

**SINGLE PARENTHOOD AND ACADEMIC PERFORMANCE AMONG SECONDARY  
SCHOOL STUDENTS A CASE STUDY OF KAPCHORWA MUNICIPALITY**

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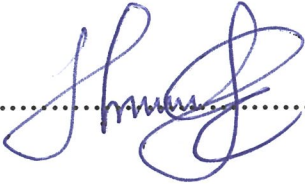
**A RESEARCH DISERTATION SUBMITTED IN (PARTIAL) FULFILLMENT OF THE  
REQUIREMENTS FOR AWARD OF BACHELOR OF SCIENCE WITH EDUCATION  
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**28TH, AUGUST, 2019**

**DECLARATION**

I Kiprotich Connel do declare that Report is from my own findings and has never been produced by anybody else for the same award in any institution.

Signed by .....



Date .....

28<sup>th</sup> / 08 / 2019

**KIPROTICH CONNEL**

### **APPROVAL**

I affirm that this report was written by Kiprotich Connel under the guidance of supervisor by names of Ounyesiga Living.

**Signed** .....

**Date** .....

**OUNYESIGA LIVING**

### **ACKNOWLEDGEMENTS**

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## **DEDICATION**

This work is dedicated to very special groups: my lovely mother, Ms, Chelimo Irine, my brother Chemutai Samuel, my sisters Chebet Esther and Chebet Benna and also my friends Chesang Joan, Yeko Daniel, Kiprotich Samy and Summy Fadil, who supported me financially, offered me advisory service, prayed for me and endured during my absence to see me finish this report and my studies.

**ABSTRACT**

A single parent is one either a man or woman who is living independently with his children without the other partner they have had children or a child with. Single-parent-families are now very common to many societies today particularly Kapchorwa and this may be caused by separation of the parents or divorce and death. This study seeks to investigate the influence of single-parent-families on academic performance of secondary school students in Kapchorwa town council and it was found that, students from single parent families perform poorly than students from two parent families.

## TABLE OF CONTENTS

DECLARATION.....	i
APPROVAL.....	ii
ACKNOWLEDGEMENTS .....	iii
DEDICATION .....	iv
ABSTRACT .....	v
ABBREVIATIONS.....	xii
OPERATIONAL DEFINITION .....	xiii
CHAPTER ONE.....	1
1.1 Introduction.....	1
1.2 Background to the Problem .....	1
1.3 Statement of the Problem.....	2
1.4 Objectives of the study .....	3
1.4.1 General objective .....	3
1.4.2 Specific objectives .....	3
1.5 Research questions.....	3
1.6 Study scope.....	3
1.7 Significance of the Study.....	3
CHAPTER TWO.....	6
LITERATURE REVIEW .....	6
2.1 Introduction.....	6
2.2 Performance of Students from Single Parent and Two Parents Families .....	7

2.3 Performance of Students from Single Father and Two Parents Families .....	7
2.4 Performance of Students from Single Mother and Two Parents Families .....	8
2.5 Measures Taken to Help Students from Single Parenthood .....	8
CHAPTER THREE.....	10
RESEARCH METHODOLOGY .....	10
3.1 Introduction.....	10
3.2 Research Design .....	10
3.3 Area of Study.....	11
3.4 Target Population.....	11
3.5 Sample and Sampling Procedures .....	12
3.5.1 Sample .....	12
3.5.2 Sampling Procedures .....	13
3.6 Data Collection .....	15
3.6.1 Sources of Data.....	15
3.7 Data Collection Techniques.....	15
3.7.1 Interviews .....	15
3.7.2 Documentary Reviews.....	16
3.7.3 Questionnaires .....	16
3.8 Validity and Reliability of Data Collection Instruments .....	17
3.8.1 Validity .....	17



3.8.2 Reliability .....	17
3.9 Data Analysis Procedure.....	17
3.10 Ethical Consideration in Conducting Research .....	18
3.10.1 Research permission .....	18
CHAPTER FOUR .....	19
DATA PRESENTATION, ANALYSIS, AND DISCUSSION OF FINDINGS .....	19
4.1 Introduction.....	19
4.2 Performance of Students from Single and Two Parents Families .....	19
4.2.1 Students' Family Structures.....	19
4.2.2 Students' Family Structures Support on Performance.....	21
4.2.3 Types of Support given to Students by Single Parent Families.....	22
4.2.4 Effects of Single Parenthood on Paying for School Expenses .....	26
4.2.5 Performance between Students from Single Parent and Two Parents Families.....	28
4.3 Performance of Students from Single Father and Two Parents Families.....	31
4.3.1 Students' Support from Households Headed by Fathers.....	31
4.3.2 Effects of Father-Headed Families on Academic Performance .....	33
4.3.3 Performance of Students from Single Father and Two Parents Families.....	34
4.4 Performance of Students from Single Mother and Two Parents Families .....	36
4.4.1 Students' Support from Households Headed by Mothers .....	36
4.4.2 Effects of Mother-Headed Families on Academic Performance.....	38
4.4.3 Performance of Students from Single Mother and Two Parents Families .....	39

## LIST OF TABLES

Table 3.1: Sample Composition of Categories of Respondents .....	13
Table 4.1: Students Questionnaire Responses on their Family Structures .....	20
Table 4.2: Student's Family Structures Support on Performance .....	21
Table 4.3: Types of Support given by the Single Parenthood.....	23
Table 4.4: single parents' interview response on academic help .....	25
Table 4.5: Payment of School Fees of Students from Single Parenthoods .....	27
Table 4.6: Performance of Students from Single Parent Families .....	29
Table 4.7: Performance of Students from Two Parents Families .....	30
Table 4.8: Student's Support Provided by Single Fathers .....	32
Table 4.9: How Single Fathers Paid School Fees for their Children .....	33
Table 4.10 Performance of Students from Single-fatherhoods .....	35
Table 4.11: Student's Support from Households Headed by Mothers .....	37
Table 4.12: How Single Mothers Paid School Fees for their Children .....	38
Table 4.13: Performance of Students from Mother-headed Families .....	39
Table 4.13: Suggestions on How to Help Students from Single Parent Families to .....	41
Succeed.....	41

## **ABBREVIATIONS**

CIPP	:	Context Input Process Product Model
USE	:	Uganda Certificate of education
CAO	:	Chief Administrative Officer
DSEO	:	District Secondary Education Officer
HOS	:	Heads of Secondary School
BAE	:	Bachelor of Arts with Education
MOES	:	Ministry of Education and Vocational and sports
UNEB	:	Uganda National Examinations Board
DEO	:	District Education Officer

## OPERATIONAL DEFINITION

**Validity** is concerned with the establishment of causal relationship.

**A population** is any group of individuals that have one or more characteristic in common.

**Sample** is used to mean a specimen or part of the whole drawn to represent the rest of the population. The characteristic of a good sample is its ability to represent a large population.

**Sampling technique** is the way of selecting study.

**Data collection** refers to the process of obtaining evidence in a systematic way to ascertain answers to the research problem.

**Research design** is described as the procedures selected by the researcher for studying a particular set. It is a plan showing the approaches and strategies of investigation conceived by the researcher in order to obtain relevant data.

**An interview** is a scheduled set of questions administered through verbal communication in face to face relationship between a researcher and the respondents which fulfill the intended research objectives.

**A questionnaire** is a list of questions formulated in order to obtain information from the respondents about their perceptions, beliefs, opinions and values.

**Data analysis** involved organizing data in ways that allow researchers to see patterns, identify themes, discover relationships, develop expectations, and make interpretations, mount critiques or generate theories Hatch,

**Reliability** as referring to whether the process of the study is consistent, reasonable overtime and across researchers.

**Secondary sources of data** refer to sources containing data which have already been collected and analyzed by someone else Kothari, (2004)

**Documentary review** is defined as a process of reading various extracts found in offices or places dealing with or associated with the issues related to what the researcher is investigating. In documentary review,

**primary data.** Is data obtained from the field.

## **CHAPTER ONE**

### **1.1 Introduction**

This chapter describes chiefly the background of the study, statement of the problem, scope of the study and significance of the study. Furthermore, it identifies objectives of the study, research questions, conceptual framework and summary.

### **1.2 Background to the Problem**

Education has been and remains to be the most important tool for development of any sovereign nation socially, economically and politically. At an individual level, education helps students to fulfill their personal potentials, acquire the intellectual prowess, attitudes and skills for their lives. Education also enables one to build esteem and reduce poverty by increasing productivity Sifuna (2007). This could not be realized if students do not learn effectively and eventually fail their final school examinations. So, education is a very good venture to invest in. so to get rid of all obstacles that hinder students' effective participation, learning and good performance, we should ensure that the kind of education provided meets the expectation of an individual student, the society and the needs of the nation as a whole. There are many factors that may be the cause of students' poor performance, more importantly one of them could be single family structure or single parenthood. This was a reason that made researchers for a number of years examine relationships between changing family structures and students 'performance. The change in family structure notably single parenting may be caused by separation, divorce, death, or never-married parents. Bartlett and Burton (2007) conceived that inequalities in provision and achievement of education exist between individuals for a host of complex reasons but also, significantly, between social groups and various population categories. It was thought that single parenthood as one form of population category can affect the provision of education and achievement of students in education. With limited finances and time available, parents were less likely to provide the adequate support that children need to perform to the best of their ability. On the one hand, some students would come from families with single fathers who were not able to provide care and love supposedly obtained from mothers, while others would come from families with single mothers who lack fatherhood provided by fathers. So, the absence of one parent would interrupt children's normal growth and development as well as school achievement. According to Vassar (2002), the family had to

carry out its duties and responsibilities as the principal educator and supervisor of morals and character. In that regard, if the family was headed by a single parent it was often so very difficult for the single parent to provide the required children nurturing as per expected moral standards of the particular society due to reasons beyond his or her biological make-up. In most African culture there was a well-marked social distance between parents of one sex and children of the opposite sex, such as that of father and daughter. In that way, father-headed families found fathers being unable to either nurture, counsel or guide their daughters into the best societal accepted characters. As a result of family structure and gender roles of single parents being inappropriate, they lead to problems such as psychological distress in the children. Thus, this situation at the end would affect the children's effectiveness in school activities. This study, therefore, attempts to investigate the effects of family structures especially single-parent-families on academic performance.

