

# PARENTING TYPES AND ITS EFFECT ON ACADEMIC PERFORMANCE OF PUBLIC SENIOR SECONDARY SCHOOL STUDENTS IN CENTRAL SENATORIAL DISTRICT OF EDO STATE

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## ABSTRACT

*The study examined the influence of single parenthood on the academic performance of students in Central Senatorial District of Edo State. Single parenthood background variables covered include: single parenting type, single parents' educational qualification and their income status. The study adopted the ex-post facto design. The population of the study consists of the 5,048 Senior Secondary School one (SSS I) students in the 69 public secondary schools in Central Senatorial District of Edo State. A sample of 350 senior secondary school one (SS1) students were covered of which only 145 students from single parents families were included in the analysis. The research instrument used for the collection of data was a checklist titled: "Parents' Socioeconomic Status and Students' Academic Achievement Checklist - PASESAC". The instrument of the study was not subjected to any reliability technique. The researcher personally administered the questionnaire to students after due permission was taken from the school principal. Frequency, percentages and inferential statistics were used for the study. The Analysis of Variance (ANOVA) and Tukey Highest Significant Difference (HSD) mean post-hoc test were used to test for the significance of the hypothesis at 0.05 level of significance. The result showed that single parenting type, single parents' educational and income status has significant influence on students' academic achievement in secondary schools in Central Senatorial District of Edo State. It was recommended that personnel and educational psychologist have a role to play in providing moral support to students of single parents from economically disadvantaged backgrounds.*

## Introduction

Secondary education is designed to lay the foundation for further education and prepare learners for useful living within the society (FRN, 2004). This is so crucial because a good foundation at this level of education prepares learners for higher education. Unfortunately, there has been a bane of challenge on the quality of education at the secondary level in Nigeria. Several public complaints, lamentations from parents, examinations bodies and new headlines on the abysmal performance of students in public examinations all attest to this fact (Asikhia, 2010). The public's unhappiness becomes more prominent following the annual release of the Junior Secondary School Certificate Examination (JSSCE) yearly results for over a decade. As noted by Asikhia (2010), students' academic performance on various subjects such as English language, Mathematics, and other prominent subjects, neither matches the quality of public investment on students in secondary schools nor that of their parents.

Academic performance refers to the degree of a student's accomplishment on his or her academic task or studies. It is commonly measured by grades which reflect the student's "score" on a given subject or set of subjects over after a period of instruction. Success is measured by academic achievement in most educational institutions. In this case, how well a student meets standards set out by an institution itself or an external examination body either set up by the government or an independent outfit signifies success or good performance (Duruji, Azuh & Oviasogie, 2014). On the other hand, poor academic achievement is a performance that is adjudged by the examined/testee and some other significant as falling below an expected standard. The criteria for performance or excellence can be from 40 to 100% depending on the subjective yardstick of the evaluator or assessor. For example, a mean average 60% performance of a student is by all standards a very good performance. However, a cursory look at the performance of the individual examined and the standards of the examination could reveal that the performance is a very poor one. On another hand, Junior Secondary School one (JSS1) student's average performance of 38% in Mathematics in the West African Senior Secondary Certificate Examination (WASSCE) can be said to be a poor performance when in actual sense, the performance is by all standards encouraging (considering the level of the examinee). This shows that the concept of poor academic performance is very relative and depends on so intervening variables. However, following the regular grading system, a performance below a score of 40% represents a fail.

Several factors affecting students' academic performance from the ambit of students, the school system, teachers, the government and even their homes are quite multifaceted, complex and interwoven. As such, one can hardly attribute it to any single variable. Buttressing this, Aremu (2000), asserted that the search for factors responsible for poor academic achievement of students is unending and could be attributed to: (i) factors from the learner themselves such as their basic cognitive skills, physical and health factors, psycho-emotional factors, lack of interest in school programme; (ii) factors within the school such as school location and physical building; interpersonal relationship among the teachers and learners (iii) factors resident in the society such as instability of educational policy; and under-funding of educational sector; and (iv) factors resident in the family such as: cognitive stimulation/basic nutrition; type of discipline at home; lack of role model from home, and other factors such as parents' education, occupational status and finances that border on students' exposure from parenthood or various parenting types.

Parenting type can be seen as the structure that describes how a child is raised within a family unit.

For this study, it is broadly categorized into double/intact and single parenting. Double or intact parenting is a parenting type that features in a family unit comprising of the father, mother and the child or children. It can be seen as one in which both parents (father and mother) jointly involve themselves in the provision of the physical, emotional and academic needs of their children or wards at school. Interestingly, the traditional concept of parenting in the manner of raising children within the family context of one husband and one wife is gradually evolving with the proliferation of “alternative parenting” such as: singlehood, cohabitation, gay and lesbian couples, and also one-parent families known as single parenting or single parenthood (Abdu-Raheem, 2015).

