

**THE INFLUENCE OF SINGLE PARENT FAMILIES ON
ACADEMIC PERFORMANCE AMONG SECONDARY SCHOOL
STUDENTS OF BUKWO DISTRICT**

THE CASE STUDY OF BUKWO TOWN COUNCIL.

BY

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MAY 2019

DECLARATION

I declare that am the sole writer of this work and that this work is my original work that has not been reproduced from anyone neither has it been submitted anywhere for consideration.

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DEDICATION

Finally, the fact that it was not possible to mention everyone who helped me in this research. But it will be so unfair if I do not mention the contribution of students of secondary schools, teachers, heads of schools, and single parents who supplied valuable information that made this study a success. Furthermore, I give many thanks to the District Education officers for Bukwo district who not only facilitated but granted me study permission in the town council in particular. However, I remain solely responsible for any weakness found in this research study. This work is dedicated to very special groups: my lovely Parents, Mr. Uhuru John a very pertinacious and enthusiastic peasant by profession, my so patient and hardworking mother Chemutai failyne uhuru, my brother Kiplanga elihah, cherop boaz, Borya onesmus, Chekwel Ivan, kwemoi Collins my sibling sisters Chekwemoi baskaline, Cheptoyet Martha, chekwemoi Ruth, Chemutai Winny and beloved daughters Chemutai shillah and chebet Isabella who supported me financially, offered me advisory service, prayed for me and endured during my absence from home to see me finish my studies and this research report at the university in its entirety.

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ABSTRACT

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

In this study, the comparative research design was used coupled with qualitative and quantitative research approaches. The design was good in dealing with cause and effect relationships of variables involved in such studies. This study therefore gathered qualitative and quantitative data for students' academic performances scored, and learner's attitudes towards schooling through the use of questionnaires, interview schedules and documentary review. Or related literature. This approach allowed greater interaction between the researcher and informants/respondents.

The findings revealed that the mean mark of students from single parenthood was higher than that of students from two parent families. Also, students from mother-headed families had a much lower mean mark while those from two parent families had a higher mean mark they differ by approximately 2.7%. Furthermore, the mean mark of students from father-headed households was approximately higher than those from mother headed families and that of students from two parent families who scored 31.9% by an average score of 7.8%. It was thus generalized that students from single parent families had mean academic performances that were lower than that of students from two parent families. Thus the government, school administrators, counselors and teachers, as well as parents and school communities, should altogether provide for necessities that students from single parent families need alongside love, care and emotional support for better performance in school and also to make them better citizens in this country.

ABBREVIATIONS

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

CHAPTER ONE

INTRODUCTION

1.1.0 Introduction

This chapter describes chiefly the background of the study, statement of the problem, and the significance of the study. Furthermore, it identifies objectives of the study, research tasks and questions, definitions of key terms and concepts, conceptual framework, delimitation, limitations and organization of the study.

1.2.0 Background to the Problem

Education has been and remains to be the most important tool for the development of any sovereign nation socially, culturally, economically and politically. At an individual level, education helped students to fulfill their personal potentials, acquire the intellectual prowess, attitudes and skills for their lives. Education also enabled one to build self-esteem and reduce poverty by increasing productivity (Sifuna, 2007). This could not be realized if students did not learn effectively and eventually fail their final school examinations. So, education was a very good venture to invest in. so as to get rid of all obstacles that hindered 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.

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 very difficult for the single parent to provide the required basics of nurturing children as per expected moral standards of the particular society due to reasons beyond his or her biological make-up. In most African cultures, 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 would find fathers being unable to either nurture, counsel or guide their daughters into the best societal accepted characters and existed in Bukwo town council. As a result of family structure and gender roles of single parents being inappropriate, they led 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, attempted to investigate the effects of family structure especially single-parent-families on academic performance of secondary school students from different families in Bukwo Town Council.

1.3.0 Statement of the Problem.

Parents play a significant role in the academic performance of their children. This task is even easier if the two parents stay together. However, in Bukwo District, particularly in the Town Council, there has been a noted prevalence of single parenthood and poor academic performance. The 2007 UCE and UACE results attest to this. The grades that were obtained by students from single parent-families in Bukwo Town Council were lower than those from two parent families. This study therefore explored the extent to which the changing family structure by having a single-parent affect the academic performance of students from such families.

