

**SINGLE PARENTHOOD AND ACADEMIC PERFORMANCE OF SECONDARY
SCHOOL STUDENTS IN ABA SOUTH L.G.A, ABIA STATE**

By

**DONATUS LOIS OGECHUKWU
(NTI/PGDE/2019/7544)**

DECEMBER, 2019

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**A THESIS SUBMITTED TO NATIONAL TEACHERS' INSTITUTE, KADUNA,
IN AFFILIATION WITH NNAMDI AZIKIWE UNIVERSITY, AWKA
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EDUCATION (PGDE)**

DECEMBER, 2019

. CERTIFICATION

This is to certify that this project was carried out by Donatus Lois Ogechukwu (NTI/PGDE/2019/7544) and was approved by National Teachers' Institute, Kaduna and Nnamdi Azikiwe University, Awka, Anambra State.

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(State Co-ordinator)

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DR. (MRS) Rosemary H.N Egu
(External Examiner)

Signature

Date

DEDICATION

This project is dedicated to my husband, Mr Donatus Ikechukwu Obiajunwa for his support, understanding and patience throughout the period of writing of this project.

ACKNOWLEDGEMENTS

Primarily the Researcher sincere gratitude goes to Almighty God for his grace which enabled me achieve this project work. She sincerely appreciate her supervisor Dr. (Mrs) Obike C.N who is also the center Manager for her motherly advice and encouragement to see to the success of this project. To all her facilitators Mr. Ekeke O.G, Mrs Okoye N.R, Mrs Elezuo N.O, and Dr Igbokwe for the knowledge impacted to me in this program she is grateful.

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Abstract

This study investigated influence of single parenthood on the academic performance of students in Aba South LGA. Four research questions and four hypotheses were formulated to guide the study Literature were reviewed in relevant areas to this study including the theoretical framework, conceptual framework and empirical studies. A random sample of 288 teachers and students was drawn from a population of 2511 student and 241 teachers and used for the study. A 20- item structured questionnaire in five clusters with a reliability coefficient of 0.70 was used for data collection. Data were analysed using mean and t-test at 0.05 probability level. Findings were that single parenthood affects single parent students in their reading habits, regularity to schools and doing of assignments. It was recommended that single parents should endeavor to pay attention to their children in their academic activities and that professional teachers should be encouraged to management single parents students.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The issue of single parenthood is one of the great concerns in child rearing process. This is as a result of the fact that the rate at which marriage breaking the appearance of single parenthood is becoming alarming. According to Malima & Akeih (2016) Single parenting as it is Called is becoming a rapidly growing phenomenon in both developed and developing nations of the World. Indeed parents are the first point of contact of children and from both historically origin it is a common knowledge that parents should constitute the father and the mother, but when one of the parents is absent in a child life either as a result of death, separation or divorce, the natural balance of the family life is affected. However in Nigeria Anyakoha (2016) explained that the existence of single parents was formerly unknown and where they existed they were ignored as exceptional cases of moral deprivation. But in the present dispensation however, they are fast growing family patterns both inside and outside Nigeria.

Although there are no available statistics of single- parents' families in Nigeria, practical experiences and Newspaper report as Anyakoha (2016) pointed out show that there is an increase in the number of single parenting Nigeria. From the understanding issues raised what seems most observable is that single- parent is now common in Nigeria. In fact, Anyakoha

(2016) finding covered Aba which means that single parenting is also found in Aba North L. G. A. As Bysenk and Loksoh (2011) observed the family is the first agent of socialization for child. Esteem (2002), the major categories of parental involvement in education of a child inclines, parenting skills and child rearing, which involves the provision of basic of the child. Another one is effective interaction between school and home. It also involves encouraging learning activities out school or home and by assisting their children with homework and participating in educational activities and decision mgs members of Board of Management and Parents Teachers Associations. However Duke(-) in Malima (2000) explained that parenting, the parents Jointly take decisions but in single parenting, one voice is mostly heard that is the living parents while one wile is ignored Based on this, it therefore seem, apparent that single parenting may have major consequences on the child's care, social, emotional, behavioral, financial and psychological outcomes. It is observed that most children from single parenthood drop out of school. This results from the stress of the one person educating and feeding the children.

In every family, the development and performance of the child is very important. The future of the child and his relevance to the society he finds himself depend undoubtedly on the fundamental care and training he receives from home. Amato (2012) posited that the nature of parental socioeconomic status and the nature of family from which a child belongs have a lot of influence on the general life pattern of the child. In our societies, whether developed or underdeveloped, the quality of children as well as their academic attainments go far to predicting the nature of family they come from, an anticipation of the family economic status and the maturity by which the family handles matters of interest and difficulties.

The child's primary initiatives and decision-making can be constrained by a range of alternatives factors, thereby influencing his ultimate choice in academics, future career and occupation. So, every child needs a home from where counseling, guidance and organized activities are generated from posterity. May be, this is one of the reasons why Amato (2012)

stated that the decision of a child is so crucial but becomes so expedient for some help in the form of counseling to be extended to them at these times. This role can most regularly be played by the family which includes the father, mother, sisters, brothers and other siblings.

Clark (2016) in his view opined that in the nuclear family system, a young man co-habits his wife; they live a separate life from their parents, share common traits and problems, and give birth to kids whom they must carter for without reservation, constraints or fear. In this association, the socio-economic statuses and child care practices of the parents have tremendous effects on the children academic performance. The process of children educational and children educational performance and attainment are therefore influenced by some parental factors like economic viability, social placement in the society, parental education, and parental career among others all of which constitute elements of socio-economic status of the family.

Addai, (2013) had argued that successful navigation of the complicated curriculum and activities of life by children is partly dependent on parental assistance. Ineffective or inadequate parental assistance to a child as may be caused by some parental socio-economic factors may lead a child to feel overwhelmed inadvertently to a dwindling capacity. As Donna (2004) stated, high aspirations of parents are associated with high aspirations in children; most regularly be played by the family which includes the father, mother, sisters, brothers and other siblings and that this association accounts for a significant part of the association of parents and children in educational performance.

However, in a family with high socio-economic status where the father and the mother play their roles as expected, and where there is a genuine cooperation and congenial relationship among the members of the family, the children genuinely perform well in their academic engagements and general development. On the other hand in families with low socio-economic status where parents are not able to cope with providing for their children education the children

academic performance will definitely be adversely affected. Academic performance of children in a family can only be positive if the parents functions in their roles for character formation of the kid as well as the maintenance of peaceful but normal conditions of the entire home as well as providing for the children education.

A number of researches have been carried out on related topics. For instance, Addai (2012) in his study of 150 children of less than 10 years of age explained that the mother in the home environment is irreplaceable as the educator of her children in the early years of life, during which a child's character is formed. Bestein (2010) investigated the relationship between family socio-economic status and students' academic performances. In the study he identified family income background, birth order, parenting style, family type, and parental educational background as affecting the academic performance of students.

Low socio-economic status grievously affects parental involvement in a student's education. Parental involvement according to Ololube (2016); is defined as parental participation in the educational process and experience of their children. If there is little parental involvement in a child's education, there is also a greater possibility that the child will not be interested in his education. In other words, low socio-economic status is associated with low aspirations. This directly affects, whether or not a student will complete his course, leading to an increase in behavioural problems. Based on the above observations and the fact that all the research studies referenced in this study were carried out in foreign countries this researcher saw a gap in our knowledge of the influence of our homes and families on the educational performance of our children. Hence she has been motivated to carry out this study with the aim of ascertaining the influence of parental socio-economic status on the academic performance of secondary school students in Aba North LGA of Abia State.

1.2: Statement of the Problem

Full physical, Social and intellectual development of a child is facilitated by the presence of parents and relation. In most income with single parent problem of all-round development of the child occur as a result of the absence of one of the parents. In Nigeria Society and Particularly Aba south it has been observed that large number of children who are supposed to be in school, roam the streets hawking wares to help their only surviving parent to make ends meet. Such dropout students start at that early stage of life to lag behind in education. As they roam the streets hawking, they pick all manners of dirty adult corrupt life patterns and become more corrupt in future. The female ones are maltreated by the old societal elements. In most cases, these dropouts of school children become provide to the society as they turn to be kidnappers, armed robbers and hired assassins. The extra stress of government in creating Adult literacy programmes is one of the fallouts of the single parenthood school dropout. In all the single parenting of sage creates inequality in access to education. The problem of this research put in declarative form is “to find out if the education problem of single parent children can be solved.

One of the fundamental problems of every family is to ensure proper upbringing of the children born into these families. Parents have their expectations of what they want their children to be in future. In the same manner children have their personal ambitions and expectations of who they want to be in future. In most cases, we find that these ambitions and expectations are not actualized as a result of some problems, particularly those arising from parental socio-economic background. Parental socio-economic statuses such as parents' educational background, family type, family income, birth order and such other related variables constitute problems to children proper upbringing.

A number of ambitious parents have failed to actualize the educational aims they have for their children as a result of poverty arising from poor economic background. Some parents who are financially buoyant but lack the will to grow and monitor their children academic

pursuits have ended up having children who are not educationally actualized. Most children, as a result of family structure such as birth order and sex considerations have lost the opportunities of going to school.