Single parenting also known as single parenthood is a unique kind of parenting that involves a one-parent family with one or more children. By classification, single parenting types have been defined along three unique parts on the bases of the causes or factors that brought about them. These parts include: voluntary single parenthood, circumstantial single parenthood and legal induced single parenthood (Abudu & Fuseini, 2013). Voluntary single parenthood is single parenthood caused by one taking a decision raise a child out of wedlock, cohabitating in a free union or simply living alone]. The second - circumstantial single parenthood may be caused by unplanned pregnancies, child abandonment to the other spouse, work migration, and inability to take care of one’s child or children as a result of sickness, terminal illnesses or death] while legal induced single parenthood may be caused by divorce, taking legal custody of a child(ren), or deliberately becomes a single-parent to a biologic or adoptive child through legal/contractual agreement. These strands of single-parenting all bring about parental separation or the removal of children from their biological parents, guardian or care-giver(s) to whom they are attached.

Generally, Oyedare, Ogunjinmi and Durojaiye (2016) noted that all forms of single parenthood may affect the academic performance of school age children because single parenthood is characterized by two main social consequences namely: physical and emotional separation from the child. The physical separation may include: separation between the learner and his parents/guardian as a result of their busy work schedules, work-home distance, work migration and residency with a relative or extended family as against their biological parent while emotional separation includes: separation between a learner and his parents/guardian as a result of their marital conflict, family dispute, incessant domestic violence, and divorce. When a pupil has no access to either of their parents, they may exhibit a sense of physical and emotional detachment which could interfere with their learning readiness, school adjustment and academic performance. Aside single parenting type, the socio-economic status (SES) of individual students from the standpoint of single parenthood such as educational qualification, income status; among many others variables could also have some influence on students’ academic performance.

Single parents’ educational status simply put refers to the quality of being educated either informally or formally. While the informal education covers all forms of non-structured learning that a learner enjoys by observation, tutelage, and imitation from various agents of socialisation - parents, siblings, peers, among others; formal education concerns itself with structured instructions obtained from formal institutions of learning such as schools, colleges, monotechnics, polytechnics, universities, and other formal training institutions for correspondence courses and skill acquisition. In the context of this study, educational status of students’ parent refers to the academic qualification of parents of a student in terms of their formal schooling. Formal schooling in this regard ranges from parents with no formal education to those with the highest level of an

academic degree of a doctorate at the tertiary education level. Generally, it is expected that the learning readiness and academic behaviour are sharpened by how much moral lessons and academic support students enjoy from their parents. Hence, literate parents who usually have more value for education often consider the need to educate their children. The foregoing explains that students from well-educated homes are often given more academic and moral support at home which may indirectly translate into higher achievement of academic performance at school.

Single parents' income status is another family background variable. It measures the nominal income earnings of an individual over a period of time e.g weekly, monthly and per annum. At the basic level, it connotes the financial ability of ones parents with which they provide basic needs of portable water, shelter, clothing for their family while in a more technical sense, it may be considered a measure of an individual's welfare, income earnings, economic well-being and standard of living. In the context of this study, income status of parents refers to a students' classification of their parents/guardian or sponsors into one of the three economic classes – low, average and rich; based on their ability to provide the finances needed for their tuition and upkeep for their secondary education. Due to the high and rising cost of education, the inability of students to get the much needed finance to purchase their hand-outs (books), conduct personal researches/practical, write assignments and even engagement in some social activities that could adversely affect their academic survival or learning outcome at school. This shows that the financial stand of one's parents or educational sponsor may have tremendous influence on the academic success of a learner at school.

The rate of failure among our secondary school students in their academic quest is alarming and leaves much to be desired. In the event of the foregoing, the Nigerian society today, groans in the pain of yearly poor academic performance of secondary school students in final, graduating examinations such as JSSCE, WAEC, NECO, JAMB, and post UTME. Putting it vividly, Adeyemo and Kuyoro (2021) observes that the West African Examinations Council is the major certifying examination body for students who have undergone secondary school education in Nigeria. Performance of students in examinations has since been dismal. Explicating further, Adeyemo and Kuyoro (2013) noted that with only 31.2 percent (i.e.529, 425,000 out of 1,692,435,000 candidates) having credit pass in 5 subjects including English and Mathematics in the 2021 May/June West African Examination Council(WAEC) exam as against a 36.57 percent in 2020, and 38.81 percent in 2021, it is clear that not only that performance is dropping steadily, the below 50 percent performance in the last 7years, is an indication that the Nigerian secondary education system is terribly sick and requires an urgent, full-scale diagnosis, and deserving physicians.

Mass failure of students in public examinations could be traced to several factors that can be compartmentalized into the domains of parents, students, teachers, schools, government and the society. In other words, the causes of mass failure of students in public examinations are multi-dimensional in nature. Aremu and Soka (2003) found out that factors responsible for poor academic achievement are traceable to many: personal, school, teachers, governmental, and home factors. According to them, the search for the factors responsible for poor academic achievement is unending and some of the home related factors they put forward are: parents' socioeconomic background, their value for education, supervision of students' learning outcome at school, financial support/involvement in their child's education and so on.

