal data, (Zill, 1996) found that students from nuclear intact families had the best academic performance, while students from alternative family types such as stepparent families and single-parent families performed not so well.

On the other hand, although students from stepparent families appeared to perform better than those from single-parent families, once other background characteristics were taken into consideration, however, performance of students from stepparent families became indistinguishable from that of single -parent families. Han and Huang (2000) also found that in

Taiwan, children in single-parent families had a lower rate of attending college than those from intact families.

Why are students from single-parent families at such a disadvantage? Through what mediating mechanisms does family structure affect the adolescents' educational achievement? In general, researchers attributed the disadvantage to three types of resource: (1) economic resources: single-parent families are often trapped in poverty or have greater economic burden; (2) socialization resources: single-parent families are less able to provide a good environment for children in terms of educational involvement and educational aspiration; (3) network resources: single-parent families have fewer network ties for obtaining information and other types of support related to children's learning.

**Economic Resources**

Many researchers have found that a crucial reason for the disadvantage of single-parent family students was the poor economic condition that usually accompanies this type of families (Entwisle and Alexander, 1995; Entwisle and Alexander, 1996; McLanahan and Sandefur, 1994). Particularly, McLanahan and Sandefur (1994) found that economic conditions explained 50 % of the variation of achievement scores. McLanahan and Bumpass (1988) also found that the effect of intact versus single-parent families on high school graduation rates dropped 30 to 50% once family income was added into the model.

They offered as the explanation that, owing to lack of economic resources, children from single-parent families had fewer accesses to books and to cultural activities that would have helped develop their cognitive ability and intelligence, which resulted in the higher dropout rate than peers from intact families. In Taiwan, Huang (Huang, 2000) found that single-parent families had fewer economic resources and that such families spent less on children's

education and single-father families spent even less on education (Huang, Wen-Jui, and Garfinkel 2000).

**Socialization Resources**

Socialization resources refer to parents' or other family adults' behavioral and psychological involvement of children's education. Many researchers have found that, regarding children's achievement, effects of socialization on children's educational achievement were independent of those of socioeconomic status (Astone and McLanahan, 1991; Ho and Wilms, 1996; Lee, 1993). Parents may be involved in children's learning in many ways, such as the home-based involvement of monitoring after school activities, monitoring school studies, and advising on studying strategies; or the school-based involvement of directly intervening in school administration by changing classes or tracks assigned for the children, selecting teachers or talking to teachers on behalf of the child.

These actions are generally found to benefit children's learning achievement (Astone and McLanahan, 1991; Fehrmann, Keith, and Reimers 1987; Ho and Wilms, 1996; Stevenson and Baker, 1987). In fact, monitoring children's home activities was constantly found to be positively related to their achievement (Crouter and MacDermid, 1990; Muller, 1993; Muller and Kerbow, 1993). In general, single-parents and stepparents tended to provide less supportive parental practices for children's schooling (Cooksey and Fondell, 1996; Thomson, McLanahan and Curtin, 1992; Lee 1993). In comparison with parents of intact families, they monitored their children less (Dornbusch, Sanford, Merrill, Bushwall, Ritter, Entwisle, Doris and Alexander, 1985; Muller and Kerbow, 1993) and tended to involve less in children's schools (Nord and West 2001).

One important reason is that parents with high expectations do more than having positive and encouraging attitudes toward the children. They also provide resources (such as

buying books, puzzles and games, telling stories, and going to the library) to help developing the cognitive ability, so that the children can live up to the expectations. Thus parental expectation is, to the children, another form of resource in addition to economic capital and human capital.

**Network Resources**

Network resources such as relatives outside the family (Shavit and Pierce, 1991), neighborhoods (Entwisle, Alexander and Olsen, 1994), or schools (Ho and Wilms, 1996) were found to benefit the child's educational achievement, by providing support to the adults, supplementary monitoring of the children, as well as better facilities for learning such as the library and parks. With the disappearance of the spouse, however, single-parents lose potential resources from relatives of the spouse. Moreover, pressed with the load of livelihood, single-parents are less likely to pay attention to the management of networks with friends and relatives. As a result, they are less likely to obtain resources or information from the networks of relatives or other parents. Since it has been found that the step-parents are less involved in children's schools (Nord and West, 2001), it is reasonable to assume that stepfamilies also have less opportunities to involve in sharing and obtaining information beneficial to the children.

## 2.8 Effects of Single Parenting on Students' Academic Performance

Single parenting as is called is already becoming a rapidly growing trend in both the developed and developing nations of the world. Studies show that in some States alone, there are four single parents to every ten parents and there are two single parents for every ten (10) adults (Single parent centre, 2010). Since the decision of single parenting is jointly taken by the parents, one voice is often ignored and it is that of the child. It was reliably gathered that single

parenting has significant effect on the child's mental, emotional, social, behavioural, financial and psychological outcomes (Locoh 2000). The following effects are not exhaustive:

**i.** The direct effect of being raised by a single parent is especially visible in child's thinking and mental mind set. This has been validated by psychologists and advocates over time. Tests and observations have consistently concluded and found that single parenting makes school children more aggressive and rebellious. Hence, these are transferred on their educational needs for survival in the society. Experts say the behaviour could be the outcome of the anger and limitation the child experiences while growing up. These are obvious reasons to make the child feel abnormal, different and unaccepted (Mathu 1999).

**ii.** A student from homes where the couples are present will be well taken care of and socialized in the best way possible (Ortese, 1998). This is due to the fact that the process of socialization which starts from the family depends on the effort of both parents playing a complimenting role in the child's upbringing. Such a child is likely to achieve self-actualization while the other from a single parent suffers deprivation and denial of some rights and opportunities. This invariably affects the way he socializes in school and seat with those who will help such child learn (Kelley 1991).

**iii.** In some conditions(Ortese 1998), single parents and their children may require professional help through counseling. Counselors can give reasonable advice to the child and the single parent to make sure every small conflict is resolved timely. Absence of this is transmitted into the school and as such, affects the academic performance of such learner. It's a difficult situation for any child to be raised by one parent, but surprisingly, not an impossible one anymore.

**iv.** Fadeye (1985) pointed out that both parents play a complimentary role in child's education. Where however, the father is absent from the home and the mother is not privileged enough to cater for all the basic needs as well as supervise the academic performance of the child, he/she (the child) will be backward or withdrawn. The same thing occurs when the mother is absent and the father is not privileged enough (Ortese, 1998). A single parent faces doubled responsibilities requiring more time, attention, and money which of course may not be enough.

**v.** The stress of having to find the basic necessity of life such as food, shelter and clothing for the family by a single parent consequently places them at risk of becoming detached from their children, and compromises their ability to succeed in their academics. (Bowles 1989) attachment theory suggests that insecure attachment (which is likely to be seen in the relationships between absent single parents and their children) can result in the ineffectiveness of parenting strategies, as in an overwhelming amount of stress on parents as they endeavour to carry out their academic responsibilities and vice versa.

**vi.** Single parenting have negative effects on the academic achievements of the adolescents, such that their talents, abilities and interest may not be fully developed to allow them to achieve self-actualization in life. In a report by Salami and Alawode (2004), they suggested the need for these critical issues to be looked into, as it does more harm than good to the proper and successful educational development of the school learners.

The researcher was of the opinion that students raised by single parents may live a worthwhile life or otherwise depending on the circumstance, level of maturity or love shown to them by the environment they find themselves in. Worried by this development, the negative effects outweigh the positive side as suggested by the researcher. A child could have mental

feelings when s/he has a close relationship with the ouster parent and this indirectly affect the emotional feelings of such child.

This, the researcher expressed that such a child/children can be taken out of the environment and must likely return after sometimes when s/he has fully recovered. In this kind of situation, the affected child/children may need to be kept busy with objects or things around that would make him/her to be happy at all times. The custodian parent would need to make self happy first before extending such to the affected children.

On the part of helping the affected students to socialize and be provided with social rights and opportunities, the school and the society would not be exempted through the assistance they should offer as a form of support to the custodian parents. When they team up with them, the students would thus become a better person in life and succeed academically. The level of relationship between the school and the custodian parent need to be strengthened and record of students should therefore be updated regularly to enable the counselors' seat tight on their duties. Also, the researcher observed the struggles of homes (especially with single parents) where survival of existence beckons on hard work. The researcher employs single parents to endeavour to live a lasting legacy to their wards if they must enjoy a peaceful life on earth and in the world thereafter (Winnicott 1965).

### 2.9 Challenges of Single Parenting on the Society

According to Michelle (2010), the circumstance making one to be single due to a number of issues (death, abandonment or decision of one partner to walk out) has continued unabated. In Nigeria as a case study, it is not advisable because of the impending challenges. These include:

**i. Economic Struggles**: Only one income parents are forced to work less hours if they are employed or result to begging when not employed due to childcare responsibilities. Depending on the social class of the single –parent families, it was discovered to have effect on the educational achievement of their children. According to Murkerjee (1978) in Abbas (2004), it is believed that many single parents would try investing on their children so much in order to provide schooling for them, on the basis of their financial strength. They see the importance of schooling and success linked together and therefore make every effort to be in tuned.

One is hopeful that gender segregation sets in, at work places, confronted with pay discrimination and high cost of childcare. As conservative as the Nigerian society is, most single parents are restricted in their ability to explore and utilize community resources. Early studies by Henderson (1987), Miller (1971), and Brofunbrene (1974) showed that a large proportion of children who failed in school are from disadvantaged homes. A subsequent study by Curry (1980) however, introduced another dimension to the nature of this problem. In his conclusion of the study, he asserted that when students are of high intellectual ability and have gone high in their academic grade level, the influence of social background is minimized, if not completely wiped out.

**ii. Medical Obligation**: Social stratification arising from social inequality sets unjust limits to individual parental aspiration to work, medical, education or life styles. Most single parents' puts the nutritional needs of their children before their own nutritional needs and medical issues related to stress. Cost of medical bills is beyond the reach of average single –parents or even full parents in our modern society. In the National Health Plan presented in 1996 to Government, it seeks to finance health care within the framework of health policy which among other things ensures that users pay for curative services but preventive service shall be

subsidized. While public assistance shall be provided to the socially and economically disadvantaged segments of the population (James, 2003).

However, such students from poor single–parenthood homes are the worst hit when the issue of medical attention is reinforced. Their parents could barely afford the medical expenses, if out-of- paid employment to take care of their wards. Medically, children are expected to visit hospitals once every six (6) months for medical check-ups. These improve their health status and make them free from any medical ailment in or out of school. It is sad enough that most children from poor single homes have not been disposed to health information as it relates to their medical background. In the event of any calamity their parents could not be reached out to, as a result of economic burden on how the family will live. This therefore, puts the life of such student at great risk and possible death. Worst are the illiterate ones who did not deem it fit to inform the school of the health status of his/her children (Gold Stein 1999).

On few occasion, the missing (absentee) partner would be required to come for medical examination to understand the child's medical history, which makes the case to be of high risk due to the disappearance of one partner. The issue of child development often distorts the single –parenting where the woman died or the man is out-of-paid employment. Access to proper medical treatments as the learner grows up may be beyond the reach of the surviving parent. Worst hit, is when the parent is poor and cannot even afford schools with clinical assistance when the need arises. Therefore, the learner is left at the mercy of his/her destiny (Gomes 1999)

**iii. Societal Problems:** Families in which school children are raised by only one parent are now more common around the world. Women are the worst hit as many have never been married or live without a partner; this also account for an increasing proportion of single parent families.

There are no concrete statistics as far as Nigeria is concerned. Typical African societies frown at this act, as women are the worst hit. An online information shows that no one cares to understand the situation. Many cases are responsible for this just like the causes. In Islamic law, a man is allowed to marry not more than four (4) wives on the condition that all must be treated equally (Hassan 1983).

This system breeds one wife staying far from each other, thus promoting single parenthood. Automatically, one partner takes care of the children's education or upkeep with the man struggling to make ends mean. By implication, the woman became a subject of ridicule to people, family and friends (Mathu 1999). The child is not left in the object of discussions by peer groups, neighbours and families, no doubt, arousing emotional disturbance which sooner or later affect his/her academic performance. Such child resorts to physical harassment of his/her mother as the situation persist. In the event, the woman is being molested by men and decides to play on with life.

The child will be at the receiving end, thereby captured as a victim of social vices or examination malpractices. It also results into a reduced paternal attention over the child, less parental authority in the home and loss of contact between the father and the children (Mchelle, 2010). On the whole, the researcher is of the opinion that such practices constitute an insult against traditional family values, while child's discipline is far –fetched.

**iv. Family Conflict**: Regardless of the circumstances, family conflict often occurs which usually leads to unexpected changes, and is often the source of loss and grief. Traumatic experiences such as broken homes and family dysfunctional results in depressive symptoms. Moreover, studies have also associated broken homes and family dysfunction to mental and physical health issues. In some few exceptional cases relating to this, family unity had been shattered by

conflict resulting in proper separation and the problem of whose care the children should be under (Machell 2010).