### **1.3 Statement of the Problem**

Generally speaking, the role of two parents is like the significance of the two human buttocks, such that without one, the other cannot function very well. It's also observed that two heads are better than one. The role that parents played in the upbringing of their children is so important in determining their future encounter with the community. Like they say that charity begins at home, when children were brought up poorly such that the environment was not good for learning, it influences their behavior at school and lead to poor performance. For example, they would indulge in theft, fornication among other bad behaviors due to poor home background and upbringing by only a single parent. The report of the released UCE and UACE (**2017 and 2018**) revealed that the results of students from Kapchorwa municipality were so poor and about 80% of students failed their examination. There were a total of 400 ordinary level secondary school students (**250 girls and 130 boys**) in the municipality who reside in single parenthood. According to **population census (2014)**, This study therefore intended to explore the extent to which the changing family structure by having a single-parent families affected the academic performance of students from such families and finally contributed to the '*STRATEGIC TECHNIQUES*' to undertake so as to work out the solutions to such a huge problem and thus, ensured that every student performs to his or her full potential.

## **1.4 Objectives of the study**

### **1.4.1 General objective**

To investigate the effects of single parent-families on academic performance

### **1.4.2 Specific objectives**

- (i) To determine the differences between the academic performance of students from single parent families and those from two parent families.
- (ii) To examine the differences between the academic performance of students from father-headed-families and those from two parent families.
- (iii) To determine possible solutions on how to help students from single parent homes.

## **1.5 Research questions**

- (i) What is the difference between students from single parent families and those from two-parent families?
- (ii) How different is academic performance of students from father-headed families and those from two parent?
- (iii) What are the possible solutions of helping students from single parent homes?

## **1.6 Study scope**

This study was carried out in Kapchorwa municipality which is located in Sebei sub region in eastern part of Uganda. This study focused on form two and form four students from different schools that is to say, Kapchorwa secondary school, Town view secondary school, Gamatui girls secondary school and Kapchorwa parents secondary school. The study focused on single parenthood and academic performance. The study involved both government and private schools as well as students in boarding and those who go home. The study took about two months for the researcher to collect, analyze and present the data. This study commenced on 5<sup>th</sup> of April, by the end of April, the researcher submitted the proposal. In early May the researcher collected data for a period of three weeks and one week in the same month was used to analyze and present the full report of the findings of the study.

## **1.7 Significance of the Study**

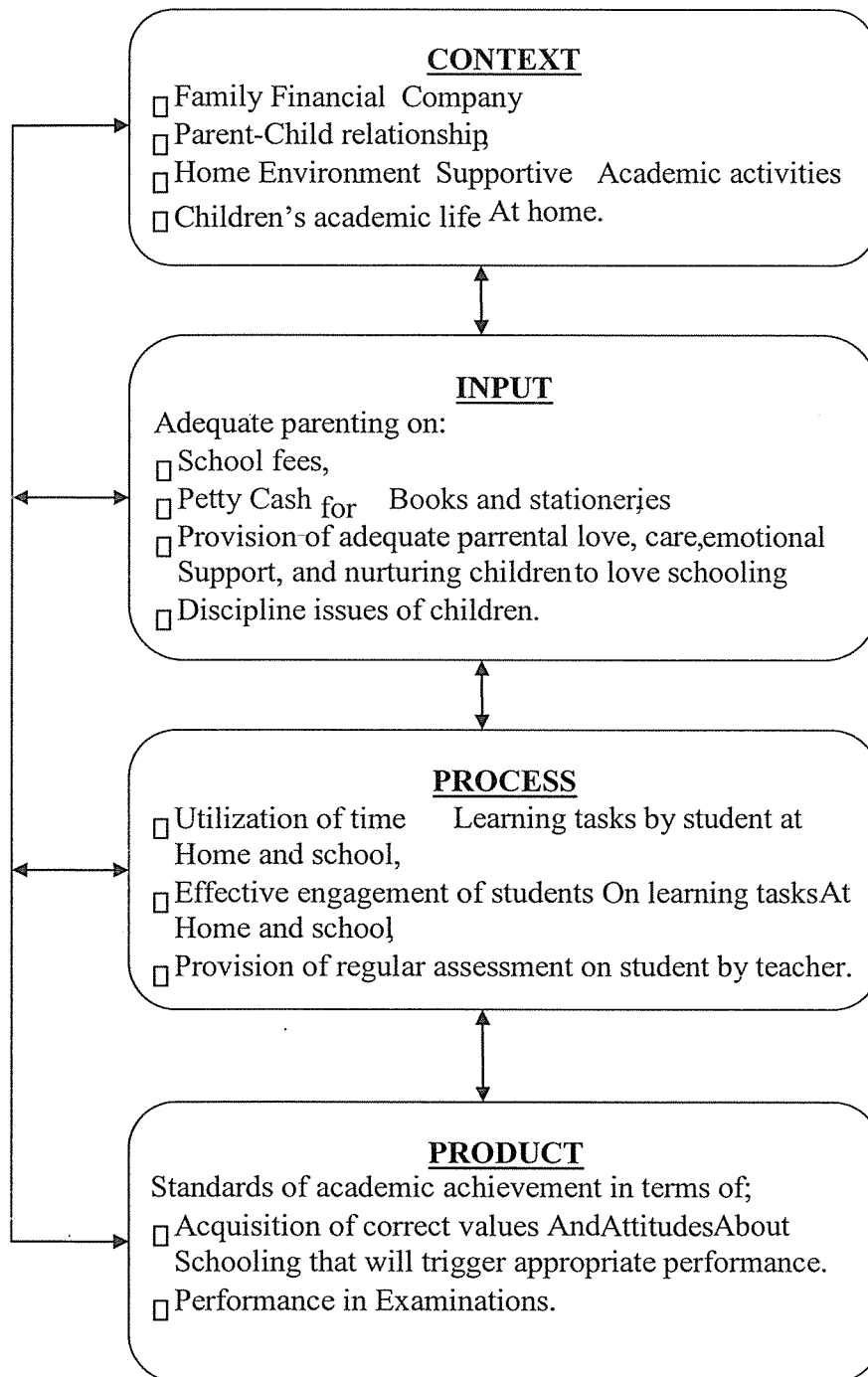
The study was intended to provide information and recommendations to educationists like education policy makers, educational planners i.e. curriculum developers and education

officers, teachers, parents, and individual students on how to combat problems resulting from changing family structures for secondary school students with a view of improving academic performance of all students from families with one parent. To planners such as curriculum developers and education officers, the study enabled them to plan and allocate resources according to the needs of schools having such children. Similarly, the findings of this study enabled policy makers to formulate proper policies which were to address the problems faced by secondary school students from single parent homes.

Finally, through exposing the magnitude of the problem, the findings might form the basis for further studies on problems related to the effect of single parenthood on secondary school students' behavior. This study was also to add new knowledge to the existing body of knowledge on how best parents, teachers and heads of schools can provide adequate supportive and enabling environment for students from single parenthood to excel academically like those from two parent families



**Figure 1: Conceptual Framework**



**Source:** Modified from Stufflebeam (1971)

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Kombo and Tromp (2006) defined literature review as an account of what has been published on a topic by accredited scholars and researchers. Therefore, this part of the study examined the findings of earlier studies in connection with the effects of single parent family structure on students' academic performance. Structurally, a family is either broken or intact. A broken family in this context is one that does not have one parent for various reasons, death of a parent, divorce, separation and illegitimacy, in which case the family was never complete. Grief (1985) considers single-parent families as normally categorized by the sex of the parent heading or living with the family, single mother or single father families. Single mother families included widows, divorced and separated women, as well as never married mothers. On the other hand, single father families comprised widowers, divorced, separated and never-married fathers. In United States the highest percentage of single parent families was 34% in 1998 as well as in other developed countries. It was 22% in Canada, 20% in Australia and 19% in Denmark. In developing countries, divorce was not as common, but desertion, death, and imprisonment produce single-parent families, primarily headed by women Kinnear, (1999). Through experience, life in a single parent family could be stressful for both the child and the parent. Such families were normally faced with the challenges of diminished financial resources Conkline, (1996). Likewise, increase in and occurrence of families headed by single parents had a major influence on the social, economic and political context of family life Coontz, (1997). Coping with childrearing for single parents becomes more difficult because of responsibility overload. Task over-load normally occurred when the demand for paid work, housework and parenting could be overwhelming for one person. Again, emotional overload hits up when the single parents would always be available to meet their own and their children's emotional needs. Alone or in combination these result in problems for the single parents, including loneliness, anxiety and depression. However, support from friends and relatives could make up for the effects of overload, with friends offering protection against loneliness and relatives giving more practical help (Gladow and Ray, 1986).

## **2.2 Performance of Students from Single Parent and Two Parents Families**

Chiu (2007) argued that in wealthier countries like United States of America children from single parent families have lower academic achievement than those in traditional two-parent families. These children score lower in this part because they have fewer intangible family resources (such as parent time and cultural communication), which were more important to science achievement in richer countries. Wiseman (1973) and Hassan (1983) among others things have examined the causes of poor academic performance among secondary school students. Some of the factors identified were intellectual ability, poor study habit, achievement motivation, lack of vocational goals, low self-concept, low socio-economic status of the family, poor family structure and anxiety. The consequences of these included indiscipline in schools and low level of educational standard. Marks (2006) developed a cross-cultural study where he found that socioeconomic backgrounds was another issue that affected academic achievement of children. In a single parent family, only one income was being gathered. This limits families with the resources and support that children need at home and in school. M.Lanahan & Sandefur (1994) argued that single-parent families tend to be poorer than were two-parent families. Given that family economic status was an important determinant of children's education, it was evident that differences in economic standing between children from the two different family types explained some of the educational differences between them. The distinction between father-absence and mother-absence families is another important dimension to be considered. In the Netherlands, a study found better educational outcomes of children from single-father families than children from single mother families Borgers, Dronkers and Van Praag, (1996).

## **2.3 Performance of Students from Single Father and Two Parents Families**

Lee and Kushner (2008) claimed that daughters who lived with single fathers had higher achievement than any other group, in which 73% of the daughters in single father families had higher scores than the sons in single mother family homes, Biblarz and Gottainer (2000) asserted that in the United States of America, although some studies showed lower educational attainment of children from single-father families than children from single mother families but

the general consensus was reached that children from single-mother and single-father families do not show significant differences in educational outcomes.

#### **2.4 Performance of Students from Single Mother and Two Parents Families**

In the United States, evidence suggested that children from single-mother families due to the death of the father showed similar levels of educational and occupational attainment compared to those from two-parent families, which were significantly higher than the levels of those from divorced single-mother families Biblarz and Gottainer, (2000). Although fairly small in the magnitude, educational outcomes of children living with a divorced single mother were generally poorer than those of children living with two parents Borgers et al., (1996). Debell (2007) suggested that conventional wisdom would exaggerate the detrimental effects of father absence. The implication was that once the socio-economic factors were controlled, there was a much lessened effect on the academic performance and all around well-being of the child. Demo and Acock (1991) advocated that in mother-only families, children tend to experience short-and long-term economic and psychological disadvantages, higher absentee rates at school, lower levels of education, and higher dropout rates with boys being more negatively affected than girls, and more delinquent activities including alcohol and drug addiction. Children in single-mother homes were also more likely to experience health-related problems as a result of the decline in their living standard, including the lack of health insurance Mauldin, (1990). Later, as children from single parent families become adults, they were more likely to marry early, had children early, and divorce.

