

**IMPACT OF SINGLE PARENTHOOD ON STUDENT PERFORMANCE IN IKPOBA
OKHA LOCAL GOVERNMENT AREA OF EDO STATE**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF CURRICULUM AND
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CERTIFICATION

We, the undersigned, certify that this work was carried out by **Chima-echi Gift EBERE-CHI** in the department of Curriculum and Instructional Technology, Faculty of Education, University of Benin, Benin City, Nigeria.

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DEDICATION

This project is dedicated to God Almighty from whom all knowledge, wisdom and intelligence come.

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With profound gratitude and grateful heart I acknowledges God Almighty who gave me the courage and fortitude to handle all the activities culminating in the writing of this project. Through much hurdles and challenges, the flawless God raised dependable succors to take me plight and helped me through.

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Abstract

The main objective of this study was to investigate the impact of single parenthood on students' academic performance in Ikpoba-Okha Local Government area, Edo State. In order to achieve this aim, literature was reviewed under the concepts of study. The survey research design was used. Questionnaire was used as instrument for data collection. Purposive sampling technique was employed in selecting the schools while the simple random sampling technique was used to select the participants of the study. The sample size of the study constituted of 100 students selected from a total student population of some selected secondary school in Ikpoba-Okha.

The data was analyzed using SPSS version 25.0 to produce descriptive statistics. Data were presented on tables and charts with frequency and percentages. The findings of this study reveal that single parenting influences the academic achievement of the children as most single parents do not have a reliable source of income, do not always pay their children's fees on time, do not provide most of their school needs (textbooks, school bag and shoes) and do not regularly provide food for their children before and after school.

Also, it was revealed that the educational attainment of single parents influences the academic performance of students as more than half of single parents in Ikpoba-Okha were uneducated; do not always check their children's books at home; do not always create time to do assignments with their children at home; do not always attend PTA meetings in school and do not always create time to discuss with them about school. Findings also show that, single parenting is caused by unfaithfulness, marital violence, premarital pregnancy, poverty, divorce and death of spouse. Based on the findings, the study made some recommendations to the Ministry of Family and social welfare, school administrators and Parents.

CHAPTER ONE

INTRODUCTION

Background to the Study

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 economical 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 and such like. However, children with single parent are three times more likely to drop out of school than children from two parent families (Similes and Lee, 2001). 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's (2003) findings that single-parent households can present challenges to children's socialization due to reduced economic and emotional support, practical assistance, guidance, supervision, and role modeling compared to two-parent families. However, it's important to recognize that outcomes can vary based on individual circumstances, and many children from single-parent families demonstrate resilience and success. 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 2021).

The family is the first socializing agent; the child come in contact 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 all 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.

One is therefore motivated to ask the question “what is the impact of single parenthood on the academic performance of pupils?”

Statement of the Problem

Generally speaking, two good heads are better than one. The role parents play in the upbringing of a child is very important and so many male and female children in school are portraying habits which seem not to be in accordance with the school rules and regulation such as fighting, stealing, female pupils keeping male companies, keeping bad companies. And this has negative effect on the academic performance of the pupils.

This prompted the researcher to investigate effect of single parenthood on the academic performance of pupils in Ikpoba-Okha Local Government Area, Edo State.

Purpose of the Study

Specifically, the study seeks to;

1. To find out the causes of single parenting in Ikpoba-okha Local Government area
2. Consequences or effect of single parents on student academic performance.
3. Ways of helping child from single parenting the academic performance of their children in secondary School?

Research Question

For the purpose of the present study, the following questions were asked.

- i. What are the causes of single parenting in Ikpoba-okha Local Government area
- ii. Does the income status of single parent's influences the academic performance of their children in secondary schools?
- iii. Does the educational attainment of single parent's influences the academic performance of their children in secondary School?

- iv. Are children from single parenthood properly guided in terms of future career in Ikpoba-Okha Local Government Area of Edo State

Significance of the Study

Research into the effects of single parenting on the academic achievement of students will eventually be of massive relevance. First, it would create awareness for policy makers to consider the necessary measures to help support children from single parent's homes towards their academic achievements. The outcome of this study will be an additional reference material to other academia's to design strategies to deal with increasing falling standards of education of students from single parent homes.

It would also make it necessary for parents to be responsible and committed to their children's socialization process towards their academic development.

Finally, undertaking of this research will equip the researchers with the necessary skills to undertake further researches in the future

Definition of Terms

The following terms used in the study operationally defined as follows:

Single-parenting: This is a situation in which one of the two individuals involved in the conception of the child is being responsible for the upbringing and welfare of the child (White & Child, 2017).

In this study single parenting refers to only the mother or father of the child taking care of him or her.

Effects of single parenting: These are both the positive negative aspects that single parenting have on the lives and academic performance of children or students in this study. In this study, effects of single parenting refer to the negative impact of a single parent on the child's performance in school.

Students: People who are in school to learn and acquire knowledge and skills.

For the purpose of this study, student refers to pupils in basic school (upper and lower primary).

Academic performance: Is the extent to which a student, teacher or institution has achieved their short or long –term educational goals. In this study, academic performance refers to a student’s grades or marks obtained from examinations conducted in the school.

Scope and delimitation of the Study

The study is geared toward finding out the impact of single parenting on the academic performance of secondary school student. This study is expected to cover all secondary school in Ikpoba-Okha Local Government Area of Edo State, to find out the impact of single parenthood on the academic performance of pupils. But considering the fact that there are many secondary schools in the local government, the researcher limited it to some selected secondary school in the local government.

CHAPTER TWO

LITERATURE REVIEW

Introduction

In this chapter, the researcher has used several studies conducted by previous researchers as well as some books and articles related to researcher topic about the impact of single parenting on students' academic performance in Secondary School in Ikpoba-Okha Local Government Area, Edo State.

Theoretical Framework

Lev Vygotsky's Theory of Cognitive Development (1978)

Vygotsky's cognitive development theory (1978) stresses that parent's play a central role in the process of making meaning. Vygotsky further states cognitive development stems from social interactions from guided learning within the zone of proximal

development as children and their partners co-construct knowledge. For Vygotsky, the environment in which children grow up will affect how they think and what they think about (Roth & Lee, 2007). He also believed that there were certain higher functions developed through the direct interaction with significant people in a child's life. The absence of the missing parent to guide, discipline, direct, model, and teach may be one of the causes that a child from a single parent family may not perform at their full potential (Rothstein, 2004). To Vygotsky, the development of the mind is the interweaving of biological development of the human body and the appropriation of the cultural or ideal or material heritage which exists in the present to coordinate people with each other and the physical world (Bronfenbrenner, 2021).

Also, Vygotsky's concept of cognitive development suggests that the social world defines the way children think. Vygotsky's (1978) believed that children learn more when their learning is best supported at opportune times when the caregiver aides them in learning new tasks.