Litigation had been filed in law courts in number of occasion, thereby subjecting the children to media harassment and emotional instability to concentrate on their studies. This often breeds hatred and lack of trust in the child. Such children could only regain their freedom where counseling services are sort for. Statistics below shows figures of children in single – parent families between 1990–2000, in the United State of America.

| Years | Number in thousands | Percentage of Children (%) |
|---|---|---|
| 1990 | 15,867 | 25.4 |
| 1991 | 16,624 | 26.3 |
| 1992 | 17,578 | 27.4 |
| 1993 | 18,476 | 27.8 |
| 1994 | 18,595 | 27.9 |
| 1995 | 18,938 | 28.2 |
| 1996 | 19,755 | 29.1 |
| 1997 | 19,799 | 29.0 |
| 1998 | 19,777 | 28.9 |
| 1999 | 19,926 | 29.0 |
| 2000 | 19,223 | 27.8 |

**Source:** U.S. Census Bureau Population Survey for the years 1990 – 2000

### 2.9.1 Social Policies in Support of Single Parent Families

The increase in the number of children living with single parents has instigated the need for policies and programmes to improve their educational achievement at school. Single parents confront tensions that arise from their dual responsibility of raising their children while simultaneously earning a living. Here, the correlation between single parenting and poverty is clear. Furthermore, single parents are more likely to face social isolation due to stigmatization. Many single parents also experience feelings of stress, frustration, incompetence, hopelessness and helplessness. However, with social policy in place, one hope such will help address socio-economic problems in the society. Not without the exception of Nigeria, and other developing countries.

In the United States, single mothers experience greater poverty not only as the nation with the highest record but because of lack of education or skills, also as a result of economic and social inequality that stems from deficient social spending policies. With many single parent families relying on one salary to address all of their financial needs, many of them are in need of additional government supports and entitlements. Research however indicates that wages or income support for impoverished families in US is lower than they are in many other developed countries.

Prior to 1915, there were no social programmes in place to provide aide to single mothers. Provisions for women in crisis were only offered through private maternity homes that assisted at-risk women and children without governmental cash incentives. Welfare programmes were initiated in the mid 1930's for the purpose of providing resources and income assistance to impoverished individuals. Aid to families with dependent children (AFDC) was later developed to specifically address the financial needs of mothers with children while

empowering them to seek education or vocational training and subsequently become self – sufficient.

To checkmate the excess of the recipients, government introduced a significant cut-backs in the 1980's which resulted in increased poverty among single –parent families. Following this, it sparked off mixed reaction from people. Some believed that it has contributed to significant improvement in child living arrangements from 1996 – 2000 with increased self-sufficiency by mothers and others argued that it encourages dependence on cash entitlements without supporting the well –being of mothers and their children.

The decision of couples to become separated may sound healthy but worsen if the challenges of being so are critically looked into as it affect every spheres of human lives. Economically, the burden on the affected parents if not in paid employment could be considered alarming. As the sole parent in charge, s/he would be confronted with how to improve the standard of living, cost of education, attention or care for the children left in his/her custody (Haddad 1979). Most disturbed is the situation where the custodian parents are not in strong paid employment. Because the responsibilities may far outweigh the salaries or wages earned.

It has also become noticeable that medical needs of the affected children suffer a lot. The children are either underfed or malnourished since the custodian parent may not be able to afford qualitative food for his/her household, thus, necessitated the need for prompt medical attention to further save the situation from worsening. On the societal front, the victims are not accorded any fair hearing on important issues of discussion. They are classified as irresponsible to handle sensitive issues. These are invariably transferred to the children who are more likely to exhibit these characters and attitudes when they grow up. Because of this, the researcher

has come to terms that the challenges before the single parenthood if not well managed may set their lives on danger (Machell 2010).

### 2.10 Empirical Studies

In a study conducted by Alawode and Salami (2004), on the influence of single–parenting on the academic achievement of Adolescents in secondary schools in Ejigbo Local Government Area of Osun State, a total of 100 senior secondary students from five schools were randomly selected in the study using a descriptive survey research method. The student t –test statistical analysis was employed on the five null-hypotheses formulated for the study. The instrument used in data collection was the students' academic records in English and mathematics as well as personal data forms on each individual student.

Results indicated that students from intact homes had significantly better academic achievement than those from single parenting homes. Significant difference was found between the academic achievement of Christian and Muslim students from intact homes whereas none was found between Christians and Muslims from single parenting homes. Also, significant difference was found between the academic achievement of males and females from single parenting homes but none between those from intact homes.

The recommendation of the study was that single parenting cannot be totally exempted in the family pattern of the society but where feasible should be addressed; that the type of student's homes be identified by the counselors and where such indicate single parenting homes, workload assigned to the students be reduced in favour of their academic activities and the need for single parents to be counseled on social needs of their children so that their academic work will progress as the situation changes. The present study is different from the former as it will adopt other statistical tools as Pearson correlation and one way analysis of

variance. Research instruments included questionnaire and achievement tests on teachers and students respectively. Six schools were selected from six districts of Zaria Local Government Area of Kaduna State.

Uwaifo's (2008) study on the effects of family structure and parenthood on the academic performance of Nigerian University students were carried out on six faculties of Ambrose Ali University, Ekpoma, Edo State. Twenty (20) students each were selected from Single parental families and another twenty (20) students from two-parenting families in each faculty. This made a total of two hundred and forty (240) students that participated in the study. Major variables included gender and family pattern –single parent families and two-parent families as it affects the students' academic performance. The instrument used in this study was guidance and counseling achievement grade form (GCAGF).

T–test statistical method was employed in testing the three null-hypotheses formulated in this study. The results of the study indicated that significant differences exist between the academic performance of students' from single parent family and those of two –parent family structures. The results also showed significant differences in academic performance of male and female students compared on two –types of family structures. It was therefore recommended that school counselors should be employed in all schools and that they should provide necessary assistance to students especially those from single parent family to enable them overcome their emotional concerns as it affects their academics. In the former study, five null hypotheses were formulated and to be statistically analyzed using t-test, Pearson correlation (PPMC) and one way analysis of variance (ANOVA). Such factors like income, education, environment and gender were considered in this study. Also, research assistance was employed in this research work.

In a separate study by Eweniyi (2006), on the impact of family structure on university students academic performance. The study was conducted on two hundred and forty (240) students of Olabisi Onabanyo University, Ago-Iwoye, Ogun State. The study adopted same approach in its writings similar to that of Uwaifo's (2008) study. On the previous studies reviewed, the researcher was fully convinced that foundation information had been provide for subsequent researches except that new concepts are being examined in the present study. Such includes parental income, Education and Environment as a major factor in exploring a meaningful understanding of single –parenting on the academic upbringing of students.

The above reviewed literature shared a common similarity with the present study in that both studies evolved assessing students of single parental homes and those of two-parental homes. The former study took a case study of a university while the present study is limited to selected secondary schools in another part of the country. The sample size in the former study was lower than that of the present study but evolve descriptive survey.

The present study was comprised of both survey and quasi-experimental research designs. The statistical method used in the present study is Pearson Correlation Co-Efficient contrary to t-test adopted in the former study. Also, the recommendation made in the former study was contestable as to ascertain whether it has been implemented or not, no answer can be provided as to that. Only one instrument – Guidance and Counseling achievement grade form was used in the former study against two used in the present research work.

In a paper presented by Oyerinde (2001) on impacts of family structure, parental practices and family size on children's academic performance. The paper discussed the types of family structure available to include single-parent families, two- parent families (intact families) and step-parent families. The roles of both the father and the mother in the general up-bringing

and maintenance of a congenial home environment are clearly identified. Family was defined as any group of people that are related by blood or marriage especially a group of two grown-up people and their children. Usually, there are two major types or family: Nuclear family and extended family.

The father is the breadwinner, head and semi-god of *the* family. His impacts on each member of the family go beyond emphasis. Women's function and roles are complementary, not inferior. A house wife who stays at home is not idle, she combines a lot of roles in her capacity as housewife. An interior decorator who organizes the home and makes it homely, a culinary expert who prepares food to be consumed by members of the household, a manager/accountant who controls the domestic purse, a psychologist, a teacher and character molder who trains the children and brings them into responsible positions and citizens.

Many studies have revealed that children who grow up in single-parent families are less likely to complete high school or even attend college than the children who grow up with both parents. The quality of parent-child relationship in single-parent and step-parent-families may be lower than in intact families because of the stress associated with divorces. remarriage, or both, because of conflict between children and step-parents for" mother's male- partners). The difference between single-parent and two-parent families is limited to variables that reflect differences in the amount of time parents have available monitoring school work and general supervision, whereas the contrast between step-parent and two-parent families extends to educational aspirations as well.

These studies assumed that large families spread their resources:-economic, cultural and effectiveness more thinly than do families with fewer children. This suggests that parents who have many children invest less money, time, emotional and psychic energy, and attention on each child.

It is obvious from the findings of this study that children who live with single-parents or step-parents receive less parental encouragement and attention with respect to educational activities than children who live with both biological parents. This also means that children from non-intact families report lower educational expectations on the part of their parents, less monitoring of schoolwork by mothers and fathers and less over all supervision of social activities than children from intact families. Also, it was discovered that children from large families attain less school on the average than children with fewer brothers and sisters. The study recommended that the National Women Commission and the Women League should mount family support programme that will promote family life, enhance parental practices and plan families.

Tenibiaje andTenibiaje (2011) in their study titled Effects of single-parenthood on the academic performance of secondary school students in Ekiti State, Nigeria. The purpose of the study was to find out the influence of family pattern on the academic performance and truancy behaviour of secondary school students. A total number of two hundred and fifty (250) subjects were randomly sampled for the study. This study adopted a survey method of research.

Schools were purposely selected to cater for mixed schools, boys and girls schools. A questionnaire was designed by the researchers to measure the effects of single-parenthood on the academic performance of students; the questionnaire contained the following items: name of the respondents, name of the school of each respondent, age, sex, religion and the type or kind of family structure. Other instruments used in this study were class- register and last students' examination result.

Independent t-test was used for analyzing the hypotheses. In analyzing the first hypothesis, it showed that there is no significant difference between the academic performance of adolescent students from single parent homes and those from intact parent homes. The

second hypothesis revealed that there is significant difference between truancy behaviour of adolescent students from single parent homes and those from intact homes. With the results obtained, these conclusions were made, that there is no difference between the academic performance of single parent students and intact parents students, but there is difference between them in truancy behaviour. These recommendations were made that students from single parenthood should be counseled on self-esteem and self concept, so also marriage disagreement should be handled with love between the parents, instead of settling for divorce.

Ogunshola and Adewale (2012) conducted a study on the Effects of Parental socio-economic status on academic performance of students in selected schools in Edu LGA of Kwara State, Nigeria. The study was interested on how socio-economic status of parents relating to home environment of students could have effects on children academic achievement.

The population of students under this study was made up of both males and females in three senior secondary schools. Samples were obtained on One hundred and eighty (180) students randomly selected from three secondary schools. The four factors that were examined and statistically analyses were: parental socio-economic background, parental educational background, parental educational qualification and students' health statuses.

In the selected schools, three consecutive ends of term examination results were obtained for twenty students from each of senior classes, I, II and III. Questionnaire was employed to elicit relevant information about the respondents.

Diverse statistical tests were performed on the various data collected to establish statistical significance of the effects on students' academic performance. Parental socio-economic statuses and parental educational background did not have significance effect on the academic performance of the students. However, the parental educational qualification and

health statuses of the students were identified to have statistical significant effect on the academic performance of students. The two variables that indicated significant influence do reflect nature of the student' home environment and played notable role in the academic achievement of the respondents. Government could intervene to raise level of academic achievement among students in rural area. The study recommends that social and economic policies should be put in place for children of low social class; health care services for lower class children should be made to narrow the gap of inequality among Nigerians and the need for the intake of balanced diet should be emphasized.

## 2.11 Implication of Reviewed Literature

The family is the most important social institution, an institution that enables children to survive and develop into integrated, functioning persons by augmenting their inborn tendencies. Family life has, however markedly changed in the last few decades in Nigeria similar to that of the western countries. Divorce rates have increased, spate of dreadful diseases in geometric progression, new family pattern, such as single parent families, have emerged and a large proportion of children in this condition have been badly affected academically. This could be positive or negative depending on how one focused on it. These changes have probably many as yet unknown, far reaching effects on an individual student life and the society as well.

A wide range of problems have been identified such as economic struggles, medical obligation, family conflicts and societal isolation as they affect the academic performance of students on one side and the dual responsibilities of the concerned parents. The problems would not have surfaced if not for causes ranging from divorce, death of one's spouse, unwanted pregnancy to artificial insemination. However, available literatures have been

examined to shade more lights on this while it should be noted that the concept is relatively new in the Nigerian context.