The pains of such opportunity Increase in education have devastating effects on the students involved and the future of their families. It is to investigate the influence family variables have on the academic performance of students that this research is being carried out. The problem of this study put in question form is “To what extent can the problems of family variables to the improvement of student’s academic performance

1.3: Purpose of the Study

The main purpose of this study was to find out the influence of single parenthood on the academic performance of student in secondary school in Aba South L. G. A. Specifically the study sought to:

- (1) Investigate the influence of single parenthood on student’s academic achievements.
- (2) Investigate the influence of single parenthood on student’s formation of good study habits.
- (3) Investigate the influence of single parenthood on student’s regularity to school.
- (4) Investigate the influence of single parenthood student consistency in doing class assignment.

1.4: Research Questions

In order to achieve the objectives of this study, the following research questions were raised to guide the investigation.

- (1) To what extent does single parenthood influence student academic achievement?
- (2) To what extent does single parenthood influence student formation of good study habits?

(3) To what extent does single parenthood influence student consistency in doing class assignment?

(4) To what extent does single parenthood influence students consistency in doing class assignment?

The following hypotheses were stated to guide this study. They were tested at 0.05 level of significance.

1.5: hypotheses

Ho1: There is no significant difference between the mean rating scores of students from single parents and those from intact homes on their academic achievements.

Ho2: There is no significant difference between the mean rating scores of students from single parents and those from intact homes on their rating on study habit formation.

Ho3: There is no significant difference between the mean rating scores of students from single parents and those from intact parents on their regularity to school.

Ho4. There is no significant difference between the mean rating scores of students from single parents and those from intact parents on their consistency in doing class assignments.

1.6 Scope of the Study

The scope of this study covers the content and the geographical scopes. The geographical scope of this study covers Aba South L. G. A. of Abia State. The content scope covers the influence of single parenthood on the academic performance of secondary school students. The independent variable of the study is the single parenthood while the academic performance of students is the dependant variable the sub-variables of the study are student academic achievement, student's formation of good study habits, student regularity to school,

and student consistency in doing class assignments. The study was limited to Aba South L.G.A of Abia State while the content scope was limited to the influence of family socioeconomic factors on the academic performance of secondary school students. The study investigated the influence of socio-economic factors as independent variable and academic performance as dependent variable. The sub-independent variables were parental income, parental education, parental social status and parent's occupation.

1.7: Significance of the Study

The study of issues of single parenthood is very important in the administration of secondary school, as a result the study will be very significant to all the stakeholders in the secondary school system, which includes principals, teachers, guidance counselors, curriculum planners, students and the government. On the part of the principals, it will likely give them an insight on the problem confronting single parent student and how they can manage them.

The study outcome would help secondary school teachers to acknowledge the importance of children upbringing with both parents as a major pillar for academic success in the life of any student. The school counselors would be better equipped with the necessary tool to guide and counsel students from single parents homes. Such would offer them the zeal and courage to forge ahead in life especially with their studies aimed at discouraging any form of distraction. It would help to become aware of the educational performance. The outcome of this study would not exempt students in the scheme of importance. It would enable student to understand even though over a long period of time, that crisis is eminent everywhere the find themselves but should allow their conscience to guide their daily conduct and strive to achieve handwork.

It will also serve as an input for legislation on policies relation to parenthood. The study recommendations would assist the nation's law makers to have deeper horizon of single

parenting and the need to act fast because of its consequences on the nation. Curriculum planners should be guided with factors that could assist their 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.

Indeed, this research work will gives proper understanding about the effect of single parenthood on children academic performance in Aba South LGA and prevent them from developing attitude that may affect the child or children academically.

This study will have some significance which will be helpful to students, parents, teachers, educational administrators, guidance, counselor and curriculum planners.

Teachers will be exposed to the basic home problems that could viciously affect academic performance of child, as well as how to assist parents and students to overcome these problems.

If it is revealed that the educational status of parents has direct and positive influence on the education of the child, such great significance therefore, adds to the provision of information confirming that high educational aspirations of parents propel high aspirations in children, which also accounts for a significant part of the association of father-mother cohabitation. The issues unveiled in the course of this research will assist the students to understand that causes of poor academic performance are traceable to the family statuses. With the knowledge of these they will be motivated to seek means of helping themselves to obviate the impending obstacles to their educational attainments.

1.8 : Operational definition of terms

Basically, Information and Communication Technology (ICT) is used to refer to infrastructure and products that facilitate the collecting, storing and analysis of information that may be

transmitted electronically. It has proved that learning is possible anytime and anywhere now. It brings about several benefits to the learners and the teacher like shared learning resources, shared learning spaces, promotion of collaborative learning and move towards autonomous learning.

Computer:

This is an electronic device that works under the control of stored programs, automatically accepting data, processing it, storing part of the data and also producing information which is the result of that processing (French, 2000). It refers to a device that automatically performs operations like searching for and storing files, editing documents, saving documents, saving documents, thus making it possible to process information with great speed, accuracy and reliability. It combines the effects of the hardware, software and personnel to operate. Computers can be used for the following: direct storage and retrieval of data, typing, formatting, editing, saving, emailing and printing of documents. It is also very vital for Internet connection.

ICT devices like computer, video, CD- Rom, overhead projectors and others are used in teaching mathematics. The computer takes care of individual learning styles of learners. (Nwafor, 2006). The learning styles are commonly broken down into visual, aural and kinesthetic tactile. The visual learner prefers to see through the monitor! screen what they are learning in order to create mental pictures of new information. For instance, to draw a graph may be difficult to show such process manually; hence the computer can be used to view such process. Other aids such as pictures, charts, graph or diagrams as well as animation may help the visual learner to process and remember information. The oral learner prefers learning new information. Learners this category listens more to auditory mini lecture packages through computer-aided instruction (CAT).

The kinesthetic learners prefer life example using problem solving or computer simulations. CAI goes by other names like computer scheduled education (CSE), Computer Based Learning (CBL) or Complex Augmented Teaching (CAT).

Computer Augmented teaching (CAT) consist of individual learning both with a console and the monitor that displays information. The students interact with the computer by keying in data and instructions through the electronic keyboard. The computer responds by printing out comments, answering questions or scanning through user responses to notify the student about the correctness or otherwise of his responses. A student can work as long as he wishes with the computer. He can see, hear and interact with the learning programs geared towards his specific needs.

Computer Assisted Instruction (CAI) utilizes programmed instructions and uses electronic data processing, data communication theory, system theory and learning theory. CAT comes in various forms, e.g inquiry, tutorial, gaining, dialogue, drill and practice mode for effective teaching of mathematics, the computer is programmed to prevent repetitive exercise designed to build up skills in mathematics. The entire teacher needs to work on his own and at his own pace. The computer, after printing out the problem waits for the student's response. The fact that the computer goes on to a new problem automatically tells the student that he answered correctly. On the other hand, if the student's is wrong, he is requested to repeat and consequently make the corrections. If the student after much trial continues to fail the answer the computer then gives him the correct answer. Mathematics teachers and the students use the internet to access both materials and resources and to display their own Web Pages. Okolo (2006) says this web, provides easier access for students and at the same time enhances the role of the teacher as manager of the learning process rather than the content. Not only does the effective use of ICT enable students to gain algorithmic knowledge and algebraic concepts, it also trains the students on the ability to apply them to real life problems. The internet, an integral part of ICT is an

indispensable tool for quality teaching, learning and research in mathematics. Its impact on education has been massive, thereby emending such term like teaching, e- learning, virtual testing! Learning, e-training and so forth, all developed around internet application in the field of education to stimulate learners to learn actively and independently in self- direction ways and in collaboration with others. Secondly, teaching! Learning materials can be provided for students online and it encourages democratization of education that is, access to education by all. Learners have access to education anywhere (home, school, offices) anytime 24 hours / day and seven days / week. It makes communication easy between student and teacher and student-student on teaching context.

ICT make mathematics accessible and allows one to solve mathematical problems with speed and efficiency. As students learn to use electronic tools, they develop quantitative reasoning necessary to make full use of these tools. In addition, they have opportunities to reinforce their electrons mental mathematics skills, and the concept of place value accuracy. Quickly check their calculations for reasonableness and accuracy.

ICT promotes mathematics learning by promoting students' understanding of mathematical concepts, quantitative reasoning and achievement when used as a tool for solving problems, test conjunctives, accessing data and verifying solutions. When students use electronic tools, database, programming language and simulations, they have the opportunities to extend their comprehension, reasoning and problem solving skills beyond what is possible with traditional point resources. For instance, graphing calculators allows students to see instantly the graphs of complex functions and to explore the impact of changes. Computer based geometry construction tools allow students to see figures in three-dimensional space and experiment with the effects of transformation. Spreadsheet programs and databases allow students to key in data and produce various graphs as well as compile statistic (Ajai&Okwu, 2013)

Word Processing Skills Ugwu (1997) defines word processing as the application of computer technology to the input, editing, merging, storing, formatting and printing of documents. Fuller and naming (1994) defines word processing as an information processing system activity in which a computer system is used for document preparation. Adebayo and Lawal (2003) explain that word processing produces text to send information in form of letters memos or reports to teacher. Word processing is the activity of entering, viewing, storing, retrieving, editing, re-arranging and printing texts using a computer. It allows information to be created, processed, retrieved and communication from any point on the system to any other point or station. Azuka (1993) enumerated word processing skills as follows:

- keyboarding skills : this involves creating a new document, retrieving a stored document using a display, correction methods, editing capabilities, moving words and blocks of text, word wrap, search and replace, merge capabilities, decimal tabs, printing documents, etc.
- Standard editing functions (insert, delete, and amend)
- Text enhancement functions (centering, bold, italics, underline)
- Text manipulation functions (search and replace, word count, auto referencing) 1
- Text formatting (tabs, margin, page layout, mail merge)
- Graphic (charts, diagrams, graphs)

The skills in word processing according to Ezemoyih and Okafor (2010) are: knowledge of word processing packages! software, ability to save and assign file names to documents, delete and correct text, change paper orientation and set margins, merge two or more documents, store and retrieve files, create document from stored paragraph, print documents correctly, etc.

