

**MODELLING THE EFFECT OF
SINGLE PARENTHOOD ON THE
ACADEMIC PERFORMANCE OF
SECONDARY SCHOOL CHILDREN
IN MINNA**

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**DEPT. OF MATHS – COMPUTER
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MODELLING THE EFFECT OF SINGLE PARENTHOOD ON THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL CHILDREN IN MINNA

***(A CASE STUDY OF MATHS/COMPUTER SCIENCE
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OF TECHNOLOGY, MINNA, NIGER STATE)***

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APPROVAL PAGE

This project has been certified as having met the requirement of the Department of Mathematics Statistics, and Computer Science of federal University of Technology, Minna . for the award of Post Graduate Diploma in computer Science.

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DEDICATION

This research project is dedicated to my dear Parents who in my early days took good care of me. My dearest sister Mrs. Ijeoma Onyekwena who after God is next in my life. She acted as a second parent to me, also a counselor, real sister, virtuous woman, a lovely mother, an intelligent woman, the children call her blessed. Who never failed me financially, spiritually, emotionally and otherwise. Who took active part in bringing me up from childhood, Buying me gifts, making sure I attended church and Sunday School, help in saving my money as a child paying my school fees from Secondary, high Inst., University and up to this level and ever ready to do more. A mother to me in all ramifications. A source of encouragement to me and a fountain of success and, a symbol of womanhood and an epitome of beauty. May God keep and guide you. Amen.

CHINWEZE FLORENCE O.

ABSTRACT

This study involved around 150 single parented children in Minna Secondary Schools. These children were required to indicate the extent of effect of single parenthood on their academic performance.

Questions with five different options each were used to measure the extent of this effect. Percentage, T-test, histogram, table and pie-chart were used to obtain an overall measure of the Students' attitude.

T-test was mainly used to find out whether there is any significant difference between the effect of the single parenthood and that of both parents on academic performance of these Secondary School Students. A computer programme using Q basic ^{iv} Language was used to summarize the analysis. SPSS Statistical package was used in analyzing the questionnaire.

It was found that there is no significant effect or difference between the performance of Students with both parents and those with single parents.

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CHAPTER ONE

INTRODUCTION

1.1 PREAMBLE

Continued low level of achievement by Secondary School Children in their academics has been a subject of concern among teachers and Parents. The type of Parents one has goes a long way in determining the child's academic performance.

Many investigations have been carried out in the area of effects of single parenthood on academic performance of secondary school children. Schiff(1998), carried out a case study using Oja Oba/Oke Ado district of Ibadan and found that the quantity of mother and child interaction and communication will show in the way children benefit from school education. According to Derojaye 1983, children of single parent receive only limited physical attention from a mother who, at the end of the day,s work, is exhausted. The children will lack motivation from the mother who may never have time to look into their class works. In discussing the effect of environment on educational attainment of students Ogunlade (1973), used 120 school children in the fourth class in 2 schools of the former Western region of Nigeria to investigate the influence of family environment on education attainment of these children studies showed that environment has considerable influence on pupils academic achievement. The absence from home of some parents in search of greener pasture, has led to the need of a housemaid as a mother's substitute.

Batside (1983), observed that the effect of house helps on the academic performance of children could be disastrous. This is quite true as maids are themselves under stress and inadequately prepared for the task of mothering and usually emotionally immature.

Levin (1983), finding out the effect of motivation in Yorubas children given in form of gifts and praise, discovered that girls had higher academic performance or achievement than boys because they get more rewards. Also Fraser (1983), found that factors in the home environment correlated with school progress more than did intelligence. It was found that environmental factors which have contributed most to the difference in academic performance were partly economic, motivational and partly emotional in nature.

In these days of changing family patterns of which one of them is single parenthood otherwise called broken homes, it has been known to affect children from these homes academically.

A parent is someone who provides children with basic care, direction, support, protection and guidance. A single parent could be a gay, a lover living in a household, a cousin, aunt, uncle, grandparent, court appointed, a brother sister, an institution employee, surrogate foster parent according to Morrison 1978. Children are born into many different kinds of families. These families could be nuclear, extended or polygamous families and the family structure affect in obvious and subtle ways. Children's development and how early education relate to them.

So many factors could cause single parenthood including death, divorce, separation, prostitution and job opportunities.

Death is one of the factors that can cause single parenthood. The encyclopedia Americana volume 9 1829, says that death is an irreversible cessation of life. There are Death leaves widows and widowers with their children. The death of either of them affects their children's academic performance. In terms of financing the children's education. The death of the breadwinner of the family death a serious blow on the education of the children. Miner 1968, conducted a study among 663 high school students in mid western city of the United State of America and found that single parented children of middle – class families had more stimulating omens, performed better in class work and stayed longer in school than children of working class families. Their academic performance will be affected relatively and this sometimes cause than to drop out from school Datta 1984, has it that due to poor family background some of these children shy away other children and teachers. They subsequently become withdrawn, miss classes and become social misfits.

The encyclopedia Americana volume 9 1829, defined divorce as a legal dissolution of marriage. Divorce as seen by Nwogwugwu 19th is a factor that can bring about broken homes. Marriage have been known to break as a result of adultery, cruelty, desertion of home cannot be reasonably expected to bear.

Prostitution is the act of receiving money for sex with the opposite sex. Some women have resorted to this as a profession. They use whatever they

got from this profession to take care of their children since they depend solely on this business it means that when they are always away from home and the children will suffer both academically and otherwise due to lack of care and poor moral up longing.

Job separation could lead to either parents staying very far away from home, thereby regaling balanced up bring of children. This affects the children academically because the person they are living with cannot ordinarily provide the natural guide which the assented parent should offer.

Since the changing pattern of parenthood has important implications on the children's academic, people who work with these children need to know about their parents and families in order to understand the best ways to assist them. Teachers or educators also need to laise with the parents of these children to straighten out the areas of needs in their academic performances.

1.2 PURPOSE OF STUDY

This work is aimed at determing the effect single parent has on the academic performance of mainly secondary school children in Minna; whether the effect is significant. If effect is found to be significant suggestions will be made on how teachers can help the child overcome there problems and also how to help the parents impose the child's academic performance.

It is not the purpose of this study to cast aspersions or blame on parents or family members for any academic problems the child may have due to discursions in family life. But rather to work offer suggestions aimed at helping the child overcome the problem. For instance curriculum organizers or teachers should be made to see the need to address the changing family

patterns in the curriculum they arrange. The teachers need to offer educational experiences children may not otherwise have be of their family organization. For instance outdoor activities like sports events and executions can be interesting and enriching leaning experiences children may part take in. By these and some other extra curricula activities and group study the morale and self confidence of individual students shall be improved. Consequently academic performance will become better both for individual student and for the society in general.

1. 3 AIMS AND OBJECTIVES

The aim of the study is to find out from secondary school students.in Minna the effect Single parenthood has on their academic performance using questionnaire/interviews.

The objectives of this study shall be to:-

1. Determine the parentage of children in Minna who have single parents.
2. Determine the relationship between single parenthood and students academic performance achievements.
3. Compare the academic performances of children of single parents with those of children who have parents around them.

1. 4 SIGNIFICANCE OF STUDY

This study will highlight causes of single parenthood. It will find out the effects of single parenthood on the poor performance of school children in

Minna Secondary Schools. It will also highlight ways teachers can help both the students and parents involved. Analysis of the findings using specific computer programme would provide knowledge of the causes and effects of single parenthood on the academic performance of school children. With computerized statistical analysis of this model in Minna it will be easy to apply similar programme for other areas to easily determine all desired results/effects.

1.5 RESEARCH SCOPE

It is restricted to secondary schools children in Minna. This study is limited to the academic performance of the children and how teachers would be of help in solving incidental problems. Not much attention is paid to the social or financial effect of single parenthood on the children. The study focused more on samples obtained from within Minna metropolises. This study was carried out within a space of some months.

1.6 RESEARCH METHODOLOGY

The study was carried out in selected Secondary Schools in Minna of Niger state. The population of students consist of 100 students and 12 teachers from 2 secondary schools. In selecting both the schools and the teachers, the stratified random sampling technique was utilized. This was to make sure that different grades and types of schools both were adequately represented. It was also to ensure that due consideration was gives to the sex composition of the schools (whether mixed boys and girls schools). 6 teachers each were selected from each school in respective of size and composition. In collecting relevant data, a questionnaire for the teachers and students were developed.

1.7 LIMITATION OF THE STUDY

1. Because of time constraint not all the secondary schools in Minna were visited.
1. Not all the students returned their questionnaire.
2. Because of language barrier, some students could not fill the questionnaire. Internedians were used in such cases to explain and/or interpret the questionnaire to them.
3. The study was limited to a small scale because of poor funding of the project.

1.8 HYPOTHESIS

There is no significant difference between the performance of students with both parents around them and those with single parent.

1.9 STATISTICAL INSTRUMENT FOR HYPOTHESIS TESTING

A table of content containing the performance of single parented children on side and that of children with both parents on the other side was drawn. A pie chart showing the percentages of the single parented and both parent children is also used. Statistical tools like percentage and chi – square will be used in analyzing the hypothesis.

CHAPTER TWO

2.1 REVIEW OF LITERATURE

In our society today, changing family patterns has made it difficult to find a perfect family. Though there are difference types of families like extended and nuclear family. But with increase in divorce rate, death rate and high rate of separation due to job opportunities as well as new attitude towards child reaming single parents families are increasing and single fathers or mothers reaming dependent children are no longer rare. Bigger and Hunt, (1968) admitted that the most important primary group in the life of a small child is his family and that the grater part of what most young children learn comes from their parents or other relatives they live with. The relative could be a cousin aunt, uncle, grand parent, a brother or a sister living alone. The kind of family a child comes from or the type of parent a child has continues to be a major force in determing the child's academic performance. This is true because a family in persistence in nature binding on the individuals than those of other groups.

Writing about children upbringing, Sat. and Siberia, (1955), said in a society such as ours, both parents are responsible for the opportunities provided for the development of the child, as their upbringing and education are independent Rorer (1964) in his own contribution said that parents play an important role in the education of the child and must not fail him. He further stated that the home is primarily an educational institution and the parents he described as teachers.

Obviously from the statement above, one can see that parents and not parent are, very residential in the education of the child and must not fail him.

Therefore wherever single parents home exist, there also exists broken education for the child. And Handis and Paul (1964) supports this by saying "Broken homes often mean broken lives for the children and young people".