## 2.12 Summary

Reviews of previous works of scholars were undertaken in this Chapter. It dwelt extensively on issues relating to single parenthood of homes and its influence on our present Societies. It existence in European and other Countries have taken a long time only that it is a new phenomena in the Nigerian scene. Several causes were identified for single parenthood such as death, separation, artificial insemination and others. IT nature differs from Society to Society and cut across all ages, gender, Culture and Classes.

One has to come to the reality that this ugly trend in our Societies today are either natural or man-made causes. Parenting connotes the care, responses and control which parents make on their children. Unfortunately, today homes are either male or female headed ones brought by the earlier mentioned points.

However, most African Traditional Societies are not in support of this Western adopted style of home pattern. The losses outlived its benefit particularly as it has become storage towards the future and academic life of their children. Worst list, are the impact income status, education and occupation of single parents towards this dilemma. One striking consequence of this, was that the role or responsibilities of two biological parents now turning to one. Sadly enough, the party involved maybe poor financially or otherwise. There is therefore, the need to understand the situation before taking such decision even though such decision may not be ignored when the situation goes out of hands. This helps to prevent an everlasting repercussion whenever it is discovered that both couples can no longer stay together.

Based on the aforementioned points raised, it is clear from the previous studies that very few literature materials dwelt on the comparism of poor and wealthy single parental homes. Especially as it affects assessing the level of student's academic performance in a unique subject area as Government. From this analysis, it became imperative for this study to extend its dragnet to these two critical areas and make comparison of their influence of school performance.

It is however important to note that one other uniqueness of this study with the latter is on its rationale to assess the impact of such variables as income status, educational attainment and occupational status on academic performance in Government. An observation made by the researcher indicate that these three essential variables are more significant to one's academic performance than to size of the family, educational qualifications, environment or any other factors.

In fact, in most of the studies reviewed, the above variables were linked to single parents alone while the present study is assessing the identified variables were linked to single parents alone while the present study is assessing the identified variables on the two key concepts of poor and wealthy single parental homes.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter presented the methodology used in carrying out the research study. It specifically focused on the research design, population, sample and sampling techniques, description of instrument, validity of the instrument, pilot study, reliability of the instrument, procedure for data collection, methods of scoring and procedure for data analysis.

## 3.2 Research Design

The design used in this study is partly survey and quasi experimental research. This was so because the survey research allowed structured questionnaire to be used for data collection from the teachers while quasi experimental research design assisted the research study to investigate the result of students' academic performance of both poor and wealthy single/ two-parents.

Both groups of students' involved in this study comprised of those from the poor and wealthy single parents best classified as experimental and controlled groups and vice versa. The experimental groups has students from poor single parents are given treatment in the form of educational assistance in their studies because of their background while the controlled groups are not, since they are from wealthy single parents and vice versa.

This according to Ndagi (1984) in Razaq and Ajayi (2000) provides a systematic and logical procedure of identifying and evaluating the relationship between variables that creates a particular state of affairs under controlled condition. It therefore, has interest establishing cause-effect relationship in a research study.

### 3.3 Population

The population of this study consisted of students, teachers and parents who are directly or indirectly involved in secondary school education in Zaria Local Government Area of Kaduna State. Information obtained from the supervising ministry indicate there are over Forty-One public and private secondary schools from the selected zone with students and teachers population put at Thirty-Six Thousand and Seven Hundred and Eleven (36,711) and One Thousand, Three Hundred and Sixty-Six (1,366) respectively. It therefore shows there are Thirty-Eight Thousand and Seventy-Seven (38,077) respondents altogether.

### 3.4 Sample and Sampling Techniques

A sample size of Three Hundred and Thirty-Five (335) respondents were selected at random from a population of Thirty-Eight thousand and Seventy-Seven (38,077). The choice of sample size was adopted from the research work of Aderemo (1989) cited by Omoniwa (2009) who recommended a sample size of Three hundred and Thirty Five (335), for a population of over Two Thousand and Six Hundred (2,600).

Out of this number, twelve (12) teachers and three hundred and Twenty-Three (323) Students were selected from the total sample of Three Hundred and Thirty Five (335) respondents using a hat drawn method. This method involves the process of picking the respondent (sample) from the entire population. The selected schools however, for this study are Therbow Secondary Schools (Controlled group) and G.S.S Kofar Kuyanbana, Zaria (Experimental group). The choice of two (2) Secondary Schools for this study was informed because of the nature of its research design. SS II students comprised the target groups

involved in this research study since they offered the subject, they are thus considered matured and can read in-between the lines of their present state of life and the likely future expectations.

### 3.5 Instrumentation

This study employed the use of questionnaire and achievement tests as major instruments specifically designed for data collection in the research work. The instruments were designed alongside background knowledge acquired from sources of literature reviewed. The questionnaire employed for this study was close-ended type, carefully selected for teachers only. It was tagged teachers' questionnaire (TRSQ) designed alongside four (4) point Likert rating scale. Basically, the questionnaire was divided into two (2) parts namely sections A and B. Section A seeks to gather respondents' information (bio-data) and B elicits information on funding, educational attainment of parents and causes of single parenting. See appendix B for the questionnaire prepared for this study.

An achievement test is a written examination carefully designed in Government as a teaching subject by the instructor (teacher) to be undertaken by students to assess their level of knowledge acquisition and comprehension over a given task and period of time after an instructional process.

It was conducted under the ethics of a normal examination rules and regulations on the selected schools/ Students. A total number of Thirty-Five (35) objectives and four (4) essay questions have been carefully constructed into the achievement test. From this, students were directed to answer two (2) essay questions. Each objective question are scored two (2) marks each and Fifteen (15) marks for each of the essay questions, totally One Hundred (100) marks.

The sole reason for selecting Government Achievement Test (GAT) as it was tagged was because of the interest of the researcher's work in Students academic performance. It has remained the most suitable

instrument for determining the level of academic performance of students in a given subject(s). See appendix B for the Government Achievement test (GAT).

### 3.5.1 Validity of the Instrument

The instruments used in this study were self developed by the researcher for the purpose of this study. Supervisors and other experts in the field of Educational Foundation and Curriculum in the Faculty of Education, Ahmadu Bello University, Zaria were consulted to review the instruments and its items. The purpose was to ascertain face and content validity as was the case with research instruments. This would be directed at the objectives and hypotheses formulated in the study. Bodunde (2004) was in support that validation of instruments by experts was an effective method of content validity of research instruments. The study used the opportunity available to effect all the necessary corrections and modifications based on the advice of experts. Comments by experts were considered satisfactory to the draft of the research instruments.

### 3.5.2 Pilot Study

A pilot study was carried out in Government Commercial College, Zaria. Specifically on selected thirty (30) S.S 2 students and their teachers in different arms of the selected classes. This was because the researcher wanted to use respondents that would not participate in the actual research study, so that they would not be conversant with the information before hand. The pilot study was designed to determine the reliability of the instruments, its difficulty level

and whether it has power to discriminate over results. The instruments were personally administered by the researcher and scores collected from the field immediately. This was to ensure that the instruments are well scrutinized before it is finally drafted and for subsequent distribution for fieldwork.

### 3.5.3 Reliability of the Instrument

The reliability of the instruments was calculated using split –half method of Guttman. This method, according to Wimmer and Dominick (1989) involves the division of the scores of respondents in the test items during the pilot study into two equal halves and correlated. A correlation coefficient (r) was obtained by applying the Pearson Product moment coefficient of correlation formula (PPMC). The reliability test scores for the instruments were 0.81 and 0.86 for achievement test and questionnaire respectively. Murkherjee (2000) postulated that the requirement for internal consistency is an average value of the correlation co-efficient which must be pretty high above 0.8. It therefore, shows that the items are reliable within the acceptable limit.

## 3.6 Procedure for Data Collection

The researcher obtained a letter of introduction from her department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria which she took to the Inspectorate division of the Ministry of Education, Zaria zone. This was to sought for their approval and permission to allow her visit the schools. Research assistants were also employed in the administration of the instruments because of the scope and time-frame of the study. A total number of 12 copies of questionnaire were administered while she conducted Government Achievement test (GAT) on 323 students in the selected schools. This was executed in thirteen (13) weeks duration.

### 3.7 Methods of Scoring

In order to gather the needed information for the study, the question items in the questionnaire were designed alongside four (4) point rating scales modified by Likert. The scales are as follows: Strongly Agreed (SA), 4 points, Agreed (A) – 3 points, Disagreed (D) – 2 points, and Strongly Disagreed (SD) – 1 point while the achievement test was scored on an aggregate of One hundred (100) marks as analyzed in 3.5.

### 3.8 Procedure for Data Analysis

A total number of Three Hundred and Thirty-five (335) respondents were considered for this study. Out of this, a sizeable number of the questionnaire in particular were filled and returned for data analysis. The data analysis was carried out using descriptive statistics for respondents' bio-data and research questions, while inferential statistics such as Pearson Product Moment Correlation (PPMC) was adopted for the testing of the four formulated null-hypotheses.

All hypotheses were tested using PPMC because it helps to measure relationship that exists between two variables. It is widely used in the social sciences as a measure of the strength of linear dependence between two variables. This was facilitated using Statistical Package for Social Sciences (SPSS) with the aid of computer software.

# CHAPTER FOUR

# DATA ANALYSIS AND DISCUSSION OF RESULTS

## 4.1 Introduction

This research work titled impact of single parental upbringing on the academic performance of senior secondary school students in Government as a subject in Zaria Local Government Area, sampled twelve (12) teachers' and assessed the performance of Three Hundred and Twenty-Three (323) students in Government as a teaching subject. The analysis was presented in sections. Section one presented the bio-data variable distribution of the respondents' opinion, section two answers three research questions as opinions to the items in the instruments, while section three tested the four (4) formulated null hypotheses. The fourth section presented the summary of the major findings. All hypotheses were tested at 0.05 alpha level of significance. For clearer understanding, then information depicted on the bio-data tables represent teacher's opinion, as it was well represented in the frequency count of twelve (12). See tables' 4.2.1- 4.2.9 for details, that of achievement test as it was administered on the students can be traced to appendix F.

## 4.2 Presentation and Analysis of Respondents' Bio-Data

This section of the research work has the result of analysis under taken on the respondents' bio-data contained in the questionnaire. These were clearly expressed in tabulated form showing the items understudy in frequency counts and percentage (%) analysis of each variable tested.

**Table 4.2.1: Distribution of Respondents' Opinion According to Gender**

| Sex | Frequency | Percentage (%) |
|---|---|---|
| Male | 3 | 25 |
| Female | 9 | 75 |
| **Total** | **12** | **100** |

Table 4.2.1 distributes teachers' respondents by their gender. Out of the 12 respondents, 3 (25%) of them are males and the rest 9 (75%) are females.

**Table 4.2.2: Distribution of Teachers' Respondents by Marital Status**

| Marital Status | Frequency | Percentage (%) |
|---|---|---|
| Married | 11 | 92 |
| Single | 1 | 8 |
| **Total** | **12** | **100** |

The marital status of teachers' respondents was shown in the above table, 11 of them representing 92% are married and the remaining teacher respondent of 8% was single.

**Table 4.2.3: Distribution of Teacher Respondents Opinion According to Teaching Qualification**

| Qualification | Frequency | Percentage (%) |
|---|---|---|
| NCE | 2 | 17 |
| B.Ed, B.A, BSc or equivalent | 3 | 25 |
| MED | 7 | 58 |
| **Total** | **12** | **100** |

The teaching qualification of respondents was presented in the above table 4.2.3, 2 (17%) are NCE, 3 (25%) of them are either B.Ed, B.A, B.Sc, or its equivalent and the last 7 (58%) are M.Ed qualified teachers.

**Table 4.2.4: Distribution of Respondents Opinion According to Years of Teaching Experience**

| Years of teaching experience | Frequency | Percentage (%) |
|---|---|---|
| 1-4yrs | 2 | 17 |
| 5-9yrs | 3 | 25 |
| 10-14yrs | 3 | 25 |
| 15yrs and above | 4 | 33 |
| **Total** | **12** | **100** |

Table 4.2.4 above shows the distribution of teachers' respondents according to the years they have been teaching. Out of 12 teacher respondents, 2 of them representing 17% have taught for between 1-4years, another 3 of the teachers representing 25% have taught for 10-14years and the rest 4 teacher respondents representing 33% have taught for 15years and above.

**Table 4.2.5: Distribution of Teachers' Respondents Opinion According to Age**

| Ages | Frequency | Percentage (%) |
|---|---|---|
| 26-32yrs | 3 | 25 |
| 33-40yrs | 4 | 33 |
| 41yrs and above | 5 | 42 |
| **Total** | **12** | **100** |

The ages of teachers' respondents were given in the above table which showed that 3 of them representing 25% are between 26-32yrs, 4 of them representing 33% are between 33-40yrs and the last 5 of the teachers' respondent representing 42% are between 41 years and above.