#### **2.5 Measures Taken to Help Students from Single Parenthood**

McCormick (1987) explains that a parent is obliged by law to see that his child is suitably educated; he is also told in one learned study after another that his informed support is the most important single factor in his child's success. Likewise, it is said that the family lays the psychosocial, moral and spiritual foundations in the overall development of the child. While the mother's significant role in this cannot be over-emphasized, studies on father-child relationship suggested that the presence of a father in the home influences significantly the development of a child. Thus, parenthood was a responsibility requiring the full cooperation of both parents who ensured that there was total development of their offspring Agulanna, (1999). Households had great influence on the students' psychological, emotional, social and economic

state. A number of studies had shown that there was an awareness of the importance of the home environment or family structure on students' academic Performance. So such state of the home affects the child since the parents were the first socializing agents in an individual's life. In that way, the family background and context of a child affected his reaction to life situations and his level of performance at school Ajila and Olutola, (2007). In general, the literatures above suggested that differences in the academic achievement of children from single- and two-parent families could be related to changes in the economic circumstances of families and to variations in the quality of parent-child interactions in different family structures. Furthermore, these literatures disclose that there is a significant difference observe between students from single-parent families and those from two-parent families in terms of academic performance. Therefore, the above reviewed literatures had touched and exposed various issues related to academic achievement of students from single-parent families and those from two-parent families. Such studies had never been conducted in Kapchorwa. The fact that these studies were conducted in the contexts different from the one found in Kapchorwa families and secondary schools paved a way to another study having similar purpose that could be conducted in Kapchorwa-a new context with different culture, from the culture different from that in the previous studies and at a different time -to date, and would come up with different findings. This was thus the reason for this study to be conducted in Kapchorwa secondary schools.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter puts forward the operational procedures of the study. It explains the research design, area of study, target population, sample size and sampling procedures. It again describes employed data collection methods that were used to acquire information related to the study. Furthermore, this chapter presents validity, reliability and ethical considerations as well as data analysis procedure.

#### 3.2 Research Design

The design was preferred because of its strength in dealing with cause and effect relationships of variables involved in studies like this. Omari (2011) conceives causal comparative research as the one which deals with cause and effect relationship but in a retrospective manner without the opportunity to manipulate variables. This study sought to gather qualitative and quantitative data for students' academic performance/scores, and attitudes to love schooling using questionnaires, interview schedules and documentary review; and then use them to find cause and effect relationship between single parent family structure and students' academic achievement. *Ex-post facto* as it also used to be called was used to explain the cause of an already observed phenomenon that occurred in the past and how it continues to make another situation to happen in Kapchorwa town council. In order to answer all questions in this study, both qualitative and quantitative approaches would be adopted. The two approaches were expected to produce affluent and strong description and understanding of the processes and events that transpired in secondary schools with regard to performance of students from family structures with single-parents only. Normally, qualitative approach calls for comprehensive and elaborate description of events or people necessary to convey the complexity of situations so as to provide the reader with sufficient information for judging researcher's interpretation of the phenomenon Martens (1998). Therefore, the qualitative approach allowed interaction between the researcher and the informants, thus making it possible for the researcher to get firsthand information about the teaching and learning processes as well as the academic performance of students from single-parent households who study in the secondary schools to be investigated in Kapchorwa municipality. Quantitative approach, on the other hand, was more capable

especially of enabling the researcher to obtain statistical data. In this study, quantitative approach was also used to assess the ability and performance of students from both single- and two-parent families through examinations administered in their schools so as to establish their performance index.

### **3.3 Area of Study**

The study was carried out in four secondary schools, namely Kapchorwa secondary school and Gamatui girls 'secondary school which were both government schools. Kapchorwa parent's secondary school private boarding mixed school and Town view mixed day and boarding school representing private secondary schools and all the four schools are located in Kapchorwa municipality. This was randomly selected from the municipality of Kapchorwa. Kapchorwa municipality had been proposed because it was one of the districts that had so far had poor performance challenges in the entire country according to (UNEB 2017), performance was so poor in this district and an estimated population of about 80% Of the students failed their examinations. Furthermore, UNEB released (2015) explained that students from the municipality perform higher than those outside the suburbs of the municipality. Female headed households in Kapchorwa municipality were high in the west, south and eastern part of the municipality. Being the region with the highest number of female headed families, it prompted me carry out this research study.

### **3.4 Target Population**

The population for this study was secondary school students in Kapchorwa municipality particularly the town council. This study was interested in senior two and senior four, that is to say, 100 students from each school (50 students from senior two and 50 students from senior four), 30 teachers (9 students from Kapchorwa secondary school and 7 from each of the remaining schools), 30 single parents and 1 head teacher from each school. Aggarwal (1994) accounts for adolescence as the most crucial and significant period of an individual's lie. It was a period of rapid revolutionary changes in the individual's physical, mental, moral, spiritual, sex and social outlook. It was a period of conflict and complexity. The researcher realized a great deal of responsibilities that both father and mother had to their children at this stage. Hence, their presence and involvement in nurturing and upbringing of children at this stage was of paramount importance, otherwise it was a disaster to adolescents, and the nation at large. In

line with the above emphasis, the researcher would involve single fathers and single mothers so that the experiences they encounter in upbringing of their children in single parenthood could be tapped to inform the study. On the other hand, the researcher also consulted both, classroom teachers who teach classes having students from single parenthood, who were at the above mentioned classes, and heads of schools of the sampled schools. This group contributed its expertise in raising and motivating students to like schooling, as well as teaching and assessing students' progress at school. Finally, the researcher also involved single fathers and single mothers who took care of the subjects (students) who lived in single parenthood. In my estimation, such parents had good background information since they were the victims of the research study.

### **3.5 Sample and Sampling Procedures**

#### **3.5.1 Sample**

This study was conducted in Kapchorwa municipality. By the time of this study, the students were at school. Two was private schools that is to say Town view and Kapchorwa parents and the other two was government secondary schools namely Gamatui girls secondary school and Kapchorwa secondary school. The sample included 15 students from each of the two categories: single parent and two parent families so as to obtain information in senior two and four classes under investigation. Each school therefore was present students who participated in the study. This makes a sample size of the students from all four secondary schools who was involved in the study. On the other hand, a sample of single-parents of students (single-parents of students of senior two and four of every selected school), teachers who teach senior two and four (05 from each school), and (04) Heads of schools each from the (04) selected secondary schools were also part of the sample. So, the study has an estimate of about 104 respondents who was engaged in the study



**Table 3.1: Sample Composition of Categories of Respondents**

Category of Sample		Total Number of Respondents
Students	Single Parent	40
	Two Parent	20
Teachers		20
Single Parents		20
Head teachers		4
<b>Total</b>		104

### 3.5.2 Sampling Procedures

#### Sampling techniques

A sample was carefully selected because through it, the researcher was able to see all the characteristics of the population in the same relationship Leedy and Ormond, (2001). In this study, various sampling techniques was employed to obtain the sample based on the nature of respondents and the information needed. They were simple random sampling, stratified random sampling, and purposive sampling technique. Simple random sampling technique was used to enable each individual. A sample was carefully selected, through it, the researcher was able to see all the characteristics of the target population to have an equal chance of being included into the sample. This technique was employed to obtain a sample of four secondary schools involved in the study. These four schools were randomly sampled out of twenty secondary schools in the entire municipality, thus constituting the target population of the study. It was also used to obtain a representative group of teachers who took part in the study.

Stratified random sampling technique was another type of sampling technique. It was a process in which certain subgroups or strata are selected for the sample in the same proportion as they exist in the population Frankel and Wallen (2000). It was used to draw a representative sample of students and parents from the group of all targeted students and parents in the sample respectively. It enabled the researcher to obtain a representative sample of students from single-parenthood and two-parenthood, as well as parents whom altogether participated in this study.

Purposive sampling was yet another technique used to obtain informants. Purposive sampling technique was used to obtain information from specific respondents showing the intended characteristics Kothari, (2004). It was employed to obtain heads of schools and information from them.

### **Selection of respondents**

**Students:** One sampling technique was employed to select students as respondents in each school; namely stratified random sampling. To start with, senior two and four students would purposely be selected in each school because they were at puberty stage and thus were inclined to need more financial, love, care, moral, and emotional support from both parents and had been at the schools for a longer period of time than any other lower class of ordinary level secondary schools. Therefore, they could provide not only precise but also relevant information about the effects of single parenthood on academic performance of students in their homes and schools. To get an equal representation in terms of family structure and to give each student an equal chance of being selected to participate in the study, stratified random sampling technique was used. In each form, students were categorized into two strata based on family structure involving students from single parent families and students from two parent families. Then, simple random sampling was applied to draw the representative sample of each stratum. So, the required samples were thus obtained. The study involved both students from single parent families and those from two parent families in order that they could supply information about their home life that could be compared, and thus improve findings of the study.

**Teachers:** In this study, teachers who teach form two and four were purposely selected. Thereafter, they were subjected to simple random sampling in order to obtain their representative sample that respond to questionnaires.

**Parents:** Parents and community members were selected using stratified random sampling with the assistance of the respective heads of schools and students themselves from the list of parents prepared by the schools for sampling purposes. Using simple random sampling five parents from single parent households list shall be involved in the study by attending interview sessions. The parents provided information regarding provision of parental love, care, moral support, financial support, and psychological support to their children who undertake secondary school studies and its related problems.

**Head teachers:** A purposive sampling technique was used to sample the heads of schools. The heads of schools possess important information about the school given the nature of their responsibilities as leaders of school communities and experienced professionals. They provided the information about the number of teachers, and how the schools ought to solve the problems related to students coming from single parenthood.

### **3.6 Data Collection**

#### **3.6.1 Sources of Data**

##### **primary Data**

Primary data were collected from the field as fresh information obtained by means of interviews and questionnaires. It was expected that such kind of data had to reflect the reality as experienced by the respondents themselves. The main sources of primary data for this study were heads of schools, subject teachers, parents and students from single parent families.

##### **Secondary sources of data**

Secondary data had been used to cross-check and complement information obtained from primary sources. In this study, such sources included the students' school records and statistics, and files of examination results obtained from the schools under investigation. These records and files was thus subjected to documentary review.