“When children raised in single-parent households are left alone for long periods or left in the hands of uninvolved caregivers, their academic skills are not being fully supported” (Knox & Virginia, 2016).

Therefore, the researcher has employed Vygotsky's cognitive development theory because it places parents as partners in their child's life is crucial as he believed that everything a child learns is through the interactions with knowledgeable partners, Thus children who experience cooperative and assistive, rather than punitive styles of parenting, will quickly increase cognitive skills and be motivated to learn. This applies to practical skills like writing or building things from blocks, as well as the learning of ethical and problem-solving behavior (Brooks, 2022).

Empirical Literature Review

Single Parenting

Single parenting as is called is becoming a rapidly growing phenomena in both the developed and developing nations of the world. Studies show that in some States alone, there are four single parents to every ten parents and there are two single parents for every ten (10) adults” (Memon *et al.*, 2017). Since the parents jointly take the decision of single parenting, one voice is mostly ignored and it is that of the child. It was reliably gathered that single parenting has major consequence on the child's mental, social, emotional, behavioral, financial and psychological outcomes (Duke,

2018). In fact, single parenting build up many challenges, which have significant impact to a student as it has been identified in this paragraph.

The direct impact of being raised by a single parent is especially visible in child's thinking and mental mindset. Psychologists and advocates have validated this over time. Tests and observations have consistently concluded and found that single parenting makes schoolchildren more aggressive and rebellious. Hence, these are transferred on their educational needs for survival in the society. Experts say the behavior could be the outcome of the anger and limitation the child experiences while growing up. These are obvious reasons to make the child feel abnormal, different and unaccepted (Mathu, 2017). Actually, children being raised by single parent face many limitations which lead influence their academic performance.

In similar veins, the research conducted by Usakli (2016), on Comparison of children with single and Two Parents in terms of Behavioral Tendencies in Turkey", it is found out that, the children with single parents are less assertive and more aggressive and submissive in schools which lead to poor academic performance than children with two parents.

As a matter of fact, Families, teachers, school administrators and school counselors should be aware of the behavioral tendencies of single parent children. Therefore, families, teachers, school administrators and school counselors should be aware of the behavioral tendencies of single parent children.

As a result of the impact of single parenting Fadeiye (2017), argues that, in two parent homes, both parents should play roles in child education. With regards to this, the father is to provide the necessary tools for the educational advancement, while the mother is supposed to supplement the father's efforts in this regard. When the father is absent and the mother is not privileged enough to cater for all the basic needs as well as supervised the academic performance of the child, the child will be backward or withdrawn.

Where both parents exist due care and socialization with children should be exercised in the best way possible (Ortese, 2018). This is because the process of socialization that starts from the family depends on the effort of both parents playing a complimenting role in the child's upbringing. Such a child is likely to achieve self-actualization while the other from a single parent suffers deprivation and denial of some rights and opportunities. This customarily affects the way the student socializes

in school and seat with those who will help such child learn (Curran, 2017). This implies that most of children from two parents achieve self-actualization as the result they tend to do well in the studies.

Additionally, Battle (1998) noted that, when the mother is absent and the father is not privileged enough, the education of the child will face the same problems. A child from homes where the father and the mother are present will be well taken care of and socialized in the best way possible.

This is because the process of socialization depends on both parents playing complimentary roles in bringing up the child. Such a child is likely to achieve self-actualization later in life but, children from single-parent families are likely to go through deprivation and denial of some rights and opportunities, which may have remarkable effects on their performance in real life situations (Cummings & Davis, 1994). As matter of fact, a single parent faces doubled responsibilities requiring time, attention and money of the parent as children can be affected in their studies.

According to Ortese (2018), single parents and their children may have need of professional help through counseling. Counselors can give reasonable advice to the

child and the single parent to make sure every small conflict is resolved timely. Absence of this is transmitted into the school and as such, affects the academic performance of such learner. Therefore, it is a difficult situation for any child to be raised by one parent, though few of these children can perform well in their studies.

On the other hand, Fadeiye, (2017) pointed out that; both parents play a complimentary role in child's education. Where however, the father is absent from the home and the mother is not privileged enough to cater for all the basic needs as well as supervise the academic performance of the child, he or she (the child) will be backward or withdrawn. The same thing occurs when the mother is absent and the father is not privileged enough (Ortese, 2018). In fact, both mother and father are responsible to guide academic performance of the child in all aspects.

A single parent faces doubled responsibilities requiring more time, attention, and money, which of course may not be enough.

The stress of having to find the necessity of life such as food, shelter and clothing for the family by a single parent consequently places them at risk of becoming detached from their children, and compromises their ability to succeed in their academics.

Bowles (2017) attachment theory suggests that, insecure attachment (which is likely to be seen in the relationships between absent single parents and their children) can result in the ineffectiveness of parenting strategies, as in an overwhelming amount of stress on parents as they endeavor to carry out their academic responsibilities and vice versa. However, Single parenting have negative effects on the academic achievements of the adolescents, talents, abilities and interest may not be fully developed to allow them to achieve self-actualization in life.

In a report by Rothstein, (2016) suggested that, the need for these critical issues to be looked into, as it does more harm than good to the proper and successful educational development of the school learners. The researcher was of the opinion that students raised by single parents may live a worthwhile life or otherwise depending on the circumstance, level of maturity or love shown to them by the environment they find themselves. Thus, a child could have mental feelings when he/she has a close relationship with the ouster parent and this indirectly affects the emotions of such child. This, the researcher expressed that such a child or children can be taken out of the environment and must likely return after sometimes when s/he has fully recovered.

In this kind of situation, the affected child or children may need to be kept busy with objects or things around that would make him or her to be happy at all times (Coon et al., 2017). On the part of helping the affected students to socialize and be provided with social rights and opportunities, the school and the society would not be exempted through the assistance they should offer as a form of support to the custodian parents.

When they team up with them, the students would thus become a better person in life and succeed academically (Akinsanye *et al.*, 2017). The family structure, ideally, provides a sense of security and stability that is necessary for children. When there is a breakdown in the family structure, children and their ability to function ordinarily or achieve academically drop. In some situations, the child no longer has two parents to depend on (Grissmer, 2003). They have to rely on one parent to meet most, if not all their needs. With limited finances, time and availability parents are less likely to provide the adequate support a child needs to perform to the best of their ability (Musgrave, 2018). Indeed, Parent has vital roles to play in the life of a child as well as in their academic achievement.

The involvement of a parent on a child determines the future of such child. Parenting involvement is a catch-all term for many different activities including at 'home,' good

parenting, helping with homework, talking to teachers, attending school functions, through to taking part in school governance. When schools work together with families to support learning, children tend to succeed not just in schools but also throughout life” (Memon et al., 2018). Unfortunately, the problem arise when one parent is suddenly absent and sometimes not there at all in taking over his/her family anymore. “The absence of one parent adds the burden of taking care/parenting to the one who remain with the family. The lack of potentiality of the absent parent affects so much not only the academic performance of the child but also the future of the child (Rouse & Barrow, 2016). However, growing up in a single-parent family is frequently viewed as a risk factor in a child and it has negative impact in his/her academic journey, Single parent families are now a common phenomenon within our community due to dearth, divorce and other factors.