Electronic Spread Sheet Skills

Spreadsheets made their first appearance for personal computers in 1979 in the form of VisiCalc designed by two accounting students (Daniel Bricklin and Robert Frankston), an application designed to help with accounting tools. Since that time, the diversity of application of the spreadsheet program is evidenced by its continual re-appearance in scholarly journals (Baker and Sugdon, 2007). A spreadsheet may comprise one or more worksheets in which numerical and string data are stored in rows and columns of cells. A worksheet is often called spreadsheet. Customized spreadsheets offers students with a way to view data in various forms to (pie charts, line graphs, bar graphs and the like). Taylor (2005) explaining the benefits of using electronic spreadsheet stated that they have built-in formula, automatic formatting and graphing capabilities, with the built-in formulas, it is not necessary to perform lengthy, complex calculations to arrive at an answer. The automatic formatting makes the spreadsheets more presentation friendly and it makes creating the spreadsheet faster. The graphing capabilities allow the data to be presented in a chart format, which makes interpreting the data easier.

Reeve (2002) affirms that electronic spreadsheets provide applied settings which to learn their usage; aid students in understanding complex mathematical problems and its power can be demonstrated.

Certain skills are acquired in order to be use electronic spreadsheet. Chukwumezie and Ndinechi (2006) states that electronic spreadsheet sub-skills include; ability to open spreadsheet environment, key in functions and formula, format worksheet, etc.

Power Point Presentation Skills

Power point is a presentation software program that uses a graphical approach to presentations in the form of slide shows that accompany the oral delivery of a topic. Russel (2006) defines power point as presentation software used by presenters as digital aid when presenting their topic to an audience. Kriso (2010) views power point as the presentation of collection of

individual studies that contain information on a topic; these presentation are used for training and educational purposes. Olakwe (2008) refers to power point presentation as a collection of studies designed to deliver information to the audience which contains text to display information or have multimedia effects to make teaching and learning impressive and interactive. Mears (2009) states that effective power point presentation preparation is not all about being sure of the buttons to press; it extend to good knowledge of how to choose the right amount of information to display, selecting a colour scheme and other additional multimedia features. Ayer (2011) asserts that in power point presentation, a user can utilize ordinary. Features such as saving presentation, opening a new presentation, changing the font colour of a portion of the presentation, checking the spelling and printing the presentation. When printing presentation, users can print the slide itself, a combination of the slide and the notes below the slide, hand- over that leave room next to the slide formatting or an outline of the presentation. Custom toolbar can be created, allowing a user to change the order of the buttons as they appear on the toolbar or to a data or delete buttons according to one's preference.

Internet Skills

The internet is one of the internet and multimedia skills that have revolutionize education in recent times. The Nigeria Internet Group (1995) defines internet as a vast information superhighway that facilitates communication between computer both nationally and internationally. Obaji (2003) defines the Internet as an international network through which computer users all over the world can communicate and exchange information. The internet has copious users and benefits to the student and teacher. Usman (2003) added that the major Internet technologies available today are the following; web pages, streaming audio and video, java and active virtual reality, chartroom, white boards and collaborative surfing, audio/video conferencing, computer mediated communication (CMC)

Moore (2004) noted that the internet is a terrific resource because it contains hundreds of website dedicated to thousands of topics. He further stated that knowing the types of search tools available and mastering some general search tops can make one's search profitable.

Omeje (2008) listed skills in internet usage to include: ability to use search engines, ability to apply security measures in the use of password and username, storing and downloading information, etc.

Internet:

This is the international network of computers. It is the global information pool as it links hundreds of nations, thousands of organizations and millions of computers. It is increasingly becoming the solution to many information problems (Adesanyi, 2002).

Laval (2001) described the internet as a vast information super highing that facilitates communication between computer users both nationally and internationally. It enables computers of all kinds to share services and communicate directly as if they were part of a giant global computing machine. The internet allows information to flow through different interconnected computer networks.

Projector:

This is an optical device that project an image (or moving images) into a surface, commonly a projection screen. Most projectors create an image by shining a light through a small transparent lens but some newer types of projector can project the image directly by using lasers.

Smart board:

This is an interactive whiteboard that uses touch detection for user input. It allows you to project an image and interact with it by writing on it or moving it around. The smart board is

connected to a computer and works with a projector. The projector displays what is open on the computer and rather. Than using a mouse or keyboard, these is a touch screen that allows you to manipulate anything on the screen using your fingers.

Special pens are also used to make writing in different colours quit and easy. Hardware and software programs are combined by the smart board to create an interactive white board that allows prosecutor to display and manipulate information on the board for the audience to view.

Computer software Program:

A program or software is a set of instructions that directs the computer system to perform some of the series of processing function in order to achieve an objective. Some of the computer programs utilized in the teaching of mathematics include;

SINCOS: A program providing a model that helps explain the meaning of the sines and cosines of all angles, positive and negative. When the program starts, a circle with horizontal radius is displayed. Of the user enters an angle say 45° , the radius rotates slowly until it reaches 45° (Wilson & Krapfl, 1994)

BLOCKS: A program about arithmetic whereby the computer simulates the throwing of three dice and the numbers shown on the dice are displayed at the bottom of the screen. (Zammit, 1972)

COUNTER: A program which exploits one very simple ideas; it counts on the computer screen. When it starts, COUNTER is ready to begin counting in the usual way 1,2,3,4 and it displays each number on the screen using large characteristics. It has an option of listening to counting machine as well as watching it.

AIRTEMP: A program that is used to draw by giving a simple illustration of what the computer has to offer in terms of visual aid that can be used by a teacher to explain bar graphs and line graphs.

LOCUS: A program that drawn Loci and geometrical constructions. Others include MATHLAB and MATHEMATICA. Programs that support investigation include; **DIAGONAL:** a program that is concerned with exploration of diagonals of rectangle (zammit, 1992) programs that draw pictures according to (Howe and Ross, 1981) include: **BUILD:** enables the user to draw a picture compassed of cubes, **CALDRAW:** draw all geometrical objects.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter is concerned with their view of literature related to the present study. The review of literature is organized under the following subheadings: Conceptual framework,, Theoretical framework, Review of Empirical Studies and Summary of Literature Review

2.1: Conceptual Framework

One widely held aim of education is to equip students with the knowledge, skills, attitude and competencies that enable them to render useful services to themselves and to the society. Education is, viewed as an indispensable catalyst that strongly influences the development and economic fortunes of a nation and the quality of life of its people. According to Asiabaka, education is the key to national development; it provides the intellectual capability needed by man to harness the human and material resources for scientific and technological advancement. Furthermore, it is an instrument for the realization of a nation's growth and development, because the level of a nation's literacy determines her extent of development. Secondary education occupies a very unique position in the educational system of Nigeria, because it is that level that determines the academic and professional career of students.

Over the years, the investigations of the factors that influence academic performances of students have attracted the interest and concern of teachers, counselors, sociologists,

psychologists, researchers and school administrators in Nigeria. Definitely, different factors are capable of influencing the academic performance of secondary school students, such factors may be the students intrinsic attributes (intelligence, state of health, motivation, anxiety etc) and their environmental attributes (availability of suitable learning environment, adequacy of educational infrastructure, like textbooks and well-equipped laboratories) The home has a 'great influence on the students' psychological, emotional, social and economic state. The state of the home affects the individual since the parents are the first socializing agents in an individual's life. This is because the family background and context of a child can affect the child's reaction to life situations; this could have subsequent effect on the child's level of performance. Although, the school is responsible for the experiences that makes up the individual's life during school periods, yet parents and the individuals experiences at home play tremendous role in building the personality of the child and making the child what he or she is. The foundation of what a person becomes in the society is laid in the home at the initial stage of life. Parents, therefore, have important roles to play in seeing to it that the youths acquire the appropriate social, psychological, moral and academic development. In Nigeria, among the Igbo's, (eastern part of Nigeria) the parental role are culturally determined. Maternal role is that of childcare and home making while the paternal role is that of economic responsibilities and discipline of children.

International Generally, it is the responsibilities of the family to train and bring up the child in the norms and values of the society. Divorce and separation of various kinds of death of one spouse, however may leave the roles in the hands of a single parent. Single parenting can be defined as a situation in which one of the two individuals involved in the conception of a child is being responsible for upbringing of the child. Single parenthood may also arise when either the male or female decides to produce and rear a child or children outside wedlock. In Nigeria, the existence of single parents was formerly unknown and where they existed they are ignored

as exceptional cases of moral aberration. In the case of death of one's spouse, he or she is advised and also expected to remarry and the children will be trained by the relations of both the man and woman that is why Chinua Achebe said "it takes a community to train a child in Africa". In the present dispensation, however, they are fast growing family patterns both inside and outside Nigeria. Although there are no available statistics of single-parent families in Nigeria, practical experience and newspaper reports show that there is an increase in the number of single parents in Nigeria. The literature is replete with the negative effects of single parenting on the child and the society. Johnson in Ortesse found that most medical students whose fathers have been absent while they were aged one to five years were more psychopathic and criminal in behaviour than those whose fathers were not absent during this period. The child is morally upright and emotionally stable when the caring responsibilities are carried out by both parents.