Scholars have made attempt to study the single parenting and its effect on academic performance of public senior secondary school. Akanbi (2014) investigated the impact of family type, parenting type and separation (divorce) on academic performance of senior secondary students in Ilorin metropolis Kwara State and found that there is a significant negative influence of single parenting, family separation (divorce) and students' academic performance. Okolie, Inyiagu, Elom, Ndem and Nwuzo (2014) examined the effect of parental or home background on the academic performance of technical college students in Ebonyi State. Findings among others revealed that socio-economic status of the home has a great impact on students' academic performance; poor home environment and single-parent household adversely affected the academic achievement of students. Omoruyi (2014) investigated the influence of broken homes on academic performance and personality development of the adolescents in Lagos State metropolis with particular focus on the Kosofe Local Government Area of Lagos State. The results revealed that there is a significant difference between single- parenting and academic performance of the adolescents, parental socio-economic status, adolescents from broken homes and academic performance. This paper seeks to extend this research effort by determining single parenting and its effect on academic performance of public senior secondary school in Edo Central Senatorial District. In light of this, the purpose of this seminar paper is to ascertain single parenting affects academic performance of students.

### **Hypotheses**

The following are the research hypotheses formulated for the study:

- 1) Parents' educational qualification has no significant influence on students' academic achievement in Central Senatorial District of Edo State.
- 2) Parents' income status has no significant influence on students' academic achievement in Central Senatorial District of Edo State.
- 3) Single parenting type has no significant influence on students' academic achievement in Central Senatorial District of Edo State.

### **Literature Review**

Two types of parenting type are recognized around the world – single parenting and double parenting. Single parent sometimes called a solo-parent is a parent that is not living with a spouse or partner, who has most of the day-to-day responsibilities in raising the child or children. A single parent is usually considered the primary caregiver. The primary caregiver is the parent the child have residency with majority of the time (Dowd, 1997). If the parents are separated or divorced, children live with their custodial parent and have visitation or secondary residence with their non-custodial parent (Benokraitis & Nijole, 2012). In western societies in general, following separation, a child will end up with the primary caregiver, usually the father (Statistics Ginger Bread, 2015). Custody battles, awarded by the court or rationalized in other terms, determined who the child will spend majority of their time with. This affects children in many ways, and counseling is suggested for them.

Some causes or factors responsible for determining the status of single parenting are divorce of couples with children, desertion, death of a partner, birth to unmarried woman or unintended pregnancy and single parent adoption.

**Divorce:** Divorce is one of the main events that lead to single parenting in advanced countries (Amato, 2016). Divorce was generally rare historically (although this depends by culture and era) and divorce especially became very difficult to obtain after the fall of the Roman Empire, in Medieval Europe, due to strong involvement of ecclesiastical courts in family life (although annulment and other forms of separation were more common (Kent's commentaries on American law)).

**Separation:** The crucial event of a marital break down is the act of separation. This usually occurs when the relationship between both parents had gone cold. Divorce is a legal consequence that follows the emotional fact of separation, though not all separation leads to divorce. Although separation generally precedes divorce, some couples are able to sort out their misunderstanding and misgivings and are able to put the separation period behind them and move on with their lives (Olaleye & Oladeji, 2017). Strong *et al*, (2022) opined that as many as one couple out of every six marriages are likely to have separated for at least two days. The changes that take place during separation are crucial because at this point a person's emotions are raw and most profound. Men and women react differently during this period. When separation takes place in the family, the other parent does not know what to do or expect, there are no divorce ceremonies or rituals to mark this major turning upon the children.

**Desertion:** Desertion is one of the ways to single parenthood in our society. It is a situation whereby either the father or mother walks away from the marriage, leaving the other party without help or support. Desertion is also known as the poor man's divorce. It is called the poor man's divorce because one party leaves the marriage without going through legal process of divorce. Kendall (2023) pointed that the process of socialization depends on both parents playing complementary roles in raising such children, which will definitely impact positively on the children during school years. On the other hand, children from single parent homes are more likely to suffer deprivations and denials of some rights and opportunities that will have negative psycho-social impact on them in school years (Azuka- Obieke, 2013). Children of deserted parents find it more difficult to understand the reason why they have to do without the other parent. Santrock (2014) asserted that these children see themselves as unloved and unwanted by the deserted parents as if it is their fault to abscond parental desertion.

**Death of a Parent:** Single parent families were historically as a result of parental death. In fact, death of a parent was a major cause of single parenting (Amato & Keith, 2016). He further stated that about one-fourth of children born around the turn of the nineteenth century experienced death of a parent before they reached age fifteen.

**Unintended Pregnancy:** 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. A partner may also leave as he or she may want to shirk responsibility of bringing up the child. Where they are not accepted, they sometimes result in forced marriage; however, such marriages fail more often than others.

**Single Parent Adoption:** Single birth adoption has existed since the last 19th century. Men were rarely considered as adoptive parents and were considered far less desired. Often, children adopted by a single parent were raised in pairs rather than alone and adoptions by lesbians and gay men were arranged as single parent adoptions. During the mid-19th century, many states welfare

officials made it difficult if not impossible for single persons to adopt, as agencies searched for “normal” families with married men and women. In 1965 the Los Angeles Bureau of adoption sought single African Americans orphans for whom married families could not be found. In 1968, the child welfare league of America stated that married couples were preferred, but there were “exceptional circumstances” where single parent adoptions were permissible (Single Parent Adoption, 2014). Some of the effects of single parenthood are discussed as follows.

