

**Effects of Polygamy on the Academic Performance of Secondary School Students in Nigeria**

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**Abstract**

This study examined the effect of polygamy on the academic performance of secondary school students in Nigeria with particular focus on Bariga Local Government Area of Lagos State Nigeria. Four research questions and four research hypotheses were raised and formulated respectively. The descriptive survey design was used. The study population covered all schools and students (both male and female) in Bariga Local Government Area of Lagos State, Nigeria. A structured questionnaire was constructed and administered on the respondents. A total number of three hundred (300) questionnaires were distributed to the respondents but only two hundred and seventy nine (279) questionnaires were retrieved for data analysis. The data obtained after the administration of the questionnaire were subsequently analyzed using simple percentages, frequency distribution table; the formulated hypotheses were tested using t-test at 0.05 level of significance. The findings of the study revealed that polygamy system; the size of polygamy families; attitude and interest of polygamy families and family psychological conditions have significant difference on academic performance of students in the study area. Some recommendations were made as the way forward and they are: Governments, private organizations and individuals concerned with the business of education should endeavour to address the obstacles hindering effective academic performance of students. Marriage/ Family counseling services should be intensified and expanded to cover a larger population in order to sensitize couples on the need to reduce the incidence of divorce and broken homes in the society so as to enable children benefit from intact family upbringing. Parents should be sensitized on the need to raise small families in order to enable them provide for their educational needs that will motivate the children to learn effectively and perform satisfactorily in government.

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## **Introduction**

Marriage is the socially acceptable union between a man and a woman. It means the coming together of two totally different individuals as husband and wife who agree to plan and set up their own family. Osarenren (2002) viewed marriage as usually a union between an adult male and an adult female. The first marital union on earth was that of Adam and Eve in the Garden of Eden ordained by God after which God blessed them with His pronouncement that they will be fruitful, multiply and fill all the earth. No doubt, the family has been the medium through which mankind came into existence. It is through this marital institution that mankind was primarily groomed into adulthood and this became a vicious circle till this present time. Ayodele (2001) defines marriage as the union of a man and his wife in body and soul. Marital institution has many variables affecting it, including marriage age, spouses educational level, religion, etc. (Dada & Idowu, 2006). The types of marriage found in Nigeria are polygamous, monogamy, extended family to mention a few. This indulgence has to do with the needs and status of the individual.

Polygamy is a system of marriage in which a man marries more than one wife at a time. Polygamy was mostly practiced in African society because of the economical and sociological values associated with it in the olden days. According to Ekiran (2003), the polygamous family is any type of plural marriage. This could be polygamy, in which a man is married to two or more women at the same time. Some of the major characteristics of polygamous family is large family size. For instance, in a polygamous family, a man has many wives and many children. In most cases, the husband of the house may not be wealthy to take care of all the members of the family. In this case, the educational career of the children suffers a lot of setbacks (Uzomah, 2006). Polygamy has been cited as possible contributory factor and hindrance towards the education of the children polygamy which was said to be that a man to too many spouses, this involves marriage with more than one wife at a time, and it is sometimes called polygamy. Polygamy is accepted among different societies worldwide. According to the ethnographic atlas of 1,231 societies noted that 588 had fragment polygamy. Under the Nigerian civil law, polygamous marriage is considered equivalent to monogamous marriage, as all the 12 are governed by Sharia law, mostly in northern Nigeria, which allows a man to marry more than one wife at a time. The number of wives which ranges from two upward may not depend on the religious and economic capability of the man. This form of marriage has given rise to what sociologists often refer to as the extended family. This is a common practice

in Nigeria. The varying structure of any family from society to society has brought about these practices.

Academic attainment is an important parameter in measuring success in students. Observations and reports have shown that success or high academic achievement has become a herculean task to accomplish by students in recent times. Poor academic performance were recorded both at the secondary and tertiary levels of education in Nigeria (Tenibiaje, 2009). The performance of students at all levels in educational institutions in Nigeria has attracted much criticisms from all and sundry from time immemorial. The decline in the academic performance of students in Nigerian had been observed by Soyinka (1999), when he observed that education system in Nigeria needed restructuring. He went further to say that academic standard had fallen drastically and the quality of graduates being produced by the nation's universities is questionable and subject to re-examination. Poor academic performance of students has been of great concern to educationists, guidance and counsellors in particular. Despite, all guidance programmes and counselling strategies mounted in schools to improve students' academic performances yet poor performances are recorded yearly.