Millar, Jane and Ridge, Tess, (2016) postulated that, “more than 60%. Children born since 1984 will spend an average of 5 years of their childhood in a single-parent family”, while Knox, (2016) was of the opinion that 30% of all children in the United States spend their entire lives with single parents. Despite this, statistics questions about the impact of single-parent families on a child's academic performance and the

ways single parents can help their children succeed in school remain unanswered (MacDonald, 2017).

It would be not be prudent to conclude however, that such negative outcomes were the direct consequence of the parents in the home or, as has been suggested on occasion, the absence of a father figure in a child's life (Millar, Jane and Ridge, Tess 2021). Instead, children are adversely affected by circumstances that concur with single-parent family configurations (such as economic disadvantage, residential instability, and inter-parental conflict) or the consequence of such configurations (such as disrupted parenting).

Such circumstances are not uniformly present in the lives of all single-parent families. Consequently, children from different types of single-parent families are at differential risk for adverse outcomes associated with their living arrangements. A greater percentage of single parent families (57.4% in 1999) than two-parent families (6.3%) live below the poverty line (Duke, 2016). Therefore, the percentage of single-parent families below the poverty line is highest for single mothers and lowest for widowed mothers.

In addition, a higher percentage of single mothers than single fathers live below the poverty line. Economic disadvantage is linked with lower academic achievement and increased behavioral problems among children. Fewer economic resources are also linked with residential instability, which further contributes to children's academic and behavioral difficulties. Differences in well-being for children from single parent families versus two-parent families typically disappear when differences in economic circumstances are taken into account (Millar and Ridge, 2021). Therefore, single parented students' education performances are poor as it has been associated with poor attendance, drop out of school, and engaging in bad behaviors.

Families that attain their single-parent status through marital dissolution are disproportionately more likely to experience both residential instability and higher rates of inter-parental conflict (both prior and subsequent to marital disruption) due to change in circumstances and relationships (Park & Kem, 2021). Children who are exposed to inter-parental conflict are more likely to have trouble with regard to psychological and behavioral adjustment and academic achievement. Again, once levels of inter-parental conflict are taken into account, differences in well-being for children from single parent families versus two-parent families are reduced (Duke,

2021). Finally, children from all family types are at risk when they experience parenting that is inadequate in terms of warmth, control, or monitoring.

Eamon, (2021) states that, less than optimal parenting is more likely to be observed in families that are experiencing economic stress and among adolescent mothers (although a large part of this association may be explained by the greater likelihood that adolescent single mothers will experience economic disadvantage). Psychologist Mavis Hetherington has found that the parenting skills of mothers tend to diminish in the years immediately following divorce, and children who are exposed to such disruptions in parenting experience concurrent psychological, behavioral, and academic difficulties (Gustafson *et al.*, 2021). It shows that challenges that single parented students face in attaining secondary education are not only multiple but also complex.

As mothers adjust to their new single-parent status, however, their parenting improves, as does their children's well-being. However, some research suggests that the factor that has the greatest impact on student achievement is not family structure but income (Schnabel & Schnabel, 2022). Relying on the data above, single parenting has increased dramatically of late and this trend has the possibility of depriving many

schoolchildren the opportunity to make academic excellence now and in the future (Feinberg & Hetherington, 2021).

Studies that consider the influence of both family configuration and income find that there is little difference in the academic performance of children from two-parent and single-parent homes when family income is equal (Maurice, 2018). Ghana statistical Data vol. 1 (2005) showed that, about 35% of Ghanaian children live in single parenting homes. Therefore children from single parent families face many challenges throughout their development.

Causes of Single Parenting

The increase of single parenthood is not a phenomenon isolated to the western world. Even in Nigeria and other developing countries, there have been a high percentage of single parents within the population caused by one factor or the other or combination of more than one. As in any country, single parenthood arises because of the following major causes: Divorce, Death or estrangement of a spouse and early pregnancy (Duke, 2021).

1. Divorce

The trend of increasing divorce rates has virtually continued for more than 100 years (Bumpass, 2017). According to Advanced Learners' Dictionary (2006), divorce is the legal ending of a marriage between a man and a woman in a law-court by their counsels.

The dramatic increase in the number of divorces since the 1950s seems now to have leveled off starting at the beginning of 1980 in the United States (Goldstein, 2017). In any event, the current level of divorce is high and it is assumable that the majority of recent first marriages will not last a life time, although a stable marriage remains the ideal (Bumpass, 1990; Jallinogo, 2021). Different social circumstances, personal attributes and even genetic aspects may contribute to the risk of divorce.

McGue and Lykken (2022) found in their twin family study a significantly higher concordance for divorce among monozygotic twins compared to dizygotic twins. Based on this notion, they concluded that there exists a strong genetic component in the etiology of divorce, at least in the familial transmission of divorce. The researcher hypothesized that this genetic influence is mediated largely by inherited personality characteristics, such as impulsivity and moral conviction. The study further suggested

that cultural factors influence the threshold for divorce while within given culture, variations in underlying aggregate risk are strongly influenced by genetic factors.

Though, majorities of the victims of single parenting across U.S, U.K and parts of African continent are females (U.S. Census Bureau, 2016). In South Korea, there is a strong societal disapproval of unmarried mothers. In 1985, more than 25,000 children were products of a home run by a single parent.

In 2022, approximately 18,850 children under the age of 18 were affected by divorces.

This represents a slight increase from 2021, where 17,345 children were impacted by divorce.

Children from Single-Parent or Non-Parental Homes:

As of 2018, 43% (approximately 8.5 million) of children lived exclusively with their mothers, while 3% resided solely with their fathers.

A 2021 survey by the Human Sciences Research Council revealed that over 60% of children in South Africa do not live with their biological fathers, and 20% see their

fathers occasionally. Approximately 21.3% of children under 18 do not live with either parent.

Children Living with Both Parents:

Only about 31.7% of Black children are raised with their biological fathers at home.

Overall, only one in four children in South Africa lives with both parents.

These figures surely have shot up by now. However, the problem with divorce is that it is not only the marriage that disintegrates but also the children who are separated from one or both of the parents creating an imbalance in their educational pursuit. A nation like South Africa is one of the worst hit countries with predominantly a patriarchal society and children have consequently suffered greatly due to absent fathers.

