

**INFLUENCE OF SINGLE PARENTHOOD ON ACADEMIC PERFORMANCE OF
SECONDARY SCHOOL STUDENTS IN BUKWO DISTRICT, UGANDA**

BY

WANYONYI SYLVIA

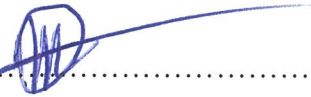
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**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF EDUCATION IN
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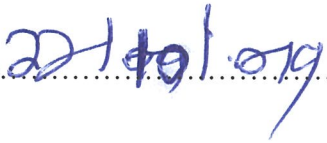
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APPROVAL

This is to certify that this research was supervised and is now ready for submission to the academic board for consideration and approval.

Sign. 

MR. OKURUT GODFREY

Date. 

DEDICATION

I dedicate my research to my Beloved mother Nanjala Beatrice and father Mr. Ngongesa Alfred, my siblings, harriet, lilian, Catherine, Rodgers, Sablon, Desmon and my friends peter, asaja, phiona and Levi.

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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

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 were now very common to many societies today particularly Bukwo and this may be caused by separation of the parents, divorce and death. This study seeks to investigate the influence of single-parent-families on academic performance of secondary school students in Bukwo district. In this study, the comparative research design will be used coupled with qualitative and quantitative research approaches. The design is good in dealing with cause and effect relationships of variables involved in such studies. This study will therefore gather qualitative and quantitative data for students' academic performance scores, and attitudes towards schooling using questionnaires, interview schedules and documentary review.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter describes the background of the study, statement of the problem, and significance of the study. Furthermore, it identifies objectives of the study, research questions.

1.1 Background to the Problem

Parents and care givers played a vital role of ensuring that the learners were encouraged to attend school. Both parents acted as role models to their children through motivation.

According to Vassar (2002), the family has to carry out its duties and responsibilities as the principal educator and supervisor of morals and character. In that regard, if the family is headed by a single parent it is often so very difficult for the single parent to provide necessities that are required by children and nurturing them as per expected moral standards of the particular society. Single parenthood family refers to a group of people living together and functioning as a single household consisting of one parent that is to say either father only or mother only and the children. Traditionally, single parenthood had been viewed as an indicator of poor individual performance and for this reason research had been carried out over years to examine the relationships between changing family structures and student's 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 existed between individuals for complex reasons but also, significantly, between social groups and various population categories.

1.2 Statement of the Problem

The researcher targeted to find out why students from single parent families performed poorer than students from two parent families. The role that parents played in the upbringing of their children was 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 influenced their behavior at school and led to poor performance. For example they would indulge in theft, fornication due to poor home background and upbringing by only a single parent. Freeman (2001) points out, for instance, that children raised in fatherless families from infancy perceived themselves to be less cognitively and physically competent than their peers from father present families. And those children often suffered some emotional problems such as lack of parental love, warmth as well as disciplinary measures which would hinder academic performance. Bukwo district had got many students from single parent homes. There were a total of 400 ordinary level secondary school students (250 girls and 130 boys) in the district who resided in single parenthood. According to (population census 2014}, it revealed that many households in Bukwo district were run by single mothers who had many children to take care of, but it's unfortunate that they could not provide for their basic and educational needs adequately. This study therefore intended to explore the extent to which the changing family structure by having a single-parent affected the academic performance of students from such families and finally contribute to the '*STRATEGIC TECHNIQUES*' to undertake so as to work out the solutions to such a huge problem and thus, ensure that every student performs to his or her full potential and excel in his studies in Bukwo district and other parts of Uganda.

1.3 Objectives of the study

1.3.1 General objective of the study

To find out the effect of single parenthood on academic performance of secondary school students in Bukwo district.

1.3.2 Specific objectives of the study

1. To identify the students from single parent families
2. To find out the extent to which single parenthood affects academic performance.
3. To suggest measures to be taken to support students from single-parenthood to improve their academic performance.

1.4 Research questions

What were the methods used to identify students from single parent families?

What were the effects of single parenthood on academic performance?

What measures should be taken to improve on the academic performances of students from single parent families?