Steinmetz and stralls (1971) discussing this study said that a child properly requires two parents; a parent of the same sex with whom to identify and who provides a model to follow into adulthood and a parent of the opposite sex who becomes a love object and whose love and approval the child seeks in return by identifying success, their level of education and the cultural stimulation they provide during the pre – school years and thereafter, play a major part in affecting the child academically. Oracle (1980), discussing family attitude towards the child said that the reducibility of the child and his achievements are not only influence by the school but, also by the family of which the child is a member. Where the education of the child is only influenced by the school and not also by the family, the child suffers. This is because the family is the first social group through which the child learns the rules and norms of the community. The child in a single home will not have the opportunity of learning the rules and norms of his community in particular and the society as a whole. Afalan (1981) also said if we take a closer look at it, it would be seen that parents have greater influence on their children when they are young. Okoye, (1980) supporting the view that the family influences the upbringing of the child said the young human being undergoes the long training that it needs for life in the family and that it is in parent that children see the human being image which they learn to conform to. With the parent of the same sex. He further remarked that the child internalizes directives from both parents and identifies to greater extent or lesser extent with both.

Uncle Funso, (1980) surveying the influence of the family on child's education said "among the several social sub – systems or social organizations or groups, it is the family which exercises the first and the most direct influence on the educand". According to Bigger J.J (1979), development he said usually occurs first within the content of a family and then within an increasing wider social radius. He further stressed that the infant is provided with numerous experiences that will help instant with his physical and social environments.

It can be said that without the family, the child will not receive from the parent those influences that will help him in his education. The child in a broken home, however will not have a 'family' that will education as a child in a peaceful home. Family attitude in also one of the important factors influencing children's education. Pringles (1974), supports this by saying that the parents attitudes towards, the child to achieve and attain a scholastic goal.

2.2 DIVORCE

Divorce, according to encyclopedia American volume 9, (1829:210), has been defined as the legal dissolution of marriage; that is a broken home. Whereas marriage is a legal union of two people, Aruagolu (1973), saw it as a voluntary union expressed at the time of the contract to be fir life but terminable within the period of one man and one woman to the conclusion of others. The implication of this definition is that through the union is voluntary it can be terminated when the couple feel dissatisfied with it. However, either of the parents pull out voluntarily because he is fired of married and wants to stay on his own. Decree 1970 states that either party to a marriage may petition for divorce on the grounds that the marriage has broken, down irretrievably.

Nwogwugwu (1974), cites section 27 of the decree which resorts to the traditional offence doctrine which states that.

Such a breakdown can be established by providing any three of the following:- adultery, cruelty, dissention, separation presumption of death and conducts which the other cannot be reasonably expected to bear. Since the family represents a social area where most people live out a large share of their lives. Also according to satir (1972), a "family" where well adjusted and productive human beings are made and the adults are the people makers. It can be said that divorce goes a long way in influencing children from such families relatively even in their academics, the moral as well as social life. It affects the child morally because when a child is lacking the presence of one of the parents, there will not be any moral advice and protection from the parent. This will make the child not to feel happy just because of the child's attitude to work or little mistakes. This demoralizes the child and makes the child not get nearer the teacher or fellow students when he has need for further explanations on topics not well understood. All these affect the child academically. As in many societies divorce is frequent in the early phases of marriage when the partners are testing each other for compatibility.

2.3 SOME OF THE CAUSES OF DIVORCE INCLUDE:

- | | | |
|--|-------------------------------------|------------------------------|
| (i) Early marriage | (ii) Bride price | (iii) Late marriage. |
| (iv) Monogamy and polygamy
and non – educated youths. | (v) Marriages among educated youths | (vi) Inter –racial marriages |
| Forced marriage | (viii) Marriage by contract. | (vii) |

Fisher (1974), said "Since not all persons are psychologically marriage materials, an increase in divorce is inevitable". He further went on to say that another factor or reason for divorce is the inevitable mistake in judgement, in choosing mental partners that the unthinking and naive make, and when the wrong judgement is made, discrepancies develop between their expectation and what they discover. According to Ekwenwa, (1983) many other causes exist in the school thereby affecting his academic performance. A child living with a single parent finds out that at the end of the day the parent gets so tired that little or no attention is given to the child's academic work like assignments. This leads to poor performances in school works more especially where there is no home or lesson beaches. Some of these children because of the nature or type of family background they have, they tend to shy away from other children and teachers who might use such situation in embarrassing them. Some children go to the extent of calling their fellow children "bastard" simply because they have never seen and do not know the father of these children. Also as a result of seeing the child only with mother, whenever there is cause to invite the parents to school. While some teachers could go to the extent of criticizing a child because of the child's single parent nature and passing judgement on the child, such statements like "that is how her mother or father behaves" have been used by many teachers to pass judgement on a child. Divorce includes barrenness, adultery, impotence on the part of the man, unskillful looking, nagging, poverty, constant quarrelling, poor relationship with in-laws from the man's side, bad manners etc.

2.2 DIVORCE IN THE MOSLEM COMMUNITIY

The Moslem culture permits men to take up as many wives as they can possibly maintain. The practice gives room for low salary earners taking more than one wife and when the expectations of the woman are met divorce becomes the solution. Based on any of the factors enumerated by Ekvena (1983), which include bareness, nagging, Porte, unskillful looking, constant quarrel and other behaviours which the man cannot tolerate. A Moslem man has every right to divorce the wife. This is done by the man repeating consecutency " I divorce you " three times at the interval of 3 months each after which the particular bad behaviour is not stopped, the wife is divorced. She may or may not go with the children depending on the circumstances, but at the end/the children go back to their father while the mother is given the chance to only visit them. But an interval of 3 month is given to make room for reconciliation and if it is not possible to reconcile they family will go to court to divorce officially.

2.3 THE EFFECT OF DIVORCE ON THE

ACADEMIC PERFORMANCE OF A CHILD:-

After receiving available study on the effect of divorce on academic performance of students, Laval (1956), commented that it has been suggested that one effect of a child being deputed of his mother during infancy is poor academic work at school. Such a child does not necessarily appear unintethgeit but seems to lack interest and does not care very much what other think of him. This reason for thin poor academic performance may be that such a child is not noturate or that they may be emotionally

disturbed to allow serious concentration to list studies. Nowadays also shows interest in their educational achievements.

The nature of a child's home has much impact on his performance in the school. Lovell (1958), noted that it is likely that stability of the family, parental attitudes to, home discipline, parental interest to the school and work are equally important.

Thus psychological unfavorable home conditions frequently seem to be the cause of failure in academics in most secondary schools. Supporting the view of effects of divorce, Ekenna (1983), said "children from divorced homes feel unloved and unwanted. This is because the child eventually claims out to be a diligent".

In a study conducted by U.S. Department education office planning and evaluation, it was discovered that children who lived with the 2 parents where the mother did not work outside the home, secure the highest average of any group on achievement test, coarsely, children from single parent families where the mother worked full time outside the home scored the correct. Children raised up in institution.

Another effect of divorce on the academic performance of children is that the parents abandon their proper rules and their duties towards their children are left in the hands of a househelp, who is always undistressed when parents divorce, the children become anxious, this anxiety disturbs and distracts them from whatever they do. They carry it to the classroom and everything about the school is done with anxiety and fear. After a busy day at school,

the child needs relation for some hours. But for a child with one parent, there is no rest and relaxation as the child may be engaged in any business being done by the another or father in other to make ends meet. He has no time to play with other children and may find it difficult to adjust to school life.

Hence a child should be brought up in a pirate of understanding. Tolerance, friendly atmosphere and peaceful environment. Besides other obligations, it is the rightful duty of the parents to control the destiny of their children. They should ensure full responsibility for the character formation of their children and the proper place for this is the home.

Durogaiye (1976), contributed his opinion by saying that a child who has contacts outside the home and has other children to play with, other things being dequal, has an easier line adjusting to school life. So parents should co-operate with teachers to ensure that their children develop well.

2.6 DEATH

According to Gerald R. Leslle and Sheila K. Korman (1985) "Families may be broken either through divorce or death". The encyclopedia Americana volume 8 (1829:563), defined death as "the irreversible cessation of life".

Death may be caused by a disease, or body disorder but in every case the undersign psychological cause in a breakdown in the bodies oxygen cycle. In a study camed out by Hethemgtom (1972) to find out the effects of the loss of a father through death, on the personalities of adolescent girls. The author found out that there girls should have some problems later in dating to their male counterparts.

Grief is a normal psychological and psychological response of the severance of an interpersonal relationships usually through death. The child who is grief feel that the distress will never end. They find it difficult to readjust to life. This will affect the child's academic performance both psychological and financially. Death is one of the factors that can cause single parenthood.

There are some women living with their children without their husbands and these are some man living with their children but without their wires. This is usually as a result of death of the husband or death of their father or mother in the modern day society. The Seth of either of them affects their children's educational performance in one way or the other. Some children get affected psychologically especially when they remember the death of a beloved mother or father (leaving them behind at such a tender age) feel bad even if it is in the class, it spoil their day just remembering it and his academic get affected relatively. When he hears his class mates talk about their mother or father especially when asked to bring something which if either of them were alive would have seed easier, makes him feel downcast. Therefore this academics would be affected because he is not be affected emotionally and psychologically fit.

The death of either party live the remaining party to carry all the family responsibilities alone as well as sponsor the children in the school. Children do not find it all that easy when all their source of income is from one source, this sometimes cause them to drop out from the school. In terms of financing the children's education, children who have their source of income coming from the source either a working mother or father according to miner, (1968) do not perform well in class. According to the study he

conducted among 633 high school graduates in mid – western city of united states and found that children of middle class families had more stimulating homes, perform better in class work and stayed longer in school than children of working class families. There is no doubt that a child will be affected by the death of a parent especially when the person in question is the bread, winner of the house.

2.7 SEPARATION DUE TO JOB OPPORTUNITY

This is another factor that can cause single parenthood where one parent/may be transferred to another state or town. This may cause a separation in the family where the children stay with either the father or their mother. Financially the child feels better if both parents used to contribute for his education and well being. A father who just visited the family on a weekend and rushes back to his station to resume work, will hardly have time to find out the children's problem, since they have been staying with only their mother. The absence of one parent can cause the other parent not to be meeting up with the child's requirements at school. This causes the child not to be happy and his performance in class work, assignments and exam can be affected.

CHAPTER THREE

CASE STUDY

3.1 RESEARCH DESIGN:

This is a type of survey study which is carried out to find out the effect of single parenthood on the academic performance of students in Minna. The study was made by sampling 4 secondary schools in Minna.

METROPOLISE:

Things that were considered include the effect single parenthood has on the academic performance of children with less emphasis on the social and financial effect of this phenomenon on the children. The extent to which the profession, conduct as well as attitudes of the parent have affected the children's academically. Children in the junior and senior classes were used.

Table 2 shows location of the schools, on the columns each school has a large population. At least 50 students each were considered a representative sample of research population.

3.2 AREA OF STUDY:

The areas of study include secondary schools in Minna town of Niger State. This include both boys and girls schools as well as co-educational secondary schools. College Minna, Govt. Day Sec. School, Day Secondary School and Tunga Day Secondary School. These schools except Federal Govt. College Minna are situated in the heart of the town; while F. G. C Minna is situated at the on sketch of he town.

Though their specific distances were not specified, their distances are not far from each other.