In the past years, many educational authorities have developed interest to understand the reasons for the downward trend in educational achievement of students. Attributed it to the children's background which depends on the type of family where they are raised. They stressed that the environment condition and the nature of social interaction are invariably some of the contributing factors to that. Oloko (1999) revealed that some pupils from large families have little or no time to read or even to do their home works. They work till late in the night and the following day, they sleep in the classroom while the lessons are going on. Often, this has negative effect on academic performance. That goes on the family and may have some positive or negative influence on the education of children.

The issue of the upsurge of academic failure among the youths is a menace that has stirred both the government and stakeholders in the face. There is a consensus of opinion about the fallen standard of education as a big problem that is hindering the posterity of the nation in terms of man power resources. Most students in secondary school experience academic problem that manifests itself in the form of academic poor performance. Many educational authorities have sought to find out the reasons for the downward trend in the academic achievement of secondary school students. Aremu (2000) posited that many factors have been attributed to these poor academic performances. Emeke (1984) cited by Adesehinwa (2013) stressed that the environmental condition and the nature of social interaction that goes on in the family may have some positive or negative influence on the academic achievement of a child.

The moral decadence of the society today may be as a result of the inability of polygamous parents to give the children adequate financial support for their education. The parents may not be able to go through their school works at home consequently; they may not be able to identify the need of their children who may be left to grow on their own. In fact, polygamy may affect the upbringing of children educationally, socially and morally. Furthermore, this tendency affects most polygamous home negatively, as such opportunity is not given to the children in their educational pursuit. There is gender inequality in favor of the children, most girls in the North or from polygamous home are withdrawn from school at the tender age and they are given to husband. Some girls who would have loved to go to school are frustrated by the problems of non-availability of fund in the polygamous home, this lead to the eventual dropout of the girls from school.

Research has shown that marital problems between parents may predict poorer social competence and scholastic achievement, lack of security, and increased misconduct and aggression among children. It has been reported that children from polygamous families experience higher rates of marital conflict, family violence and family disruptions (Al-Krenawi, 1998; Elbedour, Bart, & Hektner, 2000). More specifically, possible risk factors in polygamous families associated with child-rearing have reported to be increased risk of marital conflict and family violence, marital distress due to spousal conflict and jealousy (Al-Krenawi & Graham, 2006), absence of the father due to dissolution when fathers leave their senior wives and their children and financial stress (Elbedour et al., 2002). The existence of more marital conflict in polygamous families may be associated with elevated maladjustment among children living within this family structure compared to children within monogamous families. Al-Krenawi, et al. (1997) examined 25 Bedouin-Arab children in Israel born to senior mothers. They found that these children ranging in age from 6 to 12 had a variety of behavioural problems and below average academic achievement. They scored lower than average in scholastic concentration, school attendance, homework completion, classroom adjustment and motivation.

Family size has been linked to both positive and negative influences on academic achievement of students (Domine, 2005; McNeal, 2001). As noted by Eamon (2005), smaller family size has been linked with higher academic achievement. The author noted that students with fewer siblings are likely to receive more parental attention and have more access to resources than children from large families. The additional attention and support leads to better school performance. In the contrary, Eze (2006) opined that larger family size has been linked to better academic performance. According to Eze, this may be attributed to the fact that the children try to emulate one another and in most cases aspires to perform better so as to be praised. Polygamous

marriage is creating a lot of problem into the society, every child wants to go to school so as to fit into the modern world so the children born into polygamous families are sometimes are hindered from enjoying these rights. They were unlucky, for their parent cannot afford to the cost of their schooling, based on the simple fact that were too many for the parents to sponsor. At this time the mother of the individual children are now left with the task to make way for her children and so when the mother realizes that burden is too heavy for her to bear all their own to struggle for themselves.