1.5 Significance of the Study

The study 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 a curriculum developers and education officers, the study would enable them to plan and allocate resources according to the needs of schools having such children. Similarly, the findings of this study will also enable policy makers to formulate proper policies which would address the problems faced by secondary school students from single parent homes.

CHAPTER TWO

LITERATURE REVIEW

This chapter is concerned with the related work that other researchers have done on the same topic of the influence of single parenthood on academic performance of secondary school students in other districts, Uganda, Africa and other parts of the world

2.0 Introduction

Kombo and Tromp (2006) defines literature review as an account of what has been published on a topic by accredited scholars and researchers. Therefore, this part of the study examines the findings of earlier studies in connection with the effects of single parenthood 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 would be 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 of widowers, divorced, separated and never-married fathers. In United States the highest percentage of single parent families was estimated to be 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 is 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 can be stressful for both the child and the parent. Such families were normally faced with the challenges of diminished financial resources (Conklin, 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 occurs when the demand for paid work, housework and parenting can be overwhelming for one person. Again, emotional overload hits up when the single parents must 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 can make up for the effects of overload, with friends offering protection against loneliness and relatives giving more practical help (Gladow and Ray, 1986).

2.1 Performance of students from single parent and two parents' families

Chiu (2007) argues 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. In my opinion (Sylvia 2019), I observed that even in Africa children from single parent homes either headed by a mother or father did perform poorly in school but mother-headed families were at its most poor state. 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 include indiscipline in schools and low level of educational standard. Other factors according to me (Sylvia 2019) included: nature of the school setting, such as poor structures, inadequate scholastic materials and poor teaching methods. Marks (2006) developed a cross-cultural study where he found that socioeconomic backgrounds were another issue that affected academic achievement of children. In a single parent family, only one income is being gathered. This limits families with the resources and support that children need at home and in school. McLanahan & Sandefur (1994) argues that single-parent families tend to be poorer than were two-parent families. Given that family economic status is an important determinant of children's education, it is evident that differences in economic standing between children from the two different family types explain 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).

2.2 Performance of students from single father and two parents' families

Lee and Kushner (2008) claim 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. In my opinion girls from single father families could be doing well yet some scenarios have it that they were at a risk of early marriages due heavy domestic work and perhaps fail to concentrate in their studies (Sylvia 2019) 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 is reached that children from single-mother and single-father families did not show significant differences in educational outcomes.

2.3 Performance of students from single mother and two parents' families

In the United States, evidence suggests that children from single-mother families due to the death of the father show 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 may exaggerate the detrimental effects of father absence. The implication is that once the socio-economic factors were controlled, there is a much lessened effect on the academic performance and all around well-being of the child. Demo and Acock (1991) advocate 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, have children early, and divorce.

2.4 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 suggest that the presence of a father in the home influences significantly the development of a child. Thus, parenthood is a responsibility requiring the full cooperation of both parents who must ensure that there is total development of their offspring (Agulanna, 1999). Households have great influence on the students' psychological, emotional, social and economic state. A number of studies have shown that there is 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 affect his reaction to life situations and his level of performance at school (Ajila and Olutola, 2007). In general, the literatures above suggest that differences in the academic achievement of children from single- and two-parent families can 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 observed between students from single-parent families and those from two-parent families in terms of academic performance. Therefore, the above reviewed literatures have touched and exposed various issues related to academic achievement of students from single-parent families and those from two-parent families. Such studies have never been conducted in Bukwo. The fact that these studies were conducted in the contexts different from the one found in Bukwo families and secondary schools paves a way to another study having similar purpose that can be conducted in Bukwo-*a new context with different culture*, from the culture different from that in the previous studies and at a different time *-to date*, and may come up with different findings. This is thus the reason for this study to be conducted in Bukwo secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 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.

3.1 Research Design

Borg and Gall (1989), describe research design 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 which fulfill the intended research objectives. Wireman (2000) also describes research design as a plan or strategy for conducting research. In this work, the *causal-comparative research* was the research design used coupled with qualitative and quantitative research approaches. 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 is also used to be called is 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 Bukwo district. In order to answer all questions in this study, both qualitative and quantitative approaches will 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 studied in the secondary schools investigated in Bukwo district. Quantitative approach, on the other hand, was more capable especially of enabling the researcher to obtain statistical data. In this study, quantitative approach was 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.