3.3 CONSTRUCTION OF INSTRUMENT:

The researcher used questionnaire and oral interview for her work. The questions were developed from some research question. The questionnaire contains about 20 questions. They were distributed to only single parented students. After explaining what single parenthood means the students concerned indicated by raising up their hands. Definite instructions were given to tick only the appropriate answer. And not more than one should be ticked. The highest point is 5 and the lowest is 1.

3.4 VALIDATION OF INSTRUMENT

The questions after construction was given to class mates to criticize. After corrections by some teachers my supervisor helped in going through it and final correction were made.

3.5 POPULATION OF THE STUDY:

The population of this study consists of all the single parented students. Both those in junior and senior classes were used. They include students who lost one of their parents due to death, divorced, ill-health and separation due to job.

TABLE 3.1

NAME OF SCHOOL	STUDENTS' POPULATION	SAMPLE POPULATION
Federal Govt. College Minna	3,000	"
Govt. Day Sec. School Bosso	3,500	"
Govt. Sec. School Bosso	3,200	"
Tunga Day Sec. School	1,500	"

3.6 SAMPLE SIZE AND SAMPLING TECHNIQUES

The sample size consist of 4 secondary schools and each has a population of about 2000 students or more. In each schools 30 or more single parented children were sampled.

CHAPTER FOUR

DATA ANALYSIS

4.1 Methodology

The data analysis was undertaken using two statistical methods; Descriptive and Inferential Statistics. In descriptive statistics some tools like frequencies, averages, percentages and charts were used for illustration. A T-test of the performance of students based on category of parents was undertaken in testing the research hypothesis.

Table 1: WHO ARE YOU LIVING WITH?

4.2 Description of data collected is shown in the table below

4.3

	F.G.C MINNA	DAY SEC. SCH TUNGA	GOVT. DAY SEC. SCH BOSSO (GDSS)	GOVT SEC.SCH. BOSSO (GSS)	TOTAL
Only father	-	5	3	1	9
Only mother	18	1	2	12	33(24.4%
Unmarried Relation	2	1	1	3	7(5.2%)
Alone	-	1	-	1	2(1.5%)
Both parents	13	25	27	19	84(6.22%)
Total	33	33	33	36	135.

From table I the respondents having both parents across the Schools have the highest percentage of (62.2%) with the lowest as those living alone (1.5%). By Schools 32.1% of respondents in GDSS in Bosso have both parents with the lowest 15.5%, recorded for Federal Government College Minna.

Table 2:

Major factors which cause Single Parenthood is Shown in the table below

	F.G.C MINNA	DAY SEC. SCH TUNGA	GOVT. DAY SEC. SCH BOSSO (GDSS)	GOVT SEC.SCH. BOSSO (GSS)	TOTAL
Death	2	2	4	4	12(22.6%)
Divorce	1	2	1	1	5(9.4%)
Separation due to job	15	1	4	11	31(58.5)
Carelessness	2	1	-	2	5(9.4%)
Total	20	6	9	18	53()

From table 2 the respondents with separation due to job opportunity have the highest percentage of 58.5% across the schools with the lowest being careless as a factor that can cause single parenthood. By Schools 48.4 percentage of respondents belonging to FGC Minna, have separation due to job. The lowest percentage of 3.2 percent was recorded for Tunga day Secondary School.

Table 3:

Causes of Interference with Child's Education

Experiences which interfere negatively with the Child's education is shown in the table below.

	F.G.C MINNA	DAY SEC. SCH TUNGA	GOVT. DAY SEC. SCH BOSSO (GDSS)	GOVT SEC.SCH. BOSSO (GSS)	TOTAL
Death of parent	1	1	-	2	4
Divorced State	2	1	-	1	4
Financial difficulties	9	4	6	9	28
Teacher's r/Ship	6	-	2	6	14
Student's r/Ship	9	14	16	10	49
Total	27	20	24	28	99

The table above shows that students' relationship has the highest percentage of 49.5 percent across the table while death of one's parent and divorce state of parent has almost the same percentage of 4.0 as the lowest. According to schools Govt. see. School Bosso has 32.7 percent respondents and 18.4 percent used recorded for FGC Minna.

Table 4:

iv. **Attitude Towards Learning**

Attitude towards class discussion and completing of assignments is shown in the table below.

	F.G.C MINNA	DAY SEC. SCH TUNGA	GOVT. DAY SEC. SCH BOSSO (GDSS)	GOVT SEC.SCH. BOSSO (GSS)	TOTAL
Shy	10	11	10	13	44
Uninteresting	1	1	1	-	3
Attire	6	8	7	10	31
Interesting	11	10	12	10	43
Not bothered	5	2	3	3	13
Total	33	32	33	36	134

From the above table the respondent with shiness across the table showed the highest percentage of 32.8 with lowest baring uninteresting attitude. By Schools 29.5 percent of respondent are from Govt Sec. Sch. Bosso and the lowest,, 25.0 percent, was recorded from Tunga Day Sec. Sch. Minna.

Table 5:

v. **Effect of Guided Learning.**

	F.G.C MINNA	DAY SEC. SCH TUNGA	GOVT. DAY SEC. SCH BOSSO (GDSS)	GOVT SEC.SCH. BOSSO (GSS)	TOTAL
He comes back late	7	7	6	6	26
Normally tired	1	4	11	3	22
Travels a lot	7	1	1	7	16
Office workings	5	8	6	5	24
Not Intested	2	7	2	4	15
Total	23	27	26	27	103

The above table showed that coming back late has the highest respondent of 25.2 percent, are not interested has 15.5 percent as lowest across the table. While by Schools the highest and lowest respondents of 26.9 percent and 80% to GDSS Bosso and GSS Bosso respectively.

Table 5:

vi. **CLASS AVERAGE**

Class averages of both parented and single parented children in the four Schools.

Class Averages of the respondents (population) is shown in the table below

CLASS AVERAGE	SINGLE PARENTED	BOTH PARENTED	TOTAL	PERCENTAGES
Fail	1	1	2	
Pass	3	3	6	
Fair	2	8	10	
Average	13	15	28	
Good	16	18	34	
Excellent	15	39	54	
Total	50	84	134	

From the above table respondents with both parents and those of single parents across the table have lower percentages of 50% respectively as poor performance. While a better or good performance of 72.2% is recorded for those with both parents and 27.8% for those with single parents.

4.2The Test of Difference of Means

Two populations with unknown variance but assumed equal.

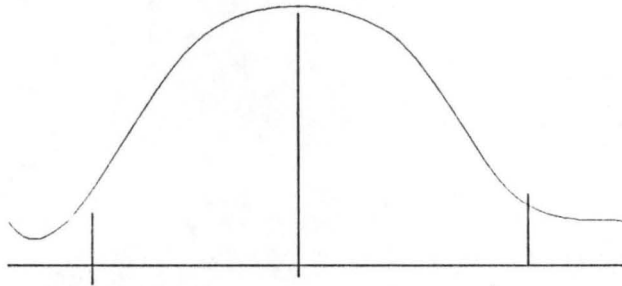
4.3 HYPOTHESIS

Null hypothesis H_0 : $U_{SP} = U_{BP}$

There is no difference between average performance of students with single parents and those students with both parents.

Alternative Hypothesis H_1 : $U_{SP} \neq U_{BP}$

4.4 TWO TAILED TEST



Determine the test statistics to use

The appropriate test statistics in t-test with $df = n_1 + n_2 - 2$

Where n_1 = No of observation in the second sample.

— Where n_1 = No of observations in the (BP) first sample. $df = 50 + 84 - 2$

Significant level

$\alpha = 5\%$, 95% confident that decision taken is correct.

4.5 **Decision Rule:**

- i. Compare the calculated value with the tabulated value.
- ii. If $T_{\text{calculated}} < T_{\text{tabulated}}$, we accept H_0
If $T_{\text{calculated}} > T_{\text{tabulated}}$, we reject H_0

4.

Table 6:

4.6 Average Scores of Single Parented and both parented Students.

NUMBER VALUE	CLASS AVERAGE	SINGLE PARENTED	BOTH PARENTED	GRADE
0	FAIL	1	1	0-39
1	PASS	3	3	40-44
2	FAIR	2	8	45-49
3	AVERAGE	13	15	50-59
4	GOOD	16	18	60-69
5	EXCELLENT	15	39	70 and above
TOTAL		50	84	

4.3.1 To find the average scores for both parented Student and Single parented Student using X_1 (Bp) for both parented Students and X_2 for single parented Students (SP)

$$\overline{X_1} = BP - (0 \times 1) + (1 \times 3) + (2 \times 8) + (3 \times 15) + (4 \times 18) + (5 \times 39)$$

$$= 0 + 3 + 16 + 45 + 72 + 195 = 331$$

$$\therefore X_1 = \frac{331}{84} = 3.94047 = 3.94$$

$$\overline{X_1} = 3.94$$

$$\overline{X_2} = SP - (0 \times 1) + (1 \times 3) + (2 \times 2) + (3 \times 13) + (4 \times 16) + (5 \times 15) =$$

$$0 + 3 + 4 + 39 + 64 + 75 = 185$$

$$\therefore X_2 = \frac{185}{50} = 3.7$$

$$\overline{X_2} = 3.7$$

$$\overline{X_1} = 3.94$$

$$\overline{X_2} = 3.7$$

$$N_1 = 84.$$

$$N_2 = 50.$$

N_1 = number of both parental children

N_2 = number of Single parental children

4.6 TO FIND THE STANDARD DEVIATION (S.D) OF THE STUDENTS USING.

$$S^2 = \frac{(\sum X_1 - X_2)^2}{N}$$

S^2_2 = standard deviation for single parented Students
 S^2 = standard deviation for ~~single~~ parented Students

To find standard deviation score for both parented Students.

$$\begin{aligned} S^2_2 &= \frac{(\sum X_1 - X_2)}{N_1} \\ &= \frac{(1-3)^2 + (3-3.9)^2 + (8-3.9)^2 + (15-3.9)^2 + (18-3.9)^2 + (39-3.9)^2}{84} \\ &= \frac{(8.41) + 0.81 + 16.81 + 123.21 + 198.81 + 1232.01}{84} \\ &= \frac{1580.06}{84} = 18.8101 \end{aligned}$$

$$S^2_1 = 18.81$$

TO FIND STANDARD DEVIATION SCORE FOR SINGLE PARENTED STUDENTS

$$\begin{aligned} S^2_2 &= \frac{(\sum X_1 - X_2)}{N_2} \\ &= \frac{(1-3.7)^2 + (3-3.7)^2 + (2-3.7)^2 + (13-3.7)^2 + (16-3.7)^2 + (15-3.7)^2}{50} \\ &= \frac{(7.29) + 0.49 + 2.89 + 86.49 + 151.29 + 127.69}{50} \\ &= \frac{476.14}{50} = 7.5228 \end{aligned}$$

$$S^2_2 = 7.5228$$

4.8 TO FIND THE STANDARD DEVIATION FOR THE POPULATION (SINGLE PARENTED AND BOTH PARENTED)

$$\begin{aligned}\sigma &= \sqrt{\frac{(N_1 S_1^2 + N_2 S_2^2)}{N_1 + N_2 - 2}} \\&= \sqrt{\frac{84 \times 18.81 + 50 \times 7.52}{84 + 50 - 2}} \\&= \frac{1956.04}{132} \\&= 14.82 \quad \cong 3.85 \\ \sigma &= 3.85\end{aligned}$$

4.9 TO TEST THE HYPOTHESIS USING THE "t - test"

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sigma \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

$$\begin{aligned}\sigma &= \sqrt{\frac{1}{N_1} + \frac{1}{N_2}} \\&= \frac{3.95 - 3.7}{3.85 \sqrt{1/84 + 1/50}} \\&= \frac{0.25}{3.85 \sqrt{0.0319047}} \\&= \frac{0.25}{3.85 \times 0.178619} \\&= \frac{0.25}{0.6876826} \\&= 0.3635397 \\&\cong 0.36\end{aligned}$$

\therefore t calculated $t_c = 0.36$
from the table t tabulated ie $t_t = 1.960$

Since T tabulated is greater than T calculated we accept the hypothesis, that there is no significant difference between the average performances of both parented and single parented children in Minna Secondary Schools.