Many of these children from polygamous family usually lack the adequate training and cares that could make them fit into the social system of this civilized age. As we know that the family is the bedrock of civilization but polygamous children most of them lack the basic home training that is expected from a normal child by the society he or she finds himself. This is why many of these children from polygamous homes fall into or turn out to become delinquent children around the streets. At school they behave arrogantly, rude, emotionally unstable and academically backward. Hence, therefore fundamental training of children by their parent (father and mother) matters greatly in every child's life so as to enable him cope with life challenges in his contemporary society. Therefore, the research seeks to find out, effect of polygamy on the academic performance of secondary school students in Bariga Local Government Area of Lagos State, Nigeria.

### **Statement of the Problem**

There are several factors that militate against student's academic performance. Such as the polygamous marriage system which may include family size, finance, parental and care, parent's educational attainments and the likes. Several scholars have employed different strategies aimed at preferring solutions to these problems. In spite of the meaningful effects deployed by these scholars, the academic performances of students from polygamous home have continued to be on low ebb. Equal opportunity is not given to the children by their parents in their education pursue which results to some students being withdrawn from school. The few ones that are allowed to school are subjected by going from house to house, street to street after school for hawking and other child labour activities. And it exposes the child to accident, rape and street violence at a later stage. Lack of proper care of students by polygamous parents may lead to poor academic performance. If school materials are not provided for such students, their performance may be poor. Whether polygamous marriage have effect or can predict academic performance of secondary school students in Bariga Local Government Area of Lagos State, Nigeria is yet to be empirically established. The problem of the study becomes to what extent does polygamy predicts academic performance of students in

Bariga Local Government Area? Therefore, this study is design to investigate the effect of polygamy on the academic performance of secondary school students in Bariga Local Government Area of Lagos State.

### **Purpose of the Study**

The main purpose of this study is to examine effect of polygamy on the academic performance of secondary school students in Lagos Nigeria. This general aim is expressed in the following specific objectives which are to:

1. Examine the effect of polygamy on the academic performance of students.
2. Investigate the effect of the size of polygamy families on the academic performance of students.
3. Determine the attitude and interest of polygamy families in the education of their children.
4. Ascertain the effect of family psychological conditions on the students' academic performance.

### **Research Questions**

This study provides answers to the following research questions:

1. What is the effect of polygamy system on the academic performance of the students?
2. To what extent does the size of polygamy families affect the academic performance of the students?
3. What is the attitude and interest of polygamy families towards the education of their children?
4. How do family psychological conditions affect students' academic performance?

### **Hypotheses**

The following hypotheses were addressed in this study;

1. There is no significant difference between polygamy system and academic performance of students.
2. There is no significant difference between the size of polygamy families and academic performance of students.
3. There is no significant difference between the attitude and interest of polygamy families and academic performance of students.
4. There is no significant difference between family psychological conditions and academic performance of students.

## **Methodology**

This study utilized a descriptive survey design. The study was conducted in Bariga Local Government Area of Lagos State. Bariga is a district and suburb in Lagos State, Nigeria. The headquarter is located in Gbagada, it is known to be the location of the oldest secondary school in Nigeria; CMS Grammar School, Lagos.

The study population covered students in all public senior secondary schools in Bariga Local Government Area of Lagos State, Nigeria; the students comprised males and females in senior secondary II classes. The simple random sampling technique was used in order to select the representatives of this study from the larger population of the study. This technique was used because it would ensure that all the schools and students have an equal chance of being selected to partake in the study. The sample of the study was made up of three schools which were randomly chosen. The sample of the study was made up of 300 SS 2 students, (both male and female). 50 male and 50 female students were randomly selected from each of the schools. The researcher's choice of using the SS 2 students or classes was to ensure easy data collection and the belief that students of these classes are more experienced than the SS 1, while the SS 3 is a graduating class, so the SS 2 students are more favorably disposed to be involved in the study.