**Psychological Effect:** Empirical evidence has shown that children from intact-homes will be taken care of and better socialized. This is due to the fact that the process of socialization depends on both parents playing complementary roles in raising such children; which will definitely impact positively on the children during school years. On the other hand, children from single parent homes are more likely to suffer deprivations and denials of some rights and opportunities that will have negative psycho-social impact on them in school years (Azuka-Obieke, 2013).

Adolescence is a transitory period (12 years to 18 years) between childhood and adulthood and it involves biological, cognitive and socio-emotional changes (Santrock, 2014). During this period an individual is seen neither as a child nor as an adult. Salami and Alawode (2015) claimed that adolescents are characterized by emotional instabilities and hyper-activities, which cause them to experience storms and stress. Diane 2007 opines that identity formation creates tension in adolescents to the extent that some of them become confused about their personality. Adolescence period is a transitional period in the development of critical thinking and a time of increased decision making. The theory of cognitive development emphasize that adolescents think more abstractly, idealistically and also thinks more logically (Santrock, 2014). The period of adolescence is very important to the development of any individual. Therefore, any laxity on the part of the parents in assisting and guiding the adolescent may result in academic backwardness and development of unwholesome behaviors.

The foundation of what a person becomes in the societies depends is laid in the home and at the initial stage of life. According to Sigmund Freud who is the pioneering architect of psychoanalytic theory, early experiences with parents and family relationships extensively shape development (Santrock, 2024). Parents therefore have their children and adolescents acquire the appropriate academics, social, psychological and moral development. Research has consistently shown that family structure can facilitate or limit the ways in which parent are able to positively influence the psycho-social and educational outcomes of their children (Amato & Keith 2020). A child from home where the father and mother are present will be well taken care of and socialized in the best way possible. This is due to the fact that the process of socialization depends on both parents playing complementary roles in bringing up the child. Such child is likely to achieve self-socialization later in life (Azuka-Obieke, 2023).

**Educational Effect:** Parents are primarily responsible for the educational and career development of their children (Salami & Alawode, 2015). Literatures on academic performance among children suggest that children’s academic performance improve when both parents are actively in their education. (Nyarko 2017; Nyarko & Vorgelegt, 2017) married parents are more likely to involve in their children’s education than single parents (Nyarko 2017). As parent s engage in the academic activities of their children, it is most likely to have a positive influence on their academic performance. However, this does not necessarily suggest that once parents engage in a child’s

academic activities, the child would be academically successful as the child's own abilities and the school environment also play critical roles in that respect.

Given the positive influence of parental involvement on children's educational outcome, children under single parent family structure might not receive the necessary attention they required because the single parent might be over whelmed by many responsibilities Abankwa Amoakohene, (2017) states that children in single parent families are three times more likely to drop out of high school than children from two-parent families. Because single parents are the primary and frequently the sole source of financial support for the family, they have less time to help children with homework, are less likely to use consistent discipline, and have less parental control, and all of these conditions may lead to lower academic performance. In contrast, there are few studies that believe that the single parent household may not have as widespread and adverse an effect on academics as is publicized. Findings suggest that conventional wisdom may exaggerate the detrimental effect of father's absence (Debell, 2015). This study seemed to imply that once the socio-economic factors are controlled there is a much lessened effect on the academic performance and all round well-being of the child.

**Behavioural Effect:** Interest in parenting and behavioral problem in children is widely acknowledged. Anti-social behavior is a major problem in childhood and beyond. Overall, prior research has shown that children who have experienced any kind of family change have poorer behavioral outcomes than children in stable two-biological parent families (Cherlin, 2015). Children from single parent families tend to have poorer cognitive and behavioral outcomes than those from intact families (Rushton & McLanahan, 2014). Some western studies have noted greater problem behaviors in children from families with unmarried mothers or it been more for boys than girls (Ackerman, *et al*, 2017). Karst (2020) attributes this greater prevalence to limited supervision, strained financial re-sources, social isolation, fewer coping supplies compared with children in traditional two-parent families. Also, youths from single parent families appear to be more to peer pressure and more likely to be make decisions without consulting a parent (Griffin et al, 2020).

**Economic Effect:** Being a single parent and struggling for money often coincides. Economic hardship has been found to cause emotional distress in parents, which can in turn hamper parent's ability to be supportive, sensitive and consistent with their children (E. Dearing, McCartney & Taylor, 2016). Also in a study carried out by Azuka-Obieke, Uchenna (2013) he noted that single parent homes are more likely to be low-economic homes. These children would therefore be subject to problems associated with their socio-economic group. When there is only one parent, the family is often less well off financially and this is the main reason for so many family problems. The report of the study shows that effect of coming from a low-income family can include things like lower educational level; lower economic performance and can result in leaving the child feeling isolated and lonely.

A similar study was carried out by Single-Rushton and McLanahan (2014). The study was concerned with the wellbeing of the child in the absence of one parent the outcome of the study draws our attention to the fact that children raised by one biological parent fare worse on a host of social and economic measures than children raised by both biological parent. Single parent families tend to be poorer than are two-parent families. Given that family economic status is an important determinant of children's education, it is evident that difference in economic studying

between children from single parent homes and intact homes explain some of the educational differences between them. The absence of one parent have serious effects on the adolescent as homes led by single mothers experience lower household income which eventually influence the educational opportunities and success in school (Benokraitis, 2022).