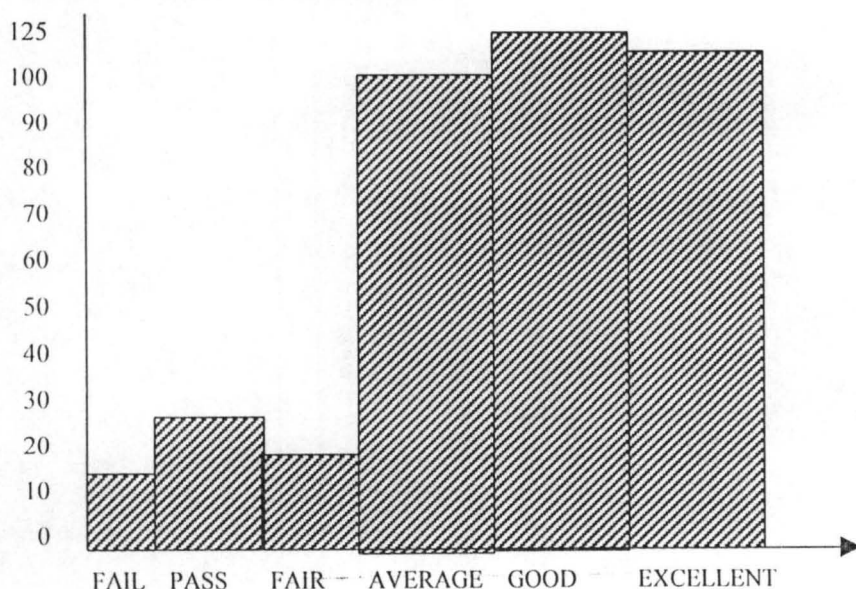
4.10 x AXIS

Y AXIS

AVERAGE SCORES	SINGLE	% OF SINGLE PARENT	BOTH	% OF BOTH PARENTED	ROW
FAIL	1 = 7.2°	50% =	1 = 4.3°	50.0	2
PASS	3 = 21.6°	50%	3 = 128°	50.0	6
FAIR	2 = 14.4°	20.0	8 = 34.3°	80.0	10
AVERAGE	13 = 93.6°	46.4	15 = 64.3°	53.6	28
GOOD	16 = 115.2°	47.1	18 = 77.1°	52.9	34
EXCELLENT	15 = 108.0	27.8	39.167.1°	42.2	54

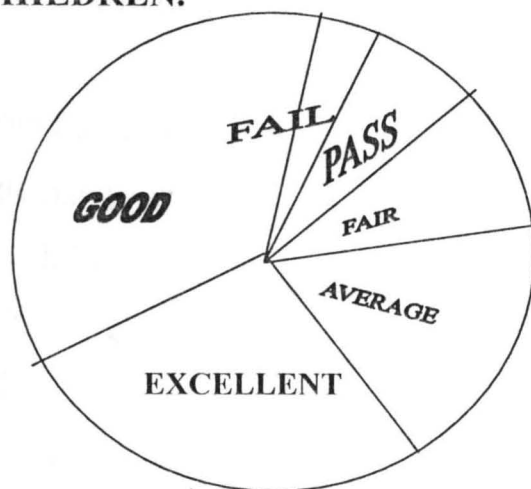
The table above shows the total average performance of all the single parented and both parented children in the four schools used, which are Govt. Day Sec. School Bosso, Govt. Sec. School Boss, Tunga Day Sce., Sec. School and Federal Govt College Minna. To plot a graph the average scores were used as X axis and number of single parented and both parented children respectively grouped according to their average scores were used as the Y axis

4.11 HISTOGRAM FOR AVERAGE PERFORMANCE OF SINGLE PARENTED CHILDREN



From the histogram, good ranked highest, followed by excellent and then average as a performance of single parented children, though number of those with pass are few, followed by fair with fail having the fewest number of students.

4.12 PIE CHART FOR PERFORMANCE OF SINGLE PARENTED CHILDREN.



Fail has the lowest number of students while excellent has the highest portion of the both parented students.

Table 14: 15

AVERAGE SCORES OF THE SAMPLES.

CLASS AVE.	F.G.C. MINNA	DAY SEC. SCH. TUNGA	GOVT. DAY SEC. SCH. (GDSS)	GOVT. SEC. SCH. BOSSO (GSS)
FAIL	01	1	-	-
PASS	1	2	2	1
FAIR	0	1	6	3
AVERAGE	8	9	4	7
GOOD	9	5	9	11
EXCELLENT	13	15	12	14
TOTAL	32	33	33	36

From table 4:15, Day Sec. Sch. Tunga has the highest of excellent performance followed by GSS, FGC or GDSS. While across the above table the lowest in Fail as performance is FGC and Day Sec. School Tunga.

there will not be much time to give to learning which is an everyday activity . the presence of mother or father will add to things the child learn both in school and in attention is given to the child's school work leading to poor academic performance in school.

Some of children because of shame of background or due to separation caused by divorce tend to shy away from other children who might use such situation in embarrassing them. Since they shy away from their fellow Students and teachers they miss classes and can become a social misfit in the society. The child could associate so many psychological problems which could be as a result of financial problems, social adjustment problem, sexual problems which could cause hatred or withdrawal from parents, problem of fear of what the future may be and personal social problems. For the child, the parents sometimes may not be meet up with the expectation of the child. For example sometimes a child is sent home because of lack of school fees or a text book not bought. All these go a long way in weighing the child down academically, socially emotionally and otherwise.

When parental attitude towards a child is unfavourable to the child, the child's adjustment to school is likely to be poor. The parent does not necessarily need to use force to control the child settle down to work.

Rather love and trust are needed. A child who does not experience affection at home finds it difficult to establish effective relationship with people outside and appears to be cold and unfriendly, even in school.

In view of the fact that the mode of interaction between some parents and their children in the home has a significant influence on the development.

This study behaviour can be boosted by the parent helping the child in disturbing in study time very well. This is possible by making sure the child sticks scheduled time table and does not miss classes. He should inspect the child's work and note know how good the child is in note taking and note making. Also, he should find out if and when the child complete his assignment, participate in examination and class test, as well as find out if the child has in class, a good relationship with the teacher and consult the teachers for confirmation. Heep the child organize his reading have maximum concentration by trying to satisfy this psychological needs and explaining and making sure the child understands in areas where he cannot satisfy the child's academic needs.

Since the parents have much role to play there is no doubt that children with both parents will perform better than single parented children as seen in the result in chapter four provided by the histogram in tables 4:13. though the level of significance in small.

Consequently receiving available study on the effect of divorce on the academic performance of students Lovell (1958), commented that it has been suggested that on effect a child being deprived of his mother during infancy is poor academic work at school . Such a child does not necessarily appear unintelligent but seems to lack interest and not care very much what others think of him. The reason for this poor academic performance may be that such child is not motivated or that they may be emotionally disturbed to have serious concentration while studying. Also nobody showed interest in their education or achievement. The kind of come the child comes from has much impact on his performance at school .

Lovell (1958), has it that the stability of the home, parental interest and attitude, home discipline all work together in affecting the child's academic performance. As seen in table 14:15 where in Tunga Day Secondary School most of them are not living with their mothers. Though still has the highest excellent performance. This can be attributed to the fact that students or children who do not have their mother around tend to work harder and this reflects in their having excellent performance which according to the table recorded as follows:

Tunga Day School has 15 as compared to other schools like GSS (14), FGC (13) and DSS (12) showing that absence of mother can also lead to hard work. Academic failures can be attributed to psychologically unfavourable home condition. A number of studies have been carried out to identify the marital factors in the home that contributed to some behaviour of the child. Also it is known that children from single parented homes tend to work harder in every aspect both in their academics and in their trying to make ends meet. Some go to the extent of paying their school fees and feeding themselves.

Children from broken homes feel unloved and unwanted. This is because the understanding warmth and encouragement which the child badly needs to keep the child go through the difficulties in life is derived from the early stages of the child's life. The child feels insecure and afraid – sometimes the parents transfer their child using him as a scape goat. Such a child eventually young child in the school. John Wiley quoting (Halt Wick 1936; Banch 1936) children from happy “calm homes” tend to be less negative than youngsters from the opposite type of home. Ogaduma (1983) also supports the view by saying “It has been agreed that just as orphans suffer some mental deficiencies go also do children from broken homes, without either mother or father. In this relation the child's educational and mental capabilities are hampered”

Study conducted by the US department of Education office of planning discovered that children who lived with both parents where the mother does not work outside the home scored the highest average of any group on achievement test, while children from single parented homes where the mother or father works outside the home scored the lowest. This could be attributed to lack of attention or inadequate attention given to their school work.

Children should be brought up in a spirit of understanding, tolerance and peace, therefore the family should assume full responsibility for the character formation of the child, both academically, socially, emotionally and otherwise.

From the test of the hypothesis it showed that there is no significant difference between the performance of student with both parents and those with single parents. It is noticed that children raised up in single parented families where there is no dual roles of father and mother are comparable to children raised up in home with both parents.

Though there is no significant difference between children from both sides, this could be attributed to their intelligence quotient (IQ) of the child which turns up to a delinquent. Again the emotional strain, fear, anxiety and parental neglect which a child from single parented family suffers more especially from a divorce home, leads to psychological tendencies that encourage rejection or disregard of cultural prescription.

The major effect of single parenthood on these children academically is that such children lack parental encouragement like practicing with them what they have learnt in school for good academic performance. Single parenthood also affects the child's personality according to Taylor 1984.

5.1 DISCUSSION OF FINDINGS

There are children in Minna secondary schools who are single parented either as a result of these factors which include death, prostitution and job separation.