Parents are the first point of contact of children. When both parents are present, it implies that the child would derive most care. However, when one of the parent is absent in a child's life, a gap is created as the child would lose the support that would have emanated from that parent. Salami and Alawode (2000) asserted that single parenting result from divorce, separation of various kinds, having children from wedlock or death of one spouse which leaves the roles in the hands of a single parent. According to Steck (2009), the number of divorce cases has risen considerably in Europe since the 1960s and that the most affected countries include the United Kingdom, Portugal, Denmark and Belgium. A single parent is a parent not living with a spouse or a partner. The single parent has most of the day to day responsibilities in raising the child or children. Single parenthood is the practice of raising children or building family without a spouse or partner. As a choice of building a family, single parenthood (single parenting) is now acceptable in our society. In western society in general the child will end up with the primary caregiver usually the mother or the secondary caregiver usually the father

when there is a separation. Some sociologist perceives the prevalence of single parenting as an alternative family form, rather than as a problem in the society.

Regardless of how it is perceived, the increase of families raised by one parent influences the social economic and political context of family life. In Nigeria, the existence of single parent was formerly unknown and where they existed they were ignored as exceptional cases. However, nowadays they are fast growing family pattern both inside and outside Nigeria. Although there is no available statistic of single parent in Nigeria, practical experience and newspaper report shows that there is an increase of single parent in Nigeria. Historically death of a partner was a major cause of single parenting, other causes include divorce of a couple with children parent that never married, early pregnancy e. t .c. however, children with single parent are three times more likely to drop out of school than children from two parent families (similes and lee, zool). The demographic of single parenting show a general increase worldwide in children living in single parent homes. A child from home where the father and mother are present will be taken care of and socialize in best way possible, this is due to the fact that the process of socialization depend on both parents playing complimentary role in the upbringing of the child such a child is likely to achieve self-actualization later in life, unlike children from single parent home who are likely to suffer deprivation and denial of some right and opportunities.

Over the past 20 years single parent families have become even more common than the nuclear family. Life in a single parent household through common can be quite stressful for the adult and for the children. Member of a single parent family can function like the two parent family and may not feel comfortable when it cannot. The single parent may feel overwhelmed by the responsibilities of caring for the children; maintain a job and keeping up with the bills. Amato (2003) suggested that single parent is problematic for children socialization because many with one parent receive less economic and emotional support, less practical assistance less

information, guidance and supervision, less role modeling than children in two parent families those. Among children in single parent families those from mothers absent household earn lower grades than children from fathers absent homes and matter which are absent children from single parent families generally find it difficult to connect with school activities both academically and morally (Murkey et al 2004)

The family is the first socializing agent; the child come in cortical with it has a great influence on the child's physical mental and moral development. The father is to provide the necessary tools for educational while the mother is supposed to supplement the father's effort in this regard when the father is absent and the mother is not privilege enough to cater for the basic. Needs as well as supervised the child educationally and morally will be backward. The teacher at school commonly describe children from as more hostile, aggressive, anxious, fearful, hyperactive and distractible than children from two parent families. It is evident that parents are the first point of contact of children and when both parents are alive and responsible, it implies that the child would derive effective care from the parents (Tankuick, & Ng, 2011). They further asserted that, when one of the parent is absent in the life of a child a gap is created as the child would lose the support from the parents. In the view of AddoAdeku, Opare and Banini (2003), it has been affirmed that single parenting comes as a results of divorce or from the death of one spouse which leaves the roles of child rearing in the hands of a one parent.

In the work of Benokraitis (2002), there is enough evidence that the magnitudes of parental divorce is different from others and are mostly depends on a lot of factors. He further argues that the absence of one parent has serious effects on the child which eventually influences the educational opportunities and success of the child in school. The above ascensions show that single parenting can have effects on children in diverse ways for example academic performance of children. Parents play a major role in educating their children and the types of parenting they offer to their children have both strengths and weakness. The

implication of these theories to the present study lies on the fact that students' performance in school is mediated by their upbringing which perhaps is influential by their family background. Socio-economic status is the position an individual or family occupies

With reference to the prevailing standard of cultural possession, effective income, material well-being and level of participation in group activities of the community Nwachukwu (2009). Weber in Nwachukwu (2009) offered a multidimensional class model that incorporates three distinct entities as economic status (wealth) political status (power) and social status (prestige): To him wealth consists of income and assets (property). Power he defined as the ability to see that one's will is acted upon and that powerful people are able to mobilize resources to achieve their goals. Despite resistance from other social variables, power, like wealth, is concentrated in the hands of few (Henslin, 1999). Prestige refers to the power to impose or influence. This correlates with charisma. Reputation he said is based on brilliance, achievement or on character.

This implies that those that is highly placed in the society and in a country's economy play important role in determining the level of education and performance of their children academically. This statement holds because high income earning enables parents to give their children highest educational advantage that money can buy. Nwachukwu (2009) stated unequivocally that the socio-economic status of parents, whether high or low, influences children education. He went further to say that high socioeconomic class parents have the resources to provide all learning materials at their children need. With these learning materials provided, their children earning is positively influenced.

Nwanna-Nzewunwa (2000). carried out a research to investigate the influence of socio-economic status of parents on students' academic achievements. The result showed that the socio-economic status of parents significant influence on students stressing that children of

parents in high socio-economic class are enrolled in better schools with well-equipped libraries, scientific laboratories and audio-visual aids. The home environment of high socio-economic status children contributes a lot to their academic performance. They listen to radio, watch television, read newspapers, browse on computers and have enough time to read with the house helps doing the domestic chores. Children from low socio-economic status often have little of all these as they spend most of their time hawking on the streets and helping their parents in the farms. Their home environments are usually not conducive for reading.

The National Policy on Education (FRN, 2004) listed the core subjects which will enable a student offer either arts or science subjects in higher institutions. These subjects include English language, Mathematics and Sciences. It has been observed that specialist teachers in these cross-cutting subjects are few in public secondary schools because of poor motivation like poor salaries, irregularity in payment of salaries, and other poor conditions of service. Such teachers are found in their large number in private schools that charge high fees that can only be afforded by those parents that are highly placed economically.

Farley (2005) reported that children from high socio-economic background that attend better schools possess all the skills involved in teaching and learning (reading, writing, listening and speaking), while their counterparts in the low socio-economic class do not possess such skills; hence, their poor performance in both internal and external-examinations. Charon: e3-in Asiegbu (2010) went on to say that families with high socio-economic background usually have books and other educational materials around as part of the environment to which the growing children are exposed. He went further to stress that children of such families usually do well in academics.

Class also shapes values and norms while those values and norms in turn determine how people act in social settings like schools. This is true because children from high socio-

economic background value professions like medicine, pharmacology, law, etc while those in the lower class choose to do teaching, trading, and farming. The highly placed children value independence more than the working class people, while working class people prefer conformity. Children from high socio-economic class also tend display greater self-confidence which makes their teachers to accept them and appoint them as leaders.

Appelbaum and Chambliss (1997) added that the socio-economic background of students also affect dating and marriage. Children tend to back out those who act, speak and have the same cultural value as them, and that the upper class also arranges social events such that upper social class children only attend. This is true because the highly placed children are not found in the public schools; rather they are enrolled in private primary, secondary and tertiary institutions in the country. Most of the time when those from the low socio-economic class become aware of their peers who have many things to enjoy, they start to feel inferior and begin to lose influence in themselves. They may even become psychologically depressed, feeling that may affect their academic performance.

Home Type and Children Education

Typically an intact family is made up of husband, wife and children as a nuclear family. If by chances of death, divorce, separation or transfer on a basis of work done, the single parent family (where only one of the partners takes care of the entire family) results (Danielle, 2014). Everywhere the world, single-parent homes are a major segment of all households. Accordingly, it is a point of intense interests to educators our parents on how single-parent environment affects children learning.

Typically single parents have to manage far more tasks than the others or fathers in two parent household, simply because of practical limitations on division of labour. At least until children are old enough to take on household chores, all the house-keeping responsibilities fall on

one parent as well as wage earning and parenting. As a result, it is possible for single parents to have less time or energy to encourage their children learning by reading together, overseeing home work or planning educational entertaining, and fitness activities and outings for the family (Donna, 2004).

Apart from the direct influence of household structure on academic achievement and learning, a single family home environment may influence a child's behavioural performance at school which can indirectly affect learning and interest (David, 2004) in school.

Academic Performance

In every teaching and learning situation the teacher and the learner naturally expect feedback on the extent they have achieved the goals they set for themselves. In the academic circle this is referred to as academic achievement. Anne, Howard & Mildred (1999) equated academic performance to academic achievement. In their own words academic achievement or (academic performance) is the outcome of education — the extent to which a student, teacher, or institution have achieved their educational goals. Academic performance is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested or which aspect is most important-procedural knowledge such as skills, or declarative knowledge such as facts.