Children affected by the negative effect of single parenthood continue on with their lives; however, the lasting effect of divorce have been shown to follow some children into their adulthood, including their marriage and own children's life. The negative views of relationships that have been instilled due to exposure of their "childhood" family conflict can cause long term effects on these now adult and their own children. According to Abankwa (2017), adults who are able to recall a high level of conflict between parents while growing up tend to report disproportionately a large number of psychological and marital problems in their own lives. Many of these adult children continue to struggle in their everyday lives with symptoms of depression, anxiety and overall feeling of dissatisfaction with their overall lives. In fact, many of adult children will utilize more mental health services than will the adult children of two parent households (Amato & Sobolewski, 2021).

It has been found that parental divorce is associated with lower socio-economic status in adulthood, compared with children from two-parent families, children with divorced parents are more likely to drop out of high school, less likely to attend college, and complete fewer years of education overall (Amato & Sobolewski, 2021). Many believe that this is due to the emotional disturbance that is caused in disrupted and chaotic households and a child's potential to form a poor sense of self. This poor sense of self and instability in relationships can lead to still other relationship troubles including infidelity, reoccurring divorce and remarriages and in extreme cases spousal and domestic abuse. Much research that has been published appears to point a picture of somewhat bleak situation. This picture has made the individuals that are affected and involved appear as though they are all hopeless, anxious and somewhat mix up. Fortunately, there is also evidence that children from single parent, divorced or broken homes, with support, have and supported sense of self have become successful adults, and capable of positive marriage and relationships with their own children and have formulated the will to survive (Abankwa, 2017).

## Methods

This study adopted the ex-post facto research design. The population of the study consists of the 5,048 Senior Secondary School one (SSS one) students in the 69 public secondary schools in Central Senatorial District of Edo State. A sample of 350 senior secondary school one students was used for the study. The multi-stage sampling technique was used as the sampling technique. In the first stage, two of all the public schools in each local Government were drawn for the district. In this regard, the researcher randomly drew two schools as a representative sample for the schools in each local government. In using the simple random, all the names of the public schools in each local government was written on little pieces of paper and folded. The researcher then picked the number of papers (schools) as representative schools from which sample can be drawn to represent the local government. Secondly, the purposive sampling technique was used to draw thirty senior secondary school one students from the selected schools for the study. This gave a total of 300 students drawn as sample.

The research instrument that used for the collection of data was a checklist titled: "Single Parenting

Status and Students' Academic Achievement Checklist - SPSASAC". The checklist is designed to obtain the necessary information needed from students on their parents' socio-economics status. The checklist is divided into Sections A and B. Section A contains questions relating to the students' demographic data such as the name of their school and their single parents' educational qualification and income status and single parent type. Section B was designed to elicit information from students on their academic achievement. Students' Academic Performance Checklist (SAPC) was used in place of collecting the result of students at Senior Secondary Certificate Examinations (SSCE), due to lack of access to students' raw scores in SSCE examinations and high degree of confidentiality attached to SSCE results by school authorities in the study area.

A demographic checklist developed by the researcher was used for the study. The checklist was subjected to scrutiny by two experts in Psychology. The instrument (checklist) of the study was not subjected to any reliability technique. This is because the data needed on students' academic performance are secondary data presumed to be standardized achievement scores. Hence, the instruments are adjudged to be reliable. The arguments of Leedy and Ormrod (2005) on reliability of standardized instruments/inventories, justifies this procedure. According to them, data such as yearly field report, published reports, monthly, quarterly or annual statistical records from constituted authorities or persons do not need to be validated or undergo any reliability procedure.

To solicit the support of school principal, the researcher meet visited the target schools. The purpose of the study was explained to the school principal to solicit their permission in administering the questionnaire and providing the researcher with data on students' academic achievement in English Language and Mathematics in their last Junior Secondary School Certificate examination. A cover letter was attached to each checklist to give respondents detailed information about the purpose of the research exercise. This further helped to guide students on the procedure of completing the questionnaire. To facilitate immediate retrieval, the questionnaire were distributed and collected immediately upon completion and this gave a 100 percent return rate. This is because all the copies distributed (350 copies of the instrument) were collected and used for analysis. After collation, all the students from intact families (199 students) were excluded while only those from single parents representing 151 students were retained for the analysis. This gave an overall value of 151 students from single parents families were included in the analysis.

Frequency, percentages and inferential statistics were used for the study. The Analysis of Variance (ANOVA) and Tukey Highest Significant Difference (HSD) mean post hoc test were used as the inferential statistics in the study. The Analysis of Variance (ANOVA) was used to test for the significance of the hypothesis at 0.05 level of significance. This was done with the aid of the Statistical Package for Social Science (SPSS® version 20).

## Results

The summary of the result and distribution of the copies are provided in Table 1.