From the research findings, we noticed that there exists a good number of single parented children in Minna secondary schools as seen in table 1. Most of these children are single parented as a result of separation due to job opportunity, which scored highest in table2 which reads the causes of single parent hood. This could be attributed o the fact that Minna is not a commercial town and being located far inside and away from Abuja, which is a commercial city. Most parents now used Minna as a place where the family can be settled and lives in bigger city, where they can go and look for greener pasture. Most of them come back on weekends or once in a while to look after the family. Coupled with the fact that there are many schools in Minna the atmosphere is also conducive for reading because they do not have religious crises and the town is not full of buzzing activities and is very peaceful. So most parents can afford to send their children to some of the Government schools which are cheaper than private schools, while they go some other places to make ends meet. The children are now left with the other counterpart either a mother or a father or an aunty who now becomes the guardian of the children in terms of academics.

A child living with either the father or mother finds out that at the end of the day, the parent gets tired after working in the office. A parent who is tired to look at the child's class work at the end of the day will not be doing any good to the child, there will not be much time to give to learning which is an everyday activity. The presence of mother or father will add to the things the child learn both in school and in everyday activity. A situation whereby little or no attention is given to the child's school work leading to poor academic performance in school.

Some of the children because of shame of background or due to separation caused by divorce tend to shy away from other children who might use such situation in embarrassing them. Since they shy away from their fellow students and teachers they might miss classes and can become a social misfit in the society. The child could also have so many psychological problems which could be as a result of financial problems, social adjustment problem, sexual problems which could cause hatred or withdrawal from parents, problem of fear of what the future may be and personal social problems. For the child, the parent sometimes may not be able to meet up with the expectation of the child. For example sometimes a child is sent home because of lack of school fees or a text book not bought, all these go a long way in weighing the child down academically, socially, emotionally and otherwise.

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In view of the fact that the mode of interaction between some parents and their children in the home has a significant influence on the development of the child, parents should identify their past.

This study behaviour can be boosted by the parent helping the child in distributing his study time very well. This is possible by making sure the child sticks to the scheduled time table and does not miss classes. He should inspect the child's work and note. Know how good the child is in note taking and note making. Also, he should find out if and when the child completed his assignment, participate in examination and class test as well as find out if the child has in class, a good relationship with the teacher and consult the teacher for confirmation. Help the child organize his reading have maximum concentration by trying to satisfy this psychological needs and explaining and

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Children should be brought up in a spirit of understanding, tolerance and peace, therefore the family should assume full responsibility for the character formation of the child, both academically, socially, emotionally and otherwise.

From the test of hypothesis it showed that there is no significant difference between the performance of student with both parents and those with single parents. It is noticed that children raised up in single parented families where there is no dual roles of father and mother are comparable to children raised up in home with both parents.

Though there is no significant difference between children from both sides, this could be attributed to their intelligent quotient (IQ) of the child which turns up to

a delinquent. Again the emotional strain, fear, anxiety and parental neglect which a child from single parented family suffers more especially from a divorcing home, leads to psychological tendencies that encourage rejection or disregard of cultural prescriptions.

5.2 SUMMARY OF FINDINGS

The family is a crucial primary group of a child, perhaps of greater importance than such secondary groups as social classes, religious groups and nationality groups.

One of the problems of the modern society is that of high frequency of marital rupture, whether expressed in divorce, separation or death. Family

break up generate problem in children. Nigeria Research in Education quoting Rosenberg (1956) has further contented that if one's parents are so computable that the manage ends in divorce. If one's mother must struggle to make ends meet without the aid of husband what effect will it have on the academic performance of the child, for sure it will become enlarged into a family rupture.

Curry (1964) according to Nigeria Research in Education (1983) usually reported that children with above average intellectual ability are usually above the effects of a deprived home environment. For students with lower intellectual ability the deprived social and economic. Conditions of the home tend to reduce scholastic achievement and the cumulative effect of these is often for academic performance.

According to Nigeria Research in Education Bernard (1975) observed that children need the mothers in order to develop the security that underlies a strong academic performance. Bernard (1975:222) child rearing practiced well as mental stability have been found to be related occupation. Thomas (1971) according to Nigeria Research in Education stated that the family influence on the child is more important for the growth of educational performance of the child than the social class of which he is a member.

In view of the fact that the mode of interaction between the parents and their children in the home has a significant influence on the development of the child parents should establish a good atmosphere interaction and communication as this is the beginning of good foundation for better academic performance. The family climate created by the parents should be based on love, frust and security. The role parents play in the education of their children must extent beyond supportive to teaching role. An unpleasant emotional climate and discouragement created by divorce, death, separation had a general suppressing effect on the intellectual development and functioning of the child. A child who does not experience affection at home finds it different to establish effective relationship with people outside and appears to be coid and unfriendly a condition which will not foster good social relationship.

5.3 RECOMMENDATION

Further studies should be came out on how the teachers could help these children. More schools in the villages should be used

5.4 LIMITATION

Not all the students returned their questionnaires .

This projects was done at the line some institutions (University were closed).

5.5 SUGGESTION

1. Parents who think that the separation is the best option should remember that it is the best interest of their children rather it is to their detriment.
2. Government through the Ministry of Education should look into the cases of children who are single parented.
3. Teachers should show more interest in the cases of these children.
4. Books on how single parents should keep their children academically should be published.
5. Homes should be made a little tension free for these children.

5.6 CONCLUSION

The most important responsibility of parents is the up bringing of children emotionally, socially, physically and intellectually.

A well ordered home which provides parental care is the best guarantee of mental and emotional health in the growing child. Parents could help their children to progress by creating a peaceful atmosphere in the home and by giving them good examples and directions. Results of children with both parents and those with single parent showed that both children's academic performances are comparable.

COMPUTER ANALYSIS OF THE QUESTIONNAIRES USING SPSS PACKAGE

12. ACAD Your academic performance in your Assess

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Below average	1	9	6.7	7.0	7.0
Above average	2	56	41.5	43.8	50.8
Average	3	44	32.6	34.4	85.2
Far below average	4	11	8.1	8.6	93.8
Not steady	5	8	5.9	6.3	100.0
.	2	1.5	Missing		
9	5	3.7	Missing		
Total		135	100.0	100.0	

Valid cases 128 Missing cases 7

9. ASSIGN Do you always get your assign. correctly

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not all the time	1	86	63.7	63.7	63.7
All the time	2	2	1.5	1.5	65.2
Sometimes	4	47	34.8	34.8	100.0
Total		135	100.0	100.0	

Valid cases 135 Missing cases 0

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15. ATTENT Reason for not giving enough attention

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
He comes back late f	1	26	19.3	25.2	25.2
He is normally tired	2	22	16.3	21.4	46.6
He travels a lot	3	16	11.9	15.5	62.1
Devotes more time to	4	24	17.8	23.3	85.4
Not interested	5	15	11.1	14.6	100.0
.	6	4.4	Missing		
9	26	19.3	Missing		
Total		135	100.0	100.0	

Valid cases 103 Missing cases 32

4. CATEGORY Type of Parent

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Single Parent	1	51	37.8	37.8	37.8
Both Parents	2	84	62.2	62.2	100.0
		-----	-----	-----	
Total		135	100.0	100.0	

Valid cases 135 Missing cases 0

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17.0 COVERAGE What is your class average?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	22	1	.7	.7	.7
	25	1	.7	.7	1.5
	40	6	4.4	4.5	6.0
	45	10	7.4	7.5	13.4
	50	22	16.3	16.4	29.9
	55	2	1.5	1.5	31.3
	58	1	.7	.7	32.1
	59	3	2.2	2.2	34.3
	60	21	15.6	15.7	50.0
	64	1	.7	.7	50.7
	65	3	2.2	2.2	53.0
	68	1	.7	.7	53.7
	68	4	3.0	3.0	56.7
	69	4	3.0	3.0	59.7
	70	23	17.0	17.2	76.9
	75	4	3.0	3.0	79.9
	80	20	14.8	14.9	94.8
	85	1	.7	.7	95.5
	85	1	.7	.7	96.3
	90	1	.7	.7	97.0
	90	4	3.0	3.0	100.0
	.	1	.7	Missing	
		-----	-----	-----	
Total		135	100.0	100.0	

Valid cases 134 Missing cases 1

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CLASSAVG Class average - Coding

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Fail -- 0-29 - F	1.00	2	1.5	1.5	1.5
Pass -- 40-44 - E	2.00	6	4.4	4.5	6.0
Fair -- 45-49 - D	3.00	10	7.4	7.5	13.4
Average -- 50-54 - C	4.00	28	20.7	20.9	34.3
Good -- 55-59 - B	5.00	34	25.2	25.4	59.7
Excellent -- 60-64 - A	6.00	54	40.0	40.3	100.0
		1	.7	Missing	
Total		135	100.0	100.0	

Valid cases 134 Missing cases 1

10 DISCUSS How well do you participate in class dis

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Shy	1	44	32.6	32.8	32.8
Uninteresting	2	3	2.2	2.2	35.1
Active	3	31	23.0	23.1	58.2
Interesting	4	43	31.9	32.1	90.3
Not bothered	5	13	9.6	9.7	100.0
	9	1	.7	Missing	
Total		135	100.0	100.0	

Valid cases 134 Missing cases 1

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3. FUTURE Who will you want to be like in future

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Your Uncle	1	18	13.3	13.5	13.5
Your father	2	52	38.5	39.1	52.6
Your mother	3	39	28.9	29.3	82.0
None of the above	5	24	17.8	18.0	100.0
	9	2	1.5	Missing	
Total		135	100.0	100.0	

Valid cases 133 Missing cases 2

7. HOMEWK How quickly do you complete h/work

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Before others	1	59	43.7	45.4	45.4
A day after the fina	2	27	20.0	20.8	66.2
The final day	4	32	23.7	24.6	90.8
Always forgets	5	12	8.9	9.2	100.0
.	1	.	.	Missing	
9	4	3.0	Missing		
Total		135	100.0	100.0	

Valid cases 130 Missing cases 5

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13. IMPROV What other efforts towards impr. class p

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Lesson teacher	1	62	45.9	47.3	47.3
Private teaching	2	21	15.6	16.0	63.4
Group reading	3	31	23.0	23.7	87.0
Your father guides y	4	10	7.4	7.6	94.7
Your mother guides y	5	7	5.2	5.3	100.0
.	1	.	.	Missing	
9	3	2.2	Missing		
Total		135	100.0	100.0	

Valid cases 131 Missing cases 4

14. INSPECT How often is your sch. work inspected

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Every day	1	28	20.7	21.5	21.5
Every weekend	2	37	27.4	28.5	50.0
Once in a month	3	13	9.6	10.0	60.0
At the end of each t	4	32	23.7	24.6	84.6
Never at all	5	20	14.8	15.4	100.0
9	5	3.7	Missing		
Total		135	100.0	100.0	

Valid cases 130 Missing cases 5

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2 LFMAR Living with mother & father as a result