The study made use of the survey questionnaire and academic achievement test (AAT) on English language subject designed by the researcher, which were given to the students to answer. The questionnaire was divided into two parts. Part 'A' contained items on the bio data of the respondents such as, age, gender, name of school etc. Part 'B' contained formulated questions or items about the polygamy system, size of polygamy families, attitude and interest of polygamy families, family psychological conditions, and academic performance of secondary school students as captured in the formulated hypotheses. This adopted the Likert four-point rating format of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) respectively.

The achievement was measured with AAT developed by the researcher. It measured academic achievement of participants on one subject which is English language. It contained multiple-choice items with 20 items on English language. Validity was ascertained through scrutiny of items by two English language teachers in ensuring both face and content evidences of validity. It was given to the students along with the questionnaire.

To ensure the validity of instruments, content validity method of obtaining estimate of validity which requires the adoption of experts was employed. The validation of the Instrument was done by submitting the items to expert in measurements and evaluation to ensure face and content validity which the researcher effect to obtain a final draft of the instruments. The reliability of the instruments was established through a pilot study to conducted on 20 secondary school students in

Yaba Local Government Area of Lagos State, Nigeria. The completed questionnaires were analyzed using split-half method. Split half method is the most commonly used method, it involves one test form, one group of candidates, and one test administration and procedure is as follows: The total test was administered to the group of students first. The test was divided into two comparable halves, i.e. even numbered items as one set, and odd numbered items as the other set. Each person's scores on each of the two halves are computed. The two sets of score are now correlated using Pearson Product Moment correlation formula. Since longer tests tend to be more reliable, and score split half method only considers half of the length of items and logically determines the reliability of a test half as long, a correlation formula is applied to adjust the reliability coefficient. The Spearman-Brown prophecy formula was used as a correction formula. This was used to determine the internal consistency of the instrument. The co-efficient value was 0.74, since the values are moderate, then the instrument was adjudged reliable for use in the study.

The instruments for the study were administered to the respondents, after permission has been obtained by the researcher from each of the school principal. In each of the school, 100 students (50 males and 50 females) were randomly selected and the instruments were administered to them. At the end of the exercise, the instruments were collected for data analysis. The data collected from the selected respondents were analyzed using simple percentage and frequency counts, while the raised hypotheses were tested using T-test statistical tool at 0.05 level of significance. To examine the hypotheses, an independent sample *t*-test was conducted to assess if 'differences' exist on a dependent variable by an independent variable. An independent samples *t*-test is the appropriate statistical test when the purpose of research is to assess if differences exist on a continuous (interval/ratio) dependent variable by a dichotomous (2 groups) independent variable. The continuous dependent variable is dependent variable. The dichotomous independent variable is independent variable with groups: (group 1 and group 2). The assumptions of normality and homogeneity of variance was assessed.

## **Result**

The data used in this study was from the three hundred (300) questionnaires randomly administered to the respondents in their various schools but at the end of the exercise only two hundred and seventy nine (279) questionnaires were retrieved for data analysis. The results of the analysis are presented below. The bio-data of the respondents were analyzed using simple percentage. The hypotheses formulated were tested using T-test statistical tool at 0.05 level of significance.



## Demographic Data

This section presents the respondents demographic information with the use of frequency distribution tables:

**Table 1: Distribution of the Respondents by Sex**

S/N	Sex	Frequency	Percentage (%)
1	Male	153	54.8
2	Female	126	45.2
	<b>TOTAL</b>	<b>279</b>	<b>100</b>

Table1 shows that 153 (54.8%) of the respondents were males while the remaining 126 (45.2%) of the respondents were females.

**Table 2: Distribution of the Respondents by Age**

S/N	Age range	Frequency	Percentage (%)
1	14 – 16yrs	128	45.9
2	17 – 19yrs	151	54.1
	<b>TOTAL</b>	<b>279</b>	<b>100</b>

Table 2 shows the age distribution of respondents 14 – 19yrs were 128 (45.9%) while 17 - 19yrs were 151 (54.1%).

**Table 3: Distribution of Respondents by Religion**

S/N	Religion	Frequency	Percentage (%)
1	Christian	121	43.4
2	Muslim	158	56.6
	<b>TOTAL</b>	<b>279</b>	<b>100</b>

Table 3 shows that 121 (43.4%) of the respondents were Christians while the remaining 158 (56.6%) were Muslims.