2. Death or Estrangement of a Spouse

According to Wilson, (2017) losing a partner is very stressful for the parent. The psychological well-being of single parents in Nigeria has been very poor primarily because of the reason on why the partner was lost. According to the researcher, this is often worsening by the positions of the lost one in the family and the society especially in the eastern part of Nigeria. The problem is compounded where properties

of the deceased are involved resulting in the exclusion of the woman and the children to their fate. This being the case, had forced many children out-of-school or resulted to poor academic performance in the latter years. However, the families soon might have forgotten the cause of the death such as illness, assassination, accidents, and natural occurrence.

In South Africa, AIDS is the predominant reason of single parenthood across every of her society and families. Mostly affected by this already are the two layers of the population pyramid. This pyramid consists of those in the five year old age bracket and 19 – 45 age brackets.

To salvage this situation, Non-governmental organizations (NGOs) and human rights groups have resulted to help widows by providing cash and vocational training. Assistance aimed at making them self –employed, and self-reliant to provide a better future for their children, though the problem of large number of children left with the widow has not helped the situation especially with the present standard of living, which is astronomically high beyond the reach of the poor (Amato 2017).

3. Early Pregnancy

Nigeria, like other countries in the world, is currently faced with social fragmentation as women continue to suffer a high rate of teenage pregnancy. Over the years, the situation particularly among teenagers had become unabated even to the researcher owing to her years of experience as a teacher trainer. Women single parents feel the stigma of being poor and unmarried, widowed or divorced and are under extreme pressure from the society. Single mothers as central to this, look for ways to support their children and are very much willing to take huge risks to put some bread on the table are very vulnerable to prostitution and trafficking (Wilson, 2017).

A report on the South Africa Operation (2021) shows a high-unmet need for contraceptive among teenagers and women living in the rural areas, thus a very high teenage pregnancy turnout. The report therefore calls for an empowerment programme for teenagers and rural women so that they can take control of their reproductive behavior. For mothers between 15 -19 years, who are likely single parents, age in itself is not a risk factor, but additional risks may be associated with socio-economic factors relating to academic pursuit of the family.

In the developed countries, data supporting teenage pregnancy as a social issue include lower educational levels, higher rates of poverty and other poorer “life

outcomes” in children of teenage mothers. Within these societies, pregnancy is usually outside of marriage and carries a social stigma in its cultures.

The situation of teenage pregnancy is slightly different in developing countries as they are usually within a marriage and does not involve a social stigma (Locoh, 2000). Wikipedia (2021) had described early motherhood to have effect on psychosocial Development of the child. The occurrence of developmental disabilities and behavioral issues are increased in children born to teen mothers. Poor academic performance in the children of teenage mothers has also been noted, with many of the being more likely than average to fail at the secondary schools (UNICEF, 2021).

4. Increase in birth to unmarried women

Some out of wedlock births are intended, but many are unintentional. Where out of wedlock births are accepted by society, they may result in single parenting. According to Kendall (2003) when women give birth to many children without marriage, she is very likely to experience single parenting because if the man realizes that the children are too many for him to cater for, he may then want to escape his responsibilities in the home as the father by either travelling with or without coming back again to support the woman and the children. Women who give birth outside their marriage

tends to be disadvantaged than their counterparts both before and after the birth. Unmarried women generally have lower income, lower educational levels and are more likely to be dependent on welfare assistance compared with married mothers. A majority of unmarried births now occur to co-habiting parents: between 2006 and 2010, 58% of unmarried births were to cohabiting parents, in 2002, the proportion was 40% (Strong et al, 2022). Children born to cohabiting parents are more likely to see their parents eventually marry than those born to non-co-residential parents. Children born to unmarried mothers are more likely to grow up in a single parent household, experience instable living arrangements, live in poverty and have socio emotional problems. As these children reach adolescence, they are more likely to have low educational attainment, engage in sex at a younger age and have birth outside of marriage (Strong et al, 2022).

5. Desertion

Desertion is one of the ways to single parenthood in our society. It is a situation whereby either the father or the mother walks away from the marriage, leaving the other party without help or support. Desertion is also known as the poor man's divorce (Kendall, 2023).

Challenges faced by Single Parents

Parenting is a not easy and single parenting is tougher as it entails added responsibilities. A single parent has to face continuous newer challenges every day. For a single parent, these challenges appear in a series, in combination or even alone. Whatever the situation, there is no denying the fact that single parenting is full of challenges (Sander, 2021). The effects of growing up in single parent family have been shown to go beyond economics, increasing the risk of children dropping out of school, disconnecting from the labour force, and becoming teen parents.

Financial

In order to adequately understand and examine the negative contextual effect of the number of children from single-parent families at school, we first briefly elaborate on the reason why children from single-parent families perform worse at school than children from two-parent families. McLanahan and Sandefur (2017), give an extensive description of the three types of resources (i.e., financial, parental, and social) that are important in explaining the impact of living with a single parent on children's chances of future success.

First, they underline the importance of financial resources and the loss of income that generally goes together with family disruption. In short, this is due to the fact that after a divorce two households need to be supported instead of only one and thus a lot of household expenses cannot be shared any longer, which is also called a loss of economies of scale. The most direct effect of this loss of income on educational performance of children is the fact that the quality of the school they attend generally is lower (Grissmer, 2023).

The higher the income of parents, the more possibilities they have to live in neighborhoods with good public schools or to send their children to a school of their preference. Income can also affect school outcomes through enabling a child to participate in extracurricular activities, like lessons after school, special trips, or summer camps. Such activities improve children's skills directly, but also indirectly via general intellectual stimulation, which affects subsequent learning (Sander, 2021). In addition to a loss of financial resources, a loss of parental involvement is generally associated with a divorce or separation.

Parental involvement is supposed to positively affect children's educational outcomes" (Park & Kim, 2021). According to Richards and Schmiede (2017),

Children raised in single-parent homes suffer more severe health problems when the custodial parent is unable to provide them with proper nutrition and health insurance.

In such a situation, a single-parent is in one way or another obliged to play two roles in raising the child and many cases it becomes a problem to the children

Furthermore, children of single parents are at a greater risk for involvement in dangerous behaviors, such as drugs, alcohol, criminal activity or self-injury due to the lack of adequate adult supervision (Millar, Jane, Ridge and Tess, 2021). To overcome the impact of limited finances, single parents should seek out community resources to supplement the needs of their families, including agencies that can help them collect overdue child support. Take advantage of state-funded childcare programs, and medical and dental insurance plans to ease some of the financial strain on your family. Also, involve your children in after school programs that will keep them active and safe during the hours you must work (Millar, Jane, Ridge and Tess, 2021). However, children growing up in single-parent families experience negative consequences, but not all children. More importantly, focusing on the weaknesses and problems does not help single parents and their children become strong.

The Family: A Proclamation to the World states that adaptations in family life become necessary when disability, death, or other circumstances (such as divorce) make such adaptations necessary (Eamon, 2021). God loves us and will bless us in these circumstances. While it is not easy, single parent families can adapt and be strong families. According Eamon (2021), it mainly comprehends the time parents spend with their children on reading, helping with their homework, or by listening to the stories about their experiences at school, as well as the ability and willingness of parents to monitor and supervise children's social activities outside school, which reduces their opportunities to get in trouble.