1.4.0 Purpose of the Study

This study investigated the effects of single parent-families on academic performance of secondary school students in Bukwo district particularly Bukwo town council and steps deemed necessary to ameliorate the problem.

1.5.0 Objectives of the Study

The study was guided by the following objectives:

1. To examine differences between the academic performance of students from single parent families and those from two parent families.
2. To examine the differences between the academic performance of students from father-headed-families and those from two parent families.
3. To suggest measures to be taken to support students from single-parenthood to improve their academic performance.

1.6.0 Research Questions

The study was guided by the following questions

1. What is differences between the academic performance of students from single parent families and those from two parent families?

2. What is differences between the academic performance of students from mother headed-families and those from two parent families?
3. Suggest measures to be taken to support students from single-parenthood to improve their academic performance.

1.7.0 Significance of the Study

The study provides 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 that resulted from changing family structures for secondary school students with a view of improving the academic performance of all students from families with one parent. To planners such as 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 the study would also enable policy makers to formulate proper policies which would address the problems faced by secondary school students from single parent homes.

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

1.8.0 Definitions of Key Terms and Concepts

Secondary Education: was a post primary education offered to persons who had successively completed seven years of primary education. In this study, secondary education refers to the ordinary secondary level i.e. form one to four (URT, 1995).

Quality education: refers to the extent to which inputs were utilized effectively, teaching and learning process permits maximum learning opportunities and the ultimate results being full mastery of lesson content hence improved academic performance (Ross and Genevois, 2006).

Community: refers to any consciously organized group of people residing in a specified locality and sharing the same social, economic and cultural interests and lifestyle.

Academic performance: was taken to mean someone's level of quality education coupled with subject or course grade obtained when performing examinations.

Family: was a group of people living together and functioning as a single household, usually consisting of parents and their children.

Father-headed-family: was a group of people living together and functioning as a single household, consisting only of a father and her children.

Mother-headed-family: was a group of people living together and functioning as a single household, consisting of just a mother and her children.

Single-parent family: refers to a group of people living together and functioning as a single household, consisting of one-parent i.e. either father only or mother only and the children.

Two parent family: was a collection of people living together and functioning as a single household, consisting of both parents i.e. a father and mother and their children. **Separated parents:** refers to married couples that had stopped living together but were still legally married.

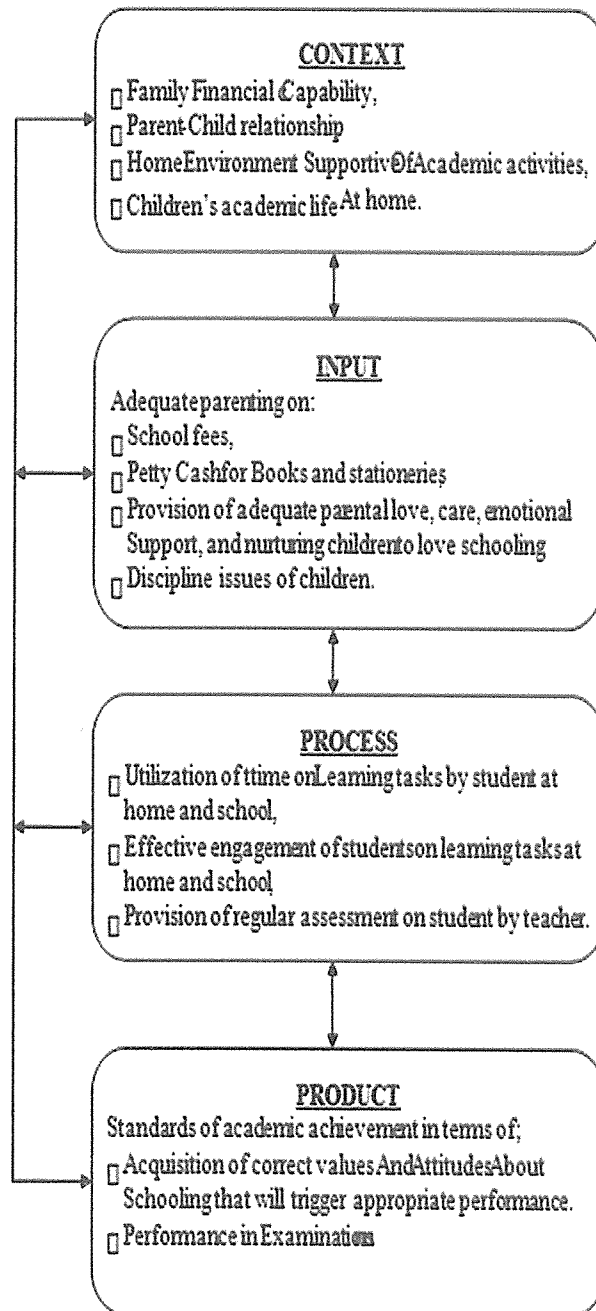
Divorced parents: were married couples whose marriage had been ended by the official decision of a court of law.