### **3.7 Data Collection Techniques**

In studies like this there was no single data collection method or instrument that was sufficient by itself to collect valid and reliable data on a given problem under investigation. Thus, this study involved three data collection techniques, namely interviews, questionnaires and document reviews. The use of multiple methods of data collection was to allow the researcher to compare data obtained through different instruments and come up with a carefully selected data.

#### **3.7.1 Interviews**

In this study, interviews were used because they allowed collection of rich qualitative data due to their flexibility, being focused, and time effect. This was in line with Kothari (2009) who contends that interview is the method of data collection which allows the researcher to gain greater flexibility in asking questions and thus gain more control over how the study goes on.

Interview data in this study were collected from the heads of schools (Appendix A) and single parents (Appendix B). Interviews were used on heads of schools and parents because they were few in number which makes it possible to administer and consequently save time and energy. Furthermore, the researcher was not concerned with the education level of parents as to whether they could read and write or not.

It is anticipated that if some parents cannot read and write, then interview was the better technique for collecting data from them. The interviews were used to get respondents' views on how single parenthood affects the academic performance of students from such families. Interviews were also used to check on how parents provide financial, academic, and emotional support to their children so that they love schooling and eventually perform better in secondary school examinations. The researcher took elaboration notes on information obtained from respondents (heads of schools and parents) in an effort to avoid confusion and forgetfulness. Interviews were conducted as per agreed schedules between the researcher and heads of schools, as well as between the researcher and parents. These interviews were conducted in preferred or agreed places like in their respective offices for heads of schools and at their homes for parents and it lasted between 20 minutes and an hour.

### **3.7.2 Documentary Reviews**

In documentary review, the following was used as sources of data: printed materials such as forms, letters, autobiographies, diaries, composition, periodicals, bulletins or catalogues and syllabi Best and Kahn, (2006). In this study, students' academic records like examination results of terminal and annual examinations were reviewed. So, documentary reviews in this case were used to gather information regarding the academic performance of students in the form of examination scores. Furthermore, document search was employed to supplement information and countercheck authenticity of data obtained through other data collection techniques.

### **3.7.3 Questionnaires**

This data collection instrument was employed to obtain information from large sample of respondents within a short period of time. Leedy (1980) argued that a questionnaire was preferred in data collection because it was easy to administer to a good number of respondents who respond in private settings. Furthermore, according to Prewitt (1975), it increases the

degree of anonymity to respondents and so encourages openness in responding to questions while minimizing bias. These questionnaires both open and closed-ended questions and was administered to teachers (Appendix E), and to both students who live in single and two parent families (Appendix D). A large number of students and teachers participated in the study and that they were able to read and write made questions. Provide answers for this best data collection instrument during the study.

### **3.8 Validity and Reliability of Data Collection Instruments**

#### **3.8.1 Validity**

To enhance validity of collected data, the researcher used triangulation whereby three different data collection instruments, namely documentary reviews, interviews and questionnaires were used. Thus, the data collected using interviews was counterchecked by questionnaires and document reviews and vice versa. In the field, the researcher identified an opportunity to clarify the questions to respondents which helped them to answer the questions at the best of their knowledge. In that way, validity of the collected information from the field will be improved.

#### **3.8.2 Reliability**

To foster reliability of the test made the researcher prepared the instruments very well and pre-tested them at town view secondary school. Pre-testing was followed by refining of the instruments by making some adjustments before using them in the data collection exercise. The instruments of this study would again be re-examined by the supervisor. Furthermore, in the field, the reliability of the data was enhanced by clear explanation of the purpose of the study to the informants, and assuring them of high degree of confidentiality observed by the researcher.

### **3.9 Data Analysis Procedure**

Data once collected would be sorted and placed in respective categories as per study objectives. The collected data were analyzed both qualitatively and quantitatively. Data collected from various instruments were first summarized, and then categorized into themes and sub-themes, each of which will be assigned an identification code Stemler, (2001). Furthermore, the obtained data were tallied, totaled, and frequencies computed into percentages that provided simple and effective illustrations to the raw data. Also mean scores of students were computed group-wise in order to compare the mean academic performances of single parent students and those of two parent students. Thereafter, these pieces of information and their interpretations

were synthesized by summarizing meanings from themes and interpretations focusing such meanings on questions which guided the study.

### **3.10 Ethical Consideration in Conducting Research**

In conducting this study, the researcher was very careful in mingling with all respondents, and had a careful choice of words to use when addressing issues related to the respondents. The researcher did this in order to ensure that the study adheres to human rights, national policies and morals common in the area of study. Moreover, the researcher also paid reasonable attention to regulations and rules during the process of preparation, conducting research in the field and reporting of the data, for example, the respondents were guaranteed that the information they provided was kept confidential. The information collected would be kept in a safe manner such that no authorized persons could access it.

#### **3.10.1 Research permission**

The researcher obtained research permission and a go-ahead from the college of education of Kampala international university and it was thereafter taken to the leadership of Kapchorwa municipality. The District Education Officer (DEO) on behave of District Administration, who then forwarded the permission to the heads of the four secondary schools (Kapchorwa secondary school, Town View secondary school, Gamatui girls secondary school, Kapchorwa parents secondary school and the local leaders where the study would take place.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS, AND DISCUSSION OF FINDINGS**

#### **4.1 Introduction**

Chapter three focused on the methodological procedures used to collect data with regard to the problem and knowledge gap identified in chapter one and two respectively. This chapter therefore dealt with data presentation, analysis and discussion of findings. The presentation and analysis of data were done in line with the research objectives, tasks and questions. The research objectives and related tasks involved in the study were:

- (i) To examine differences between the academic performance of students from single parent families and those from two parent families.
- (ii) To examine differences between the academic performance of students from father-headed-families and those from two parent families.
- (iii) To examine differences between the academic performance of students from mother-headed-families and those from two parent families.
- (iv) To suggest measures to be taken to support students from single-parenthood to improve their academic performance.

#### **4.2 Performance of Students from Single and Two Parents Families**

The main focus of this task was to assess differences in academic performance between students who come from single parent households and those who come from two parent households. The investigation on this task was carried out through reviewing documents related to current form two and form four students' test scores of different examinations namely terminal examinations, annual examinations and form two secondary education examinations of 2016 and 2017. Other instruments used were questionnaires and interview schedules.

##### **4.2.1 Students' Family Structures**

A student's family structure is related to student achievement in school. In this study student's family structure records were identified through student's school records and verified through students' questionnaires. Table 4.1 displays types of student's family structures against the number of respondents who come from family structures with either two parents or a single parent that is headed by either a father or a mother.

**Table 4.1: Students Questionnaire Responses on their Family Structures**

Name of School	Students in Two Parent Families	Students in Single Parent Families		Total
		Father-headed Families	Mother-headed Families	
Kapchorwa senior secondary school	15	3	15	33
Town view secondary	20	5	18	43
Gamatui girls secondary	20	5	15	40
Kapchorwa parents secondary	20	4	13	37
<b>Total</b>	<b>75</b>	<b>17</b>	<b>61</b>	<b>153</b>

**Source:** collected field Data, 2019

The data presented in Table 4.1 shows that the study involved a total of 153 students as respondents who represented all students in the area of study, whereby 75 students were from two parent families and the other 78 students were coming from single parent families. On the other hand, the very table shows that 17 subjects who came from families which were father-headed constituted 23.55% of all subjects who resided in single parent households (100%). This fact is analogous to a study of Dutch family: that showed that 17% of students from primary and secondary schools lived with their fathers after parental divorce Borger's et al., (1996). Again, the table also showed that 61 students who lived in mother-headed families made up 76.25% of all students who belonged to single parenthood. These findings therefore indicated that a large proportion of students who lived in single parenthood lived with their single mothers (76.25%). Thus from the above findings, single mother households were the family structure that more children who resided in single parenthood preferred or were forced



by circumstances to live in. It could be explained like this, fathers in the area of study were vested with the responsibility of searching for daily meal and raising the family income which makes them to be absent from home for longer period of time during each day. In that way, after family breakdown mothers were seen by the community as the best side to stay with and rear children and fathers are required to contribute monetary assistance to the single mothers that was used for upbringing of their children, though it was not always the case. So, it was not surprising to see in this study that 61 students which were 76.25% of all students from single parent families lived with their single mothers.

#### 4.2.2 Students' Family Structures Support on Performance

An investigation was again made on how the home environment in single parent households supported academic performance of each student that came from such families in the area of study. Students' responses on this issue were summarized in a tabular form (table 4.2.) as frequencies that show agreement (YES) and disagreement (NO) that students were on whether the support they get from their single parent homes helps them to improve their academic performance. Questionnaires was used to collect these students' views.

**Table 4.2: Student's Family Structures Support on Performance (N=80)**

Type of Response	Response Frequencies					Percentage
	Kapchorwa secondary	Town view ss	Gamatui girls ss	Kapchorwa parents secondary	Total	
Yes	10	13	8	13	44	48.7
No	13	5	14	9	41	51.3

**Source:** Field Data, 2019

It could be observed from the table 4.2 that 41 out of 75 students from single parenthood investigated indicate that the assistance on school related studies that they received from their single parents do not suffice their need for improving academic performance. This implies that they consider the assistance on academic activities such as helping children to work out

solutions for school based assignments, homework's and the like provided by single parents did not help them much to perform better academically. On the other hand, findings in the table 4.2 showed that 39(48.7%) out of 75 students viewed that the assistance obtained from single parents enhanced their academic performance. So, the findings in table 4.2 suggested that a greater number of students were not given adequate assistance on scholarly work at home when doing academic preparations. The students clarified in the questionnaires furthermore that, their single parents spent less time and energy to nurture and supervise them on their academic undertakings when at home. They also indicated that their single parents were pre-occupied with other family responsibilities like search for family's income. This assertion was approved by single parents themselves during their interview sessions with the researcher. When responding to questions asked by the researcher. Thus, this situation of having little or sometimes no academic support that students from single parenthood experienced from their single-parents had little if any impact in improving their academic performance at school. If such students had good performance in their studies it could have resulted from their intrinsic motivation that they acquired as a result of their determination to be successful in their studies in order to overcome future life difficulties. Current research by Fan and Chen (2001) suggests that home-based parental involvement was more effective than school-based parental involvement. When we discuss this assertion together with the above findings we see that, as parents involve themselves in helping out their children with school based work like doing homework and/or assignments, reading, encouraging them to like and expend more effort on education activities at home, this engagement to help their children was perceived likely to yield positive results by improving the children's achievement at school. In the contrary, if parents do not help their children adequately with academic work at home, then their assistance doesn't add value to their children's school performance.