**Table 4.2.6: Distribution of Teachers' Respondents Opinion According to the Family**

| Family Type | Frequency | Percentage (%) |
|---|---|---|
| Monogamous | 12 | 100 |
| Polygamous | - | - |
| **Total** | **12** | **100** |

Family type of teachers respondents are given in the table above which shows that all the 12 teachers of 100% have monogamous families.

**Table 4.2.7: Distribution of Teachers Opinion According to the Number of Children in their Classes from Various Types of Families**

| Number of children | Frequency | Percentage (%) |
|---|---|---|
| 1 | 1 | 8 |
| Less than 4 | 8 | 67 |
| 5-8 | 3 | 25 |
| **Total** | **12** | **100** |

Information provided in the above table shows the analysis of the number of children from various types of family. The number of children in the families of the teachers respondent

are given in the above table, 1 (8%) of the respondents has a child, 8 (67%) of them have less than 4 children, 3 (25%) of the teachers' respondent have 5-8 children in their classes.

**Table 4.2.8: Distribution of Teachers' Respondents Opinion According to their Numbers of Children in Class from Single Parental Homes**

| **Students from single parents in your class** | **Frequency** | **Percentage (%)** |
|---|---|---|
| Yes | 5 | 42 |
| Not sure | 7 | 58 |
| **Total** | **12** | **100** |

The above table discusses information of the respondents indicating the number of children from poor single parental homes in his/her class or otherwise. 5 of them represented 42% said yes while the other 7 of the respondents representing 58% are not sure of the family position/status of their students.

**Table 4.2.9 Distribution of Teacher Respondents' Opinion According to the Attendance of Children from Single Parental Homes.**

| **Attendance of students from single parental homes** | **Frequency** | **Percentage (%)** |
|---|---|---|
| 1-6 | 6 | 50 |
| 7-11 | 2 | 17 |

| | | |
|---|---|---|
| 12-19 | 2 | 17 |
| None | 2 | 17 |
| **Total** | **12** | **100** |

Table 4.2.9 gives detailed information on the number of students from single parental homes or otherwise as responded to by teachers. Out of the 12 teachers, 6 (50%) said 1-6 students, 2 (17%) says 7-11 students, another 2 (17%) says 17-19 students and the last 2 respondents representing 17% have no idea about whether student exist from single parental homes or not.

### 4.3 Analysis of Respondents Opinion of Research Questions

This section seeks to analyze the research questions formulated for this study. This was with a view to determining whether or not the responses of the respondents were positive or negative. The summary of the analysis was presented one after the other, in what appeared to have been analyzed using mean deviation.

**Table 4.3.1: Opinion of Teachers Respondents on the Effect of Parental Income Status on the Academic Performance of Students**

| Response categories | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **S/N** | **Items** | **SA** | **A** | **D** | **SD** | **MEAN** | **SD** | **SE** |
| 1. | In my school, enrolment of students from single parental homes are high due to the cheap cost of education by parents | - | 5 | 4 | 3 | 2.1667 | .83485 | .24400 |
| 2. | In spite of the poor facilities in my school, poor single parents in their large numbers prefer to sent their ward to us | 2 | 7 | 2 | 2 | 2.8667 | .9847 | .2842 |
| 3. | Most wealthy single parents in my school promptly pay their ward school fees and acquire other educational materials | 3 | 2 | 2 | 5 | 2.25000 | 1.2880 | 3718 |
| 4. | Children from wealthy single parental homes send their wards to boarding school system to display affluence. | 3 | 3 | 3 | 3 | 2.500 | 1.1.677 | .337 |
| 5. | Most students from poor single parental homes do not have access to educational material books. | 1 | 2 | 5 | 4 | 2.0000 | .9534 | .2752 |
| 6. | Children from wealthy single parent homes do not have much financial support compared to their counter parts from poor single | 4 | 3 | 2 | 3 | 2.6667 | 1.2309 | .3553 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | parent's homes. | | | | | | | |
| 7. | Children from poor parental homes do not have much financial support compared to those from wealthy single parental homes | 3 | 2 | 2 | 5 | 2.4500 | 1.2880 | .3718 |

According to the table above, the highest mean response of 2.8667 is on the item that says that in spite of poor facilities in the selected schools; single parents in their large numbers prefer to send their wards there. This item on the influence of income status of single parent on children academic performance showed that a total of 9 of them agreed with this item while 3 disagreed.

**Table 4.3.2: Opinion of Teacher Respondents on the Influence of Parental Educational Attainment on the Academic Performance of Students**

| | | **Response categories** | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **S/N** | **Items** | **SA** | **A** | **D** | **SD** | **X** | **SD** | **SE** |
| 1. | Most educated wealthy parental homes deny their girls access to formal education | - | 2 | 6 | 4 | 1.8333 | .71774 | .20719 |
| 2. | As a teacher and parent, single parent do not sponsor the education of their wards as a result of their poor life situation | 1 | - | 6 | 5 | 1.7500 | .2500 | .86603 |
| 3. | Most of the poor single parental homes are headed by women with little or no education | 2 | 3 | 3 | 4 | 2.2500 | 1.13818 | .32856 |
| 4. | Most educated single poor parent enroll their wards in schools | 1 | 4 | 4 | 3 | 22500 | .96531 | .27866 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | their counterparts cannot afford | | | | | | | |
| 5. | Children from poor parental homes are privilege to receiving qualitative education as one of the parents will at least be educative. | 5 | 2 | 3 | 2 | 2.8333 | 1.19342 | .34451 |
| 6. | It is evident that poor educational status of most single parents encourages them to offer the best education to their wards | 3 | 3 | 3 | 3 | 2.5000 | 1.16775 | .33710 |

According to the response rate on the influence of parental educational attainment on students' academic performance, children from two parental homes are privileged to receiving qualitative education as one of the two parents would at least be educated. This item attracted the highest mean response of 2.8333 and details showed that item 7 agreed while the item found in 5 disagreed.

**Table 4:3.3: Opinion of Respondents on the Relationship between Causes of Single Parenting and Academic Performance of Students**

| **Response categories** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **S/No** | **Items** | **SA** | **A** | **D** | **SD** | **MEAN** | **SD** | **SE** |
| 1. | Artificial causes of single parenting like divorce, | 1 | 2 | 6 | 3 | 2.0833 | .90034 | .25990 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | separation and teenage pregnancy are more than natural causes | | | | | | | |
| 2. | Women as single parents in our locality are of the receiving end | 4 | 3 | 3 | 2 | 2.7500 | 1.13818 | .32856 |
| 3. | Death of educated partner resulting into single parent do not distort the education of their children | - | 6 | 3 | 3 | 2.2500 | .86603 | .25000 |
| 4. | Stigmatization of single parents in my community affects the institution and indirectly manifest itself on their children | 2 | 4 | 3 | - | 2.9167 | .66856 | .193000 |
| 5. | Indiscipline and lack of submissiveness of one partner to the other are not a major impediment to family separation | 1 | 1 | 5 | 5 | 1.8333 | .93744 | .27061 |
| 6. | In my opinion, parents are not mindful of their actions when their marriage are separated | 1 | 6 | 4 | 1 | 2.5833 | .79296 | .22899 |
| 7. | I have observed that separated home are part of the traditional and religious beliefs in my society | 1 | 6 | 4 | 1 | 2.5833 | .79296 | .22891 |
| 8. | children from single Parents are not well discipline and less academically productive | - | 4 | 6 | 2 | 2.1667 | .71774 | .20719 |
| 9. | The school where you teach provides adequate counseling services to wards of single parent to keep them at pace with their | 1 | 4 | 3 | 4 | 2.1667 | 1.02986 | .29729 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | counter parts. | | | | | | | |

According to the teachers' respondent opinion on the items above, stigmatization of single parent in our communities affect the socialization and indirectly manifested on their children. This item attracted the highest mean response of 2.9167. Detail of responses on this item revealed that 9 of them agreed to this item while the last 3 disagreed.

### 4.4 Test of Hypotheses

This section presents the results of the analysis of hypotheses one after the other. Altogether, summary of four (4) null-hypotheses tested using the same statistical tools were presented below at 0.05 alpha level of significance.

**Hypothesis 1:** The null hypothesis states that income status of single parents has no significant impact on the academic performance of students in Government as a teaching subject.

**Table 4:4.1: Pearson Product Moment Correlation on the Impact of Income Status of Single Parents on the Academic Performance of Student in Government as a Subject.**

| Variable | N | X | Sd | Df | Correlation Index r | P |
|---|---|---|---|---|---|---|
| Academic performance of Students | 333 | 10.0781 | 4.0456 | 318 | .956** | 0.000 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Income status | 73 | 15.7534 | 1.5255 | | | |

The result of Pearson Product Moment Correlation (PPMC) statistics test revealed that significant impact exists between the income of single parental homes and the academic performance of students. The reason was that the calculated P value of 0.000 is less than 0.05 alpha level of significance at a correlation index value of 0.956. By implication, a null hypothesis stated above is hereby rejected.

**Hypothesis 2**: The null hypothesis states that educational attainment of single parents has no significant impact on students' academic performance in Government as a teaching subject.

**Table 4:4:2: Pearson Product Moment Correlation on the Impact of Educational Attainment of Single Parents and Academic Performance of Students.**

| Variable | N | X | Sd | Df | Correlation index r | P |
|---|---|---|---|---|---|---|
| Academic performance of students | 333 | 10.0781 | 4.0456 | 331 | .973** | 0.000 |
| Educ. Attainment | 333 | 33.3453 | 3.7901 | | | |

Correlation is tied to be significant at 0.05 level of significance. The details of the Pearson Product Moment Correlation (PPMC) statistics revealed the existence of significant impact between the educational attainment of single parents and academic performance of students. This was because the PPMC calculated P value of 0.000 is less than the 0.05 alpha level at a correlation index t value of .973. This therefore implies that the null hypothesis is hereby rejected.

**Hypothesis 3:** The null hypothesis states that there is no significant difference in the academic performance of students from single parental homes and those from two-parental homes

**Table 4.4.3: Pearson Product Moment Correlation (PPMC) Statistics on the Academic Performance of students' from single and two-parental homes.**

| Valuables | N | X | Sd | Df | Correlation index r | P |
|---|---|---|---|---|---|---|
| Academic performance: Single Parents | 333 | 10.0781 | 4.0456 | 331 | .966** | 0.000 |
| Academic performance: Two-Parents | 333 | 21.9129 | 4.7046 | | | |

Correlation is significant of 0.05 level of significance. The result of the Pearson Product Moment Correlation (PPMC) statistics revealed significant relationship exists between the academic performance of students from single parental homes and those of two-parents. This was because the P calculated value of 0.000 is less than the 0.05 alpha level at a correlation index level of 9.966. This implies that significant relationship exists between the academic performance of students from single parents and two-parents. Consequently the null hypothesis is hereby rejected.

**Hypothesis 4:** This null hypothesis states that there is no significant impact of the occupational status of single parents on academic performance of students.

**Table 4:4.4: Pearson Product Moment Correlation (PPMC) Statistics on the impact of Occupational Status of Single Parents on Academic Performance of Students**

| **Valuables** | **N** | **X** | **S.d** | **Df** | **Correlation index r** | **P** |
|---|---|---|---|---|---|---|
| Academic performance of students | 333 | 10.0781 | 4.0456 | 331 | .966XA | 0.000 |
| Occupational Status | 333 | 20.2222 | 7.2659 | | | |

Outcome of the Pearson Product Moment Correlation (PPMC) statistics above revealed that significant impact exist between the occupational status of single parents and the academic performance of students in Government. This was because the calculated p value of 0.000 is less than the 0.05 alpha level of significance at a correlation index r level of .929. Consequently, the null hypothesis which states that there is no significant impact of occupational status of single parents on the academic performance of students is hereby rejected.

### 4.5 Summary of Major Findings

The followings are the major findings of the study. These include

- It was established that there exist significant relationship between parental income and academic performance of students from both poor and wealthy single parental homes.
- Educational attainment of single parents has significant impact on students' academic performance.
- It was reported from the findings of the respondents that academic performance of students are influenced by the nature of parental homes.
- The study identified that occupational status of single parents has a great impact on students' academic performance.

### 4.6 Discussion of Results

The testing and analysis of result were presented as follows based on careful discussions made thereof. The aim was to ascertain if the research questions formulated in this study had been answered or not.

It was reported in the outcome of the analysis that income determines to a large extent what students' performance could be, depending on the type of home they comes from. The respondents were in support of the view that enrolments of students are high in some schools

due to its affordability. These may be related to one reason or another. Of course, cheaper schools may interest many parents because it may be deficient of standard anticipated.