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Death	1	12	8.9	22.6	22.6
Divorce	2	5	3.7	9.4	32.1
Seperation due to jo	3	31	23.0	58.5	90.6
Carelessness	5	5	3.7	9.4	100.0
.	7		5.2	Missing	
9		75	55.6	Missing	
Total		135	100.0	100.0	

Valid cases 53 Missing cases 82

8 NCHOMWK Reason for not completing home work

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Lack of assistance	1	14	10.4	12.4	12.4
Difficulty understan	2	40	29.6	35.4	47.8
Lack of materials	3	14	10.4	12.4	60.2
Fear of not getting	4	18	13.3	15.9	76.1
Lack of time at home	5	27	20.0	23.9	100.0
.	3		2.2	Missing	
9		19	14.1	Missing	
Total		135	100.0	100.0	

Valid cases 113 Missing cases 22

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16 PERSONAL What attempts at finding out personal pr

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Visiting their homes	1	11	8.1	37.9	37.9
Giving special atten	2	4	3.0	13.8	51.7
Never has time for t	3	8	5.9	27.6	79.3
Always nagging them	4	4	3.0	13.8	93.1
All of the above	5	2	1.5	6.9	100.0
.	13		9.6	Missing	
9		93	68.9	Missing	
Total		135	100.0	100.0	

Valid cases 29 Missing cases 106

11. POSITION What is your termly position?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Always first	1	4	3.0	3.0	3.0
Amongst the first fi	2	31	23.0	23.0	25.9
Always the last	3	2	1.5	1.5	27.4
Middle position	4	43	31.9	31.9	59.3
Changes sometimes wi	5	55	40.7	40.7	100.0
Total		135	100.0	100.0	

Valid cases 135 Missing cases 0

SCHOOL Secondary School *Instruction of grade 10*

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
FGC, Minna	1	33	24.4	24.4	24.4
D.S.S. Tunga	2	33	24.4	24.4	48.9
GDSS, Bosso	3	33	24.4	24.4	73.3
GSS, Bosso	4	36	26.7	26.7	100.0
Total		135	100.0	100.0	

Valid cases 135 Missing cases 0

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6. SPEND How do you spend your time after sch.

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Playing	1	19	14.1	14.5	14.5
Staying in the mkt/s	2	14	10.4	10.7	25.2
Reading	3	68	50.4	51.9	77.1
Hawking	4	7	5.2	5.3	82.4
Very busy doing hous	5	23	17.0	17.6	100.0
	9	4	3.0	Missing	
Total		135	100.0	100.0	

Valid cases 131 Missing cases 4

5. WAYAFF In which ways has it affected you?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	0	1	.7	1.0	1.0
Lack of concentratio	1	31	23.0	30.4	31.4
Feel inferior to oth	2	6	4.4	5.9	37.3
Demoralizes you	3	3	2.2	2.9	40.2
Hopelessness	4	14	10.4	13.7	53.9
State of confusion	5	47	34.8	46.1	100.0
.	6		4.4	Missing	
9	27		20.0	Missing	
Total		135	100.0	100.0	

Valid cases 102 Missing cases 33

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WEIGH Factor that weighs you down most

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Death of one's paren	1	4	3.0	4.0	4.0
Divorced state of yo	2	4	3.0	4.0	8.1
Financial difficulti	3	28	20.7	28.3	36.4
The way teacher rela	4	14	10.4	14.1	50.5
The way your classma	5	49	36.3	49.5	100.0
.	4		3.0	Missing	
9	32		23.7	Missing	
Total		135	100.0	100.0	

Valid cases 99 Missing cases 36

WYLOW Who are you living with?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Only your father	1	9	6.7	6.7	6.7
Only your mother	2	33	24.4	24.4	31.1
An unmarried relatio	3	7	5.2	5.2	36.3
Alone	4	2	1.5	1.5	37.8
Both parents	5	84	62.2	62.2	100.0
Total		135	100.0	100.0	

Valid cases 135 Missing cases 0

WYLR Who are you living with? by SCHOOL Secondary School

		SCHOOL				Page 1 of 1				
		Count								
Row	Pct	" FGC, Min D.S.S. T GDSS, Bo GSS, Bos								
		" na	unga	sso	so	Row				
		"	1"	2"	3"	4"	Total			
WYLR		1	"	5	"	3	"	1	"	9
Only your father		"	"	55.6	"	33.3	"	11.1	"	6.7
		2	"	18	"	1	"	2	"	12
Only your mother		"	54.5	"	3.0	"	6.1	"	36.4	24.4
		3	"	2	"	1	"	1	"	3
An unmarried rel		"	28.6	"	14.3	"	14.3	"	42.9	5.2
		4	"	"	1	"	"	1	"	2
Alone		"	"	50.0	"	"	50.0	"	"	1.5
		5	"	13	"	25	"	27	"	19
Both parents		"	15.5	"	29.8	"	32.1	"	22.6	62.2
		Column	33	33	33	36	135			
		Total	24.4	24.4	24.4	26.7	100.0			

Number of Missing Observations: 0

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LFMAR Living with mother & father as a result by SCHOOL Secondary School

SCHOOL										Page 1 of 1	
Count											
Row	Pct	"FGC, Min	D.S.S.	T	GDSS,	Bo	GSS,	Bos		Row	
		"na	unga		sso		so			Total	
		"	1"		2"		3"		4"		
LFMAR		, ,									

Number of Missing Observations: 82

FUTURE Who will you want to be like in future by SCHOOL Secondary School

Page 1 of 1

	Count	SCHOOL				
Row	Pct	"FGC, Min	D.S.S. T	GDSS, Bo	GSS, Bos	
		"na	unga	sso	so	Row
		"	1"	2"	3"	4"
						Total
FUTURE	,.....,.....,.....,.....,.....,				
	1	" 6 "	" 5 "	" 1 "	" 6 "	18
Your Uncle		" 33.3 "	" 27.8 "	" 5.6 "	" 33.3 "	13.5
		§.....,.....,.....,.....,.....,				
	2	" 11 "	" 12 "	" 13 "	" 16 "	52
Your father		" 21.2 "	" 23.1 "	" 25.0 "	" 30.8 "	39.1
		§.....,.....,.....,.....,.....,				
	3	" 12 "	" 9 "	" 12 "	" 6 "	39
Your mother		" 30.8 "	" 23.1 "	" 30.8 "	" 15.4 "	29.3
		§.....,.....,.....,.....,.....,				
	5	" 4 "	" 6 "	" 7 "	" 7 "	24
None of the abov		" 16.7 "	" 25.0 "	" 29.2 "	" 29.2 "	18.0
	,.....,.....,.....,.....,				
Column		33	32	33	35	133
Total		24.8	24.1	24.8	26.3	100.0

Number of Missing Observations: 2

WEIGH Factor that weighs you down most by SCHOOL Secondary School

Page 1 of 1

	Count	SCHOOL				
Row	Pct	"FGC, Min	D.S.S. T	GDSS, Bo	GSS, Bos	
		"na	unga	sso	so	Row
		"	1"	2"	3"	4"
						Total
WEIGH	,.....,.....,.....,.....,.....,				
	1	" 1 "	" 1 "	" "	" 2 "	4
Death of one's p		" 25.0 "	" 25.0 "	" "	" 50.0 "	4.0
		§.....,.....,.....,.....,.....,				
	2	" 2 "	" 1 "	" "	" 1 "	4
Divorced state o		" 50.0 "	" 25.0 "	" "	" 25.0 "	4.0
		§.....,.....,.....,.....,.....,				
	3	" 9 "	" 4 "	" 6 "	" 9 "	28
Financial diffic		" 32.1 "	" 14.3 "	" 21.4 "	" 32.1 "	28.3
		§.....,.....,.....,.....,.....,				
	4	" 6 "	" "	" 2 "	" 6 "	14
The way teacher		" 42.9 "	" "	" 14.3 "	" 42.9 "	14.1
		§.....,.....,.....,.....,.....,				
	5	" 9 "	" 14 "	" 16 "	" 10 "	49
The way your cla		" 18.4 "	" 28.6 "	" 32.7 "	" 20.4 "	49.5
	,.....,.....,.....,.....,				
Column		27	20	24	28	99
Total		27.3	20.2	24.2	28.3	100.0

Number of Missing Observations: 36

ASSIGN Do you always get your assign. correctly by SCHOOL Secondary School

SCHOOL Page 1 of 1

Count	"							
Row Pct	"FGC, Min D.S.S. T GDSS, Bo GSS, Bos							
	"na	unga	sso	so			Row	
	"	1"	2"	3"	4"		Total	
ASSIGN>							
	1	" 23	" 22	" 18	" 23	"	86	
Not all the time	" 26.7	" 25.6	" 20.9	" 26.7	"		63.7	
	\$.....>							
	2	" 1	" 1	"	"	"	2	
All the time	" 50.0	" 50.0	"	"	"		1.5	
	\$.....>							
	4	" 9	" 10	" 15	" 13	"	47	
Sometimes	" 19.1	" 21.3	" 31.9	" 27.7	"		34.8	

Column	33	33	33	36			135	
Total	24.4	24.4	24.4	26.7			100.0	

Number of Missing Observations: 0

DISCUSS How well do you participate in class dis by SCHOOL Secondary School

SCHOOL Page 1 of 1

Count	"							
Row Pct	"FGC, Min D.S.S. T GDSS, Bo GSS, Bos							
	"na	unga	sso	so			Row	
	"	1"	2"	3"	4"		Total	
DISCUSS>							
	1	" 10	" 11	" 10	" 13	"	44	
Shy	" 22.7	" 25.0	" 22.7	" 29.5	"		32.8	
	\$.....>							
	2	" 1	" 1	" 1	"	"	3	
Uninteresting	" 33.3	" 33.3	" 33.3	"	"		2.2	
	\$.....>							
	3	" 6	" 8	" 7	" 10	"	31	
Active	" 19.4	" 25.8	" 22.6	" 32.3	"		23.1	
	\$.....>							
	4	" 11	" 10	" 12	" 10	"	43	
Interesting	" 25.6	" 23.3	" 27.9	" 23.3	"		32.1	
	\$.....>							
	5	" 5	" 2	" 3	" 3	"	13	
Not bothered	" 38.5	" 15.4	" 23.1	" 23.1	"		9.7	

Column	33	32	33	36			134	
Total	24.6	23.9	24.6	26.9			100.0	

Number of Missing Observations: 1

INSPECT How often is your sch. work inspected by SCHOOL Secondary School

		SCHOOL				Page 1 of 1
Count "						
Row	Pct	" FGC, Min D.S.S. T GDSS, Bo GSS, Bos				Row
		" na unga sso so				Total
		" 1" 2" 3" 4"				
INSPECT					
	1	" 7 "	6 "	6 "	9 "	28
Every day		" 25.0 "	21.4 "	21.4 "	32.1 "	21.5
		§				
	2	" 13 "	7 "	8 "	9 "	37
Every weekend		" 35.1 "	18.9 "	21.6 "	24.3 "	28.5
		§				
	3	" 4 "	5 "	2 "	2 "	13
Once in a month		" 30.8 "	38.5 "	15.4 "	15.4 "	10.0
		§				
	4	" 7 "	10 "	6 "	9 "	32
At the end of ea		" 21.9 "	31.3 "	18.8 "	28.1 "	24.6
		§				
	5	" 2 "	4 "	9 "	5 "	20
Never at all		" 10.0 "	20.0 "	45.0 "	25.0 "	15.4
		-				
Column		33	32	31	34	130
Total		25.4	24.6	23.8	26.2	100.0