#### **4.2.3 Types of Support given to Students by Single Parent Families**

The researcher used students' questionnaires to collect information regarding the types of parental help on their children's school based activities obtained at home. This study assumed that apart from financial, social and cultural responsibilities, there was a role for parents and schools to play in improving the chances of children's academic success by motivating students and encouraging them to be more engaged in reading. The table 4.3 puts in a nut shell findings

of the kind of help that single-parents provide to their children in an effort to boost up their academic performance at school.

**Table 4.3: Types of Support given by the Single Parenthoods (N=80)**

Types of Support to Students at Home	Response Frequencies					Percentage
	Kapchorwa secondary school	Town view secondary school	Gamatui girls secondary school	Kapchorwa parents secondary school	Total (N=80)	
Provision of Pocket Money	3	9	0	5	17	15.0
Enforcement of Home Preparation Studies	10	6	4	7	27	33.8
Helping out Children in Reading and writing	1	0	3	3	7	7.5
No Assistance	10	7	13	8	38	43.7

**Source:** collected field Data, 2019

Table 4.3 displays data that indicate how single parent families supported their children for the sake of enhancing their academic life and make them be more engaged in reading. The table shows that only 6 (7.5%) out of 80 students had single parents who were able to sit with their children and help them out with school reading assignments and preparations, while 12 (15%) out of 80 students from single parenthood indicated being given pocket money for buying textbooks and lunch at school. Again, 27 (33.8%) out of 80 students were motivated and encouraged to be more engaged in reading and conduct their home study sessions

successfully by exempting them from other family responsibilities involving cooking, cleanliness and taking care of younger siblings. On the other hand, 35 (43.7%) out of 80 students didn't receive any kind of support for their academic life. These results imply therefore that a good proportion of students (43.7%) from single parenthood did not get a highly needed moral and psychological support from their single parents which made the children feel that they had no one to lean on to for their academic undertakings when at home, and for that matter they generate intrinsic motivation to fight hard on their own at home and with teachers' support when at school in order to achieve their academic goals. When responding to one of the interview questions 15 (75%) out of 20 single parents revealed that they always sat down with their children after class hours and reinforced them to read, do homework and assignments, inspected their exercise books and encouraged them to do better in their studies at school as well as stressed to their children the importance of attending all classes at school. One single parent was quoted saying:

“...I always sit down with my child during evening times after returning from my tailoring mart and inspect my son's exercise books. I do it with a motive of being sure that he went to school, attended classes and above all he performed all class activities. I thereafter, react according to the observations made. Most often I end up encouraging him to be more involved in his school activities and hence take studies even seriously...”. In addition to the explanation given above, a table 4.4 summarizes interview findings from single parents when responding to a question ‘how do you assist your children academically after school hours? Give only one was.

**Table 4.4: single parents' interview response on academic help (N=20)**

Single parents' responses	M	R	P
I encourage my child to be more involved in reading and doing home works, assignments and preparation studies after class hours	7	3 5 9	75%
I inspect my child's exercise books and remind the child on the importance of good academic achievement at school	6	3 0 9	
I sit down and talk to my children on whether or not they attended classes	2	1 0 9	
I provide them with school fees and pocket money for use when at school	3	1 5 9	
I do not do anything to help my child for his/her academic life	2	1 0 9	

**Source:** collected field data 2019

**KEY**

<b>N</b>	<b>Number of respondents</b>
<b>P</b>	<b>Percentage</b>
<b>R</b>	<b>Ranking of each response</b>

Table 4.4 displays findings organized and summarized from single parents' interview responses. Single parents were required to clearly explain how they assisted their children academically at home after school hours. The fact that they were responding to open ended questions made them to give answers that were more or less alike. These responses have been transcribed, summarized, compiled in table 4.4 above, and ranked in the order of their frequency of repetition where the responses related to direct academic help appear first and those which are not were at the bottom side of the table.

Table 4.4 reveals therefore that a significant number of single parents preferred to help by encouraging their children to be more involved in reading, do home works, assignments and preparation of studies. This suggested that most single parents found it easy and useful for them to help their children with this kind of help that ranked the first with 35%. It could further be realized the table 4.4 that direct help on academic activities provided at home by single parents to their children summed up to 75%. This means that a reasonable number of single parents were devoted to help their children academically.

#### **4.2.4 Effects of Single Parenthood on Paying for School Expenses**

Search on this part about the effect of student's family structure on the progress of students was be centered on the fact that, when a single parent failed to foot for even school fees of his or her child then by implication the parent was unable to provide for the necessary and highly needed financial support to his or her child's school expenses. Students' questionnaires were used to collect these facts. So, below is a table showing who are responsible for paying student's school fees in the sampled schools.

**Table 4.5: Payment of School Fees of Students from Single Parenthoods (N=80)**

Who Paid School Fees for Students	Response Frequencies					Percentage
	Kapchorwa secondary school	Town view secondary school	Gamatui girls secondary school	Kapchorwa parents secondary school	Total	
Single Mother	5	14	15	14	42	52.5
Single Father	2	4	5	6	17	21.2
Guardian	14	2	3	0	19	23.8
Sponsored	0	0	2	0	2	2.5
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>80</b>	<b>100</b>

**Source:** Field Data, 2019

The direct effects that students from single parenthood experienced from their families are first, as table 4.5 shows, that 19 (23.8%) out of 80 and 02 (2.5%) out of 80 students from single parenthood had their school fees being paid for by guardians and donor societies/organizations respectively. When combined these two groups of students revealed that, 21 (26.3%) out of 80 students had their school fees being paid for by external supporters other than their single parents. This implies therefore that, the single parents of these 21 (26.3%) students were not well disposed to support their children by paying their school fees, the situation that prompted donors and guardians to do it for them. So these findings imply also that such students felt that they came from families that had insufficient financial resources to devote to their upbringing and education expenses. Again, in single parent families, in principle only one single parent head is gathering income. This makes such families have insufficient financial resources base to support their children at home for basic family up-keep and in school for paying school fees and other scholarly expenses. As a response to interview questions the most single parents was revealed that they did not have adequate educational and financial capability to provide for their children's school expenses due to lack of enough resources to give to their children in

form of money for buying books, stationeries, various school contributions, school uniforms and pocket money for use at school. When these observations were viewed in line with findings on table 4.4 which shows that 25% of the single parent families did not provide any direct academic support to their children at home, one could realize how big the problem was in single parent households. One single parent was noted lamenting that:

I am primary school leaver and I do not have any idea but also experience of secondary school life as well as its subjects. So, it is very difficult for me to assist my children on scholarly work like reading, doing assignments at home and encouraged them to do better at school or prevent them from failing their studies...

The interviews with single parents further revealed that as a result of this experience by students from single parenthood, students from such families were likely to suffer trauma, stress and lack of support from their single parents and feel neglected. But as seen from table 4.5, guardians and donor organizations sometimes to surface to foot school fees expenses for the children and somehow helped to get rid of the feeling of worthlessness the students felt.

#### **4.2.5 Performance between Students from Single Parent and Two Parents Families**

An investigation on the mean academic performance of students from single parent families and those from two parent families was summed up in the two tables 4.6 and 4.7 below. These tables display the mean academic performances of all sampled students in the four studied secondary school for two consecutive years of 2009 and 2010 as obtained through documentary survey of first, form two terminal examinations and Form Two Secondary Education Examinations results for years 2009 and 2010 and secondly, terminal and annual examinations for form ones in 2009 and form threes of 2010. The data presented in Table 4.6 shows average academic performances of current form three and form four students from single parent families in each school (N=20) for all four examinations i.e. two terminal examinations, one form two secondary education examination (FTSEE) and one annual examination performed by each class. So, the scores against each school name shows the average performances of students from single parenthood for each school, and finally the table provides the mean mark of all four examination results reviewed for this group of students. The mean mark for all students from single parent families for the four examinations will be 36.0%.



**Table 4.6: Performance of Students from Single Parent Families (N=80)**

<b>Students' Examination Results Summary (in %)</b>								
<b>Name of School</b>	<b>senior III – 2011</b>				<b>senior IV – 2011</b>			
	<b>2009</b>		<b>2010</b>		<b>2009</b>		<b>2010</b>	
	<b>senior I Terminal</b>	<b>senior I Annual</b>	<b>senior II Terminal</b>	<b>FTSEE</b>	<b>senior II Terminal</b>	<b>FTSEE</b>	<b>senior III Terminal</b>	<b>senior III Annual</b>
Kapchorwa parents secondary school (N=20)	34.5	28.1	35.9	34.9	51.2	46.8	43.8	41.9
Gamatui girls secondary school (N=20)	39.8	29.6	37.7	30.2	39.6	33.9	41.8	36.5
Town view secondary school (N=20)	37.4	37.8	29.5	33.2	32.6	38.8	33.6	21
Kapchorwa secondary school (N=20)	36.6	35.4	34.1	27.9	42.1	38.2	38.3	29.1
<b>Group Average Score</b>	<b>37.1</b>	<b>32.7</b>	<b>34.3</b>	<b>31.6</b>	<b>41.4</b>	<b>39.4</b>	<b>39.4</b>	<b>32.1</b>
<b>Group Average Score for all Examinations = 36.0</b>								

**Source:** Field Data, 2019

Likewise, table 4.7 displays average academic performances of students from two parent families in each school for all examinations results assessed. The scores in the table show the mean mark of academic performance of all students from two parent households provided at the bottom of the table, it will be 31.9%. These two tables 4.6 and 4.7 revealed that the mean

mark of students from single parenthood (36.0%) was higher than the mean mark of students from two parent families (31.9%). The two groups of students differ by an average of 4.1%.

This implies that the group of students from single parent families scored at an average of 4.1% higher than the group of students who lived in two parent households. This signifies a slightly significant difference in the mean academic performance between the students from single parent families and students from two parent families.

**Table 4.7: Performance of Students from Two Parents Families (N=80)**

Name of School	Form II– 2018				Form IV – 2018			
	2009		2010		2009		2010	
	Form I Terminal	Form I Annual	Form II Terminal	FTSEE	Form II Terminal	FTSEE	Form III Terminal	Form III Annual
Kapchorwa parents secondary school (N=20)	31.5	21.1	25.3	25.9	48.0	41.8	43.0	41.4
Gamatui girls secondary school (N=20)	41.6	27.3	39.3	27.5	39.1	35.2	43.4	29.3
Town view secondary school (N=20)	29.7	33.1	25.3	30.4	25.7	32.5	26.5	17.2
Kapchorwa secondary school (N=20)	21.7	34.8	27.8	26.9	35.7	36.3	35.5	22
<b>Group Average Score</b>	<b>31.1</b>	<b>29.1</b>	<b>29.4</b>	<b>27.7</b>	<b>37.1</b>	<b>36.5</b>	<b>37.1</b>	<b>27.5</b>

Source: Field Data, 2019

These findings put forward a new fact that despite the shortage of adequate parental scholarly support, love and care in the single parent households as will reveal in table 4.3, students from single parent families still could have higher performance than do students from intact families.