**Table 1: Summary of the Results**

Variables	Options	Frequency	Percentage (%)
<b>Questionnaire analysis and sorting</b>	Total number of questionnaires distributed	350	100
	Double/intact families	199	56.9
	Single-parent families	<b>151</b>	<b>43.1</b>
<b>Single parenting form</b>	Single father parenting	58	38.4
	Single mother parenting	93	61.6
<b>Educational Qualification of single parents</b>	Low educational status	54	35.8
	Moderate educational status	73	48.3
	High educational status	24	15.9
<b>Income status of single parents</b>	Poor single parent	46	30.5
	Average single parent	71	47.0
	Rich single parent	34	22.5
<b>Single parenting types</b>	Voluntary single parenting	41	27.2
	Circumstantial single parenting	78	51.7
	Legal induced single parenting	32	21.2

From Table 1, result shows that 151 of the respondents representing 43.1 percent are from single parents families while 199 (56.9%) are from intact families. Hence, the analysis was based on only responses from 151 single parent families. Based on single parenting forms, 58 of the respondents representing 38.1 percent are from single father parenting while 93 (61.6%) are from single mother parenting. This shows that many students are from single mother parenting homes. Possible reasons for this could be because many fathers tend to abandon their children or leave their children in their formidable age with their mothers for nurturing. Based on educational qualification, 54 of the respondents representing 35.8 percent are of low educational status such as primary education as single parent, 73 (48.3%) are from moderate educational status such as holders of secondary education while 24 (15.9%) are from single mother parenting such as holders of tertiary education. Hence, majority hold secondary education.

Based on income status, 46 of the respondents representing 30.5 percent are of poor single parent whose earnings are below 100thousand per month, 71 (47.0%) are from average single parent whose earnings are above 100thousand but less than 150 thousand per month while 34 (22.5%)

are from rich-single parent whose earnings are 150 thousand or above per month. Hence, majority are from average families. Based on parenting types, 41 of the respondents representing 27.2 percent are of involved in voluntary single parenting such as deliberate intention to live apart from their partner or spouse. 78 (51.7%) are from circumstantial single parenting. Such circumstantial single parenting may have emerged from travelling distance, desertion, separation, work distancing, death, sickness and many other economic or family related hassles. Lastly, 32 (21.2%) are from legally induced single parenting that may have come from divorce or separation by customary and marriage court orders. Hence, majority are from circumstantial single parenting families.

The results on the analysis of the research questions and test of hypotheses are presented in the tables below.

**Hypothesis 1:** Single parents' educational qualification has no significant influence on secondary school students' academic performance in Central Senatorial District of Edo State

**Table 2: Univariate Analysis on Single Parents Educational Qualification on secondary school Students' Academic Performance**

	Sum of Squares	Df	Mean Square	F	p-value	Remark
Between Groups	10887.283	2	5443.641			Null hypothesis rejected ( $p < 0.05$ )
Within Groups	238141.770	143	252.536	21.556	.000	
Total	249029.053	145				

**a. Dependent Variable:** Students' Academic Performance

b. Predictor: *Single parents' Educational Qualification*

Data in Table 2 showed that the F-value of 21.556 is statistically significant ( $p < 0.05$ ). Hence, the null hypothesis was rejected. This indicated single parents' educational qualification influences students' academic performance in Central Senatorial District of Edo State. This invariably explains that between single parents' educational qualification on secondary school students academic achievement differs significantly according to their single parents' educational qualification. Determining the single parents' educational qualification that holds a significant higher influence on students' academic performance for secondary school education in Edo State is pertinent. Therefore, a post-hoc test was conducted on the omnibus test of variance (ANOVA). The result of the analysis is presented in Table 2.

**Table 2: Post-Hoc test Analysis on Turkey HSD mean comparison on secondary school students' academic performance with respect to single Parents' Educational Qualification in Esan West Local Government Area**

Educ. Qualification (I)	Education Qualification (J)	Mean Difference (I-J)	Std. Error	p-value
Low educated single parents	Moderately educated single parents	-6.140*	1.826	.001
	Well educated single parents	-10.328*	1.672	.000
Moderately educated single parents	Low educated single parents	6.140*	1.826	.001
	Well educated single parents	-4.188*	1.188	.000
Well educated single parents	Low educated single parents	10.328*	1.672	.000
	Moderately educated single parents	4.188*	1.188	.000

**Dependent Variable:** Students' Academic Performance

\*. The mean difference is significant at the 0.05 level.

Table 2 indicated that the mean difference among parents with low educational qualification (-6.140\*, -10.328\*), parents with moderate educational qualification (.6.140\*, -4.188\*) and those with high educational qualification (.10.328 .4.188\*) were all statistically significant ( $p < 0.05$ ). This meant that parents in all the three (3) identified differed significantly on their educational qualification on secondary school students' academic performance in Esan West Local Government Area with respect to their educational qualification.