Number of Missing Observations: 5

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ATTENT Reason for not giving enough attention by SCHOOL Secondary School

		SCHOOL				Page 1 of 1	
Count "							
Row	Pct	" FGC, Min	D.S.S. T	GDSS, Bo	GSS, Bos		
		" na	unga	sso	so		Row
		" 1"	2"	3"	4"		Total
ATTENT						
	1	" 7 "	7 "	6 "	6 "		26
He comes back la	" 26.9 "	26.9 "	23.1 "	23.1 "			25.2
	\$					
	2	" 2 "	4 "	11 "	5 "		22
He is normally t	" 9.1 "	18.2 "	50.0 "	22.7 "			21.4
	\$					
	3	" 7 "	1 "	1 "	7 "		16
He travels a lot	" 43.8 "	6.3 "	6.3 "	43.8 "			15.5
	\$					
	4	" 5 "	8 "	6 "	5 "		24
Devotes more tim	" 20.8 "	33.3 "	25.0 "	20.8 "			23.3
	\$					
	5	" 2 "	7 "	2 "	4 "		15
Not interested	" 13.3 "	46.7 "	13.3 "	26.7 "			14.6
	-					
Column		23	27	26	27		103
Total		22.3	26.2	25.2	26.2		100.0

Number of Missing Observations: 32

HOMEWK How quickly do you complete h/work by SCHOOL Secondary School

SCHOOL										Page 1 of 1
Count "										
Row	Pct	"FGC, Min	D.S.S. T	GDSS, Bo	GSS, Bos					
		"na	unga	sso	so	Row				
		"	1"	2"	3"	4"	Total			
HOMEWK	>								
1	"	19	"	14	"	8	"	18	"	59
Before others	"	32.2	"	23.7	"	13.6	"	30.5	"	45.4
		§.....>								
2	"	4	"	5	"	10	"	8	"	27
A day after the	"	14.8	"	18.5	"	37.0	"	29.6	"	20.8
		§.....>								
4	"	7	"	10	"	9	"	6	"	32
The final day	"	21.9	"	31.3	"	28.1	"	18.8	"	24.6
		§.....>								
5	"	2	"	2	"	5	"	3	"	12
Always forgets	"	16.7	"	16.7	"	41.7	"	25.0	"	9.2
		-.....~								
Column		32		31		32		35		130
Total		24.6		23.8		24.6		26.9		100.0

Number of Missing Observations: 5

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WAYAFF In which ways has it affected you? by SCHOOL Secondary School

		SCHOOL				Page 1 of 1	
Count "							
Row	Pct	"FGC, Min	D.S.S. T	GDSS, Bo	GSS, Bos		
		"na	unga	sso	so	Row	
		"	1"	2"	3"	4"	Total
WAYAFF						
	0	"	"	1	"	"	1
		"	"	100.0	"	"	1.0
		§.					
	1	"	5	"	9	"	31
Lack of concentr		"	16.1	"	29.0	"	30.4
		§.					
	2	"	4	"	"	"	6
Feel inferior to		"	66.7	"	"	"	5.9
		§.					
	3	"	"	1	"	2	3
Demoralizes you		"	"	33.3	"	66.7	2.9
		§.					
	4	"	5	"	4	"	14
Hopelessness		"	35.7	"	28.6	"	13.7
		§.					
	5	"	12	"	5	"	47
State of confusi		"	25.5	"	10.6	"	46.1
		-					
Column		26		20		28	102
Total		25.5		19.6		27.5	100.0

Number of Missing Observations: 33

COMPUTER ANALYSIS OF THE QUESTIONNAIRE USING SPSS PACKAGE

CLASSAVG Class average - Coding by WYLV Who are you living with?

Page 1 of 1

	Count	WYLV					Row Total
		1	2	3	4	5	
CLASSAVG		1.00	2.00	3.00	4.00	5.00	
Fail		1	1	1	1	1	5
		50.0	50.0	50.0	50.0	50.0	100.0
Pass		3	3	3	3	3	15
		50.0	50.0	50.0	50.0	50.0	100.0
Fair		2	2	2	2	2	10
		20.0	20.0	20.0	20.0	20.0	100.0
Average		2	7	2	2	15	28
		7.1	25.0	7.1	7.1	53.6	100.0
Good		2	11	3	18	18	52
		5.9	32.4	8.8	52.9	52.9	100.0
Excellent		2	13	39	39	39	134
		3.7	24.1	72.2	72.2	72.2	100.0
Column Total		9	32	7	2	84	134
		6.7	23.9	5.2	1.5	62.7	100.0

Number of Missing Observations: 1

CLASSAVG Class average - Coding by WYLV Who are you living with?

Page 1 of 1

	Count	WYLV					Row Total
		1	2	3	4	5	
CLASSAVG		1.00	2.00	3.00	4.00	5.00	
Fail		1	1	1	1	1	5
		50.0	50.0	50.0	50.0	50.0	100.0
Pass		3	3	3	3	3	15
		50.0	50.0	50.0	50.0	50.0	100.0
Fair		2	2	2	2	2	10
		20.0	20.0	20.0	20.0	20.0	100.0
Average		2	7	2	2	15	28
		7.1	25.0	7.1	7.1	53.6	100.0
Good		2	11	3	18	18	52
		5.9	32.4	8.8	52.9	52.9	100.0
Excellent		2	13	39	39	39	134
		3.7	24.1	72.2	72.2	72.2	100.0
Column Total		9	32	7	2	84	134
		6.7	23.9	5.2	1.5	62.7	100.0

Number of Missing Observations: 1

CLASSAVG Class average - Coding by CATEGORY Type of Parent

Page 1 of 1

	Count	CATEGORY			
Row	Pct	"Single P	Both Par	Row	
		"arent	ents	Total	
		1"	2"		
CLASSAVG	1.00	" 1	" 1	" 2	
Fail		" 50.0	" 50.0	" 1.5	
	2.00	" 3	" 3	" 6	
Pass		" 50.0	" 50.0	" 4.5	
	3.00	" 2	" 8	" 10	
Fair		" 20.0	" 80.0	" 7.5	
	4.00	" 13	" 15	" 28	
Average		" 46.4	" 53.6	" 20.9	
	5.00	" 16	" 18	" 34	
Good		" 47.1	" 52.9	" 25.4	
	6.00	" 15	" 39	" 54	
Excellent		" 27.8	" 72.2	" 40.3	
Column		50	84	134	
Total		37.3	62.7	100.0	

1.51a/

Number of Missing Observations: 1

SCHOOL Secondary School by CLASSAVG Class average - Coding

Page 1 of 2

	Count	CLASSAVG					
Row	Pct	"Fail	Pass	Fair	Average	Good	Row
		1.00"	2.00"	3.00"	4.00"	5.00"	Total
SCHOOL	1	" 1	" 1	"	" 8	" 9	32
FGC, Minna		" 3.1	" 3.1	"	" 25.0	" 28.1	23.9
	2	" 1	" 2	" 1	" 9	" 5	33
D.S.S. Tunga		" 3.0	" 6.1	" 3.0	" 27.3	" 15.2	24.6
	3	"	" 2	" 6	" 4	" 9	33
GDSS, Bosso		"	" 6.1	" 18.2	" 12.1	" 27.3	24.6
	4	"	" 1	" 3	" 7	" 11	36
GSS, Bosso		"	" 2.8	" 8.3	" 19.4	" 30.6	26.9
Column		2	6	10	28	34	134
(Continued) Total		1.5	4.5	7.5	20.9	25.4	100.0

SCHOOL Secondary School by CATEGORY Type of Parent
 CATEGORY Page 1 of 1

	Count	"				
	Row	Pct	"Single P Both Par			Row
			"arent	ents		Total
			"	1"	2"	
SCHOOL			
	1	"	20	"	13	" 33
FGC, Minna		"	60.6	"	39.4	" 24.4
		§	
	2	"	8	"	25	" 33
D.S.S. Tunga		"	24.2	"	75.8	" 24.4
		§	
	3	"	6	"	27	" 33
GDSS, Bosso		"	18.2	"	81.8	" 24.4
		§	
	4	"	17	"	19	" 36
GSS, Bosso		"	47.2	"	52.8	" 26.7
		-	
	Column		51		84	135
	Total		37.8		62.2	100.0

Number of Missing Observations: 0

(1)

CLASSAVG Class average - Coding by CATEGORY Type of Parent

		CATEGORY		Page 1 of 1	
	Count	"			
	Row Pct	"Single P	Both Par		Row
		"arent	ents		Total
		"1"	2"		
CLASSAVG	1.00	"1"	"1"	"	1
Fail		"100.0"	"	"	3.1
	2.00	"	"1"	"	1
Pass		"100.0"	"	"	3.1
	4.00	"4"	"4"	"	8
Average		"50.0"	"50.0"	"	25.0
	5.00	"7"	"2"	"	9
Good		"77.8"	"22.2"	"	28.1
	6.00	"7"	"6"	"	13
Excellent		"53.8"	"46.2"	"	40.6
		-~~~~~[]~~~~~			
	Column	19	13		32
	Total	59.4	40.6		100.0

Number of Missing Observations: 1

(2)

CLASSAVG Class average - Coding by CATEGORY Type of Parent
CATEGORY Page 1 of 1

	Count	"				
Row Pct	"	Single P	Both Par			Row
	"	arent	ents			
	"	1"	2"	Total		
CLASSAVG	1.00	"	"	1	"	1
Fail	"	"	100.0	"	"	3.0
	2.00	"	1	"	1	2
Pass	"	50.0	"	50.0	"	6.1
	3.00	"	1	"	"	1
Fair	"	100.0	"	"	"	3.0
	4.00	"	3	"	6	9
Average	"	33.3	"	66.7	"	27.3
	5.00	"	"	5	"	5
Good	"	"	100.0	"	"	15.2
	6.00	"	3	"	12	15
Excellent	"	20.0	"	80.0	"	45.5
	Column	8	25	33		
	Total	24.2	75.8	100.0		

Number of Missing Observations: 0

(3)

CLASSAVG Class average - Coding by CATEGORY Type of Parent

	Count	"				
Row Pct	"	Single P	Both Par			Row
	"	arent	ents			
	"	1"	2"	Total		
CLASSAVG	2.00	"	2	"	"	2
Pass	"	100.0	"	"	"	6.1
	3.00	"	1	"	5	6
Fair	"	16.7	"	83.3	"	18.2
	4.00	"	1	"	3	4
Average	"	25.0	"	75.0	"	12.1
	5.00	"	1	"	8	9
Good	"	11.1	"	88.9	"	27.3
	6.00	"	1	"	11	12
Excellent	"	8.3	"	91.7	"	36.4
	Column	6	27	33		
	Total	18.2	81.8	100.0		