This resulted from the fact that some of these students (21 out of 80 students same as 26.3%) had their school expenses being paid for by donor organizations and guardians such as uncles, aunts and grandparents (see table 4.5). Donor organizations and guardians had minimized the effect of single parenthood and hence they fostered students' improved performance.

### **4.3 Performance of Students from Single Father and Two Parents Families**

This study was also concerned with assessing differences in academic performance between students who came from single father households and those who came from two parent families. This task was accomplished through reviewing document records of various examination results, interviews and questionnaires. Table 4.1 had earlier disclosed that out of 80 students from single parenthood investigated in this study only 19 students were from single father households.

#### **4.3.1 Students' Support from Households Headed by Fathers**

It is not common in societies found in the area of study that is to say Kapchorwa municipality for a father to be expected to sit and discuss issues even scholarly work like assignments and home works with his daughter. It seems traditionally quite wanting before the whole society and therefore father-headed families was quite often find fathers less interested to either care for, talk with or guide their daughters. Based on information provided by students through questionnaires, this study shows therefore that, there were certain roles single fathers ought to play in improving the chances of their children's academic success. But these roles were hardly ever being performed by fathers as shown in table 4.8

**Table 4.8: Student's Support Provided by Single Fathers (N=19)**

Types of Support to Students at Home from Single Fathers	Response Frequencies					Percentage
	Kapchorwa secondary school	Town view secondary school	Gamatui girls secondary school	Kapchorwa parents secondary school	Total	
Provision of Pocket Money	0	0	1	2	3	15.8
Enforcement of Home Preparation Studies	2	5	0	0	7	36.8
Helping out Children in Reading	0	0	0	0	0	0.0
No Assistance	0	0	4	5	9	47.4

**Source:** Field Data, 2019

Table 4.8 exposes new facts that single fathers' efforts to support their children on academic affairs were distributed as first, absolutely no student (0.0%) out of the 19 students from single father families was helped out by his or her single father to perform school based assignments like reading and doing homework; second, only 3 students (15.8%) received pocket money for buying books, school uniforms, stationeries, paying various school contributions and some money for use at school; and third, 7 students (36.8%) enforced their children to be engaged more in reading and conducting their home study sessions seriously and meaningfully. Then again, 9 students (47.4%) received completely no school linked assistance from the single fathers. These findings therefore uncovered that a reasonable proportion of single fathers (47.4%) were perceived not providing any kind of assistance to their children that would help them to improve their academic performance. Kapchorwa culture was the lifestyle that has been affected much by *fathers' breadwinner model* which

vest them with obligation of searching for the family-bread. Therefore, they would spend a lot of time away from home which makes them at times unable to provide adequately much needed physical, scholarly and emotional support to their children at home. One of single fathers responded to a question during interview saying:

...As a single father I am not able and rather do not have the courage to sit face to face and talk to my daughter in order to remind her on the societal accepted ways of behaving or reprimand her on her bad behavior. When the situation compels me to warn her, I always seek the assistance of my mother in law to talk and reprimand my daughter for me...

Fathers like this one explained above faced a lot more difficulties in rearing their children without helping hands of mothers. There were customs which prevented fathers to having direct access of sitting and talking to their children of the opposite sex. In that way some parents who avoided crossing lines of cultural norms wouldn't be able to nurture their children appropriately as well as provide the much needed assistance to them like helping out to solve assignments, and encourage them to be fully engaged in their studies.

#### 4.3.2 Effects of Father-Headed Families on Academic Performance

When Table 4.1 displaying the number of students from each type of family structure is viewed alongside table 4.5 which shows who was responsible for paying school fees of students from single parenthoods one could note that out of the 19 single fathers 17 (89.5%) of them (see table 4.5) paid school fees for their children.

**Table 4.9: How Single Fathers Paid School Fees for their Children (N=19)**

Single Fathers School Fees Payment	Number	Percentage
Single Fathers who paid school fees for their children	17	89.5
Single Fathers who didn't pay school fees for their children	02	10.5
<b>Total of Single Fathers</b>	<b>19</b>	<b>100</b>

**Source:** Field Data, 2019

The results displayed in table 4.9 illustrate that a significant proportion of single fathers paid school fees for their children. This implies that most single fathers felt that it a fundamental

obligation for them to pay school fees for their children and sought to fulfill this responsibility. On the other hand, these findings revealed a related fact that fathers were able to pay for their children's school expenses because they had financial capabilities accrued from various income earning activities found in the area of study like farming, fishing, small scale mining of gold and animal husbandry.

#### **4.3.3 Performance of Students from Single Father and Two Parents Families**

Investigation carried out on the mean academic performance of students from single father families and those from two parents' families is summarized in tables 4.7 and 4.10. When compared these two tables demonstrate that the mean academic performances of students from single father families and those from two parent families for two consecutive years of 2009 and 2010 differed notably.

**Table 4.10 Performance of Students from Single-fatherhoods (N=19)**

Name of School	senior II – 2019				senior IV – 2019			
	2017		2018		2017		2018	
	senior I Terminal	senior I Annual	senior II Terminal	FTSEE	Senior II Terminal	FTSEE	senior III Terminal	senior III Annual
Kapchorwa parents secondary school (N=06)	35.8	28.5	40.8	38.8	58.5	53.5	41.0	43.5
Gamatui girls secondary school (N=05)	44.0	35.0	41.0	34.5	41.0	34.3	39.3	37.3
Town view secondary school (N=05)	50.5	52.5	45.5	39.5	41.0	46.3	45.7	33.3
Kapchorwa secondary school (N=03)	45.0	15.0	36.0	22.0	42.5	38.5	39.5	29.5
<b>Group Average Score</b>	<b>43.8</b>	<b>32.8</b>	<b>40.8</b>	<b>33.7</b>	<b>45.8</b>	<b>43.2</b>	<b>41.4</b>	<b>35.9</b>

**Source:** Field Data, 2019

Tables 4.7 and 4.10 present data which summarize the academic performance of all students sampled from two parent and single father headed families respectively in the four secondary schools under the study. The data presented in Table 4.10 indicate average academic

performances of students from single father families in each school for all examinations shown in the two tables. So, the scores written next to each school name in table 4.10 show the average performances of students from families headed by fathers only in each school, findings in table 4.10 illustrate that the mean mark for all students from father-headed families for the four examinations will be 39.7%. When the results of table 4.10 were compared with those of table 4.7 that displayed average academic performances of students from two parent families in each school for all examination (see tables 4.7 and 4.10) results assessed they therefore differ by an average of 7.8%. This means that the mean mark of students from father headed households (39.7%) is higher than the mean mark of students from two parent families (31.9%) by an average of 7.8%.

#### **4.4 Performance of Students from Single Mother and Two Parents Families**

This study noted a life style in which, both daughters and sons of the school age were very well accessed by mothers including single mothers. This study therefore expressed from the information collected through questionnaires that mothers had much more responsibilities to look after all family affairs at home including social and cultural responsibilities and even to foster their children's chances of academic success. Table 4.1 shows that out of 80 students from single parenthood investigated in this study, 61 students were living in single mother families.

##### **4.4.1 Students' Support from Households Headed by Mothers**

Table 4.11 opens up new facts about single mothers' hard work to support their children on academic affairs. First, only 2 (3.3%) students out of the 61 students from single mother families were helped out by their single mothers to perform school based assignments like reading and doing home works: Second, 13 (21.3%) students were provided with pocket money for buying books, school uniforms, stationeries, paying various school contributions and some money for use at school and, third, 29 (47.5%) students were encouraged to be more involved in reading and conducting their home study sessions even more seriously. However, 17 (27.9%) students received no kind of assistance from the single mothers.



**Table 4.11: Student's Support from Households Headed by Mothers (N=100)**

Types of Support to Students at Home from Single Mother	Response Frequencies					Percentage
	Kapchorwa secondary school	Town view secondary school	Gamatui girls secondary school	Kapchorwa parents secondary school	Total	
Provision of Pocket Money	0	5	3	5	26	21.3
Enforcements	12	2	8	7	25	47.5
Home Preparation Studies					01	1.8
Helping Out Children in Reading	0	0	2	0	24	3.3
No Assistance	5	5	7	0	24	27.9

**Source:** Field Data, 2019

These findings therefore revealed that a reasonable proportion of single mothers (47.5% i.e. which is close to 50%) reinforced their children regardless of gender differences to be more engaged in their scholarly work at home. In contrast, there were 17 students (27.9%) who received absolutely no school related assistance from single mothers at their households. Besides having socially defined roles at home in taking care of all family members single mothers have exhibited in these findings, in table 4.11, that on top of nurturing their children they also tried very much to reduce the distance between them and their children by, for instance, sitting with their children and encouraging them to love schooling as well as helping them to perform scholarly preparation studies. Thus, they played an additional role to support their children in improving their chances of academic success at school. This is due to the fact that only a small fraction of single mothers 27.9% had a contribution to their children's school life. When interviewed one single mother said:

...As a single mother I at times wanted to nurture my son's talent on football. I knew he is a good footballer and I am very confident that when his talent is well developed he can become a great footballer in the future. The fact that I have scarce financial resources I fail to buy him even sportswear like shoes. Having realized my son's football talent and that he comes from a single mother background, one of his teachers decided to buy sportswear for him so as to nurture his talent...

This confession implied how single mothers apart from having inborn intention to nurture their children to every kind of success, their effort faced drawbacks like shortage or lack of adequate finances to support them. So, failure to help children to achieve their life dreams or ambitions in scholarly activities due to lack or shortage of parental support or fatherly guidance and assistance was accelerated by having a single mother family background.

#### 4.4.2 Effects of Mother-Headed Families on Academic Performance

When Table 4.1 which gives the number of students from each type of family structure was examined alongside table 4.5 which shows who was responsible for paying school fees of students from single parenthoods one could note down that out of the 61 single mothers only 19 (31.1%) of them (table 4.5) are not able to pay school fees for their children

**Table 4.12: How Single Mothers Paid School Fees for their Children (N=100)**

Single Mothers School Fees Payment	Number	Percentage
Single Mothers who paid school fees for their children	72	68.9
Single Mothers who didn't pay school fees for their children	28	31.1
<b>Total of Single Mothers</b>	<b>100</b>	<b>100</b>

**Source:** Field Data, 2018

Thus the outcomes displayed in table 4.12 illustrate further that a good proportion of single mothers 72(68.9%) out of 100 paid school fees for their children. This had an implication that single mothers might had felt that it was their fundamental obligation to pay their children's school fees, despite the financial difficulties they encountered. So, a considerable number of single mothers did their best to accomplish this obligation.