3.2 Area of Study

The study was carried out in four secondary schools, namely Amanang senior secondary school {government school} boarder college academy secondary school (private school) Kortek girls' secondary school (government girls' school) Bukwo parents' secondary school (Government day school) all located in Bukwo district this will be randomly selected from Bukwo .Bukwo district had been proposed because it is one of the districts that had so far had poor performance challenges in the entire country according to (UNEB 2017,2018) performance was so poor in this district. Good number of secondary schools in Bukwo district still perform poorly in academics for example Bukwo was ranked last in the released UCE result of 2018(UNEB 2018).Furthermore, UNEB release (2017) reveals that students from Bukwo town council performed higher than those outside the suburbs of the town. Female headed households in Bukwo district were high in the west, south and eastern part of the district. Being the region with the highest number of female headed families and that prompted me carry out this research study.

3.3 Target Population

A population is any group of individuals that have one or more characteristic in common and that is of the interest to the researcher (Best and Kahn, 2006). The population for this study was all secondary school students in Bukwo district particularly the town council. This study

was interested in form two and four. This will be an ideal target population for the study because it is at this stage that all boys and girls entered puberty stage and thus need more financial backup, love, care, moral, and emotional support from both parents, otherwise they would lack interest in school work and indulge in wrong deeds. Aggarwal (1994) accounts for adolescence as the most crucial and significant period of an individual's life. It is a period of rapid revolutionary changes in the individual's physical, mental, moral, spiritual, sex and social outlook. It is a period of conflict and complexity. The researcher realized a great deal of responsibilities that both father and mother have to their children at this stage. Hence, their presence and involvement in nurturing and upbringing of children at this stage is of paramount importance, otherwise it is a disaster to adolescents, and the nation at large. In line with the above emphasis, the researcher was involved in single fathers and single mothers so that the experiences they encountered in upbringing of their children in single parenthood would be tapped to inform the study. On the other hand, the researcher would also consult both, classroom teachers who taught 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 will also involve single fathers and single mothers who take care of the subjects (students) who lived in single parenthood. In my estimation, such parents have good background information since they were the victims of the research study.

3.4.0 Sample and Sampling Procedures

3.4.1 Sample

The term sample is used to mean a specimen or part of the whole drawn to represent the rest (Kothari, 2004). The characteristic of a good sample is its ability to represent a large population (Best and Kahn, 1993). A sample is a group in research study on which information is obtained (Frankel and Wallen, 2000). This study was conducted in Bukwo district. By the time of this study, all the students were at school. Two were private schools (Boarder College, Bukwo parents secondary and the others were government secondary schools. 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 presented students who participated in the study. This made a sample size of the students from all four secondary schools who were 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 taught 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 had an estimate of about 104 respondents who will be 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
Heads of Schools		4
Total		104

3.4.2 Sampling Procedures

Sampling techniques

Sampling technique is the way of selecting study sample. 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 were 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 were used to enable each individual in the target population to have an equal chance of being included into the sample. This techniques were 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 district, 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 is a process in which certain subgroups or strata were 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, form two and four students was purposely 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 have 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 improved findings of the study.

Teachers: In this study, teachers who taught senior two and four were purposely selected. Thereafter, they were subjected to simple random sampling in order to obtain their representative sample that responded 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 were 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.

Heads of schools: A purposive sampling technique were 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 were to solve the problems related to students coming from single parenthood.

3.5.0 Data Collection

3.5.1 Sources of Data

Data collection refers to the process of obtaining evidence in a systematic way to ascertain answers to the research problem (Cohen, Manion and Marrison, 2000). This study relied on two sources of data, namely primary and secondary sources of data.

Primary sources of data

Primary source of data is described as items that were original to the problem to be studied (Cohen, Manion and Marrison, 2000). In this study primary data was 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 sources of data refer to sources containing data which had already been collected and analyzed by someone else (Kothari, 2004). 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 were thus subjected to documentary review.

3.5.2 Data Collection Techniques

In studies like this, there is 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 allowed the researcher to compare data obtained through different instruments and come up with a carefully selected data.