The issue of facilities most parents do not attach any value to the type or quantity of facilities availability in the schools they send their wards to attend. Similar to this, respondents' opinion showed that parents particularly from single homes slightly disagreed to item No. 3. revealing their opinions on whether or not students from single parental homes have access to educational materials or not, it however, received a positive attention whereas, on the issue of student from wealthy single parental homes receiving much financial support or not. It was revealed as positive because not only is financial assistance required but other forms of support.

It could be viewed from the respondents that educational attainment of wealthy single parental homes is incomparable with that of poor single homes. This was because at least a larger percent of wealthy single parental homes will be sure of having an educated husband or wife or one that is exposed (in the case of an uneducated and wealthy single parental home). Through this, their level of educational attainment or exposure will play an influential role in what their children becomes sooner or later in life. Most of the respondents disagreed that educated wealthy single parental homes will deny their girl-child access to formal education.

The assertion that if you education a woman, you educate a nation could be affirmative in this direction. This is to confirm that what a man can become, a woman can do better hence the singular reason they might not deny their girl-child access to education. It was re-affirm within the locality of where the study was conducted that poor single parents send their wards to school in spite of their financial position possibly to liberate them from the shaggles of life and probably to provide a worth white living for them in the nearest future.

The report that most poor single headed homes are found to be women was objected in the response of the sampled groups. While it has also shown that poor educational attainment of most poor single parental homes have forced them to encourage their children to acquire the best form of education to any level of their choice depending on the financial capability.

Information obtained from table 4.2.3 above shows that significant relationship exists in the academic performance of students from single and two-parental homes in the study area. It was unanimously agreed upon that there is a positive impact between the due variables tested. Family type is key to students; life and outside of school, is the most important influence on student learning and these include factors such as socio-economic status, divorce, parenting practices and aspirations, as well as family size.

Research studies have shown that children from poor single parent households do not perform as well in school as children from wealthy single parent households. Item 1 in the above table indicates that respondents were in high support that artificial causes of single parenting are more to the natural one. Similarly, it was expressed that women being the most affected gender of single parenting in the locality are at the receiving end.

This was reflected with 7:5 who were in support. Item 4 suggest that respondents' were of the opinion that stigmatization of being a product of single parenting affect the offspring's and by extension, their education. It was also reported that indiscipline and lack of submissiveness of one partner on the other may not be a major impediment to separation. Though, it may be a contributory factor to it. Another revelation by the respondents' indicates tradition and religious beliefs are highly instrumental to separation in the study area. Most of the respondent had a contrary opinion to the fact that children from poor single parents are well discipline and highly academically productive.

The results of this study revealed that significant difference exists from the respondents on the influence of income of poor single parental homes on academic performance of students even when compared with their counterparts. It is worthy of note, that income is the conduit pipe to decision making in anything one does. In fact, this had remained the root causes of family conflict and finally separation of homes. Many have attributed the amount of money available to homes to how much they are likely to enjoyed themselves and even provide a sound education to their wards.

Report from the analysis here showed the significant relationship between educational attainment of single parents and students academic performance. Information is power and thus, the reason why it constitutes an essential factor for consideration of successes in any given tasks not to mention the academic lifestyle of students in schools.

It was established in the tested hypothesis that there is significant relationship in the academic performance of students from single and two-parental homes. The summary of this was that parental states of homes affect one way or another the extent or otherwise of what students academic performance would be. The primary factors affecting students' performance in school differs from place to place, so also is its relationship with students' academic performance. High academic attainment of parents significantly reduces the chance of their children from achieving less education.

One of the findings of this study indicates that there is significant relationship the occupational status of single parents and academic performance of students. A lot of reasons could be advance for this; perhaps the recognition and affluence commanded may be influential to their children as they study in school. Many school children could reason to identify which occupation is good or bad, at the same time, the one that suits their individual needs and could

assist in fulfilling the dream of their choice. The result of this study also suggests that the influence of occupation is choice oriented in the decision takes by the students.

On the whole, single parenting has a negative effective on the academic achievements of the adolescents, such that their talents, abilities and interest may not be fully developed to allow them to achieve self-actualization in life.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## 5.1 Introduction

This chapter presented the summary of the research work, conclusions and recommendations respectively. It also provides a general appraisal of what has been undertaken in the present research work from the other previous chapters.

## 5.2 Summary

This study examined the impact of single parental upbringing on the academic performance of senior secondary school students in Government as a teaching subject in Zaria Local Government Area of Kaduna State. The central focus of this study was to appraise how academic performances of students are influenced by parental upbringing. A number of literature work were reviewed in this research work, which sought to identify, understand and define the key items ranging from concept of single parenting ,causes of single parenting, factors that influences students academic performance, effect and challenges of single parenting on the society. Four (4) research questions and hypotheses each were formulated in this study.

The research method adopted for gathering information in this study was partly survey and partly quasi experimental research type. The population of this study covered all school teachers and students in the selected public and private secondary schools in Zaria Local Government Area of Kaduna State. The instruments used in this study were questionnaire and achievement tests for gathering information from the respondents which are teachers and students respectively.

The adopted researcher-designed questionnaire was tagged “Teachers” Questionnaire (TRSQ) while the achievement test meant for the second-tier level students of senior secondary schools was termed “Government Achievement Test” (GAT) respectively. The data analysis was carried out using descriptive statistics such as frequency counts and simple percentages for the bio-data sections of the teachers’ questionnaire, mean deviation for the research questions and inferential statistics like Pearson Product Moment Correlation (PPMC) statistical procedure for the four (4) null-hypotheses. The findings reported in this study are that there exist significant relationship between parental income and academic performance of students both from poor and wealthy single parental homes, Educational attainment of parents has significant impact on students academic performance, It also reported from the findings of the respondents that academic performance of students both from poor and wealthy single parental homes are influenced by the identified nature of parental homes.

## 5.3 Conclusions

Based on the findings of this study, it was deducted that the nature of single parental homes determine their wards academic performance in school. Academically, there are various variables that predict one’s performance in school subject. These could be those from the family and others from the teachers. However, since this study is concerned with the home factors. Such variables identified to have one impact or the other on the student’s academic performance is parental education, number of children in the home, parental occupation and income among others.

The fact established in this study has brought about the conclusion that more negative impact could super cede the positive ones on single parental upbringing on the student’s academic performance in government within the study area. The above mentioned variables

would therefore determine to what extent the academic performance of students would be progressive or otherwise.

### 5.4 Recommendations

The following are the recommendations put forward as a result of the outcome of this study:

**1.** The government should institute a special scholarship to assist students of poor single parents who are presently enrolled in school to caution the effect of their financial strength. To this end, modalities for accessing the fund should be establish by setting up a committee.

**2.** Stigmatization of single parents and their children should be discouraged forthwith by enacting all relevant laws.

**3.** Parents should be way mindful of their children especially their education before contemplating divorce separation.

**4.** That society should promote her cultural values and assist the social institutions within its locality to orientate families on the benefits and odds of divorce especially as it affect students' educational outcome.

**5.** The Government should provide the necessary framework for curriculum experts to address the needs of students from divorce homes during the curriculum planning and development.

**6.** It is strongly advised that single parents should not attach academic success to the career of the wards on the basis of their financial capability but further be extended to molding of individual character.

**7.** Understanding that there exist significant relationship between the causes of single parenting and academic performance of students in Government. It is therefore advocated that effort towards improving academic performance of students in schools should began first with eradicating its diverse causes (mainly artificial ones).

### 5.5 Suggestions for Further Studies

The following suggestions were put forward as a proposal for further research work. These include:

**1.** Worried by the rampant cases of family separation round the world and Nigerian society in particular, the study is however, recommending an investigation into the remote causes of separation of homes from the view point of tradition and religion.

**2.** Design of a work plan to address the prevalent cases of single parenting of homes for use as policy formulation in the country.

**3.** There is need to examine the judicial role of courts in the land with regards to record keeping as input for orientation of homes on the danger of divorce or separation.

**4.** It has been realized that precautions are not taken to, with regards to the procedure of separation being recommended by Islam. On the basis of this, the researcher is therefore suggesting a study to be carried out on how stringent conditions can be attached to family separation and access to fund for the children's upkeep.

### 5.6 Contributions to Knowledge

This study has come up with the following contributions which are:

**1.** To serve as a reminder to concerned individual and institutions on the significant roles home played in the development of man and that of the society at large. A better understanding of this would help to strengthen family unity and increase productivity of the nation.

**2.** Help families to plan towards child-bearing. It may sound as a worthless point to note but it was discovered in the course of the study that most single parents are left with the custody of more than one (1) child. Thus, creating an economic burden for them when the situation arises.

### 5.7 Limitation of the Study

The following limitations sprang up in the course of undergoing this study:

**1.** The proper conduct of this study was hampered by financial burden which had grossly affected the work.

**2.** Also, worthy of note was logistic problems which had created difficulty for the researcher to have a free flow of movement in search of literature materials, distribution and collection of questionnaire and so on.

**3.** Time factor was another obstacle encountered in the course of undergoing this study which had limited the scope of operation of the researcher.

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**AHMADU BELLO UNIVERSITY, ZARIA**

**FACULTY OF EDUCATION**

**DEPARTMENT OF EDUCAIONAL FOUNDATION AND CURRICULUM**

**Our Ref: DE/S.25** **Date …….**

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Dear Sir

**STUDENTS' FIELD RESEARCH**

The Department of Education Foundation and Curriculum, Ahmadu Bello University, Zaria requires each student working for a degree to complete a research Thesis/project. Our students entering the final year of their studies will be collecting data during the year.

Most of them will need to be allowed access to certain relevant documents and some valuable information which you may have. Please give assistant as much as possible.

TOPIC OF RESEARCH: IMPACT OF SINGLE PARENTAL UPBRING ON THE ACADEMIC PERFORMANCE OF SENIOR

SECONDARY SCHOOL STUDENTS' IN GOVERNMENT IN

SELECTED LOCAL GOVERNMENT AREAS OF KADUNA STATE.

Thank you for your continuing co-operation

Yours sincerely

---

**Researcher Adviser**

## APPENDIX A

List of Public Secondary Schools in Zaria Local Government Area of Kaduna State.

| S/N | Schools |
|---|---|
| 1 | Alhuda-Huda College |
| 2 | G.J.S.S. Tudun Wada |
| 3 | G.S.S. Zaria (SNR) |
| 4 | G.S.S Aminu |
| 5 | G.S.S. Muchiya |
| 6 | G.S.S. Kofar Kuyanbana |
| 7 | G.S.S. Kofar Jatau |
| 8 | G.S.S. Dakace |
| 9 | G.G.S.S Pada |
| 10 | G.G.S.S Dogon Bauchi (SNR) |
| 11 | G.G.S.S Dogon Bauchi (JNR) |
| 12 | G.G.S.S Zaria (WTC) |
| 13 | G.S.S. Tudun Saibu |
| 14 | G.S.S. Magajiya |
| 15 | G.S.S. Chindit |
| 16 | Barewa College |
| 17 | G.G.S.S. Chindit |
| 18 | G.S.S. Dinya |
| 19 | G.S.S. Tudun Jukun |
| 20 | G.S.S.S. Kaura |

21 G.S.S. Zaria (JNR)

22 G.S.S. Kugu

23 G.G.S.S. Konfan Gayan

24 G.J.S.S Rimin Doko

25 G.J.S.S Gyellesu

26 G.J.S.S Chikaji

27 S.I.A.S.S. K/Kaura (Permanent & Annex)

28 G.S.S. Likoro

29 G.J.S.S Awai

30 G.J.S.S. Matari

31 G.J.S.S Bogari

32 G.J.S.S. Mangi

33 G.S.S. Yakasai

34. G.S.S. Kofar Doka

35 St Barths School

36 Wisdom School

37 Zaria International School

38 Easy Talent School

39 Triumph Comprehensive

40 Fahinta School

41 Zaria Children School

42 Therbow schools

**APPENDIX B**

**AHMADU BELLO UNIVERSITY, ZARIA**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM**

**(CURRICULUM AND INSTRUCTION SECTION)**

**(TEACHER'S QUESTIONNAIRE)**

My name is Njoku Prisca Onyinye (Mrs.), a Postgraduate student of the above department, ABU, Zaria. I am currently collecting data on *"Impact of single parental upbringing on the academic performance of Senior Secondary School Students in Government in selected Local Government Areas of Kaduna State."*

I will appreciate if you would take time out of your busy schedule to respond to the questions below. All the information you will be providing will be kept strictly confidential.

**SECTION A: Respondents' Bio-data**

Please thick ( ) the appropriate column.

(1) **Gender:** (a) male ( ) (b) female ( )

(2) **Marital Status:** (a) married ( ) (b) Single ( ) (c) Divorcee ( )

(d) Separated ( ) (e) widow / widower.