#### 4.4.3 Performance of Students from Single Mother and Two Parents Families

In this section of the study the academic performance mean of students from single mother families and those from two parent families are summarized in table 4.13 and table 4.7 respectively. When information contained from each of the two tables was compared findings revealed that the mean academic performances of students from single mother families and those from two parent families for two consecutive years of 2016 and 2017 differ significantly.

**Table 4.13: Performance of Students from Mother-headed Families (N=100)**

<b>Students' Examination Results Summary (in %)</b>								
<b>Name of School</b>	<b>senior II – 2019</b>				<b>senior IV – 2019</b>			
	<b>2017</b>		<b>2018</b>		<b>2017</b>		<b>2018</b>	
	<b>senior I Terminal</b>	<b>senior I Annual</b>	<b>senior II Terminal</b>	<b>FTSEE</b>	<b>senior II Terminal</b>	<b>FTSEE</b>	<b>senior III Terminal</b>	<b>senior III Annual</b>
Kapchorwa parents secondary school (N=26)	33.7	27.8	32.7	32.3	49.4	45.1	44.5	41.5
Gamatui girls secondary school (N=25)	38.8	28.3	36.9	29.1	39.0	33.7	42.9	36.1
Town view secondary school (N=25)	34.1	34.1	25.5	31.6	29.0	35.6	28.4	15.7
24	35.7	37.7	33.9	28.6	42.0	38.1	38.0	29.0
<b>Group Average Score</b>	<b>35.6</b>	<b>32.0</b>	<b>32.2</b>	<b>30.4</b>	<b>39.8</b>	<b>38.1</b>	<b>38.4</b>	<b>30.6</b>
<b>Group Average Score for all Examinations = 34.6</b>								

**Source:** Field Data, 2019

Table 4.13 summarizes the academic performance of all sampled students in the four secondary schools under study. The data offered in Table 4.13 show average academic performances of sampled students from single mother families in each school for all four examinations results reviewed. The scores against each school name show the average performances of students from mother-headed families of each school for respective examinations and years. In that way, the table provides the mean mark of all examinations results reviewed for this group of students. Thus, the mean mark for all sampled students from mother-headed families for the examinations in table 4.13 will be 34.6%. On the other hand, table 4.7 displays average academic performances of students from two parent families in each school for all examinations results assessed. The scores in the table 4.7 as they could be seen at the bottom of the table showed that the mean mark of academic performance of all sampled students from two parent households was 31.9%. Therefore, a comparison of results from these two tables 4.7 and 4.13 indicates that the mean mark of students from mother-headed families (34.6%) was higher than the mean mark of students from two parent families (31.9%). Clearly it could be seen that the two categories of students differ by an average of 2.7%. This means that the group of students from mother-headed families scored at an average of 2.7% higher than the group of students who lived in two parent households.

#### **4.5 Measures to be taken to Help Students from Single Parenthood**

This study also investigated on suggestions raised by respondents on what would be done in order to help students from single-parent-families to improve their academic performance. The figure below summarizes and displays what heads of schools, teachers and single parents said that had been taken into consideration while compiling recommendations and concluding the current study. Heads of schools and single parents provides their suggestions during interviews, whereby teachers supplied their suggestions through questionnaires.

**Table 4.13: Suggestions on How to Help Students from Single Parent Families to**

**Succeed**

<b>Heads of Schools', teachers' and single parents' responses (N=44)</b>	<b>Frequencies</b>	<b>Percentage</b>
Schools should have students' counselors to ensure that guidance and counseling services are rendered to students from single parent families to accept the single parenthood	16	13.3
Single parents be educated through single parent forums on how to nurture their children the best way for academic success	5	4.1
Members of the entire community in the school vicinity should be mobilized to help out to either nurture or provide the students from single parenthood with school necessities	14	11.7
Students from single parenthood be required to reside in school dormitories in order to receive much needed attention from teachers	12	10.0
Teachers should play their roles as guardians to help provide the necessary moral, material and psychological support to such students	18	15.0
NGOs be mobilized to support single parent students by providing material needs in an effort to reduce the gap left behind by one parent	11	9.2
The government should assume the role of footing all single parent students' school expenses	21	17.5
Students from single parent families be provided with remedial classes to make up for irregularities that they face during normal classes	23	19.2
<b>Total of Responses</b>	<b>120</b>	<b>100</b>

**Source:** Field Data, 2019

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter gives summary of the study, outlines the major findings, and provides conclusion and recommendations. Nsubuga (2000) argues that fifth chapter of research includes a brief statement of the problem and a description of the procedures used in the investigation, the findings, and conclusions. This study examined the effects of single parent family structures on academic performance of secondary school students in Kapchorwa secondary school district. In that regard, the chapter circles around concluding observations and remarks of the theme of the study.

#### **5.2 Summary of the Study**

The study investigated the effects of single parent family structure on academic performance among secondary school students in Kapchorwa. To achieve its objectives, the study employed four research tasks mentioned hereunder;

- i. To examine differences between the academic performance of students from single parent families and those from two parent families.
- ii. To examine differences between the academic performance of students from father-headed-families and those from two parent families.
- iii. To examine differences between the academic performance of students from mother-headed-families and those from two parent families.
- iv. To suggest measures to be taken to support students from single-parenthood to improve their academic performance.

The study was guided by the conceptual framework modified from Stufflebeam (1971) emphasizing on the interaction between the context, input, process and product for a desired outcome. In this study, context referred to the circumstances or events that form the environment within students' academic life that involves needs, problems, opportunities, and priorities. So, it encompasses the overall family environment as experienced by children at home and eventually at school in relation to parent-child relationship and how it influences children's academic life and achievement. Inputs comprised of a totality of resources that

would made available in order to improve children's academic life, and process referred to the daily scholarly activities performed by students both at home and school. Product referred to the output of the education program on the children such that when inputs and process were utilized effectively; there was a rise in the standards of academic achievement. The literature related to the research problem was reviewed. It covered issues associated with effects of single parent family structures on students' school achievement. So, relevant literatures were organized objective-wise for the purpose of establishing what is already known and hence identifying the knowledge gap that guaranteed conducting the present study. The study was carried out in four secondary schools in Kapchorwa secondary school district in Mbeya region involving a sample of 04 heads of schools, 20 teachers, 160 students, and 20 members of community from the four schools all totaling 204 participants. Purposive, stratified and simple random sampling techniques were used to select the study sample. Interview, questionnaire, and documentary review techniques were engaged to collect the relevant data for the study. During data analysis, the qualitative data were subjected to content analysis and quantitative data are presented in tabular form and summarized into frequencies and thereafter percentages to provide meaningful information that led to research findings.

### **5.3 Summary of Main Study Findings**

#### **5.3.1 Students' Family Structures**

Findings indicated that over three quarters (76.25%) of students who lived in single parenthood lived with their single mothers. Findings imply that single mother households were the family structure that children who resided in single parenthood preferred or were compelled by circumstances to live in.

#### **5.3.2 Effect of Support from Single Parenthoods**

Findings on whether single parents helped their children academically at home revealed that students didn't get adequate assistance on scholarly work at home when doing academic preparations as most single parents during their day time were pre-occupied with other family responsibilities like accruing family's income. This implies that the single parents spent less time to nurture, supervise, and help their children on their academic undertakings even when at home.

### **5.3.3 Types of Help on Single Parent Students' Academic Life**

Findings revealed that a substantial number of students 43.7% from single parenthood did not get moral and academic as well as psychological support from their single parents. Again, a significant number of single parents preferred to help their children academically by encouraging them to be more involved in reading, do home works, assignments, and preparation studies. It was acknowledged by majority single parents (mostly acknowledging to attain primary education only) that it was easy for them to help their children this way than sitting with them and working out solutions for homework and reading books. Thus the findings imply that the children had no one to lean on to for direct help for academic undertakings when at home.

### **5.3.4 Effect of Single Parenthood on Paying for School Expenses**

Findings showed that a quarter (26.3%) of students from single parenthood came from families that had insufficient financial resources to devote to their upbringing and education expenses. Such families always failed to pay even school fees for their children mostly because most single parent families had only one reliable head to bring home income for all family expenses. Such families were characterized by insufficient financial resources to support their children at home for basic family up-keep and in school for paying school fees and other scholarly expenses to the extent that they depend on guardians and donor organizations to pay children school fees.

### **5.3.5 Effect of Support from Single Father Households**

Fathers traditionally being major breadwinners spent a lot of time away from home in search for money which makes them at times unable to provide adequately much needed moral, scholarly and emotional support to their children at home as will reveal in this study.

### **5.3.6 Types of Help of Single Fatherhood on Students' Academic Life**

Findings show that 89.5% of all single fathers paid for their children's school fees suggesting that fathers had the ability to pay school fees traditionally felt as their fundamental obligation for them to pay school fees for their children.



### **5.3.7 Effects of Support from Single Mother Households**

Findings in this part show that nearly three quarters (72.1%) of all single mothers provided a moral support and reminded their children to be more engaged in academic activities at home contrary to 27.9% of the single mothers who had no contribution at all to their children's school life at home. This revealed that single mothers play a remarkable role to support their children in improving their chances of academic success at school through their moral support to children.

### **5.3.8 Types of Help of Single Motherhood on Students' Academic Life**

Findings show further that over two thirds of single mothers 42 (68.9%) out of 61 paid school fees for their children thereby fulfilling this fundamental obligation of paying school fees for their children, despite the financial difficulties they encountered.

### **5.3.9 Differences in Academic Achievement According to Family Structures**

First, findings show that students from single parent families had a better average academic performance of 36.0% than students from two parent families who scored 31.9% differing by an average of 4.1%. This implies that students from single parenthood regardless of all difficulties they meet had a better academic achievement when compared to their fellows from two parent families. Secondly, findings revealed also that the mean mark of students from father-headed households will be 39.7% and the mean mark of students from two parent families was 31.9%. This implied that the average academic performances of students from two parent families differed with mean mark of students from father-headed families by 7.8% indicating that students from father-headed families performed better than their classmates from intact families by an average of 7.8%. Thirdly, it was further disclosed that students from mother-headed families had a mean mark of 34.6% while students from two parent families had a mean mark of 31.9%, their average scoring difference will be 2.7%. This implied that students from mother-headed families performed better than their classmates from two parent households.