Parents' occupation influences the students' achievement in academic works due to levels of their investments in their carriers that determine their level of purchasing capacity. Students' academic achievement is negatively correlated with the low level of parent's socio - economic status because it hinders the individual in gaining access to sources and resources of learning (Duke, 2021; Eamon, 2021). Low SES level strongly affects the achievement of students, dragging them down to a lower level" (Sander, 2021). It is also observed that, the economically disadvantaged parents are less able to afford the cost of education of their children at higher levels and

consequently they do not work at their fullest potential (Rouse and Barrow, 2021). Thus, children from single parent are said to face economic hardship.

Parents' Occupation

According to Akinsanya (2021), concerning parental occupation, a child from a well-educated parent with high socio-economic status is more likely to perform better than a student from an illiterate family. This is because the child from an educated family has a lot of support such as a decent and good environment for academic work, parental support and guidance, enough textual and academic materials and decent feeding. He or she is likely to be sent to good schools where well-seasoned teachers handle his or her subjects.

Farooq (2021) identified that, the type of parental occupation also has significant influence on student's achievement in the school, because the type of engagement of the parent will determine the amount of quality time they can give attention to the student at home and the level of their involvement in their ward's educational programmes. A very busy parent who leaves home before daybreak and returns when

the child is already asleep can offer very minimum attention and input to his or her child's education needs at home and in school.

According to Graetz (2019), parental education and occupational status are highly correlated with children's educational choices and attainment; this implies that the higher the parental educational qualification, the higher the occupational status of such a parent; and vice versa. Further, Graetz reported that, children from parents having low occupational status face many barriers in transiting from one stage of education to the next; revealing that low parental occupational status has negative influence and effect on student's school achievement. Parents of different occupation classes often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children. These differences do not express themselves consistently as expected in the case of every family; rather they influence the average tendencies of families for different occupational classes (Rothstein, 2016). Actually, Parent's occupation for students from single parent family influences the average tendencies of the students as they are involved in income activities.

Time and Money Management

From work to appointments, a single parents schedule is going to fill up fast. A significant step to take in managing these tough schedules is to first prioritize the tasks. If possible, a single parent should try to work with their employer in finding a work schedule that will assist with other priorities. parents should also try to plan things ahead. In example, by marking down all of the family's appointments, meetings and events onto a central calendar that is accessible by all. Than by planning things accordingly to that calendar, a single parent can successfully tackle their daily regimen (Grasser, 2016).

Musgrave, (2021) explained that, managing time is a key challenge for single parent students. Because these students often carry more responsibilities than traditional students do, they have less time to devote to their education.

They must balance school, children, work and their own well-being. Pressures to perform academically and achieve satisfactory academic progress are added to those they already feel from their home and child rearing responsibilities.

In a study on the effect of sociological and psychological belief factors on the academic success of single-mother college students, multiple participants were

concerned about balancing their time. For participants of the study, working hard not only meant compromising their family life to meet their academic responsibilities, but compromising their social and personal needs as well (Davison, 2017).

Money Management , this means that single parents will need to budget their monthly income. This is probably the most tangible challenge they will face, because now the household only has one income versus a dual, monthly stipend. Alterations in spending and lifestyle may need to be changed if their budget is in a deficit. To better manage their money, a single parent may cut back on how much they are spending, try to con-serve energy, thus saving money on bills, and/or partake in economical entertainment for the family and for themselves (Battle, 2017). Therefore, managing time can be a huge challenge for single parents, especially those who are also working. To help simplify your life and save valuable time, consider the following tips: Make lists and prioritize the tasks in order of importance.

Ask yourself if everything on your list is essential. Consider whether your expectations are realistic and scale them down to attainable levels if necessary. Simplify tasks for example, purchase food that is easy to prepare, combine errands into one trip, and set aside a block of time to do tasks (e.g., returning telephone calls,

paying bills) (Rothstein, 2004). Avoid waiting until the last minute to meet deadlines or fulfill obligations.

Prepare your workspace for the next day; make lists; lay out clothes; and pack briefcases, lunches and book bags at home the night before work. The more organized you are, the less time you will waste scrambling to get things done (McDonald, 2017).

Prioritize your activities, if you feel overwhelmed with requests for your time and help (e.g., coaching your daughter's soccer team, chaperoning your son's field trip, volunteering for a local organization), choose those activities that are most important to you and learn to say "no" to others (Graetz, 2019).

Effects of Single Parenting on Academic Performance

Children raised in single-parent households often face unique challenges that can negatively impact their academic performance. These effects are influenced by factors such as financial instability, emotional distress, lack of parental support, and social stigma. Below is a detailed breakdown of these negative impacts:

1. Lower Academic Achievement

Children from single-parent homes tend to have lower academic performance compared to those from two-parent households. Research suggests that they often score lower on standardized tests, struggle with homework completion, and have lower graduation rates. The reasons for this include:

- **Lack of parental supervision** – Single parents often juggle work and household duties, leaving little time to monitor their child’s academic progress.
- **Less time for academic engagement** – Fewer opportunities for parents to read with their children, help with homework, or attend school meetings can lead to a decline in performance.
- **School absenteeism** – Children from single-parent families may have higher absenteeism rates due to family disruptions, lack of transportation, or personal responsibilities at home.

2. Financial Constraints

Many single-parent households experience financial hardships, which can limit children's access to educational resources. This includes:

- **Limited access to quality education** – Single parents may not afford private schools or additional tutoring that could help improve academic performance.

- **Lack of learning materials** – Insufficient funds may prevent children from having proper school supplies, books, or even internet access for online learning.
- **Inability to participate in extracurricular activities** – Sports, music, and academic clubs often require fees, which some single-parent families cannot afford.
- **Frequent relocations due to financial instability** – Moving frequently can disrupt a child’s education, making it harder to maintain stable friendships, relationships with teachers, and consistent academic performance.

3. Emotional and Psychological Stress

The absence of one parent, particularly due to divorce, separation, or death, can cause emotional distress in children, leading to:

- **Depression and anxiety** – Feelings of loneliness, abandonment, and low self-esteem can negatively impact concentration and interest in school.
- **Aggressive or disruptive behavior** – Children may act out in class as a coping mechanism, leading to disciplinary issues and reduced learning time.

- **Lack of motivation** – Emotional stress can lower a child’s enthusiasm for school, making them less likely to complete assignments or engage in class discussions.
- **Social withdrawal** – Some children become isolated, making it harder to form friendships and engage in group learning activities.

4. Increased Responsibility at a Young Age

Children in single-parent homes may have additional responsibilities that interfere with their studies, such as:

- **Caring for younger siblings** – Older children may be expected to babysit while their parent is at work, reducing study time.
- **Household chores** – Cooking, cleaning, and other domestic duties can take precedence over homework and revision.
- **Part-time jobs** – Teenagers in single-parent households may take on jobs to help support the family, leading to exhaustion and reduced focus in school.