Individual differences in academic performance and achievement have been linked to a number of factors like intelligence, personality, family variable like parental income, parental occupation, as well as to peer group relationships and self-achievement motives (Von-Stumm, Hell, and Chamorr-Premuzic, 2011). Students with high mental ability as demonstrated by Intelligence quotient (IQ) test and those who are high in conscientiousness (Linked to efforts and self-achievement motivation) tend to achieve highly in academic settings. A recent meta-

analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic performance in addition to intelligence and conscientiousness .(Von-Stumm et al 2011). Children semi-structured home learning environment transits into more structured learning environment when children start first grade. Early academic achievement enhances later academic achievements (Bossert, Doumen, &Boyse, 2011).

For Magunison (2007) parents' academic socialization is a term describing the way parents influence their students' academic performance by shaping their skills, behaviour, and attitude towards school. Parents influence students through the environment and discourse parents have with their children. Academic socialization can be influenced by parents' socio-economic status, family structure (intact or single parenthood) and birth order. Highly educated parents tend to have more stimulating learning environment. Children first few years of life are crucial to the development of language and social skills. School preparedness in these areas help students adjust to academic expectances.

Another very important enhancer of academic performance is the presence of physical activities. Studies have shown that physical activity can increase neural activity in the brain (Tomprowski, Catherine, Patricia and Jack, 2008). According to Tomporowski et al (2008) exercise specially 'increases executive brain function such as attention and working memory.

Parental Education:

Parents are the first teachers of their children. In the light of this, parental education influences students' academic performance. Ahmad (2013) suggested that children from families where parents have less education tends to perform systematically worse in school than pupils whose parents have more education. To him, educated parents provide intellectual, economical, psychological and emotional support to their children who in turn make them to be more comfortable and adjusted to their learning development, and these results in high

academic performance. Musarat (2013) in his research conducted on 250 students from University of Sargodha, Pakistan, found out that there is relationship between parental education and students G.P.A. To him, those students from educated parents have better G.P.A. than those from uneducated parents. He also pointed out that mother education has significant influence in students' GPAs. Students whose mothers are highly educated have scored high GPAs. Also Femi (2012) came up with the result that the mean scores of students from educated parents were high than scores of students from uneducated parents. Therefore, parental qualification has significance effects on students' academic performance.

Another study by Ahmd et al. (2013), stated that a parent with an educational background would be in good position to be second teachers to their child. And even to- guide and counsel the child on the best way to perform well in education. And provide necessary materials needed by the child. This motive was also supported by Musgrave, (2000), he said that those children from educated parents always like to follow the footsteps of their families and by this, work actively in their studies. It also supported by kber (2013) in his research conducted on the 691 undergraduate senior students being trained at the University of Suleyman Damirel. He found out at a parent with high education provides a most conducive environment for their children to study. Students from parents with higher education perform academically better than their peers from uneducated parents.

Parents' educational background continues to draw the attention of many researchers, educationist, parents and administrators for the role it plays in influencing students' academic performance. In the light of this, a study conducted by Suresh, (2012) on the impact of parents' socio-economic status and parental involvement at home for high achievement Indian students of Tamil school In Malaysia, indicated that students from parents with high educational qualification scores high test in this school. High educated parents dedicated a lot of time, energy, and money to help their children to perform well in academic activities. From the

research finding, educated parents assist their children to do homework given to them by the school and even to prepare timetable for the children to follow in relation to their school works at home, and make sure they abide by it. They also provide more activities related to an academic development of their children to utilize the time available at home. In fact, by virtue of their educational background, they get involve fully in their children learning development. They also keep n touch with the school authority on the progress or otherwise of their children education. These advantages mentioned made possible for these children to perform academically well than their counterparts from uneducated parents. The more supportive and conducive environment a child gets the more academic achievement would be attained.

Socio-Economic Status and Educational Outcomes

Much attention has been given to the relationship between socioeconomic status and educational study when describing socio-economic status of a family. Well established and affluent homes with very high aspiration and supervisory qualities breed children with high performance in school. Rayburn (2004) proffered that students who live in properly-rich families have far more resources to back their achievements than those who live in properly-poor families. High funding is highly supported •by the student’s level of commitment, discipline and achievement in school (Ornstein, 2006). Social status and parental care of the family are reciprocal variables to a child’s level of response to activities in school. These include being regular in attendance, measuring up with the contemporaries in academic performances and results and exerting discipline in line with the parental efforts and expectations. Luther (2002) opined that youths from highly buoyant families who set excessive high standards for themselves are likely to experience high disturbance and are academically and socially stressed

. Cheat behavior of elite high school students was studied by Taylor (2002) through semi-structured interview responses from students considered to be in the top 10% of the class. Students reported pressure from competition for class rank as the most common reason for cheating. While the school system perpetuates this competitive environment by placing emphasis on individual ability and class rank, majority of students also experienced parental pressure to succeed. Some even reported parents withholding affection when students' grades did not meet parental expectations.

Again, children who are brought up in poverty-stricken environments or families that are at greater risk of hunger, homelessness, sickness, physical and mental disabilities, violence, teen parenthood family stress and educational failure are likely to perform poorly at school (Appiex and Zenk, 1996). Tome & Carpio (2005) stated that a combination of the environmental factors as well as family influences contribute to students' academic success. Poverty stricken children are never provided with the same tools and facilities as those from wealthy homes or parents. They are already behind those not living in similar conditions. They often rely on fate to meet up with certain commands. Grinning (2007) suggested that the problem starts with the parents and their lack of education and understanding of the needs of children. In Nigeria today, there is high level of dropout from schools just as there is high level of poverty. There are many factors that contribute to this high dropout rates. However, socio-economic status is one of the main factors. Christie (2007) explained that there is a strong relationship between socio-economic status and dropout rate with students from low-income families being 2-5 times more likely to drop out the more.

Low socio-economic status grievously affects parental involvement in a student's education. Parental involvement according to Jeynes (2007) is defined as parental participation in the educational processes and experiences in children. If there is little parental involvement in a child's education, there is serious likelihood that the student will not succeed. When parent is

not involved or is not interested in the child's education, there is also a greater possibility that the child will not be interested in his education. Other words, low socio-economic status is associated with low educational aspirations. This directly affects whether or not a student will complete his course, leading to an increase in behavioural problems.

Parental Income and Academic Performance

Parental income level has been known to exert tremendous influence students' academic performance all over the world. Students from poor rents have been observed to have problems in paying their school fees 28

thus causing most of them to drop out of school (Grinning, 2007). School dropout has been a big problem to governments because it leads to increase in illiteracy level in the society which in turn breeds miscreants of all sorts in the society including armed robbers, kidnappers, and readily available youths to be used as political thugs and killer (Addal, 2013).

In Nigeria, free and compulsory Basic Education programme is put in place by government to make provision for the children of the poor parents to be educated, yet not all parents are able to buy school dresses and exercise books for their children as a result of their poor income level. Parental poverty reflects itself on students' absenteeism from school, irregular attendance to school and dropout from school all of which in truncated learning and subsequent poor academic performance (Jeynes, 2017). Government declaration of complete free and compulsory education with free looks, fees and feeding might be the panacea to the education problem of children from poor parentage.

Parental Occupation and Academic Performance

Studies have shown that the ability of parents to educate their children by making necessary provisions for their schooling depends, to a large extent, on their income which in

turn depends on their occupation (MudassirAbubakar, 2015; Ololube, 2016). Most parents are engaged in occupations that yield little income as a result of their low education background or some other socio-cultural dispositions. Some petty traders like hawker, haberdashers, grocery, and day pay workers stand in ending loop of poverty.

Not only that parental occupation influences income level and parents' ability to provide for their children education it also influences students' choice of career and subsequently choice of subjects offered in school certificate examinations. Parents who are engaged in prestigious or lucrative occupations according to KristIn (2014) always expect their children to take to the same occupation. This they try to force their children to do without considering academic abilities and capabilities of their children to be successful in academic related courses. Career choice is a big factor the choice of school subjects and success at school. Lawyers, Medical Doctors are the greatest victims of this wishful desire (Okenwa, 2008). It has equally established that poverty resulting, from parental low income and poor income yielding occupation has deprived many bright and

intelligent students the opportunity of achieving their best at school. Ololube,(2015) noted that most student in their final years in secondary school, truncate their education to do menial jobs to be able to pay their examination and other fees thus resulting in gaps in their knowledge continuum. Also as a result of poor exposure to different occupational opportunities make wrong choices of career. Parents who are in good occupations and are exposed to different careers are better poised to advise their children on career and school subject choices.

2.2 Theoretical Framework

There have been numerous theoretical contributions to our understanding of family. This study is theoretically framed on Joyce Epstein's school- family-community partnership model, theory of family deflect model and risk and protective factor model. In this model, research

recognizes parent involvement as an important factor in the quality of a child's education. Joyce Epstein's school — family — community partnership model is an influential model in parent involvement research. The model redefines the relationship between schools, families and communities as one of overlapping spheres of influence that share a concern about the success of the child. As a framework for increasing parental participation in Education, the model recognizes six types of educational involvement and encourages schools to develop activities that engage schools. Families and communities within the six types of model have been influential, in shaping social policy regarding parent's involvement in education. Epstein's six types of involvement
El Parenting
El Communicating
El Volunteering

Learning at home
El Decision making
El Collaborating with community.
Theory of Family Deficit Model
This study anchors family on the theory of Family Deficit Model in Donahue, which sees nuclear or two parent family as the ideal family structure and single parent families as deviant from the ideal family. Risk and Protective Factor Model
Developed in the early 1990s, the Risk and Protective Factor Model does not regard single parent families as irregular because the foundation for the model is that all families have both strengths and weakness. The implication of these theories to the present study lies on the fact that students' performance in school is mediated by their upbringing which perhaps is influential by their family background.