3.5.2.1 Interviews

An interview is a scheduled set of questions administered through verbal communication in face to face relationship between a researcher and the respondents (Kothari, 2004). In this study, interviews were used because they allowed collection of rich qualitative data due to their flexibility, being focused, and time effect. This is in line with Kothari (2009) who contends that interview is the method of data collection which allowed 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 made it possible to administer and consequently save time and energy. Furthermore, the researcher was not certain with the education level of parents as to whether they could read and write or not.

It was anticipated that if some parents could not read and write, then interview would be 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 elaborate 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 will last between 20 minutes and an hour.

3.5.2.2 Documentary Reviews

Miles and Huberman (1996) define documentary review as a process of reading various extracts found in offices or places dealing with or associated with the issues related to what the researcher was investigating. In documentary review, the following may be 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 were employed to supplement information and countercheck authenticity of data obtained through other data collection techniques.

3.5.2.3 Questionnaires

A questionnaire is a list of questions formulated in order to obtain information from the respondents about their perceptions, beliefs, opinions and values (Cohen, Manion and Morrison, 2000). This data collection instrument will be employed to obtain information from large sample of respondents within a short period of time. Leedy (1980) argues that a questionnaire is preferred in data collection because it is 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 encouraged openness in responding to questions while minimizing bias. These questionnaires both open and closed-ended questions and were 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

3.6.0 Reliability of Data Collection Instruments

3.6.1 Validity

Validity is concerned with the establishment of causal relationship whereby the outcomes of the study were linked to each other (Huberman and Miles, 2002). 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 will identify an opportunity to clarify the questions to respondents which will help them to answer the questions at the best of their knowledge. In that way, validity of the collected information from the field was improved.

3.6.2 Reliability

Huberman and Miles (2002) conceive reliability as referring to whether the process of the study is consistent, reasonable overtime and across researchers. 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 was again 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.

3.7.0 Data Analysis Procedure

Data analysis involves 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, 2002). 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.

3.8 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 research 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.

3.8.1 Research Permission

The researcher obtained research permission from the supervisor and a go-ahead from the department of arts and languages Kampala international University. It was thereafter taken to the leadership of Bukwo district, The District Education Officer (DEO) on behalf of District Administration. Who then forwarded the permission to the Heads of the four Secondary Schools (Amanang secondary, boarder college academy secondary, Kortek Girls secondary, Bukwo parents' secondary school and the local leaders where the study took place).

3.8.2 Informed Consent of Respondents

Informed consent is about making the respondents aware of the purpose of study, the manner in which the study would be conducted and the importance of the data that was generated from the field of study. So, during the study, all respondents: the heads of schools, teachers, students and parents, were informed about the purpose of the study, its objectives, the manner in which it was to be conducted and the significance of the study.

Hence, every respondent participated in the study willingly and keenly without any fear or bias.

3.8.3 Confidentiality

Throughout the study, respondents were guaranteed that the information they provided would be kept confidential. To make this a reality ethical issues were taken into consideration between the researcher who collected the information and the respondents who provided information. The information collected was kept in a safe manner in such a way that no unauthorized persons would access it.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND DISCUSSION OF FINDINGS

4.0 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 deals 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: to establish the extend of students from single parent families in Bukwo district, find out the effect of single parenthood on academic performance and to identify measures that can support students from single parenthood to improve their academic performance in Bukwo district.

4.1 Performance of students from single and two parent's families

The main focus of this task was to assess differences in academic performance between students who came from single parent households and those who came 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 was 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	S Students in Two Parent Families	Stude Student in Single Parent Families		Total
		Fathe Father-headed Famil families	Moth Mother-headed Families	
AmanAmanang secondary school	15	3	15	33
Board Border college secondary	20	5	18	43
Korte Kortek girls secondary	20	5	15	40
Bukw Bukwo parents secondary	20	4	13	37
Total	75	17	61	153

Source: collected field Data, 2019

The data presented in Table 4.1 show 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 (Borgers et al., 1996). Again, the table also shows 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 can 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 were required to contribute monetary assistance to the single mothers that will be used for upbringing of their children, though it is not always the case. So, it is 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 will be 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 will on whether the support they get from their single parent homes helps them to improve their academic performance. Questionnaires will be used to collect these students' views.