**Table 4: Distribution of Respondents by Family Type**

S/N	Family Type	Frequency	Percentage (%)
1	Monogamy	173	62

<b>2</b>	Polygamy	106	38
	<b>TOTAL</b>	<b>279</b>	<b>100</b>

Table 4 shows that 173 (62%) of the respondents were from Monogamous families while the remaining 106 (38%) were from Polygamous family.

**Table 5: Distribution of Respondents by Family Status**

<b>S/N</b>	<b>Family Status</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>1</b>	Single Parent	55	19.7
<b>2</b>	Divorced	30	10.8
<b>3</b>	Separated	42	15
<b>4</b>	Intact	152	54.5
	<b>TOTAL</b>	<b>279</b>	<b>100</b>

Table 5 shows that 55 (19.7%) of the respondent were from single parents, 30 (10.8%) were divorced parents, 42 (15%) were separated while 152 (54.5%) were from intact homes.

### **Test of Hypotheses**

There were four (4) hypotheses formulated in the course of this study.

**Hypothesis One:** There is no significant difference between polygamy system and academic performance of students.

**Table 6: Analysis on polygamous system and academic performance of students**

<b>Variables</b>	<b>Mean (<math>\bar{x}</math>)</b>	<b>S.D</b>	<b>N</b>	<b>df</b>	<b>t-cal</b>	<b>t-crit</b>	<b>Decision (0.05)</b>
<b>Polygamy system</b>	31.25	4.52	279	277	8.82	3.32	Reject H <sub>0</sub>
<b>Academic performance</b>	36.04	6.64					

Level of significance = 0.05

Table 6 shows the result of the test of significant difference between polygamy system and academic performance of students. The calculated value is 8.82 while the critical value is 3.32 at 0.05 level of significance given 277 degree of freedom. Decision rule states that the alternative hypothesis is accepted if the calculated value is greater than the critical value vice versa. The null hypothesis is rejected because the calculated t-value (8.82) is greater than the critical t-value (3.32).

Therefore the alternative hypothesis of “there is significant difference between polygamy system and academic performance of students” was adopted.

**Hypothesis Two:** There is no significant difference between the size of polygamous families and academic performance of students.

**Table 7: Analysis on size of polygamous families and academic performance of students**

Variables	Mean ( $\bar{x}$ )	S.D	N	df	t-cal	t-crit	Decision (0.05)
Size of polygamy families	34.85	6.51	279	277	9.71	3.32	Reject H <sub>0</sub>
Academic performance	36.04	6.64					

Level of significance = 0.05

Table 7 shows the result of the test of significant difference between the size of polygamy families and academic performance of students. The calculated value is 9.71 while the critical value is 3.32 at 0.05 level of significance given 277 degree of freedom. Decision rule states that the alternative hypothesis is accepted if the calculated value is greater than the critical value vice versa. The null hypothesis is rejected because the calculated t-value (9.71) is greater than the critical t-value (3.32). Therefore the alternative hypothesis of “there is significant difference between the size of polygamy families and academic performance of students” was adopted.

**Hypothesis Three:** There is no significant difference between the attitude and interest of polygamous families and academic performance of students.

**Table 8: Analysis on the attitude and interest of polygamous families and academic performance of students**

Variables	Mean ( $\bar{x}$ )	S.D	N	df	t-cal	t-crit	Decision (0.05)
Attitude and interest of polygamy families	26.51	4.19	279	277	6.12	3.32	Reject H <sub>0</sub>
Academic performance	36.04	6.64					

Level of significance = 0.05

Table 8 shows the result of the test of significant difference between the attitude and interest of polygamy families and academic performance of students. The calculated value is 6.12 while the critical value is 3.32 at 0.05 level of significance given 277 degree of freedom. Decision rule states that the alternative hypothesis is accepted if the calculated value is greater than the critical value vice versa. The null hypothesis is rejected because the calculated t-value (6.12) is greater than the critical t-value (3.32). Therefore the alternative hypothesis of “there is significant difference between the attitude and interest of polygamous families and academic performance of students” was adopted.