## **5.4 Conclusion**

The conclusion of the study would be very brief and it indicated what the study results reaffirm Kombo and Tromp, (2006). In view of the research findings, the following conclusions were drawn: There was a slightly significant difference in mean academic performance of students

from single parent families and mean academic performance of students from two parent families. That is, students from single parent families had mean academic performance that was slightly higher than mean academic performance of students from two parent families. In this regard, despite the fact that students from single parent families did not have love, care, scholarly and moral support of one (the second) parent, they performed better than those students from two parent families (intact families). Mean academic performance of students from father headed families was different from mean academic performance of students from two parent families. Students from father headed families had mean academic performance that was higher than mean academic performance of students from two parent families. It was noted that there was a difference in mean academic performance between students from mother headed families and students from two parent families. Students from mother headed families had mean academic performance that was higher than mean academic performance of students from two parent families. So, students who resided in households with mothers only had a better performance than their fellows who lived with both of their parents. Generally, despite getting inadequate parental scholarly, psychological and moral support, love and care due to changed family structure, students from single parent families seem to compensate academically and were intrinsically motivated in schooling and thus perform better than their classmates who live with both of their parents and were perceived to have adequate moral, scholarly, and psychological support as well as parental love and care from both of their parents. In light of this study therefore, the better performance of students from families without one parent was greatly attributed to willingness of the students (motivation) to perform better regardless of difficulties they faced in their upbringing. The study points out therefore that, ordinary level secondary school student who come from either type of single parenthood had better academic performance than those who come from two parent families. These findings were different from all findings reviewed in chapter two of this study. This could be attributed to the difference in context and culture between the earlier studies and this one, as well as time difference between the earlier studies and this study. Most of the reviewed studies are done before and up to 2008 while this study is done in 20011. There was a difference of about three years.

## **5.5 Recommendations**

**In the light of research findings and conclusions given, the following recommendations were put forward:**

### **5.5.1 Recommendations for Action**

The following recommendations were directed to specific government organs and officials for action as follows:

#### **To MOES and District Secondary Education Officers**

Students from single parenthood be required to reside in school dormitories/hostels in order to receive much needed attention from teachers, because students confined in school dormitories or hostels receive care and support of dormitory or hostel patrons and / or matrons for the place of parents. The government should assume the role of footing all single parent students' school expenses due to the fact the family income accrued by a single parent is not enough for solving all family financial needs through District/Municipal/City Secondary Education Officers as scholarships.

#### **To Parents/guardians and Community**

Single parents be educated through single parent forums on how to nurture their children the best way for improved academic success. NGOs would be mobilized/requested to support single parent students by providing material needs for use at home in an effort to reduce the gap left behind by one parent as well as give them moral and financial support, love and care.

#### **To School Administrations**

School counselors would be put in place and trained to ensure that guidance and counseling services were being rendered to students from single parent families to accept the single parenthood.

#### **To Teachers**

Teachers would play their roles to help provide the necessary moral, material, scholarly, and psychological support to students from single parent families as mere patrons or matrons as well as school counselors.

**To Students.**

All Students would try their best to love and concentrate on their studies both at home and school regardless all shortfalls and problems they encounter in their upbringing as a result of changing structure of their families.

**5.5.2 Recommendations for Further Research Work**

Based on the study findings the researcher is expected to point out whether there were areas that deserve further investigation Kombo and Tromp, (2006). The researcher recommends that the following research areas closely related to this study would be conducted in order to cover the existing gaps: The study focused only on the effects of single parent families on academic performance of secondary school students. It was therefore suggested that a study would be conducted to examine on the reasons for single parent family structure to had effects on academic achievements of secondary school students. The study indicated that ordinary level secondary school students who come from all types of single parenthood experienced better academic performance than those who come from two parent families. The study recommended that a study would be conducted to assess how single parents' absenteeism at home affects their children's behavior.

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## APPENDICES

### APPENDIX A

#### Interview Guide for Head teachers

1. What is the number of students in your school? Boys..... Girls.....

Total.....

2. Do you have students with single parents in your school? YES [ ] or NO [ ]

3. If YES, what is the number of those students with single parents? Boys.....

Girls..... Total .....

4. How do these single parents assist their children about schooling/learning?

5. Who pays the school fees for students from single parent families?

Parent..... School..... Charity Group..... Local Government.....

6. What is the number of teachers in your school? Male..... Female.....

Are they enough? YES [ ] or NO [ ] If NO, what causes teachers' shortage?

7. Are these teachers sufficiently used to overcome the effect of single parenthood?

8. Who buys textbooks/reference books for the students from single parent families?

9. How do community members participate in improving academic performance of students from single parent households?

10. What is the effect of rapid increase of students with single parents on the teaching and learning process?

11. How do you rate the academic performance of students from single parents in your school for local examinations?

Very good	Good	Average	poor	Very poor

12. If the academic performance is poor, what are the reasons for the situation?

13. What should be done to ensure that students from single parent households participate effectively in the teaching and learning processes and hence improve their academic performance in your school?

## APPENDIX B

### Interview Guide for Single Parents

1. What is your education level/background?
2. How do you feel having a secondary school in your locality?
3. In what ways are you involved in secondary school development activities?
4. Are you forced or you involve yourself willingly?
5. Do you have child/children who studies/study in a nearby secondary school? How many are they?
6. How do you assist him/them in their school affairs? *Give only one way*
7. Do you buy teaching and learning materials for your child/children? YES [ ] or NO [ ]

If YES which ones....., if NO, what are the reasons for your failure to buy them?

8. How do you assist your children academically after school hours? *Give only one way*
9. How do you rate the academic performance of your child/children on examinations?

Very good	Good	Average	Poor	Very poor

10. If the academic performance is poor, what are the challenges that you encountered in ensuring effective learning and better performance of your child/children?
11. What should be done to improve academic performance of your child/children?
12. What do you do for your living?
13. Do you earn enough money monthly for the use of your whole family as well as for paying school expenses of your child/children?

## APPENDIX C

### Examination Results

Table of students' scores for each selected stream

School name ..... Form..... Stream .....

S/No:	STUDENT NAME	2016 Terminal Examination on Score	2016 Annual Examination on Score	2017 Terminal Examination on Score	2017 Annual Examination on Score
1	CHESANG JOAN	AGGRAGATE			
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					

## APPENDIX D

### Students' Questionnaire

The following questionnaire contains items which attempt to get your views on your family structure as well as your parent's participation in your school activities. You are hereby requested to honestly respond to each question. The information you will provide will be treated strictly confidentially and is going to be used for the purpose of this study only.

Name of your school: \_\_\_\_\_

Your class/Form: \_\_\_\_\_

Your gender:        **Female** [     ]        **or**        **Male** [     ].

Your age is \_\_\_\_\_ years.

*What category of parents do you live with? **Single Parent** [     ] or **Both Parents** [     ]*

*If you live with a single parent, what type of a single parent do you live with?*

*Single Mother [     ] or Single Father [     ]*

If you live with a *single parent (a single mother or a single father)* what is the reason?

*\_The parents separated        [     ]\_The parents divorced        [     ]*

*\_One of the parents died        [     ]*

*\_He or she never married        [     ]*

What is the occupation of your parent/parents?

**Please Explain: Father** \_\_\_\_\_

**Mother** \_\_\_\_\_

In your opinion, what kind of assistance do you get from your **single parent/two parents** on scholarly work when you are at home? **Please explain** \_\_\_\_\_

\_\_\_\_\_

In your opinion, how useful is the assistance you are getting from your parent(s) on scholarly work when you are at home? *Please explain* \_\_\_\_\_

Does that assistance you are getting from your parent(s) help you to perform better in your school examinations? YES [ ☐ ] or NO [ ☐ ]

If you live with only a father, how does he support you in your school work at home?

*Please explain* \_\_\_\_\_

**13. If you live with only a mother, how does she support you in your school work at home?**

*Please explain* \_\_\_\_\_

If your mother and/or father help you with your school work at home, do you think it helps you to progress and eventually perform better in your studies at school?

YES [ ☐ ] or NO [ ☐ ]

If you live with a *single mother or single father*, who pays for your school fees?

Single Mother [ ☐ ] or Single Father [ ☐ ] or Guardian [ ☐ ] Donor [ ☐ ]

*Please explain why* \_\_\_\_\_

**16. Do you like schooling? YES [ ☐ ] or NO [ ☐ ]**

*Please explain why* \_\_\_\_\_

**17. Do you like doing school work like; homework, assignments, or studying at home.**

YES [ ☐ ] or NO [ ☐ ] *Please explain why* \_\_\_\_\_

## APPENDIX E

### Teachers' Questionnaire

The following questionnaire contains items which attempt to get your views on family structure of your students as well as their participation in academic activities at school. You are hereby requested to honestly respond to each question. The information you will provide will be treated strictly confidentially and is going to be used for the purpose of this study only.

Name of your school: \_\_\_\_\_

Name of the class/form that you teach: \_\_\_\_\_

Your gender:                                      **Female** [     ]                      **or**                      **Male** [     ].

Are there students from single parent families in your classes?

YES [     ] or NO [     ]

5. What kind of behavior is common among students from single parent families?

*Please explain* \_\_\_\_\_

6. With reference to question number (5) above, how different are they from students of two parent families in terms of behavior?

*Please explain* \_\_\_\_\_

In your opinion, what kind of assistance does students from single parenthood need at school for them to do better academically? *Please explain* \_\_\_\_\_

Teachers as students' guardians at school have roles to play to correct students' misbehavior, nurture them correctly, and teach them good morals. In the present school conditions, can you successfully deliver this obligation to students from

**Single parent families?** YES [     ] or NO [     ]

If YES, what can you do? Please explain \_\_\_\_\_

\_\_\_\_\_

\_ If NO what should be done to make you help to remedy misbehavior of students resulting from  
single parenthood? Please explain \_\_\_\_\_

\_\_\_\_\_

9. Suggest other ways the government can do to remedy misbehavior of students resulting from  
single parenthood that will make students from single parenthood do better academically

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Thank you for your cooperation**



### BUDGET

ITEMS	EXPENDITURE
Writing the proposal	35,000 Shs
Writing the report	65,000 Shs
Transport	35,000 Shs
Lunch	25,000 Shs
<b>Total</b>	<b>160,000 Shs</b>

### TIME FRAME

MONTH	ACTIVITY			
May	Identifying research topic			
June		Writing research proposal		
July			Collecting data, analyzing it and writing research report	
August				Submission