(3) **What is your teaching qualification?** (a) NCE ( ) (b) B.Ed, B.A (Ed), B.Sc (Ed) or equivalent ( ) (c) PGDE ( ) (d) M.Ed or Equivalent ( )

(4) **How long have you been teaching?** (a) 1-4 yrs ( ) (b) 5-9 yrs ( )

(c) 10-14 yrs ( ) (d) 15 yrs and above ( )

(5) **What is your age?** (a) 18-25 yrs ( ) (b) 26-32 yrs ( )

(c) 33-40 yrs ( ) (d) 41 yrs and above ( ).

(6) **Type of family:** (a) monogamous ( ) (b) polygamous ( ) (c) others specify ……..

(7) Number of children in family. (a) 1 ( ) (b) less than 4 ( ) (c) 5-8 ( ) (d) 9 and above ( ).

(8a) Are there students from single parental homes in your class? (a) Yes () (b) No ( ) (c) not sure ( )

(b) How many are they? (a) 1-6 ( ) (b) 7-11 ( ) (c) 12-19 ( ) (d) 20+ ( )(e) None ( ).

**SECTION B:**

**Instruction:** Please tick ( ) on the appropriate column to indicate your opinion on the following statement. Your responses should take the following order: SA- strongly Agreed, D-Disagreed, A-Agreed and SD- Strongly Disagreed.

| S/N | QUESTIONNAIRE (FUNDING) | SA | A | SD | D |
|---|---|---|---|---|---|
| 9 | In my school, enrolment of students from poor single parental homes are high due to it's affordability by parents. | | | | |
| 10 | In spite of the poor facilities in my school, poor single parents in their large numbers prefer to send their wards to us. | | | | |
| 11 | Most wealthy single parents in my school promptly pay their wards school fees and other educational materials. | | | | |
| 12 | Children from wealthy parent homes send their wards to boarding school system to display affluence and to avoid mixing their counterparts in the poor single parental homes. | | | | |
| 13 | Most students from poor single parental homes do not have | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | access to educational materials books | | | | |
| 14 | Children from poor single parental homes do not have much financial support compared to their counterparts from wealthy single parental homes. | | | | |
| 15 | I am of the opinion that most students from two-parental homes have high esteem because of their family type. | | | | |
| 16 | Most students from single parent homes do not have access to educational materials book | | | | |
| 17 | Children from two-parental homes do not have much financial supports compared to their counterparts from single parental homes. | | | | |
| 18 | Most educated two-parental homes denied their girls access to formal education. | | | | |
| 19 | As a teacher and parent, single parents do not sponsor the education of their wards as a result of their poor life situation | | | | |
| 20 | Most of the single parental homes are headed by women with little or no education | | | | |
| 21 | Most educated single parents enroll their wards in school counterparts | | | | |
| 22 | Children from wealthy single parent homes are privileged to receiving qualitative education as one of the two parents will at least be educated | | | | |
| 23 | It is evident that poor educational status of most single parents encourages them to offer the best education to their wards. | | | | |
| 24 | Artificial causes of single parenting like divorce, separation and | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | teenage pregnancy are more than natural causes. | | | | |
| 25 | Women as single parents in our locality are at the receiving end. | | | | |
| 26 | Death of educated partner resulting into single parent-hood do not distort the education of their children. | | | | |
| 27 | Stigmatization of single parents in my community affects the institution and indirectly manifested on their children. | | | | |
| 28 | Indiscipline and lack of submissiveness of one partner to the other are not a major impediment to family separation. | | | | |
| 29 | In my opinion, parents are not mindful of their actions in their marriage are separated. | | | | |
| 30 | I have observed that separated homes are part of the traditional and religious believes in my society | | | | |
| 31 | Children from single parents are not well disciplined and less academically productive. | | | | |
| 32 | The school where you teach provides adequate counseling services to wards of single parent to keep them at pace with their counterparts. | | | | |

**APPENDIX C**

**Government Achievement Test (for students)**

**Instruction:** choose an appropriate answer from the options provided under section A while only two questions should be attempted in section B. Each carries equal marks.

**Name:……..**

**Section A**

(1) Which of the following is not the best way of participating in politics? (a) Registering for election (b) Campaigning for votes (c) Voting during election (d) Snatching of ballot boxes

(2) The derail of the right to vote is call _____ (a) disenfranchisement (b) Franchise (c) disqualifications (d) enfranchisement.

(3) Which of the following is not a purpose of creating local governments? (a) providing the need of the local people (b) Bringing the government nearer to the people (c) Acting as training ground for future leaders (d) Raising revenue for the central authority.

(4) _____ is usually regarded as the third tier of government (a) Federal Government (b) Regional Government (c) Local Government (d) Central Government

(5) The name of the electoral commission in the fourth republic is called_____ (a) National Electoral Commission (NECO) (b) Independent National Electoral Commission (INEC) (c) Electoral Commission of Nigeria (ELCOM) (d) National Electoral Commission (NECON)

(6) _____ is the current chairman of the Electoral Commission in Nigeria (a) Prof. Alphosus Nwosu (b) Prof. Attahiru Jega (c) Comrade Aliyu Oshiomole (d) Namadi Sambo

(7) _____ was the election that took place in Nigeria and which was adjudged the most freer and fairest in her democracy (a) 2007 (b) 1999 (c) 1993 (d) 2012

(8) The principle that civil servants should not receive praise or blame in the discharge of their duties is known as_____ (a) impartiality (b) Neutrality (c) continuity (d) Anonymity.

(9) A major source of revenue to the local Governments in Nigeria is through the _____ (a) subsidies (b) Taxes (c) Government subvention (d) Tenement rate

(10) A form of government where political powers are attained on the basis of inheritance is _____ (a) Monarchy (b) Oligarchy (c) Plutocracy (d) Aristocracy

(11) A traditional head of the Hausa/Fulani pre-colonial administrative system is called a/an_____ (a) Oba (b) Obi (c) Emir (d) Sarkin

(12) To ensure a strong defense in Yoruba pre-colonial political system, the Are-ona Kafanfo was avited by the _____ (a) Aremo (b) Balogun (c) chief priest (d) Eso (e) Oloja

(13) Whose political framework laid the foundation of the establishment of 1946 constitution of Nigeria? (a) Arthur Richards (b) Bernard Boudillon (c) Donald Cameron (d) James Robert (e) John Macpherson

(14) The general function of the civil service does not include _____ (a) collection and maintenance of government revenue (b) Enactment of laws (c) formulation of policies (d) Giving advise to political class (e) implementation of policies.

(15) Which political system with large chiefdoms in Nigeria ruled with the advise of his council of chiefs (a) Hausa Fulani (b) Igbo (c) Ijaw (d) TV (e) Yoruba

(16) Which of the following was not an attribute of the warrant chiefs in Eastern Nigeria during colonial era? (a) Autocratic (b) Corruption (c) Effectiveness (d) Exploitation (e) Oppression

(17) West African pilot, one of nationalist newspapers during colonial rule was edited by _____ (a) Ernest Ikoli (b) H.O. Davies (c) Herbert Macaulay (d) Nnamadi Azikiwe (e) Obafemi Awolowo

(18) Who among the following colonial-generals criticized the activities of National congress of British West African? (a) Arthur Richards (b) Bernard Bourdillon (c) Hugh Clifford (d) John Macpherson (e) Lord Luguard

(19) The French colonial rule which sought to change Africans into French people through the process of education is called ____ (a) Assimilation (b) Association (c) Cooperation (d) Indigene

(20) Which of the following is not a characteristics principle of the civil service? (a) Anonymity (b) Bureaucracy (c) Hierarchy (d) Insecurity of tenure (e) Political neutrality

(21) What is the minimum age for voters in Nigeria? (a) 16 (b) 18 (c) 19 (d) 21 (e) 24

(22) In the administration of old Sokoto caliphate, the Western empire had its capital at_____ (a) Bobir (b) Gwandu (c) Iborin (d) Sokoto (e) Zaria.

(23) The Yoruba pre-colonial political system operated _____ Monarchy (a) Absolute (b) Constitutional (c) Collective (d) ordinary (e) Republic

(24) The constitution that made provision for only male adults who earned up to E100 per annum and had resided in the area for at least a year to vote during election was_____ (a) Clifford (b) Independence (c) Lytheton (d) Macpherson (e) Richard

(25) Decisions in the village assembly of the Ibo pre-colonial political organization were reached _____ (a) By Eze's Fiat (b) by voting (c) through consensus (d) through election (e) through referendum

(26) The nomination of a new Oba in the Yoruba pre-colonial political organization was done through _____ (a) Appointment by the yeye (b) order from the Ifa priest (c)

popular consent of the senior palace chiefs (d) selection by the Ogboni (e) voting by the people

(27) For the purpose of local Government elections, local areas are generally divided into _____ (a) Zones (b) Wards (c) States (d) Religions (e) Constituencies

(28) The council of Elders in the Ibo pre-colonial political system was known as _____ (a) Ama-ala (b) Unudun (c) Okoro-eze (d) Nze-na-ozo (e) oha-na-eze.

(29) One of the following is not a function of the civil service (a) law enforcement (b) making of law (c) policy formulation (d) provide advice to government (e) Record and document keeping.

(30) The history of elections in Nigeria started with the ___ constitution (a) Clifford's (b) Littleton's (c) Richard's (c) Macpherson's (e) Sir Bourdilons

(31) The laws made by local Government councils is known as ____ (a) Acts (b) Bills (c) Bye-laws (d) Decrees (e) order

(32) One of the reasons why public corporations execute strategic projects for the government is _____ (a) for economic development of the country (b) to carryout acts of parliament (c) to provide social amenities for the people (d) for security and in the interest of the country.

(33) Workers in the public corporations are called _____ (a) Civil Servant (b) public servants (c) special staff (d) general staff (e) corporation employees

(34) Under which constitution did the western region first have a bicameral legislature? (a) Burns (b) Macpherson (c) Richards (d) Lyttleton (e) state

(35) Public corporation is being managed by the _____ (a) Board of Directors (b) Ministers (c) Head of service (d) permanent secretary (e) Director General

**SECTION B**

1) List and explain any five (5) problems of local Governments in Nigeria
2) Outline six (6) factors that are responsible for the rise and growth of nationalism in Nigeria
3) State six (6) differences between the British and French colonial administration in Africa.
4) Suggest any four (4) ways by which the revenue of the Local Government can be improved upon.

## APPENDIX D

**GOVERNMENT SCHEME OF WORK FOR SS II (FIRST TERM)**

**ELECTORAL SYSTEM**

a. Suffrage

(i) Definition

(ii) Types of suffrage.

b. Purpose of elections

**TYPES OF ELECTORAL SYSTEMS**

(i) Characteristic of electoral systems.

(ii) Disadvantages of electoral systems

(b) Types

i. Simple majority

ii. Absolute majority

iii. Proportional representation

iv Direct and indirect electoral system.

v. Second ballot system.

**ORGANISATION OF ELECTIONS**

a. Features of free and fair elections

b. The electoral commission.

i. Roles or duties of the commission

ii. Problems of the commission.

iii. Organization of the commission.

**OTHER ELECTORAL OFFICIALS**

i. Electoral officer

ii. Supervisor

iii. Polling officers

iv Returning officer

v polling agents

**PUBLIC OPINION**

a. Definition of public opinion

b. Formation of public opinion.

c. Measurement of public opinion

d. Function of public opinion.

**PUBLIC SERVICE COMMISSION**

Civil service

a. Meaning of civil service.

i. Components of the civil service

ii Characteristics of the civil service.

iii Functions of the civil service.

**PUBLIC SERVICE COMMISSION**

a. Definition of public service commission

b. Characteristics of the public service commission.

c. Functions of the public services commission.

**PERSONAL ADMINISTRATION IN THE CIVIL SERVICE COMMISSION**

a. Relationship between the civil servant and the political executives

b. Organization of the public service commission

**PUBLIC CORPORATION**

a. Definition of public corporations

b. Functions of public corporation.

c. Control of public corporation.

d. Problems of public corporation

**SS II SECOND TERM SCHEME OF WORK**

PUBLIC ADMINISTRATION III: LOCAL GOVERNMENT

a. Meaning, purpose and functions of local Government

i. Meaning of local Government.

ii. Reasons for creation of Local Government

iii. Functions of local Government.

**TYPES OF SYSTEMS OF LOCAL GOVERNMENT**

i. The French system of local government

ii. The British system.

iii. Nigerian system

**SOURCES OF LOCAL GOVERNMENT REVENUE**

i. Sources of Local Government Revenue.

ii. Rates of services

iii. Licensing

iv. Fines, fees and revenue

v. Grants from states and Federal Government.

vi. Relationship between States, Federal and Local Government.

**CONTROL OF LOCAL GOVERNMENT**

i. Legislative control

ii. Financial control

iii. Political control

iv. Judicial control

v. Problems of Local Government

vi. Solutions to problems

vii. Reasons for control

**PRE-COLONIAL POLITICAL SYSTEM IN NIGERIA**

i. The Hausa/Fulani system.

a. The structural organization of the Emirates systems

b. The role and functions of the Emir and his courtiers in Government.

c. The role of the District, village-ward heads in Government

**IDENTIFY WHICH ROLES AND FUNCTIONS OF THE SYSTEM WERE**

i. Executive

ii. Legislative

iii Judiciary.