**Hypothesis Four:** There is no significant difference between family psychological conditions and academic performance of students.

**Table 9: Analysis on family psychological conditions and academic performance of students**

Variables	Mean ( $\bar{x}$ )	S.D	N	df	t-cal	t-crit	Decision (0.05)
<b>Family psychological conditions</b>	27.92	4.21	279	277	6.04	3.32	Reject H <sub>0</sub>
<b>Academic performance</b>	36.04	6.64					

Level of significance = 0.05

Table 9 shows the result of the test of significant difference between family psychological conditions and academic performance of students. The calculated value is 6.04 while the critical value is 3.32 at 0.05 level of significance given 277 degree of freedom. Decision rule states that the alternative hypothesis is accepted if the calculated value is greater than the critical value vice versa. The null hypothesis is rejected because the calculated t-value (6.04) is greater than the critical t-value (3.32). Therefore the alternative hypothesis of “there is significant difference between family psychological conditions and academic performance of students” was adopted.

### **Discussion of Findings**

In the course of this study the researcher analyzed the questionnaire given the respondents having analyzed it, the data obtained from questionnaires leads to some useful information that will enable one to access the effect of polygamy on the academic performance of secondary school students in Bariga Local Government Area of Lagos Nigeria.

**Hypothesis One:** There is significant difference between polygamy system and academic performance of students. The studies of Odok (2013), Eamon (2005), and Eristwhistle (1986), attest that large numbered families whether rich or poor are difficult to maintain, they are characterized with a high number of children, rowdiness and this does not create convenience for learning. They also create in the upbringing of children some identified problems such as feeding, poor clothing, insufficient funds, and lack of proper attention for children, disciplinary problems and malnutrition which impact negatively on children academic performance. The findings imply that both home back-ground and students motivation to excel is a catalyst to academic achievements. This buttresses the findings of Ajiboye and Omolade, (2005) that home is the bedrock of learning. Khasawneh (2011) feels that polygamy does not negatively affect children but affects them positively. He asserts that when the needs of children are all met in a polygamous home, children are not affected emotionally in their homes. Children from a polygamous home can assist each other in their school work. This can only happen if the environment at home made them develop a sisterhood attitude towards each other. The children will be sharing the burden of household chores therefore getting enough time to do their school work while at home.

**Hypothesis Two:** There is significant difference between the size of polygamous families and academic performance of students. This finding is in agreement with the finding of Booth and Kee (2006) which states that family size is one of the factors that determine the academic performance of students. Large family size creates in the upbringing of children some identified problems such as feeding-insufficient food, poor clothing, insufficient fund, lack of proper attention for children, disciplinary problem and malnutrition. However, the family that a child comes from either monogamous or polygamous family usually has impact on the child academic performance it is important to note that either of the family type (monogamous or polygamous) dictates the size of the family. In my opinion, in large families whose children are not doing well in school do not have a daily family routine, do not monitor out of school activities of their children, do not model the value of learning, no self-discipline and hard work, do not express high but unrealistic expectations of achievement, do not show interest in children's progress by helping or looking at their homework, they do not discuss the value of good education or possible career options and they do not also stay in touch with students' teachers and school staff.

**Hypothesis Three:** There is significant difference between the attitude and interest of polygamous families and academic performance of students. Ashley et al (1977) said that a child is born, knowing of ways of his society but having the potential to learn them. He claimed that it is the function or duty of the parents to maintain good relationship with their children; to be able to

improve them with psychological needs and security. Lack or absent of which result into low self-esteem or lack of self-realization. Children from monogamous homes usually have food relationship with their parents and this will definitely have a positive effect on their academic performance. Children from this type of family spend more time with their parent. Parents take keen interest in their children's welfare especially their academics and assist them when necessary. In polygamous home parents show less degree of interest and participation in their children education. Since they are always busy trying to make ends meet left for the mother who shoulders the responsibility and becomes busier trying to supplement the meagre money her husband left for the home up keep. At the long run the children will be left uncared for and not be able to share their feelings with their parents due to the parents' lackadaisical attitude and business. Moreover through counseling, it is possible for some students from polygamous families to develop positive interest and positive attitudes to the problems associated with the social climate in their families, to the extent that their academic achievements will not be adversely affected.