Table 4.2: Student's family structures support on performance (N=80)

Type of response	Response Frequencies					Percentage
	Amanang secondary Secondary	order college secondary school	ortek girls econdary school	ukwo parents econdary School	Total	
Yes	10	13	8	13	44	8.7
No	3	5	14	9	41	1.3

Source: Field Data, 2019

As can be observed from the table 4.2 that 41 out of 75 students from single parenthood investigated indicated that the assistance on school related studies that they received from single parents did not suffice their need for improving academic performance. This implies that they consider the assistance

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 show that 39(48.7%) out of 75 students showed that the assistance obtained from single parents enhanced their academic performance. So, the findings in table 4.2 suggest 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 at 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 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 is more effective than school-based parental involvement. When we discuss this assertion together with the above findings we see that, as parents involved 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 did 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 given to their children's school based activities obtained at home. This study assumed that apart from financial, social and cultural responsibilities, there is 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	Amanang Secondary School	Boarder college Secondary school	Kortek girls Secondary school	Bukwo parents secondary school	Total (N=80)	Percentage
Provision of Pocket money	3	9	0	5	17	15.0
Homework preparation	10	6	4	7	27	33.8
Helping out children in reading and writing	1	0	3	3	7	7.5
Other assistance	10	7	13	13	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

3.8%) 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, did 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 will be 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 did 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 did you assist your children academically after school hours? Give only one way.'

Figure 4.4: Single Parents' Interview Responses on Academic Help (N=20)

	Single Parents' Responses	N	P	
	I encourage my child to be more involved in reading and do home works, assignments and preparation studies after class hours	7	35%	75%
	I inspect my child's exercise books and remind the child on the importance of good academic achievement at school	6	30%	
	I sit down and talk to my children on whether or not they attended all classes.	2	10%	
	I provide them with school fees and pocket money for use when at school	3	15%	
	<i>I do not do anything to help my child for his/her academic life</i>	2	10%	

Source: collected field data 2019

3Y: N= Percentage of Nu of respondents

= Percent

= Ranking of each Response

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 were 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, did home works, assignments and preparation of studies. This suggests 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 can 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

Research on this part about the effect of student's family structure on the progress of students was centered on the fact that, when a single parent failed to foot for even school fees of his or her child then the implication the parent will be 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. Below is a table showing who were 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)

Types of support to students	Amanang Secondary School	Boarder college Secondary school	Kortek girls Secondary school	Bukwo parents secondary school	Total (N=80)	Percentage
Home						
Other	5	14	15	14	42	52.5
Her	2	4	5	6	17	21.2
	14	2	3	0	19	23.8
l	0	0	2	0	2	2.5
	20	20	20	20	80	100

Source: Field Data, 2019

The direct effects that students from single parenthood experienced from their families were 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 reveal 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 devote to their upbringing and education expenses. Again, in single parent families, in principle only the 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 will reveal 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 75% of the single parent families did not provide any direct academic support to their children at home, one can realize how big the problem is in single parent households. One single parent will be noted mentioning that:

I am primary school leaver and I did not have not only idea but also experience of secondary school level 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 did 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 had 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

The investigation on the mean academic performance of students from single parent families and those from two parent families is 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)

Students' Examination Results Summary (in %)								
Name of School	Form III – 2011					Form IV – 2011		
	2009		2010			2009		2010
	Form I Terminal	Form I Annual	Form II Terminal	FTSEE	Form II Terminal	FTSEE	Form III Terminal	Form III Annual
manang secondary (N=20)	4.5		35.9	.9	.2	.8	.8	1.9
Kortek girls secondary school	9.8		37.7	.2	.6	.9	.8	6.5
Border college	7.4		29.5	.2	.6	.8	.6	21

secondary school								
Bukwo parents secondary school	6.6		34.1	.9	.1	.2	.3	9.1
Group Average Score	7.1		34.3	.6	.4	.4	.4	2.1
Group Average Score for all Examinations = 36.0								

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 shows 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 reveal 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 differed 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.