**THE IGBO POLITICAL SYSTEM.**

The structures and institutions of the Igbo political system.

i. Age-grades

ii. Title holders

iii. Council of rulers

iv Ama-ala

**IDENTIFY WHICH ROLES AND FUNCTIONS OF THE INSTITUTIONS WERE**

i. Executive

ii. Legislative

iii. Judiciary

iv. Compared the Igbo and the Hausa/Fulani political system

**THE YORUBA POLITICAL SYSTEM**

i. The organizational structure of the Yoruba political system.

ii. The executive, legislative and judicial function of the various political institutions

**A COMPARISM OF THE YORUBA PRE-COLONIAL POLITICAL SYSTEM WITH THE OTHER SYSTEMS i.e.**

The Hausa/Fulani, and Igbo, pre-colonial political systems

**SCHEME OF WORK FOR SS II THIRD TERM**

COLONIAL ADMINISTRATION

a. Nationalism in Nigeria

b. Constitutional development in Nigeria before independence, post independence constitution of 1963.

**PRINCIPLES OF COLONIAL ADMINISTRATION: BRITISH COLONIAL ADMINISTRATION IN PRACTICE**

a. Central Administration

b. Native Administrative

**PRINCIPLES OF FRENCH COLONIAL ADMINISTRATION IN WEST AFRICA**

French colonial policy in West Africa

i. Assimilation

ii. Association

**FRENCH COLONIAL ADMINISTRATION IN PRACTICE**

i. Organization of French colonial into federation

ii. Division of the Federation into colonies and protectorates

iii. Influence of assimilation and Association on the constitutional development of French West Africa.

**IMPACT OF COLONIAL RULE.**

i. Effect of British and French colonial administration on the political, and economic and social development of West Africa.

ii. Colonial administration policies compared-British and French

**NATIONALISM IN NIGERIA**

i. Definition

ii. Factors responsible for the rise and growth of Nationalism

Effects of nationalism in Nigeria

**CONSTITUTIONAL DEVELOPMENT IN NIGERIA BEFORE**

**INDEPENDENCE**

i. Clifford constitution (1922)

ii. Background

iii. Main features

iv. Merits and Demerits

**RICHARD CONSTITUTION (1946)**

a. Background

b. Main features

c. Merits and demerits

**MCPHERSON CONSTITUTION (1951)**

a. Background

b. Main features

c. Merits & demerits

d. Collapse of the constitution

**LITTLETON CONSTITUTION (1954)**

a. Background

b. Features

c. Merits and demerits

**CONSTITUTION DURING AND AFTER INDEPENDENCE**

**INDEPENDENCE CONSTITUTION (1960)**

a. Background

b. Features

c. Merits and demerits

**REPUBLIC CONSTITUTION (1963)**

a. Origin

b. Features

c. Merits and demerits

**2ND REPUBLIC CONSTITUTION (1979)**

a. Background

b. Features

c. Merits and demerits

d. Comparism of 1963 and 1979 constitution.

**APPENDIX E**

**RESULT OF THE TREATMENT OF HYPOTHESES FROM RESPONDENTS OPINION**

| **Hypotheses** | **Statistical techniques used** | **Df** | **Decision** |
|---|---|---|---|
| 1 | Independent t test | 318 | Rejected |
| 2 | PPMC | 331 | Rejected |
| 3 | PPMC | 331 | Rejected |
| 4 | PPMC | 331 | Rejected |

**APPENDIX F GOVERNMENT ACHIEVEMENT TEST**

| S/NO | | NAMES | SCORES |
|---|---|---|---|
| 1 | | ABIRIYI ZINIYAT | 56 |
| 2 | | ELIZABERTH ICHE | 34 |
| 3 | | ISAH SHAIBU | 40 |
| 4 | | AUTA EMMANUEL | 70 |
| 5 | | OBISESAN STEPHEN FEMI | 25 |
| 6 | | ABDULGANIYU RASHEEDAT | 45 |
| 7 | | OLOFU VICOTRIA PAUL | 57 |
| 8 | | HARUNA ZAKARIYA'U | 10 |
| 9 | | ABDULRAZAQ S. TUNRAYO | 45 |
| 10 | | AKOR REGINA | 46 |
| 11 | | DANJUMA HABIBA | 40 |
| 12 | | ENAMUOTOR JOY | 67 |

| | | | |
|---|---|---|---|
| 13 | | EZIOMA CHIAM VERONICA | 45 |
| 14 | | JOSHUA FELIX | 57 |
| 15 | | MUSA SHEBA | 18 |
| 16 | | ONOJA TINA ONYEMOWO | 20 |
| 17 | | YUNUSA ABUBAKAR ADAM | 50 |
| 18 | | ABDURASHEED ASIAYA | 35 |
| 19 | | BALARABE LAWAL | 61 |
| 20 | | AGBO ANTONIA JEROME | 45 |
| 21 | | ABDULAZEEZ ASIYA | 52 |
| 22 | | ABDULAZEEZ KHADIJAT | 63 |
| 23 | | ABDULGANIYU HABIBULLAHI | 50 |
| 24 | | ABDULHASIB ZAKARI | 50 |
| 25 | | ABDULJALIL SUMAYYA | 52 |
| 26 | | ABDULLAHI ZAINAB | 63 |
| 27 | | ABDULLAHI MARYAM | 63 |
| 28 | | ABDULLAHI SADIYA | 67 |
| 29 | | ABDULRAHMAN USMAN | 50 |
| 30 | | ABUBAKAR TUKUR | 53 |
| 31 | | ABUBAKAR HANNATU | 56 |
| 32 | | AFORKA CHINENYE | 63 |
| 33 | | ADAMA MARTINA RACHEAL | 62 |
| 34 | | ADAMS BLESSING SATURDAY | 50 |
| 35 | | ADEYEMI TAYE | 50 |
| 36 | | AGUNBIADE FUNMILAYO | 14 |

| | | | |
|---|---|---|---|
| 37 | | AHMAD KAMALUDDEEN | 57 |
| 38 | | AHMED ZAINAB | 50 |
| 39 | | ALIYU MUHAMMED | 50 |
| 40 | | ALIYU UMMAH | 50 |
| 41 | | ALONGE OLUWAKEMI OMOLOLA | 63 |
| 42 | | AMAECHI ANDY OLUCHUKWU | 63 |
| 43 | | ANDREW JOSPHINE | 57 |
| 44 | | ANTHONY PEACE NKECHI | 63 |
| 45 | | ATOKOLO JOY AJUMA | 61 |
| 46 | | AWWAL HAJARA MUHAMMAD | 53 |
| 47 | | AYUBA SAMAILA | 50 |
| 48 | | AYUBA THERESA SIYOUNA | 50 |
| 49 | | BABA BLESSING | 51 |
| 50 | | BAWA ISAIAH Z | 45 |
| 51 | | BITRUS ALHERI | 52 |
| 52 | | BULUS YAHAYA | 53 |
| 53 | | CHIANGI BENJAMIN T | 63 |
| 54 | | DAMINA DINATU | 57 |
| 55 | | DANASABE DANJUMA | 51 |
| 56 | | DANAZUMI FAVOUR WAJI | 65 |
| 57 | | DANINYA SALOME LASHE | 63 |
| 58 | | DANLADI PATIENCE G | 67 |
| 59 | | DAUDA MARYAM | 51 |
| 60 | | DAUDA AMINA S | 61 |

| | | | |
|---|---|---|---|
| 61 | | DAUDA ESTHER MUSA | 64 |
| 62 | | DAVID MARTHA ANGEL | 62 |
| 63 | | DODO RUTH ISAAC | 52 |
| 64 | | DODO SWATKASSAH G | 53 |
| 65 | | DOMINIC ALICE | 15 |
| 66 | | EKPENYONG IDARA JOHN | 63 |
| 67 | | EMMANUEL SANDRA | 50 |
| 68 | | ENYO FAVOUR CHINENYE | 67 |
| 69 | | FEDELIS MARTHA ALISABETU | 56 |
| 70 | | GAJERE GLORIA AUGUSTINE | 63 |
| 71 | | GANDU JEREMIAH JATAU | 52 |
| 72 | | GODWIN SANDRA | 60 |
| 73 | | GONI ALHERI | 53 |
| 74 | | GUNJI NNENI E | 67 |
| 75 | | HAMISU MARDIYYA | 63 |
| 76 | | HARUNA ZAKARI | 53 |
| 77 | | IBRAHIM MUSA | 63 |
| 78 | | IBRAHIM AISHA ALIYU | 51 |
| 79 | | IDOKO ESTHER OWOLE | 50 |
| 80 | | IDRIS ABDULKARIM ALIYU | 50 |
| 81 | | ISA ZAYYANATU | 68 |
| 82 | | ISAH CHARITY | 51 |
| 83 | | ISHAYA JUSTINA | 50 |
| 84 | | ISIYAKU JONATHAN | 62 |

| | | | |
|---|---|---|---|
| 85 | | ISMAIL HALIMA | 50 |
| 86 | | JAAFAR HAJARA BALARABE | 50 |
| 87 | | JACOB BAYAL BEATRICE | 45 |
| 88 | | JAMES ESTHER | 62 |
| 89 | | JIBRIL ABDULLAHI | 57 |
| 90 | | JOHN EJURA BLESSING | 52 |
| 91 | | JONATHAN DARIYA ANGELA | 53 |
| 92 | | JOSIAH HANNATU | 53 |
| 93 | | LAWAL SAADIYA | 53 |
| 94 | | LAWAL YUSUF | 50 |
| 95 | | MAGISI BUHARI | 53 |
| 96 | | MAITALA DAHIRU | 53 |
| 97 | | MAMMAN ABUBAKAR UMAR | 56 |
| 98 | | MAMUDA JEMIMA | 51 |
| 99 | | MATHIAS GRACE | 56 |
| 100 | | MATHIAS ESTHER | 57 |
| 101 | | MUHAMMED HADIZA A | 50 |
| 102 | | MUHAMMED SAIDU ALIYU | 52 |
| 103 | | MUSA CHARITY | 53 |
| 104 | | MUSA LAYUSA | 62 |
| 105 | | OFFOR ONYINYECHI DEBORAH | 63 |
| 106 | | OGUGUO GENEVIVE CHIGOZIE | 63 |
| 107 | | OKPE ROSEM | 50 |
| 108 | | OLADOYIN MAYOWA RONKE | 52 |

| | | | |
|---|---|---|---|
| 109 | | OMALE FELICIA | 62 |
| 110 | | PAUL HELEN | 68 |
| 111 | | PHILIP  SANI TINA | 63 |
| 112 | | RABIU NURA | 67 |
| 113 | | RAJI ABDULHAFIZ T | 70 |
| 114 | | RAYMOND RUTH | 50 |
| 115 | | SABO JEMIMAH | 65 |
| 116 | | SAHABI IMAMUMALIK | 56 |
| 117 | | SALEH AISHAT | 55 |
| 118 | | SAMUEL ABIGAIL | 63 |
| 119 | | SAMUEL PANMWA COMFORT | 65 |
| 120 | | SANI LAWAL | 55 |
| 121 | | SANI SADIYA | 50 |
| 122 | | SHEHU AISHA B. | 63 |
| 123 | | SHETTIMA ZAINAB ABUBAKAR | 63 |
| 124 | | SILAS FELICIA | 65 |
| 125 | | SIMON SARAH | 50 |
| 126 | | SIMON SARATU | 52 |
| 127 | | SOJI SAMAILA M | 65 |
| 128 | | SULE EBEKWUN PAUL | 62 |
| 129 | | SULEIMAN AMIDAH | 65 |
| 130 | | SULEIMAN MUSTAPHA | 52 |
| 131 | | SULEIMAN RUKAYYA SOBA | 35 |
| 132 | | TAHIR KHADIJAH | 63 |

| | | | |
|---|---|---|---|
| 133 | | UDEH ANGELA | 52 |
| 134 | | UMAR ABDULKARIM | 50 |
| 135 | | USMAN ZUWAIRA | 53 |
| 136 | | YAKUBU REBECCA | 50 |
| 137 | | YAKUBU RITA H | 53 |
| 138 | | YUSUF RUKAYYA | 53 |
| 139 | | YUSUF ZAILANI | 52 |
| 140 | | ZACHARIAH HARUNA DANIEL | 50 |
| 141 | | ZAKARI SAFIYA | 57 |
| 142 | | ABDULSALAM AISHA | 52 |
| 143 | | SAMAILA JOEL KWASHANG | 65 |
| 144 | | BELLO FARIDA | 50 |
| 145 | | ABDULLAHI IZZATU | 50 |
| 146 | | SALISU ZAHARADDEEN | 57 |
| 147 | | MUHAMMAD LUBNA | 50 |
| 148 | | JIBRIN NUHU | 50 |
| 149 | | ADAM MUTTAKA MUHAMMAD | 53 |
| 150 | | SALIHU ZULIAT JUMMAI | 67 |
| 151 | | YAHAYA ISHAQ DANLAMI | 12 |
| 152 | | ADI ABUBAKAR | 53 |
| 153 | | BALARABE ABDULKARIM | 48 |
| 154 | | ABOSHIO MARY KANYUA | 53 |
| 155 | | ADAMU DAUDA MUKADDAS | 75 |
| 156 | | ADEGBE ROSEMARY EKE | 66 |