**Hypothesis Four:** There is significant difference between family psychological conditions and academic performance of students. This finding of this study could be explained by the fact that life in polygamous family can be traumatic and children brought up in such family structure often suffer some emotional problems such as lack of warmth, love despite availability of money and material resources, and disciplinary problems which may hinder their academic performance. Students from polygamous families are therefore more likely to experience more problems than students from monogamous families. This will invariably affect their academic achievement. This is because psychological problems are potential sources of trouble with learning. This finding supports (Zimmermann & Becker-Stoll, 2012) that parenting and family socialization experiences may enhance or hinder the individual's ability to deal effectively with the developmental issues of adolescence. Parenting is a complex activity that includes many specific behaviours that work individually or collectively to influence child development and academic performance. It encompasses number of different aspects, including beliefs, attitudes, values, expectations, goals, practices, and behaviour. Parental attitudes toward the child create not only an emotional climate in which parent's behaviours are expressed, but also reflect parental control of parent-child relationships (Carlo, McGinley, Hayes, Batenhorst, & Wilkinson, 2009).

### **Summary of the Study**

This study examined the effect of polygamy on the academic performance of secondary school students in Bariga Local Government Area of Lagos State, Nigeria. Four research questions and

four research hypotheses were asked and formulated respectively to serve as a guide in the conduct of the study. The survey research was used to conduct the study. The study population covered all schools and students in the study area. A structured questionnaire was constructed and administered on the participants for data collection. A total number of three hundred (300) questionnaires were randomly distributed to the participants but only two hundred and seventy nine (279) questionnaires were retrieved for data analysis. The data obtained after the administration of the questionnaire were subsequently analyzed using simple percentages, frequency distribution table; the formulated hypotheses were tested using t-test at 0.05 level of significance. The key findings as considered under each hypothesis in the study. The findings on the demographic information of the respondents greatly enhanced the reliability of the research findings. The findings and research hypotheses were as follows:

1. There is significant difference between polygamy system and academic performance of students.
2. There is significant difference between the size of polygamy families and academic performance of students.
3. There is significant difference between the attitude and interest of polygamy families and academic performance of students.
4. There is significant difference between family psychological conditions and academic performance of students.

## **Conclusion**

A consideration of student's family background is very important in teaching and learning. This is because this study has shown that the nature of social interaction within the family can influence the child's personality. A negative influence on a child's emotions and psychology will consequently affect his or her academic achievement. The school is the second home of the child, therefore the social climate for learning in the school should be made conducive so that the students can do better in their academics. Parental neglects tend to affect younger children more than the adolescents who are the subject of this study. However, early childhood problem may have negative impact on later life development. It should also be mentioned here that the presence of other adults in a polygamous parent household may either bring some positive or negatives influences on the degree of tension that may be suffered by children from such background.

## **Recommendations**

Based on the findings of this study and the conclusions reached above, this paper offers the following recommendations:

1. Governments, private organizations and individuals concerned with the business of education should endeavour to address the obstacles hindering effective academic performance of students. This can be done by developing achievement motivation in students through achievement motivation training.
2. There is the need for the recognition of individual differences in students and the need to deal with them accordingly.
3. Marriage/ Family counseling services should be intensified and expanded to cover a larger population in order to sensitize couples on the need to reduce the incidence of divorce and broken homes in the society so as to enable children benefit from intact family upbringing.
4. Parents should be sensitized on the need to raise small families in order to enable them provide for their educational needs that will motivate the children to learn effectively and perform satisfactorily in government.
5. Schools curriculum should include discouragement of polygamy- otherwise without involving school in the discouragement of polygamy this would remain an ideological framework and the generation to be reformed may never appreciate the goodness of monogamy.
6. Teachers of learners from polygamous families should be supportive of such children as their home backgrounds may militate against educational advancement.



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