One of the theories on which this study was based is the social stratification theory propounded by Karl Marx. This theory focused on the factors that caused the misery of the working class in Europe in the early 19th century: At the time of Marx, a few wealthy capitalists exploited a large number of impoverished working class, a practice that impoverished many of them and created different backgrounds and family structures. For Marx, ownership and control of the means of production was the primary factor that distinguished the different classes under

the industrial capitalism (a system of which a country's trade and industry are controlled by private owners).

In Marxian terminology, a class consists of all the people who share a common relationship to the means of production. According to Marx, those that control the means of production (whether that means is factory, or slave r land) make up the dominant class. Slaves, peasants or the industrial.

Labourers are the subordinate class or proletariats (labourers). The relationship is unequal and exploitative because the dominant class takes unfair advantage of the subordinate class. the basic question to ask is, "how does inequality occur in the first place?" He pointed out that workers produce surplus wealth. Workers transform raw materials into finished product which is greater than the cost of labour and raw materials. The workers however, do not enjoy the surplus of the means of production (factories, land or slaves). The Lords cease the surplus for their benefit only. In Marx view this behaviour is the essence of exploitation and the main reason for the conflict (disagreement) between the classes throughout the world. Marx would argue that in ideal economy the workers would keep the surplus they have created as they transform raw materials into finished goods.

The Marxian analysis of economic relationship in society suggests that he state of economy, the failure, success and advancement of the class structure influences the state and structure of the family. By extension those who command influence in the economic sector will always determine and formulate political ideologies and determine social practices including education (Agu, 1998). When Marx formulated his theory capitalism was in its infancy and workers were at the mercy of their employers. Workers had no right of industrial action, minimum wages were paid, eight-hours daily work was not operational, five days' work week was not in vogue, medical benefits were unknown, vacations, and holidays, sick leave, casual

leave and annual leave were also not provided. His analysis reminds us that these benefits came not from generous heart but from workers who forced concession from their employers.

One can see that the conflict observed by Marx between those in the higher class and those in the lower class has gone a long way in affecting our educational systems particularly the performance of our children. The social stratification (arrangement of the society into strata) of the society exposes the teacher to two groups of students — those whose parents are highly placed (politicians, professors etc) who enjoy more resources and privileges than others. They have good profession, live in beautiful residential areas, well fed and provided with reading and writing materials. Students from such social class stand the chances of performing very well in their academics.

The other group of students comes from the lower class (farmers, labourers etc). They encounter many problems in schools which affects their Educational achievement. Since majority of the children are found in homes of this class, it then goes a long way in affecting the nation's education system.

Erickson's Theory of Psycho-social Success and Parenting Styles:

The impact of family dynamics on the psychosocial success of emerging adults is an analysis of the effect of the family environment on children and how that may affect them as adults overtime. Erickson's (1975) stage theory of psychosocial development provides an integrative framework for this study.

Erickson described eight developmental stages throughout the life span of every person. In his theory, as children age, they experience conflicts, each involving either a positive outcome or a negative outcome. The positive outcome is referred to as successful resolution while negative outcomes are referred to as unsuccessful resolution. Successful resolution confers on an individual some psychosocial strength such as the sense of initiative, identity, or

if in the western world, a sense of autonomy that will serve him/her well later in life, in meeting societal expectations and experiencing well-being. If a stage is not resolved successfully, the failure to gain the psychosocial strength may impair future development and success.

According to Erickson's theory, successful resolution of the adolescence conflict at the fifth stage, which is identity versus confusion, must be achieved for a child to fare well in life. This theory relates to this study in that a child that experiences good parenting grows with the norms that promote and guide positive achievements begins that with attractive behaviour which varies in the meanings that they attach to their own or others as they place themselves on quantitatively different developmental paths (Molden&Dweck, 2006; Thompson, 2000). In other words, if an individual believes that his behaviour is the result of fate, and another believes his behaviour is the result of hard work, they will differ in their goal-setting and the amount of effort they extend toward achieving those goals. This could be regarded as locus of control.

A child that experience negative upbringings traceable to parenting adventures is bound to approach his goals for achievement either by fate or by hard work. School performance which goes with grading, school attendances, competition and commitment must be backed with effective monitoring, supervision and encouragement.

Steinberg & Colleagues (1989) correlated psychosocial studies with school achievement and with adolescents' psychosocial maturity. They found that the impact of authoritative parenting on school achievement was 15 Mediated by whether adolescents developed a healthy family orientation and autonomy towards work. Lamborn (1991), found that adolescents from authoritative home reported significantly higher levels psychosocial success than adolescents from authoritarian, permissive or neglectful homes in terms of more positive self-conceptualizations, greater well-being and fewer behavioral problems.

These theories suit this study in that they systematically described how the home affects the academic performance of students. The psycho-social and cognitive development of children are moderated, to a large extent by these theoretical conceptions of which class parents belong to and their parenting style which influences their children successes or failures in life.

2.3 Review of Empirical Studies

In this study some empirical studies were conducted .The first was that of Egwuonwu (2012).This study aims at identifying the causes and effect of broken homes on personality development of secondary school students in Aba south local government Area of Abia state. The technique used random sampling to enable student from broken home to have equal opportunity to respond to the questionnaire. A total of 200 questionnaires were administered to student from five randomly selected secondary schools. To obtain these objectives, each question from the twenty questions postulated was tested against the constant critical value of 0.05 using the chi- square method. The major findings include; students from broken homes exhibit low level of intelligence, get upset easily, feel ‘lonely and isolated, react negatively to issues, look moody and cheerless, do not have textbooks and that they are often rejected once their father remarries. Therefore it is recommended that, early marriage with no experience should be discouraged, both partners should enter into marriage with serious intent of making it a permanent union, government should be so serious that divorcing is not so easy and counseling service should be readily available for couples who seek for divorce, divorcing parents should be love and care to their children even when they are no longer together.

Another work is that of Ajah (2016). This work investigated the family variables and academic performance in all the government secondary school in Aba south Local government Area of Abia state. It was a descriptive survey design, it determined the extent in which family variables plays a vital role on the student academic performance in Aba South L.G.A. As ample

of 1039 was selected from a population of 2596 students representing 40% of the population. A two-part, 20-item, 4 points scale instrument was used in gathering data for answering the research questions. Simple random sampling was used to select the student in each school. The instrument was validated by a term of experts in 0.75 was established using Pearson product moment coefficient. The instrument was administered later on researcher, some were collected on a spot and some retrieved later on an agree date. Mean was used to answer research questions. Findings among others revealed that children whose parents have good occupation improve in their study, family with good financial background tend to provide their children with adequate study materials, for was concluded, that parent's socio-economic status affect academic performance of their children which entails that student whose parents are in low socio- economic status experience dearth learning resources. And lastly, those of students from two parents concentrate more than students from broken family. It was recommended among others that parents should help to promote learning of their children by providing materials for them.

The last empirical study is that of Amadi (2017). The objective of this work is to investigate on the parental influence and career choice of secondary school student in Aba north Local Government Area of Abia State, Literature review was on the concepts and variables and theoretical background was anchored on Piaget theory.

This section reviewed Empirical Studies that are related to this study. The first that was reviewed was that of Okenwa (2008). Okenwa studied the influence of socio-economic status of parents on the academic performance of students in Aba North Local Government Area. The study was occasioned by the increasing failure of students in both internal and the external examinations. The high failure rate is observed mostly from students in public secondary schools.

The researcher stated and answered four research questions, and tested four hypotheses at 0.05 level of significance. Literatures were reviewed in areas related to the study including the theoretical framework which was based on the social system theory of Getzel and Guba. The researcher further reviewed literature on family background, individual differences in academic performance, economic background of parents and community influence on academic performance.

The research design was a descriptive survey design. The population of the study was 480 all of which was used for the study, hence purposive sampling technique was adopted. The data collection instrument was a 16 — item structured questionnaire with a reliability coefficient of 0.82. Data were collected through personal hand delivery. Data were analyzed using mean and the chi-square test conducted at 0.05 level of significance.

The findings of the study were that there is significant difference in academic performance between high and low socio-economic status children. Home background affects children academic performance was also one of the findings. One of the educational implications was that, left for the parents alone the performance of these public secondary school students will continue to be poor. Hence the researcher recommended that government at all levels should equip schools with good libraries and well trained teachers to help to improve the academic achievements of students in government owned schools where the failure rate appears to be highest).

Another empirical study that was reviewed was that of Asiegbu (2010). The researcher carried out the study on the Effects of Parental Socioeconomic Status on Children's Academic Performance in Obingwa L.G.A. of Abia State. The study was embarked upon as a result of the observed poor performance of students in public secondary schools where it was assumed children of parents of low socio-economic status mostly attend. Four research questions and

four hypotheses were stated and tested. Literature for the study were reviewed on areas relevant to the study including the theoretical framework which was based on Karl Marx theory of

Stratification. Further literature were reviewed on social stratification, socio-economic background, occupation of parents, factors that influence, Habits and students' attitude to study and socio-economic status. The research design was a descriptive survey design. The population the study was 2,963 Junior Secondary School Students out of which 130 randomly sampled and used for the study. Data for the study was collected using a 20-item structured questionnaire that had reliability efficient of 0.79. Data collection was by personal hand delivery. Data were analyzed using mean and students t-test conducted at 0.05 level of significance. The findings show that family socio-economic status affects students' academic performance. Specifically children from high socio economic parents performed highly in academics than children from low socio-economic status. It was recommended that teachers should reduce theat which they embark on strike actions to help them cover their schemes work. It was also recommended that government should adequately private teachers in the public secondary schools by paying them their lanes and allowances regularly.