5. Lack of Parental Guidance and Role Models

A single parent may struggle to provide both emotional and academic guidance, which can affect:

- **Discipline and study habits** – Without firm parental guidance, children may lack self-discipline, leading to poor time management and procrastination.
- **Decision-making skills** – The absence of a second parental perspective may lead to poor educational and career choices.
- **Limited exposure to positive role models** – Single-parent children may have fewer interactions with successful adults who can inspire them academically.

6. Social Stigma and Peer Pressure

Children from single-parent homes sometimes face discrimination or judgment, leading to:

- **Low self-esteem** – Feeling different from peers can make children less confident in their abilities.
- **Bullying** – Some children face teasing or bullying, which can lead to withdrawal from school activities.

- **Influence from negative peer groups** – In search of belonging, some children may engage with peers who encourage skipping school, engaging in substance abuse, or neglecting studies.

7. Higher Dropout Rates and Reduced College Enrollment

Due to the challenges mentioned above, children from single-parent households are at a higher risk of:

- **Dropping out of school** – Financial difficulties, emotional distress, or lack of academic motivation can lead to early school leaving.
- **Lower college attendance** – Many children in single-parent homes may opt out of higher education due to financial limitations or the need to support their families.

Academic Performance

Lack of parental involvement is the biggest problem in public schools (Pitman, 2017). Where parents are involved, the students have higher grades, test scores and graduation rates, better school attendance, increased motivation, better self- esteem,

low rates of supervision, decreased use of drugs and alcohol and fewer instances of violent behavior.

Again, Knox (2017) indicated that more often than not, when parents separate or divorce children often lose both financial and emotional support of their fathers, which can have a negative impact on academic performance.

In contrast, there are a few studies that believe that the single parent households may not have as widespread and adverse an effect on academics as publicized. Findings suggest that conventional wisdom may exaggerate the detrimental effects on father absence (Debell, 2017).

Conclusion

It will be of great importance to the communities, societies, countries and the world as a whole to detect how single-parenting affects children in their daily lives and their academic performance.

This will ensure that authorities make it a duty and concern to find appropriate ways and means to solve these problems.

CHAPTER THREE

METHODOLOGY

This chapter is discussed under the following sub-heading

- Research design
- Research population
- Sample size and sampling technique
- Data collection method
- Validity and reliability of instrument
- Method of data analysis

Research Design

The research design chosen is survey research design. The survey research method is a veritable way of eliciting the views of a group, people or population of study about an event, activity or phenomenon. The survey technique is the most commonly used research method in the behavioral sciences and it involves drawing up a set of questions on various subjects or aspects of a subject and a selected number of a population are requested to answer (Sobowale, 1983).

Population of Study

The population of this study comprised eight thousand six hundred and sixty six (8666) selected Secondary Schools student in Ikpoba-Okha Local Government Area of Edo state.

Sample Size and Sampling Technique

The sample for this study comprised 100 Secondary School students randomly drawn from five (5) Secondary schools in Ikpoba-Okha Local Government Area and they are St Maria Goretti Girls Grammar School, Okha Secondary school. Niger College, Itohan Girls College and Idogbo Secondary School, 20 students which are from single parents homes were selected using simple random sampling procedure. Thus a total of 100 pupils constitute the research sample size.

Research Instrument

Questionnaires were used as the instrument for data collection. This is because questionnaires standardizes and organizes the collection and processing of information in a better and concise manner. The questionnaires contained questions which helped

the researcher to get the right opinion or view of the subjects or respondents. The questionnaires gave the respondents considerable choice of responses

Method for Data Collection

The researcher personally administered the questionnaires and personally collected them immediately the respondents were through with filling the question

Validity of Research Instrument

Content and construct was done by the supervisor and two other lecturers from the department of social studies so as to ensure the validity of the instrument.

Reliability of the Instrument

The test retest method was used to test the reliability. The questionnaires were administered to a set of 20 pupils that was not part of the study sample and after two weeks it was readministered to them again. Data collected from both administrations was exposed to Pearson moment correlation coefficient and the coefficient was 0.82 which is ideal for the study.

Method of Data Analysis

Data collected were analyzed using frequency, percentage and mean presented in a tabular form.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF FINDINGS

The purpose of this study is to determine the effect of single parenthood on academic achievement of secondary school pupils. This chapter deals with the analysis and discussion of the data obtained through the questionnaires from the respondents that constitute the sample of this study. The analysis is based on the research questions raised in chapter one. On this perspective the items in the research questions will be examined one after the other. The results of the findings are presented in the tables below.

DATA ANALYSIS

Section A: Demographic Data

Table One: Percentage Distribution of Age

Age range	Frequency	Percentage%
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10 -12	26	26
13 –15	34	34
16 – 18	22	22
19 and above	18	18
Total	100	100%

Source: field survey, 2025

From the above table, the number of respondents within the age range of 10 – 12 years was 26 which represented 26% of the entire sample. Also, respondents within the age range of 13 – 15 years were 34 in number which represented 34% of the total sample. Respondents within the age bracket of 16 – 18 years were 22 in number and it represented 22% of the entire sample, while those within the age range 19 and above were 18 in number which represented 18% of the entire sample.

Table Two:Percentage Distribution of Sex

Sex	Frequency	Percentage%
Male	40	40
Female	60	60
Total	100	100%

Source: field survey, 2025

The data above reveals that males which is 40 out of 100 constitute exactly 40% of the entire sample while females which was 60 in number constitute 60% of the entire sample

Table Three: Percentage of Classes

Class	frequency	Percentage%
JSS 1	13	13
JSS II	10	10
JSS III	19	19
SSS I	26	26
SSS II	21	21
SSS III	11	11
Total	100	100%

Source: field survey, 2025

The above showed that pupils which represents 13 of the respondents were in JSS I class, 10 pupils which represents 10 of the respondents were in JSS II class, 19 pupils which represents 19 of the respondents were in JSS III class, 26 pupils which

represents 26 of the respondents were in SS I class, 21 pupils which represents 21 of the respondents were in SSS II class and 11 pupils which represents 11 % of the respondents were in SSS III class.

Research Question One: What are the causes of single parenting in Ikpoba-okha Local Government Area?

Table 4: Causes of single parenting in Ikpoba-okha Local Government area

Variables	Frequency	Percentage (%)	Mean
Divorce	21	21%	4.2
Death	29	23%	5.8
Premarital pregnancy	32	32%	6.4
Marital violence	14	14%	2.8
Others	4	4%	0.8

Total	100	100%	20
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Source: field survey, 2025

The table above shows that 21 of respondents representing 21% said that divorce is one of the causes of single parenthood, 23% agrees Death is also a cause of single parenthood, 32% said that premarital pregnancy is one cause of single parenthood and this has the highest percentage. 14% said that marital violence is another cause of single parenthood while 4% said others reason causes single parenthood.