Number of Missing Observations: 0

(4)

CLASSAVG Class average - Coding by CATEGORY Type of Parent

		CATEGORY		Page 1 of 1	
Count "					
Row	Pct	"Single P	Both Par		
		"arent	ents	Row	
		"	1"	2"	Total
CLASSAVG	2.00	"	"	1	1
Pass	"	"	100.0	"	2.8
Fair	3.00	"	"	3	3
"	"	"	100.0	"	8.3
Average	4.00	"	5	2	7
"	"	71.4	28.6	"	19.4
Good	5.00	"	8	3	11
"	"	72.7	27.3	"	30.6
Excellent	6.00	"	4	10	14
"	"	28.6	71.4	"	38.9
Column		17	19	36	
Total		47.2	52.8	100.0	

Number of Missing Observations: 0
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t-tests for independent samples of CATEGORY Type of Parent

Variable	Number of Cases	Mean	SD	SE of Mean
CLASSAVG Class average - Coding				
Single Parent	50	4.7000	1.233	.174
Both Parents	84	4.9405	1.245	.136

Mean Difference = -.2405

Levene's Test for Equality of Variances: F= .082 P= .775

t-test for Equality of Means					95%
Variances	t-value	df	2-Tail Sig	SE of Diff	CI for Diff
Equal	-1.09	132	.280	.222	(-.679, .198)
Unequal	-1.09	103.94	.279	.221	(-.679, .198)

2. ACAD Your academic performance in your Agenda

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Below average	1	9	6.7	7.0	7.0
Above average	2	56	41.5	43.8	50.8
Average	3	44	32.6	34.4	85.2
Far below average	4	11	8.1	8.6	93.8
Not steady	5	8	5.9	6.3	100.0
.	9	2	1.5	Missing	
		5	3.7	Missing	
Total		135	100.0	100.0	

Valid cases 128 Missing cases 7

9. ASSIGN Do you always get your assign. correctly

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Not all the time	1	86	63.7	63.7	63.7
All the time	2	2	1.5	1.5	65.2
Sometimes	4	47	34.8	34.8	100.0
Total		135	100.0	100.0	

Valid cases 135 Missing cases 0

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15. ATTENT Reason for not giving enough attention

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
He comes back late f	1	26	19.3	25.2	25.2
He is normally tired	2	22	16.3	21.4	46.6
He travels a lot	3	16	11.9	15.5	62.1
Devotes more time to	4	24	17.8	23.3	85.4
Not interested	5	15	11.1	14.6	100.0
.	9	6	4.4	Missing	
		26	19.3	Missing	
Total		135	100.0	100.0	

Valid cases 103 Missing cases 32

```
Private Sub bp_KeyPress(Index As Integer, KeyAscii As Integer)
```

```
    If KeyAscii = vbKeyReturn Then
```

```
        If Index <> 5 Then
```

```
            Index = Index + 1
```

```
            ClassAve(Index).SetFocus
```

```
        Else
```

```
            Command3.SetFocus
```

```
        End If
```

```
    End If
```

```
End Sub
```

```
Private Sub ClassAve_Click(Index As Integer)
```

```
    TabIndex = TabIndex + 1
```

```
End Sub
```

```
Private Sub ClassAve_KeyPress(Index As Integer, KeyAscii As Integer)
```

```
    On Error Resume Next
```

```
    If KeyAscii = vbKeyReturn Then
```

```
        If Index <> 0 Then
```

```
            For x = 1 To Index
```

```
                If UCase$(ClassAve(Index).Text) = UCase$(ClassAve(Index - x).Text) Then
```

```
                    MsgBox ("Error")
```

```
                    ClassAve(Index).Text = ""
```

```
                    Exit Sub
```

```
                End If
```

```
            Next x
```

```
        End If
```

```
        Select Case UCase$(ClassAve(Index).Text)
```

```
            Case "FAIL"
```

```
                grades(Index).Caption = "0-39"
```

```
                NumVal = 0
```

```
                'ClassAve(index)
```

```
            Case "PASS"
```

```
                grades(Index).Caption = "40-44"
```

```
                NumValue = 1
```

```
            Case "FAIR"
```

```
                grades(Index).Caption = "45-49"
```

```
                NumValue = 2
```

```
            Case "AVERAGE"
```

```
                grades(Index).Caption = "50-59"
```

```
                NumValue = 3
```

```
            Case "GOOD"
```

```
                grades(Index).Caption = "60-69"
```

```
                NumValue = 4
```

```
            Case "EXCELLENT"
```

```
                grades(Index).Caption = "70 and Over"
```

```

        MsgBox ("Invalid")
    End Select
    'Index = Index + 1
    sp(Index).SetFocus
End If
End Sub

Private Sub Command1_Click()
Form_Load
End Sub

Private Sub Command2_Click()
End
End Sub

Private Sub Command3_Click()
Dim NumVal(6) As Integer

For u = 0 To 5
Select Case UCase$(ClassAve(u).Text)
Case "FAIL"
NumVal(u) = 0
Case "PASS"
NumVal(u) = 1
Case "FAIR"
NumVal(u) = 2
Case "AVERAGE"
NumVal(u) = 3
Case "GOOD"
NumVal(u) = 4
Case "EXCELLENT"
NumVal(u) = 5
Case Else
NumVal(u) = 6
End Select
Next
sum1 = 0
sum2 = 0
den1 = 0
den2 = 0
md1 = 0
md2 = 0
For y = 0 To 5
sum2 = sum2 + (Val(sp(y).Text) * NumVal(y))
sum1 = sum1 + (Val(bp(y).Text) * NumVal(y))
den2 = den2 + Val(sp(y).Text)
den1 = den1 + Val(bp(y).Text)
Next y
den1 = 0 Then Exit Sub

```

```

Mean2 = sum2 / den2
For t = 0 To 5
md1 = md1 + (Val(bp(t).Text) - Mean1) ^ 2
md2 = md2 + (Val(sp(t).Text) - Mean2) ^ 2
Next
sdbp = md1 / den1
sdsp = md2 / den2
sdpop = ((den1 * sdbp + den2 * sdsp) / (den1 + den2 - 2)) ^ (1 / 2)
'Form2.Load
t = (Mean1 - Mean2) / (sdpop * (1 / den1 + 1 / den2) ^ (1 / 2))
With Form2
.Label1(0).Caption = Mean1
.Label1(1).Caption = Mean2
.Label1(2).Caption = sdbp
.Label1(3).Caption = sdsp
.Label1(4).Caption = sdpop
.Label1(5).Caption = t
If t < 1.96 Then
t1$ = "There is no significant difference between the average performances"
t2$ = "of both parented and single parented children in Minna"
t3$ = "Secondary Schools"
.Label3.Caption = t1$ + t2$ + t3$
End If
.Show vbModal
End With
End Sub

```

```

Private Sub Form_Load()
For x = 0 To 5
ClassAve(x).Text = ""
sp(x).Text = ""
bp(x).Text = ""
grades(x).Caption = ""
Next x
End Sub

```

```

Private Sub grade_Change(Index As Integer)
End Sub

```

```

Private Sub sp_KeyPress(Index As Integer, KeyAscii As Integer)
If KeyAscii = vbKeyReturn Then
bp(Index).SetFocus
End If

```

```

End Sub
grades(Index).Caption = "50-59"
NumValue = 3
Case "GOOD"

```

```

        Case "EXCELLENT"
            grades(Index).Caption = "70 and Over"
            NumValue = 5
        Case Else
            MsgBox ("Invalid")
        End Select
        'Index = Index + 1
        sp(Index).SetFocus
    End If
End Sub

```

```

Private Sub Command1_Click()
    Form_Load
End Sub

```

```

Private Sub Command2_Click()
    End
End Sub

```

```

Private Sub Command3_Click()
    Dim NumVal(6) As Integer

```

```

    For u = 0 To 5
        Select Case UCase$(ClassAve(u).Text)
            Case "FAIL"
                NumVal(u) = 0
            Case "PASS"
                NumVal(u) = 1
            Case "FAIR"
                NumVal(u) = 2
            Case "AVERAGE"
                NumVal(u) = 3
            Case "GOOD"
                NumVal(u) = 4
            Case "EXCELLENT"
                NumVal(u) = 5
            Case Else
                NumVal(u) = 6
        End Select
    Next
    sum1 = 0
    sum2 = 0
    den1 = 0
    den2 = 0
    md1 = 0
    md2 = 0
    For y = 0 To 5
        sum2 = sum2 + (Val(sp(y).Text) * NumVal(y))
        sum1 = sum1 + (Val(bp(y).Text) * NumVal(y))
        den2 = den2 + Val(sp(y).Text)
    Next

```

QUESTIONNAIRE

CLASS: SS 2 SEX: M

Dear Students and Teachers,

The researcher is a post graduate student of Federal University of Technology Minna, Niger State. The questionnaire will help her in her research work. Please feel free and fill this questionnaire to the best of your knowledge as every information given will be kept confidential.

Thanks for your co-operation.

Instruction: Tick the appropriate answer and do not tick more than one.

1. Who are you living with ?
(a) only your father (b) ☒ only your mother (c) An unmarried relation
(d) Alone (e) both parents.
2. If you are living with only your father or only your Mother as a result of one of the following.
(a) death (b) divorce (c) separation due to job (d) prostitution
(e) Carelessness.
3. Who will you want to be like in future ?
(a) Your uncle (b) your father (c) ☒ your Mother (d) your teacher
(e) None of these .
4. What factor do you think weigh you down most while in the class.
(a) The death of one of the parents. (b) The divorced state of your parent.
(c) ☒ Financial difficulties in paying your school fees
(d) ☒ The way your teacher relates to you.
(e) The way your classmates relate to you
5. In which of these ways has it affected you?
(a) Lack concentration in class (b) ☒ Feel inferior to others
(c) demoralizes you (d) hopelessness (e) state of confusion
(f) Fear of the future.
6. How do you spend most of your time when you come back from school ?
(a) Playing (b) staying in the market/shop (c) Reading
(d) Hawking (e) ☒ Very busy doing house chores.
7. How quickly do you complete your home works ?
(a) before others (b) A day after the final day.
(c) do no boarder to do it (d) The final day (e) ☒ Always forgets.
8. What is your reason for not completing your home works ?
(a) Lack of assistance (b) difficulty in understanding
(c) Lack of materials (d) fear of not getting it correctly
(e) Lack of time at home to attend to home works.

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Statistics



Class Average

Single
Parented

Both
Parented

Grades

FAIL

1

1

PASS

3

3

FAIR

2

8

AVERAGE

13

15

GOOD

16

18

EXCELLENT

15

39

Finish

Refresh