| | | | |
|---|---|---|---|
| 157 | | AJIYA RUTH MUSA | 56 |
| 158 | | ATTAH MONICA AGULA | 50 |
| 159 | | AYUBA SUZANA | 50 |
| 160 | | BAKO MERCY NIMMA | 68 |
| 161 | | BALA SOLOMON SIMON | 62 |
| 162 | | BARTHOLOMEW DENIS | 81 |
| 163 | | DANIEL LUCY | 53 |
| 164 | | DANIEL SOLOMON CALEB | 73 |
| 165 | | EMETU CHUKWUDI | 46 |
| 166 | | EMMANUEL HABIBA MUSA | 56 |
| 167 | | GAIYA GLORIA TINAM | 50 |
| 168 | | HOSEA JOYCE GRACE | 65 |
| 169 | | KURTONG JUSTINA ALFRED | 63 |
| 170 | | MUSA YAKUBU TAMA | 68 |
| 171 | | ONUBI OJOCHEGBE GODFREY | 50 |
| 172 | | PETER ELIZABETH | 50 |
| 173 | | PIUS BATHOLOMEW | 78 |
| 174 | | RAGI HANNAT MUSA | 50 |
| 175 | | YAKUBU DAUDA ANDRAWUS | 50 |
| 176 | | YAKUBU SARAH | 45 |
| 177 | | YOHANNA HABILA | 80 |
| 178 | | SALIHU SARAH | 58 |
| 179 | | ABARI MARYMERCY AHIGU | 50 |
| 180 | | ABDULHADI IBRAHIM | 46 |

| | | | |
|---|---|---|---|
| 181 | | AZOUME JIBRIN JEROME | 50 |
| 182 | | EMMANUEL MAUREEN | 50 |
| 183 | | MAGAJI SAAD NASIR | 50 |
| 184 | | MAIGAMO JOSEPHINE | 10 |
| 185 | | YAKUBU LIKITA | 57 |
| 186 | | DAUDA ABOI GODWIN | 50 |
| 187 | | IDRIS USMAN | 53 |
| 188 | | MUSTAPHA ALIYU | 50 |
| 189 | | ISMALI B UMAR | 53 |
| 190 | | LAWAL YAKUBU | 50 |
| 191 | | SALISU MAGAJI | 53 |
| 192 | | MUFTAHU SHEHU | 40 |
| 193 | | DOGO SANDA | 50 |
| 194 | | YUSUF AHMED | 50 |
| 195 | | LINDA ZAMANI | 53 |
| 196 | | YAKUBU ANTHONIA | 53 |
| 197 | | MARKUS BLESSING | 51 |
| 198 | | MARDIYA YUSUF | 40 |
| 199 | | MICAH ISHAYA | 50 |
| 200 | | GIDEON OBAGBOYE | 40 |
| 201 | | IBRAHIM MUSA | 53 |
| 202 | | AISHATU MOH'D SABO | |
| 203 | | AYUBA ABDULLAHI000 | 50 |
| 204 | | ABBA JUSTUS | 61 |

| | | | |
|---|---|---|---|
| 205 | | ABDULLAHI FAHAD JUMARE | 57 |
| 206 | | ABDULLAHI ISMAILA DAUDA | 40 |
| 207 | | ABUBAKAR ABDULLAHI | 53 |
| 208 | | ADAMU HAMZA | 53 |
| 209 | | ADAMU TITUS DANLADI | 52 |
| 210 | | AHMADU ISAH | 63 |
| 211 | | DANJUMA HABIBA | 50 |
| 212 | | DAVID KENNETH | 60 |
| 213 | | FRANCIS DOMINIC DUNIO | 50 |
| 214 | | ISAAC AARON | 62 |
| 215 | | IYALA BLESSING OCHANYA | 63 |
| 216 | | MANI HIDAYA | 56 |
| 217 | | MOHAMMED LUBABATU | 52 |
| 218 | | MUSA SHAMSUDDEEN | 63 |
| 219 | | NAFIU YAKUBU | 53 |
| 220 | | NUHU REUBEN | 53 |
| 221 | | OGAH IRIMIYA | 60 |
| 222 | | OLATUNDE O. VICTORIA | 70 |
| 223 | | OWOLABI EMMANUEL AYOBAMI | 63 |
| 224 | | SAIDU HAUWAU IDRIS | 62 |
| 225 | | SAIDU RAKIYA WAMBAI | 53 |
| 226 | | AHMED MARYAM | 53 |
| 227 | | SUNDAY YAHAYA DANKAT | 60 |
| 228 | | TACHIO PATIENCE KADABIO | 65 |

| | | | |
|---|---|---|---|
| 229 | | ZAKKA BERNARD | 63 |
| 230 | | ZUBAIRU HANNATU | 54 |
| 231 | | SALIHU HASSAN | 15 |
| 232 | | DANFULAN RUTH | 52 |
| 233 | | ABDULLAHI A. IBRAHIM | 51 |
| 234 | | ABDULLAHI ALIYU | 52 |
| 235 | | ABDULLAHI SAMIRA | 52 |
| 236 | | ABDULRAHMAN MAHMUD | 52 |
| 237 | | ABUBAKAR UMAR | 50 |
| 238 | | ABUBAKAR ANAS | 50 |
| 239 | | ABUBAKAR HALIMA | 53 |
| 240 | | ABUBAKAR RUKAYYA YAHAYA | 52 |
| 241 | | AHMAD RUKAYYA M | 60 |
| 242 | | AMADU ABUBAKAR | 53 |
| 243 | | AMINU FATIMA | 53 |
| 244 | | AUWAL ZAINAB SANI | 57 |
| 245 | | BALA SAFIYA | 50 |
| 246 | | BALA SANI | 62 |
| 247 | | BASHIR ASMAU | 45 |
| 248 | | DAHIRU HABIB LABARAN | 50 |
| 249 | | GARBA SALMANU | 62 |
| 250 | | HALLIRU SHAMSIDEEN | 52 |
| 251 | | HARUNA RUKAYYAT | 53 |
| 252 | | HASSAN SANI | 53 |

| | | | |
|---|---|---|---|
| 253 | | IBRAHIM RAMATU | 50 |
| 254 | | IDRIS ABUBAKAR ABDULKADIR | 52 |
| 255 | | ISAH ABDULLAHI | 60 |
| 256 | | JABRIL RUKAYYA ABUBAKAR | 53 |
| 257 | | KABIR SULAIMAN | 52 |
| 258 | | LUKA ILIYA | 50 |
| 259 | | MUAZU HALIMA | 48 |
| 260 | | MUHAMMAD BILKISU | 51 |
| 261 | | MUHAMMED SARATU | 52 |
| 262 | | MUSA AHMED | 53 |
| 263 | | RUFAI MARYAM | 50 |
| 264 | | SAFIYANU AUWALU | 52 |
| 265 | | SALEH MUHAMMED BELLO | 53 |
| 266 | | SAMBO SARATU SANI | 36 |
| 267 | | SANI UMAR | 53 |
| 268 | | SARKI GIDADO JAAFA | 50 |
| 269 | | SHUAIBU ANAS | 60 |
| 270 | | SULEIMAN UMMAH | 50 |
| 271 | | SULEIMAN AHMAD | 55 |
| 272 | | SULEMAN MAMUDA | 63 |
| 273 | | SUNUSI MUSTAPHA | 60 |
| 274 | | UMAR GARBA | 50 |
| 275 | | UMAR LAURE | 51 |
| 276 | | YAHAYA SHAFAATU | 50 |

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|---|---|---|---|
| 277 | | YAKUBU AISHA | 63 |
| 278 | | YAKUBU AMINA | 50 |
| 279 | | YALWA ZAKARI MAIKUDI | 50 |
| 280 | | YUSUF ABUBAKAR | 54 |
| 281 | | TAJUDDEEN UMMA SHEHU | 52 |
| 282 | | ABDULKARIM SALISU | 50 |
| 283 | | GAMBO FATIMA | 50 |
| 284 | | OKENYI FRIDAY ATTAH | 50 |
| 285 | | AISHA ABDULHAMID | 65 |
| 286 | | ABDULLAHI MUSA | 10 |
| 287 | | SALISU HALIRU | 56 |
| 288 | | ABDULKADIR YUNUSA UMAR | 43 |
| 289 | | ABDULLAHI FARIDA SULEIMAN | 10 |
| 290 | | ABDURRAHMAN MUHAMMED | 75 |
| 291 | | ABUBAKAR MUSTAPHA | 57 |
| 292 | | ADAMU AISHA | 15 |
| 293 | | ADAMU ALIYU | 63 |
| 294 | | ADAMU HASSAN | 70 |
| 295 | | AHMED SALISU ABUBAKAR | 48 |
| 296 | | AMINU KABIRU | 62 |
| 297 | | IBRAHIM SALAMATU DAWUD | 70 |
| 298 | | ILIYASU BILKISU SANI | 56 |
| 299 | | MAHMUD MUBARAK | 18 |
| 300 | | MOHAMMED YUSUF | 61 |

| | | | |
|---|---|---|---|
| 301 | | MUHAMMAD ALIYU | 60 |
| 302 | | MUHAMMED KABIR | 63 |
| 303 | | MUSA ALIYU | 60 |
| 304 | | MUSA FIRDAUSI ABDUL | 57 |
| 305 | | MUSA SAFIYA | 53 |
| 306 | | NASIR ZAINAB | 45 |
| 307 | | SAIDU FATIMA | 63 |
| 308 | | SALEH ZAINAB | 52 |
| 309 | | SANI MUSBAHU HARUNA | 65 |
| 310 | | SHEHU HABIBA SAIDU | |
| 311 | | SHEHU RALIYA | 55 |
| 312 | | SHUAIBU MUSA DANGANA | 60 |
| 313 | | SURAJO HAJARA | 53 |
| 314 | | TANIMU WUZAIHATU | 55 |
| 315 | | USMAN ABDULLAHI | 58 |
| 316 | | USMAN MARYAM OYIZA | |
| 317 | | TANIMU KUBAU HADIZA | 56 |
| 318 | | SANI FAUZIYA DANGAMA | 65 |
| 319 | | ABDULKAREEM BARAKAT | 63 |
| 320 | | ABDULLAHI IFTIKAR ABUBAKAR | 41 |
| 321 | | ABUBAKAR SANUSI NURA | 55 |

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|---|---|---|---|
| 322 | | ISAH HALIMA | 55 |
| 323 | | IBRAHIM .A.AMINU | 27 |

**APPENDIX G**

**POPULATION OF SCHOOLS BY DIVISION IN KADUNA STATE**

| S/N | Division | Jnr | Snr | Jnr/Snr | Total schls | No. of male sdts | No of female sdts | No of male trs | No of Female trs |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Anchau | 30 | 5 | 16 | 51 | 18703 | 6549 | 412 | 27 |
| 2 | B/Gwari | 9 | 2 | 6 | 17 | 10447 | 7191 | 355 | 52 |
| 3 | Giwa | 18 | 7 | 6 | 31 | 10371 | 8179 | 394 | 66 |
| 4 | Godo Godo | 12 | 6 | 13 | 31 | 12260 | 8862 | 623 | 310 |
| 5 | Kachia | 28 | 9 | 15 | 52 | 26499 | 14488 | 783 | 489 |
| 6 | Kafanchan | 25 | 15 | 9 | 49 | 9004 | 7672 | 438 | 146 |
| 7 | Kaduna | 20 | 11 | 5 | 36 | 11496 | 6131 | 266 | 63 |
| 8 | Lere | 21 | 8 | 10 | 39 | 16401 | 7324 | 316 | 54 |
| 9 | Riga Chukun | 13 | 4 | 13 | 30 | 4538 | 1536 | 103 | 05 |
| 10 | Sabon Tasha | 32 | 14 | 12 | 58 | 20218 | 17535 | 435 | 534 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 11 | Zaria | 21 | 10 | 10 | 41 | 19102 | 14548 | 586 | 699 |
| 12 | Zonkwa | 17 | 6 | 21 | 44 | 11378 | 5214 | 314 | 133 |
| | Total | 246 | 97 | 136 | 479 | 170417 | 105229 | 5025 | 2578 |
| | | | | | | **257,646** | | **7,603** | |

**Source: Kaduna State Ministry of Education, Kaduna (2010)**