4.3.0 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 will be 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

This is not common in societies found in the area of study (Bukwo district secondary schools) for a father to be expected to sit and discuss issues even scholarly work like assignments and home works with his daughter. It seemed traditionally quite wanting before the whole society and therefore father-headed families were quite often found 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 performed by fathers as shown in table 4.8.

Table 4.7: Student's support provided by single fathers (N=19)

Types of support to students	Amanang Secondary School	Boarder college Secondary school	Kortek girls Secondary school	Bukwo parents secondary school	Total (N=80)	Percentage
Provision of pocket money	0	0	1	2	3	15.8
Enforcement of Home separation studies	2	5	0	0	7	36.8
Helping out children in reading	0	0	0	0	0	0.0
Financial 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 are distributed as first, absolutely no student (0.0%) out of the 19 students from single father families will be helped out by his or her single father to perform school based assignments like reading and

ing home works; 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, 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. Bukwo culture is the lifestyle that has been affected much by *father's 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 made 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 did 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 visiting 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 encouraged 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 will be responsible for paying school fees of students from single parenthoods one can note that out of the 19 single fathers 17 (89.5%) of them (see table 4.5) paid school fees for their children.

Table 4.8: 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 child children	17	89.5
Single Fathers who didn't pay school fees for their children	02	10.5
Total Single Fathers	19	100

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 reveal 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

The 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 4.9: Performance of students from single-fatherhoods (N=19)

Students' Examination Results Summary (in %)								
Name of School	Form III – 2019					Form IV – 2019		
	2016		2018			2016		2018
	Form I Terminal	Form I	Form II Terminal	FTSEE	Form II Terminal	FTSEE	Form III Terminal	Form III Annual
manang secondary (N=20)	4.5		35.9	.9	.2	.8	.8	1.9
Kortek girls secondary school	9.8		37.7	.2	.6	.9	.8	6.5
Border college secondary school	7.4		29.5	.2	.6	.8	.6	21
Bukwo parents econdary school	6.6		34.1	.9	.1	.2	.3	9.1
Group Average Score	7.1		34.3	.6	.4	.4	.4	2.1
Group Average Score for all Examinations = 36.0								

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 named in table 4.10 shows 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 differed by an average of 7.8%. This means that the mean mark of students from father headed households (39.7%) was 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 catered for by mothers including single mothers. This study therefore expresses 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 fostered 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 4.10: Student's support from households headed by mothers (N=100)

Types of support to students	Amanang Secondary School	Boarder college Secondary school	Kortek girls Secondary school	Bukwo parents secondary school	Total (N=80)	Percentage
Provision of pocket money	0	0	1	2	26	21.3
Reinforcement Home preparation studies	12	5	0	0	25	47.5
Helping out children in reading	0	0	0	0	24	3.3
Financial assistance	0	0	4	5	24	27.9

Source: Field Data, 2019

These findings therefore reveal 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 had 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

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 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 will be accelerated by living 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 is examined alongside table 4.5 which shows who will be responsible for paying school fees of students from single motherhoods one can 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 4.11: How single mothers paid school fees for their children (N=100)

Single Mothers School Fees Payment	Percentage
Single Mothers who paid school fees for their children	68.9
Single Mothers who didn't pay school fees for their children	31.1
Total of Single Mothers	100

Source: Field Data, 2019

Thus the outcomes displayed in table 4.12 illustrate further that a good proportion of single mothers (68.9%) out of 100 paid school fees for their children. This had an implication that single mothers did feel 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 their 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 were summarized in table 4.13 and table 4.7 respectively. When the information contained from each of the two tables was compared and 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 differed significantly.

4.5 Measures to be taken to help students from single parenthood

This study also investigated on suggestions raised by respondents on what they did 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 provided their suggestions during interviews, whereby teachers supplied their suggestions through questionnaires.

4.6 Summary

In this chapter, the findings on how family structures like single parent family, single father household and single mother home affected children's academic achievement at school were presented, analyzed and discussed. The research findings indicated that, there was a difference in mean academic performance of students from single parent families, father headed families, or mother headed families and mean academic performance of students from two parent families. The following chapter presents a summary, conclusion and recommendations of the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter gives summary of the study, outlines the major findings, and provides conclusion and commendations. 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 Bukwo secondary school district. In that regard, the chapter circles around including observations and remarks of the theme of the study.