A never married parent: refers to someone who had never been joined to another person by official marriage, but he/she had children.

A single parent: was a father or mother who brings up a child or children alone, usually because he or she was never married, widowed, divorced, or separated.

1.9.0 Conceptual Framework

Figure 1: Conceptual Framework



Source: Modified from Stufflebeam (1971)

A conceptual framework is a research tool that was intended to assist a researcher to develop awareness and understanding of the situation under scrutiny and communicate it (Kombo and Tromp, 2006). This study was guided by a conceptual framework modified from the Context-Input-Process-Product Model (CIPP) developed by Stufflebeam in 1971 as an evaluation model. This model was used to find out the relationship among context, inputs, process and product in students' academic life. The study adapted Stufflebeam's CIPP model due to the fact that the CIPP model analyses components as separate entities to determine their effects in the functioning of programs. So, the conceptual framework for this study was a modification of Stufflebeam's CIPP to suit this work, as emphasized below:

Context normally refers to the circumstances or events that form the environment within which something exists or takes place. It encompasses the needs, problems and opportunities as the basis for defining goals and priorities, and judging the significance of the outcome. In this study, context referred to the overall family environment as experienced by children at home and eventually at school with a special concern on the parent-child relationship and how it fostered or hindered children's academic life. The study tried to answer questions like: Do parents provide the supportive environment required by the children at home that positively affects their academic performance at school?

Input: In this study inputs consisted of a totality of resources that would have been made available in order to improve children's academic life and consequently his/her achievement in examinations. The inputs included the availability of adequate financial support for covering school expenses such as school fees, petty cash for use at school on books and stationeries, inculcation of children's mind to love schooling, encouraging children's development or progress in school, provision of adequate parental love and care, as well as full emotional support. Parents were obligated to model to their children: self-discipline, value of learning (reading and writing), and hard work in order to motivate children to like and finally excel in academic life.

Process refers to the daily activities performed by students both at home and school in terms of utilization of the available resources identified as inputs to facilitate students' academic achievement. In this study process focused on what happened at home and at school that improved engagement of students from single and two parent families in effective studies and their performance in examinations. Again, parents at home were required to help students use adequate time on academic tasks and use materials like books effectively in learning. Teachers on the other hand had to make regular students assessments to check students' progress.

Product refers to the output of the education program on the children. The products were positive or negative depending on the suitability of the context used in nurturing the students, and effectiveness of the inputs and process in providing ideal support to students coming from varying family structures. If the inputs and process were utilized effectively, there was a rise in the standards of academic achievement measured by performance in examinations.

In Bukwo district, such examinations for 'ordinary secondary school level' and advanced level were provided or organized by: schools, Uganda national examination board {UNEB}, joint school examinations such as {JJEB} Uganda Muslim examination board {UMEB} Uganda Muslim teachers association (UMTA). Thus nurturing students both in rural and urban setting of the municipality academically and at the end, schools would bring about good students' academic performance. The outcome of the whole process was that students came out of secondary schools with high marks scored and that would enable them to be promoted to other levels of education.

1.10.0 Delimitation of the Study

Owing to the fact that it was not possible to study the entire target population that is to say all students of secondary schools in Bukwo district, the study was confined to only four secondary schools both private and public schools in and outside the town or rather its suburbs. The selection of schools was based on whether it was a day or boarding school, private or government ordinary level or both ordinary level and advanced level. Single or mixed schools. This study was delimited to searching the effect on single parenthood on academic performance of students of Bukwo district secondary schools. The reason for this was that for students to had '*ideal performance*' they were psychologically healthy and that lack of parental love, care, and

provision of inadequate support from any one of the child's parents would hinder that child's academic achievement.

