
INFLUENCE OF POLYGAMOUS AND FOSTER HOMES ON LEARNING OUTCOMES OF PUBLIC JUNIOR SECONDARY SCHOOL STUDENTS IN OGBA/EGBEMA/NDONI LOCAL GOVERNMENT AREA, RIVERS STATE

Obindah, Fortune (PhD)*

*Department of Educational Psychology,
Guidance and Counselling,
Faculty of Education, Ignatius Ajuru University of Education,
Port Harcourt Rivers State
Email Id: obindahfortune@yahoo.com

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ABSTRACT

The study examined the influence of polygamous and foster homes on the learning outcomes of public junior secondary school students in Ogba/Egbema/Ndoni Local Government Area of Rivers State. The research adopted a descriptive survey design, with a sample of 389 students drawn from 27 public junior secondary schools using a multistage sampling technique. Data were collected through a validated and reliable questionnaire titled "Polygamous and Foster Home and Learning Outcome Scale (PFHLOS)" with a reliability coefficient of 0.81. Descriptive statistics of mean and standard deviation were used to answer the research questions, while t-test statistics were employed to test the hypotheses at 0.05 level of significance. Findings revealed that both polygamous and foster homes significantly influenced students' learning outcomes, though to varying extents based on gender. Male students in both home types benefited more from educational support, mentorship, and financial opportunities than female students, who faced greater domestic distractions but displayed resilience and strong study habits. The study concluded that family structure and gender disparities significantly affect learning outcomes. It recommended equitable distribution of educational resources in polygamous homes and targeted mentorship programs for female students in foster care.

KEYWORDS: Polygamous Homes, Foster Homes, Learning Outcomes, Gender Disparity, Junior Secondary Students, Rivers State.

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