5.1 Summary of the Study

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

The research objectives involved in the study were: to establish the extend of students from single parent families in Bukwo district, find out the effect of single parenthood on academic performance and identify measures that can support students from single parenthood to improve their academic performance in Bukwo district.

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 involved needs, problems, opportunities, and priorities. So, it encompassed the overall family environment as experienced by children at home and eventually at school in relation to parent-child relationship and how it influenced children's academic life and achievement. Inputs comprised of a totality of resources that were 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 processes were utilized effectively; there was a rise in the standards of academic achievement. The literature

condly, findings revealed also that the mean mark of students from father-headed households was 31.7% and the mean mark of students from two parent families was 31.9%. This implies 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 will be 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 was 2.7%. This implies that students from mother-headed families performed better than their classmates from two parent households.

5.3.1 Conclusion

The conclusion of the study is very brief and it indicates what the study results reaffirm (Kombo and Comp, 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 is 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 seemed to compensate academically and were intrinsically motivated in schooling and thus perform better than their classmates who lived 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 their parents. In light of this study therefore, the better performance of students from families without

the parent was greatly attributed to willingness of the students (motivation) to perform better regardless of the difficulties they faced in their upbringing. The study pointed out therefore that, ordinary level secondary school student who came from either type of single parenthood have better academic performance than those who came from two parent families. These findings were different from all findings reviewed in chapter two of this study. This can 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 were done before and up to 2010 while this study was done in 2015. There is a difference of about five years.

5.3.2 Recommendations

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

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 that 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. Single parents be educated through single parent forums on how to nurture their children the best way for improved academic success. NGOs should 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. School counselors should be put in place and trained to ensure that guidance and counseling services are being rendered to students from single parent families who do not accept the single parenthood. Teachers should 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. All Students should 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.

5.3.3 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

search areas closely related to this study should 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 is therefore suggested that a study should be conducted to examine on the reasons for single parent family structure to have effects on academic achievements of secondary school students. The study indicates that ordinary level secondary school students who came from all types of single parenthood experienced better academic performance than those who come from two parent families. The study Recommends that a study should 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 Heads of Secondary Schools

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

Total.....

Did you have students with single parents in your school? YES [] or NO []

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

Girls..... Total

How did these single parents assist their children about schooling/learning?

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

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

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

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

Were these teachers sufficiently used to overcome the effect of single parenthood?

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

How did community members participate in improving academic performance of students from single parent households?

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

How did you rate the academic performance of students from single parents in your school for final examinations?

ood		erage		oor

If the academic performance is poor, what were the reasons for the situation?

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 our school?

APPENDIX B

Interview Guide for Single Parents

What is your education level/background?

How did you feel having a secondary school in your locality?

In what ways were you involved in secondary school development activities?

Were you forced or you involve yourself willingly?

Did you have child/children who studies/study in a nearby secondary school? How many were they?

How did you assist him/them in their school affairs? *Give only one way*

Did you buy teaching and learning materials for your child/children? YES [] or NO []

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

How did you assist your children academically after school hours? *Give only one way*

How did you rate the academic performance of your child/children on examinations?

Very good	Good	Average	Poor	Very poor

1. If the academic performance is poor, what were the challenges that you encountered in ensuring effective learning and better performance of your child/children?

2. What should be done to improve academic performance of your child/children?

3. What did you do for your living?

4. Did 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	2017 Terminal Examination on Score	2017 Annual Examination on Score	2018 Terminal Examination on Score	2018 Annual Examination on Score
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

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 did you get from your **single parent/two parents** on
scholarly work when you were at home? *Please explain* _____

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

. Does that assistance you were 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 _____

. 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, did you think it helps you 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 _____

. Do you like schooling? YES [] or NO []

Please explain why _____

_____ 17. Did you like doing school work like; homework, assignments, or studying at home.

YES [] or NO [] *Please explain why* _____

WANYONYI SYLVIA

Thank you for your cooperation

APPENDIX E

Teachers as students' guardians at school have roles to play to correct students' misbehavior, discipline 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 _____

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

WANYONYI SYLVIA

Thank you for your cooperation