2.4 Summary of the review of related literature

The review of literature has presented a good analysis of studies that are related to single parenthood and students' academic performances. The review was done on the conceptual framework of single parenthood from the review single parenthood is when the parents are not living in the same household and the children lives in the house of any of the parents. This can be as a result of legal separation or divorce. Theoretical framework which hinges on Joyce Epstein's school-family-community partnership model, theory of family deflects model and risk and protective factor model. In this model, research recognizes parent involvement as an important factor in the quality of a child's education. Empirical studies were carried out. From

the analysis of empirical studies it was discovered that not too much work has been done in the area of single parenthood in Aba South LGA which has created an academic vacuum. It was as a result to fill this vacuum that this work is carried out. To carry out this study, series of literature related to this study were reviewed.

The theoretical framework was based on the social stratification theory of Karl Marx. This theory separates families into classes depending on their possession of factors of production. Each family class status has different style of child rearing though there may be some commonalities among them. Similarly socio-economic background which is a fall out of socio cultural ideologies has significantly featured on children academic achievement literature depending on parents' investment of resources on them. Home type plays a significant role in improving academic achievement of students though the rate at which this is done depends on the family type. Joint homes and single homes do not have equal influence on improving students' academic achievements. Literature reviewed asserted that the influence of both parents on the academic achievement of students is more on children from intact families than on students of a single parent who may have other activities keeping them busy with little time left to attend to the children. Of all the literature so far reviewed, none of them was carried out in Aba South to investigate the influence of family socio-economic status on students' academic performance. Hence this study is being carried out to fill gap.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter described the design of the study, area of study, ,population of the study, sample and sampling technique, the instrument for data collection validation of the instrument reliability of the instrument, procedure for data collection and procedure for data analysis the researcher used for the study.

3.1: Research Design

The design of the study was descriptive survey design. The research design adopted for this study was a descriptive survey design. According to Nworgu (2013) descriptive survey are those studies which aim at collecting data and describing in a systematic manner the characteristics, features or facts, about a given population. Descriptive survey is cheap, require less time and personnel to complete and it increases the accuracy of the study most times. The researchers chose this design because of all these advantages enumerated above.

3.2: Area of the study

This study was carried out in Aba South Local Government Area of Abia State. The people of this area speak Igbo as their dialect and English as official language. They are mostly traders and teachers by profession. This area is suitable for the study because it has many secondary schools and many of the indigenes are principals and teachers. They are in a better position to respond to the questionnaire.

3.3: Population

The population of the study was made up of all students and teachers at the eight (8) public secondary schools in Aba South Local Government Area, Abia State. According to statistics from Secondary Education Management Board (SEMB) Zonal office Aba, there are eight (8) public secondary schools in Aba South Local Government Area, Abia State with 2511 students of which 552 are male while 1959 are female, and 241 teachers of which 26 are male and 215 are female.

Table 31: Population of Public Secondary Schools, students and teachers in Aba South Local Government of Area, Abia State

S/N	NAME OF SCHOOL	STUDENTS		TEACHERS	
		MALE	FEMALE	MALE	FEMALE
1	Girls secondary commercial school I	-	531	4	25
2	Girls secondary commercial II	-	811	5	28
3	National high school	424	-	9	32
4	Ndiegoro girls secondary school I	-	204	2	32
5	Ndiegoro girls secondary school II	-	153	1	20
6	Ohabiam girls secondary school	78	158	1	30
7	Umuagbai secondary school	50	-	2	27
8	Umuogelembano commercial school	-	102	2	21
	Total	552	1959	26	215
	Total over all	2511		241	

Source: Secondary Education Management Board (SEMB) Zonal office, Aba 24/11/2018

3.4 Sample and Sampling Procedure

A total sample of 288 respondents was used for the study. The researcher adopted the stratified random sampling technique to select samples from secondary schools.

3.5 Instrument for Data Collection

Questionnaire was the instrument used for data collection. The instrument was titled “Single Parenthood and Academic performance Questionnaire (SPHAPS). The instrument has two sections A and B. section A dealt with information about the respondents while section B contained 15 items questionnaire. Four point rating scale responses provided for the respondents to choose from are: Strongly Agree (SA) -4 points, Agree (A) -3 points, Strongly Disagree (DA)-3 points and Strongly Disagree (SD)-1 point.

3.6: Validation of the Instrument

To ensure the validity of the instrument, the initial draft of the questionnaire, I.e. research topic, purpose of study, research questions were given to two. experts in the department of Educational management and one expert in measurement and Evaluation. The instrument was corrected and the corrections were later affected by the researcher before producing the final draft administers to respondents.

3.7: Reliability of the Instrument

To ensure the reliability of the instrument, a trial test of the questionnaire was administered to 20 teachers and students and outside the area of study. The test re-test method was used. The data generated was computed, the reliability co-efficient of the instrument using Pearson Product Moment method was used to calculate the correlation coefficient. The test was administered after two weeks interval which yielded 0.70 which indicated was reliable.

3.8: Administration of instrument

The questionnaire was administered to and collected from the principals and teachers by the researcher and two trained research assistants. Direct delivery and retrieval system was used. This enables the researcher to recover the entire instrument from respondents.

3.9: Method of Data Analysis

In analyzing the data, the researcher used means to answer the research questions. For decision making 2.50 was used as the criterion mean. Any item that attained a response means score of 2.50 and above was accepted otherwise it was not accepted. While t-test statistical method used to analysis the hypotheses.

CHAPTER FOUR

MAIN DISCUSSION DATA ANALYSIS, RESULT

This chapter dealt with the presentation and analysis of the results of data analysis that were made. The presentation and analysis were done separately for respective research question and hypothesis.

4.1 Analysis of Research Questions

Research Question One

To what extent does Single Parenthood influence Students' academic achievements?

Table 4.1: Result of Data analyzed on the Influence of Single Parenthood on Students' Academic Achievements

S/N	Items	SA	A	DA	S.D	TOT	X	R/A
2	Single parenthood makes students not to concentrate on their studies	360	420	150	43	793	2.75	A
2	Students from single parenthood always have psychological problems that affects their studies	380	255	150	33	818	2.84	A

3	Single parenthood makes students not to be provided with adequate reading materials	380	261	158	27	828	2.88	A
4	In this school students from single parents are shy to participate in class activities	376	258	158	29	821	2.85	A
5	Students from single parenthood are always afraid to answer or ask questions in the class	392	255	140	35	822	2.85	A
CLUSTER MEAN		2.83						

Result of data analysis presented in table 4.1.1 show that the respondents agreed that Single parenthood affects student's academic performances. This was observed from the cluster mean which has a value of 2.83.

Research Question 2

To what extent does a Single Parenthood influence student study Habits?

Table 4.2: : Result of Data analyzed on the Influence of Single Parenthood on Student Study Habits

A/N	ITEM	S.A	A	D	S.D	TOT	X	R/A	
6	Students from single parents are often worried which affects their reading habits	372	246	152	37	807	2.80	A	
7	Single parenthood affects the reading habits of students	360	240	150	43	793	2.75	A	
8	Most Single parents find it difficult to provide books and other reading materials to their children	376	258	158	29	821	2.85	A	
9	Students from single parent homes often are confused and it affects their reading habits	388	249	154	31	822	2.85	A	
10	Single parent home are always quarrelling and as a result they don't motivate their children to read	396	255	152	28	831	2.89	A	
CLUSTER MEAN								2.83	A

Result data analysis presented in table4,1.2 show that the respondents agreed that single parenthood affects the read habit of students. This was observed from the cluster mean which had value of 2.83.

Research Question Three

To what extent does single parenthood influence students regularity to secondary schools?

Table 4.3: Result of Data Analyzed on Single Parenthood and Regularity to School.

S/N	ITEM	S.A	A	D	S.D	TOT	X	R/A
11	Students from single parents don't prepare early to school	388	367	152	26	833	2.89	A
12	As a result of virtually non-attendance of early chores in single parent homes students are often late to school	396	264	140	31	831	2.88	A
13	Single parents don't often have enough time to prepare their children to go to school on time	376	258	158	29	821	2.85	A
14	Students from single parenthood homes often shy to go to school on time	360	240	150	43	793	2.75	A
15	Students from single parents often doge from going to school	300	318	110	43	771	2.84	A
	CLUSTER MEAN	2.69						

Result of data analysis presented in table 4.1.3 show that the respondents agreed that single parenthood affects student's regularity to school. This observed from the cluster mean which has a value of 2.69.

Research Question Four

To what extent does single parenthood influence students consistency in doing class assignment?