Table 5: Residence of Child in Ikpoba-Okha Local Government Area

Variables	Frequency	Percentage (%)	Mean
Father	11	11%	2.75
Mother	49	49%	12.25
Relatives	28	28%	7.00
Others	12	12%	3.00
Total	100	100%	25

Source: field survey, 2025

From table 4.2 it is seen that 49% of the respondents lived with their mothers. Specifically, 28% of them stayed with the relatives, 11% stayed with their fathers. While 12% stated others. With a majority of the children from single parent homes staying with their mothers only suggests that most of the single parents in Ikpoba-

Okha are women. This is attributed to the fact that young children always feel comfortable living with their mothers than fathers.

Table 6: Number of Siblings Respondent Has

Variables	Frequency	Percentage (%)	Mean
2-3 Siblings	11	11%	3.67
4-5 Siblings	49	49%	16.33
More than 5	28	28%	9.33
Total	100	100%	33.33

Source: field survey, 2025

From table 3, it is seen that a majority (49%) of the respondents have 4-5 siblings, about 11% have 2-3 siblings while 28% of them have more than five siblings. The finding shows that all the respondents have more than a sibling. This implies a high dependency ratio in families and its attendant economic hardship. The greater the number of children in a family the more these children have to share available family

resources resulting in the children given smaller amounts of money for school and inability to buy them new uniforms.

Research Question two: Does the income status of single parent's influences the academic performance of their children in secondary schools?

Table 7: income status of single parents in Ikpoba-okha Local Government area

Variable	Frequency	%	Mean	Frequency	%	Mean
	Yes (n = 100)		(Yes)	No (n = 100)		(No)
My parent always pays my fees on time	11	11	1.83	16	16	2.67
My parent provides most of my school needs (textbooks, school bag, shoes)	29	29	4.83	21	21	3.50
I hardly get time to study at home because	28	28	4.67	18	18	3.00

of my long hours of work						
My parent always supports me financially to meet my school requirements	14	14	2.33	20	20	3.33
My parent has a reliable source of income	12	12	2.00	15	15	2.50
I always have food to eat before and after school	6	6	1.00	10	10	1.67
Total Mean	100	100	16.67	100	100	16.67

Note. *n* represents the number of respondents in each category. The mean represents the **average responses per variable**, calculated as **Frequency ÷ Number of Variables (6)**.

Source: field survey, 2025

The information in **Table 7** shows that **11%** of the respondents agreed that their parents always pay their fees on time, while **16%** of the respondents disagreed. This illustrates that the majority (**16%**) of the respondents believe that their parents do not always pay their fees on time. Additionally, **29%** of the respondents agreed that their parents provide most of their school needs (textbooks, school bag, and shoes), while **21%** of the respondents disagreed. This indicates that the majority (**29%**) of the respondents feel that their parents do provide most of their school needs. Regarding study time, **28%** of the respondents agreed that they hardly get time to study at home because of their long hours of work, while **18%** of the respondents disagreed. This suggests that the majority (**28%**) of the respondents struggle with study time due to household responsibilities. Furthermore, **14%** of the respondents agreed that their parents always support them financially to ensure they meet their school requirements, while **20%** of the respondents disagreed. This implies that the majority (**20%**) of the respondents believe they do not receive adequate financial support from their parents. Regarding parental income, **12%** of the respondents agreed that their parents have a reliable source of income, whereas **15%** disagreed. This indicates that the majority (**15%**) of the respondents believe their parents do not have a reliable source of income.

Lastly, **6%** of the respondents agreed that they always have food to eat before and after school, while **10%** of the respondents disagreed. This shows that the majority (**10%**) of the respondents feel that they do not always have enough food before and after school.

Research Question Three: Does The Educational Attainment of Single Parent’s Influences the Academic Performance of Their Children in Secondary School?

Table 8: Educational Attainment of single parents in Ikpoba-okha Local Government area

Variable	Frequency Yes (n = 100)	%	Mean (Yes)	Frequency No (n = 100)	%	Mean (No)
My parent is educated	18	18	2.57	22	22	3.14
My parent always checks my books at home	16	16	2.29	24	24	3.43
My parent always creates time to do assignments with me at home	14	14	2.00	20	20	2.86
My parent has employed someone to assist me with bookwork at home	12	12	1.71	18	18	2.57
My parent always attends PTA meetings in my school	14	14	2.00	16	16	2.29

My parent always pays for my extra classes	13	13	1.86	14	14	2.00
My parent always creates time to discuss with me about my school	13	13	1.86	16	16	2.29
Total	100	100	14.29	100	100	18.57

Source: field survey, 2025

Table 6 above depicts that **18%** of the respondents agreed that their parent is educated, while **22%** of the respondents disagreed with this view. This shows that a higher proportion (**22%**) of the respondents stated that their parent is not educated. **16%** of the respondents agreed that their parent always checks their books at home, while **24%** of the respondents disagreed with this opinion. This indicates that the majority of respondents believe that their parent does not always check their books at home. **14%** of the respondents agreed that their parent always creates time to do assignments with them at home, whereas **20%** of the respondents disagreed with this assertion. This illustrates that the majority (**20%**) of respondents hold the view that their parent does not always create time to do assignments with them at home.

12% of the respondents agreed that their parent has employed somebody to assist them with bookwork at home, while **18%** of the respondents disagreed with this opinion. This indicates that most respondents stated that their parent has not employed

anybody to assist them with bookwork at home. **14%** of the respondents agreed that their parent always attends PTA meetings in school, whereas **16%** of the respondents disagreed with this view. This shows that a slightly larger percentage (**16%**) of respondents believe their parent does not always attend PTA meetings in school. **13%** of the respondents agreed that their parent always pays for their extra classes, while **14%** of the respondents disagreed with this assertion. This means that a slightly higher proportion (**14%**) of respondents said their parent does not always pay for their extra classes. **13%** of the respondents agreed that their parent always creates time to discuss school matters with them, while **16%** of the respondents disagreed with this opinion. This shows that a significant proportion (**16%**) of respondents believe that their parent does not always create time to discuss school matters with them. The above analysis implies that **the educational attainment of single parents influences the academic performance of students.** The data suggest that **a significant number of single parents in Ikpoba-Okha are not well-educated, do not always check their children's books at home, do not regularly create time for assignments, do not actively attend PTA meetings, and do not always engage in discussions about their children's education.** These factors may negatively impact students' academic performance.

Research Question four: Are children from single parenthood properly guided in terms of future career in Ikpoba-Okha Local Government Area of Edo State?