**Hypothesis 2:** Single Parents' income status has no significant influence on secondary school students' academic performance in Central Senatorial District of Edo State

**Table 3: Univariate Analysis on Parents Income Status on secondary school students' academic performance**

	Sum Squares	of Df	Mean Square	F	p-value	Remark
Between Groups	87677.529	2	43838.765			Null hypothesis rejected
Within Groups	161351.523	143	171.104	256.211	.000	
Total	249029.053	145				( $p < 0.05$ )

a. Dependent Variable: Students' Academic performance

b. Predictor: Single Parents' income status

Data in Table 3 showed that the F-value of 256.211 is statistically significant ( $p < 0.05$ ). Hence, the null hypothesis was rejected. This indicated that single parents' income status has a significant

influence on secondary school students' academic performance in Central Senatorial District of Edo State. This invariably explains that single parents' income status has influence on secondary school students' academic performance in Central Senatorial District of Edo State. Determining the income status that holds a significant higher influence on secondary school students' academic performance is significant. Therefore, a post-hoc test was conducted on the omnibus test of variance (ANOVA). The result of the analysis is presented in Table 4

**Table 4: Post-Hoc test Analysis on Tukey HSD mean comparison on secondary school students' academic performance with respect to their Parents' Income Status in Central Senatorial District of Edo State**

Parents (I)	Income Status (J)	Parents Income Status (J)	Mean Difference (I-J)	Std. Error	p-value
Poor (low income parents)	Average single parents		-5.676*	1.159	.000
	Rich single parents		-22.771*	1.144	.000
Average (moderate income single parents)	Poor single parents		5.676*	1.159	.000
	Rich single parents		-17.094*	.957	.000
Rich parents (high income single parents)	Poor single parents		22.771*	1.144	.000
	Average single parents		17.094*	.957	.000

a. Dependent Variable: Students' Academic performance

b. Predictor: Single parents' Income Status'

\*. The mean difference is significant at the 0.05 level.

Table 4 indicated that the mean difference among parents with poor income (-5.676\*, -22.771\*), parents with average income (5.676\*, -17.094\*) and those with rich parents (22.771 .17.094\*) were all statistically significant ( $p < 0.05$ ). This meant that parents in all the three (3) identified significant influence on their income status on secondary school students' academic performance in Central Senatorial District of Edo State with respect to their income status.

**Hypothesis 3:** Single parent type has no significant influence on secondary school students' academic performance in Central Senatorial District of Edo State

**Table 5: Univariate Analysis on secondary school students' academic performance with respect to their Single parent type**

	Sum of Squares	Df	Mean Square	F	p-value	Remark
Between Groups	8274.447	2	4137.224			Null hypothesis rejected ( $p < 0.05$ )
Within Groups	240754.606	143	255.307	16.205	.000	
Total	249029.053	145				

a. Dependent Variable: Students' Academic Performance

b. Predictor: Single parent type

Result in Table 5 showed that the F-value of 16.205 is statistically significant ( $p < 0.05$ ). Hence, the null hypothesis was rejected while the alternate was accepted. This indicated that there is a significant higher influence between single parent type on secondary school students' academic performance in Central Senatorial District of Edo State. This invariably explains that single parent type has influence on secondary school students' academic performance in Central Senatorial District of Edo State significant. Determining the single parent type that hold a significant higher influence on secondary school students' academic performance in Central Senatorial District of Edo State is pertinent. Therefore, a post-hoc test was conducted on the omnibus test of variance (ANOVA). The result of the analysis is presented in Table 6.

**Table 6: Post-Hoc test Analysis on Tukey HSD mean comparison on secondary school students' academic performance with respect to the family size in Central Senatorial District of Edo State**

Family size (I)	Family size (J)	Mean Difference (I-J)	Std. Error	p-value
Voluntary parenthood	Circumstantial single parenthood	-5.124*	1.259	.000
	Legal induced single parent families	-7.655*	1.375	.000
Circumstantial single parenthood	Voluntary single parenthood	5.124*	1.259	.000
	Legal induced single parent families	-2.532*	1.251	.043
legal induced single parent families	Voluntary single parenthood	7.655*	1.375	.000
	Circumstantial single parenthood	2.532*	1.251	.043

**Dependent Variable:** Family Size (FS)

\*. *The mean difference is significant at the 0.05 level.*

Result in Table 7 indicated that the mean difference of small sized families (-5.124\*, -7.655\*), average sized families (5.124\*, -2.532\*) and large families (7.655\*, 2.532\*) were all statistically significant ( $p < 0.05$ ). This means that the mean difference academic performance score of students from Voluntary single parenthood and Legal induced single parent families had the largest difference (7.655) in Central Senatorial District of Edo State.

## Discussion of Results

### Single Parenting and Student Academic Achievement

The result shows that there is a significant higher influence between single parenthood or single parenting on secondary school students' academic performance in Central Senatorial District of Edo State. The possible reason for this effect due to the fact that the process of socialization depends on both parents playing complementary roles in raising such children; which will definitely impact positively on the children during school years. On the other hand, children from single parent homes are more likely to suffer deprivations and denials of some rights and opportunities that will have negative psycho-social impact on them in school years. Similarly, it is

common knowledge that the period of adolescence is very important to the development of any individual. Therefore, any laxity on the part of the parents in assisting and guiding the adolescent may result in academic backwardness and development of unwholesome behaviors. Moreso, the foundation of what a person becomes in the societies depends is laid in the home and at the initial stage of life. Parents therefore have their children and adolescents acquire the appropriate academics, social, psychological and moral development.