Table 4.4: Result of Data analyzed on the Influence of Single Parenthood on Students Consistency in doing Class Assignment

S/N	ITEM	S.A	A	D	S.D	TOT	X	R/A
16	Students from single parents make student lazy to do their assignments	360	240	150	43	793	2.75	A
17	Parents in single parenthood are not often concerned on whether they children do assignments	372	246	152	33	807	2.80	A
18	Single parent don't often have enough time to do supervise their children assignments school on time	376	258	158	29	821	2.85	A
10	Students from single parenthood are often shy to do their assignment	360	240	150	43	793	2.75	A
20	Students from single parents often doge	380	255	150	33	818	2.85	

	from doing their assignment as nobody cares helping them at home							A
	CLUSTER MEAN	2.83						

Result of data analysis presented in table4.1.3 show that the agreed that Single parenthood affects student's regularity to as observed from the cluster mean which has a value of 2.83.

4.2 Test of Hypotheses

The following hypotheses were stated to guide this study. This were tested at 0.05 level of significance

Ho1: There is no significant difference between the mean rating scores of students from single parents and those from intact homes on their academic achievements

Table 4.5: Results of Hypothesis Test on the Influence of Single Parenthood and Academic Achievements

Sources	N	X	SD	DF	P	tcal	Tcrt	Decision
Intact Homes	47	0.60	0.99	2.86	<0.05	0.19	1.96	Do not reject Ho
Non Intact Home	241	0.57	0.01					

Results of hypothesis test presented in the table 4.2.1 shows that there is no significant difference between the mean rating scores of Students from tact homes and students from non-intact homes on academe achievements This was observed from the calculated T of 0.19 which less than the critical t 1.96.

H02: There is no significant difference between the mean rating scores of teacher and Students on the influence of single parenthood and students reading habits

Table 4.6: Result of Hypothesis Test on the Influence of single Parenthood and Students Reading Habits.

Sources	N	X	SD	DF	P	tcal	Tcrt	Decision
Teachers	47	0.60	0.99	286	<0.05	0.25	1.96	Do not reject Ho
Students	241	0.56	1.01					

Result of hypothesis test presented in table 4.2.2 show that there is no significant difference between the mean rating scores of teachers and students on the influence of single parenthood and students reading habits. This was observed from the calculated t which had value of 1, against the critical t of 0.25. Null hypothesis was not rejected.

Ho3: There is no significant difference between the mean rating scores of teachers and students on the influence of single parenthood and or student's regularity to secondary schools.

Table 4.7: Result of Hypothesis Test on the Influence of Single Parenthood and Students or student's regularity to schools

Sources	N	X	SD	DF	P	tcal	Tcrt	Decision
Teachers	47	0.60	1.00	286	<0.05	0.19	1.96	Do not reject
Students	241	0.56	0.02					

Results of hypothesis test presented in table 4.2.3 show that there is no significant difference between the mean rating scores of teachers and students on the influence of single parenthood and students' regularity to secondary schools. This was observed from the calculated t which had value of 0.25 against the critical t of 1.96. The Null hypothesis was not rejected.

Ho4: There is no significant difference between the mean rating scores of students from single parents and those from intact parents on their consistency in doing assignments on the influence of single parenthood and on student's regularity to secondary schools

Table 4.8: Result of Hypothesis Test on the Influence of Single Parenthood and Students on doing Assignments

Sources	N	X	SD	DF	P	tcal	Tcrt	Decision
Teachers	47	0.60	1.01	286	<0.05	0.25	1.96	Do not reject
Students	241	0.56	0.02					

Results of hypothesis test presented in table 4.2.4 show that there is no significant difference between the mean rating scores of teachers and students on the influence of single parenthood and the consistency of which the students do class assignments in secondary schools. This was observed from the calculated t which had value of 0.25 against the critical of 0.25. The Null hypothesis was not rejected.

4.3 Summary of Findings

In the study the following findings were made from the testing of the hypotheses

1. Single parenthood to some extent affects the academic performance of students from single parent homes
2. Students from single parenthood often are affected in their reading habits
3. Students from single parent homes often are not regular to secondary schools
4. Single parenthood affects the consistency by which students do assignments in the secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

The report of this study is presented in this chapter. In this chapter the finding of the study was discussed. The educational implications were also discussed as well as the limitation, recommendations, suggestion and summary of the entire study.

5.1 Discussion of findings:

The issues relating to single parenthood and academic performance of Students were treated and after data analysis it was discovered that single Parenthood affects the academic performances of students from sing parenthood. The findings are in line with Tankuick and Ng (2011) assertion that Absents of any of the parent's affects the academic achievement of the held. On the issue of single parenthood and students study habits, the Responses on tables 4.1.2 and 4.2.2 indicated that single parenthood infects the reading habits of students from such

homes This findings supports the previous work of Suleiman (2012) who found that parents lays a major role in educating their children and the type of parenting they offer to their children have the ability to influence their thinking and learning abilities.

The result of testing hypothesis three revealed that single parenthood infects the student's regularity to secondary schools. The result of the data analysis in table 4.1.4 and 4.2.4 clearly indicated that students from single "rent hood family don't do their assignments well. This can be attributed the fact that none of the both parents may also be available to assist them at home to do their assignments

5.2 Conclusion

This study investigated the influence of single parenthood in The academic Performances of students in Aba South LGA. The population of the study as all the teachers and students in the secondary schools in Aba South L.G.A which is 2511 and a sample of 288 was used. One instrument Questionnaire was used to select data for the study tilted Single parenthood and student's academic performance. Four research questions and Null Hypotheses were formulated to guide the study. It was tested at 0.05 alpha significant differences. A number of literature work were reviewed in this search work, which sort to identify, understanding and define the key items ranging from concept of single parenting , Cases of single Parenthood, Factor that influence student's academic performance, effects and challenges of single parenthood on the society. It was recommended iat parents from single parenthood should put more efforts in providing for their children, more care, attention and instructional materials and Government should make provisions for principals and teachers and parents to develop themselves in the area of managing students from ingle parent homes through seminars and workshops.

5.3 implications of the study

The findings of this study have some implications, children from single parent home are not well disciplined and are less academic productive single parents do not sponsor the education of their wards, do not feed them well, which makes them less attentive to lectures as a result of their poor life Situation.

Children from single parent home, experience poor motivation that negatively affect their academic performance and have lower level of adaptation in school.

Children from poor parental homes do not have much financial support compared to those from wealthy single parental home.

Most students from poor single parental homes do not have access to educational materials and this affects the academic performance and their future carrier.

5. 4 Recommendations

Based on this study, the following recommendations are made

1. Single parents should endeavor to pay attention to their children in their academic activities
2. Professional teachers should be encouraged to further develop themselves in the area of managing students from single parents Single parents should endeavor to provide their children the needed care and love which they deserve
- 3 Continuing professional development of Principals and parents and teachers by way of participation in seminars, workshop and conferences should be highly encouraged and possibly made a condition to educate them on how to manage children from single parent homes

In view of the finding that Government should make provision in the school system guidance counselors in the school system.

5.5 Limitation of the Study

Study has some limitations:

- a) Some mutilation of questionnaire, making it difficult for opinion of respondents to be known
- b) This study was not easy to collect the questionnaire since it involved visiting the Local Government Area.
- c) The respondent's uncooperative attitude was a peculiar task
- d) The data gotten from the questionnaire was not enough. It would have been proper to use some other instrument like, interview schedule dialogue and observation. Also careful validation of the questionnaire and its high reliability coefficient made the study good.

5.6 Suggestion for further studies

- (1) School management role in managing students from single parents home.
- (2) Teacher Motivational Variables and single parenthood

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APPENDIX

National Teacher instituteKaduna
Collage of Health and Technology
Centre
Aba, Abia State.

Dear Respondent,

INTRODUCTORY LETTER

I am a post graduate student of the above institution under taking a research project on Single parenthood and academic performances of students Aba South LGA.

I should be grateful if you could complete the attached questionnaire designed for the exercise.

The required information if supplied will be treated confidentially.

Thank you.

Yours faithfully

Donatus Lois Ogechukwu

(Researcher)

Research question one

S/N	Items	S.A	A	D	S. D	TOT	X	R/A
1	Single parenthood makes students not to concentrate on their studies							
2	Students from single parenthood always have psychological problems that affects their studies							
3	Single parenthood makes students not to be provided with adequate reading materials							
4	In this school students from single parents are shy to participate in class activities							
5	Students from single parenthood are always afraid to answer or ask questions in the class							

Research question two

S/N	ITEM	SA	A	D	S.D	TOT	X	R/A
6	Students from single parents are often worried which affects their reading habits							
7	Single parenthood affects the reading habits of students							
8	Most Single parents find it difficult to provide books and other reading materials to their							

	children							
9	Students from single parent homes often are confused and it affects their reading habits							
10	Single parent home are always quarrelling and as a result they don't motivate their children to read							

Research question three

S/N	ITEMS	S.A	A	D	S.D	TOT	X	R/A
11	Students from single parents don't prepare early to school							
12	As a result of virtually non-attendance of early chores in single parent homes students are often late to school							
13	Single parents don't often have enough time to prepare their children to go to school on time							
14	Students from single parenthood homes often shy to go to school on time							
15	Students from single parents often doge from going to school							

Research question four

S/N	ITEM	S.A	A	D	S.D	TOT	X	R/A
16	Students from single parents make student lazy to do their assignments							
17	Parents in single parenthood are not often concerned on whether they children do assignments							
18	Single parent don't often have enough time to do supervise their children assignments school on time							
19	Students from single parenthood are often shy to do their assignment							
20	Students from single parents often doge from doing their assignment as nobody cares helping them at home							