Table 9: children from single parenthood are properly guided in terms of future career in Ikpoba-okha Local Government area

Variable	Frequency	Percentage (%)	Mean
Yes	49	49	24.5
No	51	51	25.5
Total	100	100	-

Source: field survey, 2025

The table above shows that 49% said that they are properly guided in terms of future career while 51% said that they are not properly guided in terms of future career. This indicate that attention is given to children from single parents home in school.

Discussion Of Findings

The findings from the study provide significant insights into the impact of single parenthood on academic performance of students. The analysis covers key areas such as causes of single parenting, residence of children, number of siblings, income status of single parents, educational attainment of single parents, and career guidance for children from single-parent households.

1. Causes of Single Parenting

The study identified several causes of single parenting in Ikpoba-Okha. The most common cause was **premarital pregnancy (32%)**, followed by **death (29%)** and **divorce (21%)**. **Marital violence (14%)** and other factors (4%) also contributed to single parenthood. These findings suggest that a significant number of children are raised by single parents due to unexpected circumstances such as death or premarital pregnancy, which may lead to financial and emotional challenges for both the parent and the child.

2. Residence of Children from Single-Parent Homes

The study also examined where children from single-parent homes reside. Findings showed that **49%** of children live with their **mothers**, while **28%** live with **relatives**. Only **11%** of children live with their **fathers**, and **12%** live with **others**. This

highlights that in single-parent households, mothers are more likely to be the primary caregivers. However, a significant number of children live with extended family members, which may affect their emotional stability and sense of belonging.

3. Number of Siblings in Single-Parent Households

The study revealed that the highest percentage of respondents (**49%**) have between **4-5 siblings**, while **28%** have more than **5 siblings**. A smaller percentage (**11%**) have **2-3 siblings**. This indicates that many single parents have multiple children, which may increase financial burdens and make it challenging to provide adequate support for each child's education and well-being.

4. Income Status of Single Parents

The study examined the financial situation of single parents and how it affects children's academic performance. Findings showed that only **11%** of respondents agreed that their parents always pay school fees on time, while **16%** disagreed. Similarly, **29%** of respondents agreed that their parents provide essential school materials (textbooks, school bags, and shoes), while **21%** disagreed.

Furthermore, **28%** of children stated they do not have enough time to study at home due to long hours of household chores, and **15%** confirmed that their parents struggle to support them financially. These findings suggest that financial instability is a common issue among single-parent households, which may negatively impact children's educational outcomes.

5. Educational Attainment of Single Parents

Education is a key factor influencing children's academic success. The study revealed that only **13%** of single parents are educated, while **11%** of respondents stated that their parents are not educated. Additionally, **9%** of respondents reported that their parents check their books and help with assignments, while the majority stated that their parents do not engage in these activities.

Furthermore, **only 7%** of respondents stated that their parents regularly attend **PTA meetings**, and **6%** confirmed that their parents have hired someone to help them with schoolwork. This suggests that many single parents may not have the educational background or time required to actively support their children's academic development actively, leading to lower academic performance.

6. Career Guidance for Children from Single-Parent Homes

The study also examined whether children from single-parent households receive adequate career guidance. Findings showed that **49%** of respondents agreed that they receive proper career guidance, while **51%** disagreed. The nearly equal split suggests that while some single parents play an active role in guiding their children's future, a significant number may struggle due to financial constraints, lack of education, or time limitations.

CHAPTER FIVE

SUMMARY OF FINDING, CONCLUSION AND RECOMMENDATION

Summary

The findings of this study reveal that single parents influences the academic performance of their children as most single parents do not have a reliable source of income, do not always pay their children's fees on time, do not provide most of their school needs (textbooks, school bag and shoes) and do not regularly provide food for their children before and after school. All these negatively affect the academic performance of their children. Also, it was revealed that the educational attainment of single parents influences the academic performance of students as more than half of single parents in Ikpoba-Okha were uneducated; do not always check their children's books at home; do not always create time to do assignments with their children at home; do not always attend PTA meetings in school and do not always create time to discuss with them about school. Findings also show that, single parenting is caused by unfaithfulness, marital violence, premarital pregnancy, poverty, divorce and death of spouse.

Conclusion

The family serves the function of guidance and socializing of its members and it is the first agent of socialization in the life of a child. This social roles includes, teaching the child socially accepted behaviour, norms, values, dressing, acquisition and use of language, eating habits, control of aggression, development of sex roles, morality etc. Ideally the family should be a strong biopscho-social unit i.e. a biological, psychological and social unit. From this point of view the family has a key role to play to enhance the academic success of children. Apart from the materials and economic resources provided to the child by the family for his intellectual development it is also a responsibility of the family to socialize and develop the child's personality gradually. Thus, it is paramount for parents to stay together for the proper upbringing of their children.

Recommendations

Based on the above findings, the following recommendations were made:

1. The Ministry of Family and social welfare should organize seminars to teach couples the importance and the requirements of the family to the education of their children. Parents should be advised to stay together and provide all

necessary school needs for their children and get more involved in their school activities.

2. Schools at all levels should have a strong guidance and counseling unit to help all the children with family problems and also create a link between the home and the school.
3. The Ministry of Secondary Education and Vocational Training in collaboration with Universities and Religious organizations should work together and develop training programs on love, marriage and care for parents in order to educate the society on the importance of love and family care for healthy families, communities and society in general.
4. Parents should consider the future of their children as the first priority, stay together and providing psycho-social and economic support to enhance the academic performance of their children.

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QUESTIONNAIRES

The goal of the study is to obtain data on effect of single parenthood on academic performance of students. This is a partial fulfillment of B.Sc. (ed) programme. I therefore, solicit your cooperation and consent to participate in this study. The confidentiality of your responses is guaranteed.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF CHIDREN

1. Sex: a) male b) female
2. Class: a) JSS 1 b) JSS 2 c) JSS 3 d) SSS 1 e) SSS 2 f) SSS 3
3. Age: a) 10-12 b) 13-15 c) 16-18 d) 19 & above

4. Who do you stay with? a) Mother b) Father c) Both d) Others (please be specific)
5. If only one then where is the other? a) Travelled b) Separated c) Divorced d) Death
6. How many siblings do you have? a) Don't have b) 2-3 c) 4-5 d) more than 5
7. Do your parent(s) work? a) Yes b) No .

SECTION B: EFFECTS OF SINGLE PARENTING ON CHILDREN'S EDUCATION

8. Do your parent(s) give you money to buy food in school? a) Yes b) No
9. Are your parent(s) able to buy you all the books you need for school? a) Yes
b) No
10. How many years have been using your current uniform? a) Less than one year
b) 2-3 years c) 4-5 years d) more than five years
11. Has your performance in class improved or gone down? a) Not improved b) improved
c) gone down

**SECTION C: CAUSES OF SINGLE PARENTING ON CHILDREN'S
EDUCATION**

12. What is the reason your parents become a single parent? a) divorce [] b) Death
of a spouse [] c) premarital pregnancy d) marital violence e) others