In addition, the problem of deprivation of a second parent is bad enough but when the remaining parent cannot cope with the resultant problems, a tragic situation arises. In such a situation, the child becomes a misfit in the society. The inability of the single parent to cope is as a result of double responsibilities he/she (the parent) faces which require extra time, attention, and money of the parent.

The result agrees with that of Kamau (2017) who stated that single parenting had adverse effect on academic achievement of students in Siakago Division, Mbeere North District. It also corroborates that of Nweke, Ihejirika and Deebom (2018) who revealed that single parenting has significant influence on students' academic achievement in Port Harcourt city local Government Area, Rivers state. It further agrees with that of Akinleke (2017) who noted that a significant influence exists between single parenting and academic achievements in public secondary schools in Yewa Local Government Area of Ogun State, Nigeria.

Contrarily, result disagrees with that of Abankwah (2016) who stated that there is no significant relationship between single parenting and students' academic achievement among secondary school students in Afigya Sekyere East District of the Ashanti Region. The result does not also support that of Ogweno, Nephath and Obara (2017) who noted that a positive correlation between single parenting and students' academic achievement. More so, the result disagrees with that of Ebong (2017) who revealed that single parenting did not have significance influence on student's academic achievement in physics examination.

### **Parents' Educational Qualification and Student Academic Performance**

The result shows that parental educational qualification holds a significant influence on students' academic performance for secondary school education in Central Senatorial District of Edo State. The reason for this could be due to the fact that a child from an educated home where the father and mother are present will be well taken care of and socialized in the best way possible. This may be due to the fact that the process of socialization depends on both parents playing complementary roles in bringing up the child. Such child is likely to achieve self-socialization later in life and this could improve their academic performance.

The result disagrees with that of Ibeawuchi and Ekechukwu (2017) who stated that there was a very low relationship between parents' educational qualification and student academic performance in River State secondary schools. Also, the result disagrees with that of Ogbianigene (2017) who stated that parents' educational qualification had no significant effect on students' performance in Social Studies in Delta and Edo States. It further disagrees with that of Tshui and Cai (2016) who stated that participants of different parents educational status did not differ significantly in terms of personality and academic performance.

On the other hand, the result agrees with that of Dzever (2015) who revealed a positive and significant relationship between parents' educational qualification with students' academic among secondary schools students in Garki Area District, Abuja. The result is in line with that of Amadi and Segun (2018) who noted that there is a significant relationship between parents' educational qualification and students' academic performance among senior secondary school students in Nsukka in Nsukka Education Zone. The result is also in consonance with that of Chukwuka (2018) who asserted that student from parent with high qualification low parental involvement in their academic performance compare with pupils from two parent families rather have a high level of parental participation in their academic performance. It further agreed with that of Amos, Hamsatu and Wasinda (2017) who noted that there was significant relationship between students' parents' educational qualification among senior secondary school students in Niger State. Contrarily,

### **Parents' Income and Students' Academic Performance**

The result shows that parents' income status has a significant influence on secondary school students' academic performance in Central Senatorial District of Edo State. The reasons for this may be traced to the role of academic and financial involvement of parents in students' academic pursuit. It is common knowledge that academic involvement may include but is not limited to: their attendance to periodic take home assignment of their children; concern for their study habit, academic performance, co-curricular activities at school and even their interest in taking part in Parent-Teachers Association (PTA) meetings of their children school while involvement on financial related affairs covers the support of parents/guardian for their children/wards on various matters of their schooling such as: prompt payment of tuition fee, payment of other financial obligations required at school and purchase of recommended books/references materials for their wards that are needed for students' learning.

The result agrees with that of Bradley, Corwyn, Burchinal, McAdoo and Coll (2001b) and Yeung, Linver and Brooks-Gunn (2002) who found that children of lower-class families are more likely to drop out of high school and do poorly on standardized tests than middle and upper-class children. In addition, this agrees with that of Bradley, Corwyn, McAdoo and Coll (2001a) who found that compared to non-poor parents, poor parents (those living at or under the poverty line) not only devote fewer financial resources to their children's education but are also less likely to read to their children and help them with school work. It further corroborated that of Guo and Harris (2000) who found that parents' income status had the most consistent direct influence on children's cognitive and behavioral outcomes with some indirect influence through a cognitively stimulating home environment.

### **Conclusion**

The role of the family in the socialization process of a child and their learning outcome at school cannot be undermined. Based on findings, it is concluded that single parenthood variables such as single parenting type, single parents' educational qualification and their income status all have influence on students' academic performance in secondary schools in Central Senatorial District of Edo State.

## Recommendations

The following recommendations are made on the study:

- 1) Personnel and educational psychologist should have a role to play in providing moral support to students from single parenting families who are socially disconnected from either of their parents.
- 2) The state government should increase the welfare of single parents without low educational qualification and income by subsidizing educational materials to enable them meet the educational need of their children
- 3) Non-governmental organizations (NGO), religious bodies and influential individuals should join hands in a private-public partnership to provide material and financial support to students from single parents of low income backgrounds.
- 4) The federal government should be more sincere in their implementation of the free, compulsory, qualitative and basic education in for all Nigerian children of school going age. This will serve as a relief to single parents of low educational and income/economic status.

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