1.11.0 Limitations of the Study

The study was limited by the fact that some of the sampled schools were located far in rural remote places where there were no reliable means of public transport. The researcher was therefore forced to walk a long distance or use motorcycles as a means of transport. This would delay the data collection process and make the researcher spend many days to accomplish data collection at a single school. Besides that was financial challenges, the researcher being a student would not all the time be having money for transporting himself to the areas of research and thus it would prompt him to walk on foot hence delaying data collection.

In addition, some schools would first fear to provide the information needed in this research. Such a complex scenario would force the researcher to exercise patience as far as data collection was concerned.

1.12.0 Organization of the Study

Structurally this study was organized into five chapters; chapter one to chapter five. Chapter one was concerned with the description of the problem which informed the study and its context, and defines the need for this study. Chapter two focuses on the review of literature relevant to this study. The major concern of this chapter was to identify the knowledge gap. Chapter three was about methodological procedures for the study. Chapter four is focused on the research findings presented and analyzed according to the research objectives and questions. Chapter five provides the summary, conclusions and recommendations of the study. References and appendices inform the end part of the organization format of the study.

1.13.0 Summary

This chapter introduced the background information about the students residing in households with single parents. It expresses the concern that the researcher had over the environment faced by students from single parenthood. As a result, it was unclear as to whether or not the rapid increase of households with children under the care of one parent affects the upbringing and results in poor academic performance at school. This was the reason that necessitates the need for the present study. The next chapter was concerned with a review of literature related to the

study. In fact it was concerned with what other researchers had also researched on a similar topic.

CHAPTER TWO

LITERATURE REVIEW

This chapter was concerned with the related work that other researchers had 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

2.1.0Introduction

Kombo and Tromp (2006) defined the literature review as an account of what had 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 was either broken or intact. A broken family in this context was 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 of widowers, divorced, separated and never-married fathers.

In the 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 (Kenner,

1999

2.2.0Performance 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 had lower academic achievement than those in traditional two-parent families. These children scored lower in this part because they had fewer intangible family resources (such as parent time and cultural communication), which were more important to science achievement in

Richer countries. in my opinion (kiprotich sam 2019), I observed that even in Africa, children from single parent homes either headed by a mother or father performed poorly in school but mother-headed families were at its most poor state.

Wiseman (1973) and Hadsan (1983) among others things had 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. Other factors according to me (Kiprotich Sam 2019) included: nature of the school setting, such as poor structures, inadequate scholastic materials and poor teaching methods.

2.3.0Performance 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 scored than the sons in single mother family homes. In my opinion girls from single father families were doing well yet some scenarios had it that they were at risk of early marriages due heavy domestic work and perhaps fail to concentrate in their studies (kiprotich sam 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 was reached that children from single-mother and single-father families do not show significant differences in educational outcomes.

2.4.0Performance 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 the 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 became adults, they were more likely to marry early, had children early, and divorce.

2.5.0 Measures Taken to Help Students from Single Parenthood

McCormick (1987) explains that a parent was obliged by law to see that his child was suitably educated; he was also told in one learned study after another that his informed support was the most important single factor in his or child's success.

Households had a 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 affect her reaction to life situations and her level of performance at school (Ajila and Olutola, 2007).

In general, the works of literature 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 literature disclose that there was 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 literature 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 Bukwo. The fact that these studies were conducted in the contexts different from the one found in Bukwo families and secondary schools paved a way to another study having similar purpose that could 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 had come up with different findings. This was thus the reason for this study to be conducted in Bukwo secondary schools.

2.6.0Summary

In this chapter literature related to the study was reviewed. The literature outlines on how family structures like single parent family that is to say single father household and single mother home affected children's academic achievement at school. The behavior of single parents to have marked social distances between them and their children was also discussed. Consequently, the gap in the existing body of knowledge was exposed. However, the next chapter provides research methodological issues that were employed in the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1.0 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.

3.2.0 Research Design

Borg and Gall (1989), described research design as the procedures selected by the researcher for studying a particular set. It was a plan that showed the approaches and strategies of investigation conceived by the researcher in order to obtain relevant data which fulfilled the intended research objectives. Wireman (2000) also describes a 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/scored, 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 was also used to be called was used to explain the cause of an already observed phenomenon that occurred in the past and how it continued to make another situation to happen in Bukwo district.

In order to answer all questions in this study, both qualitative and quantitative approaches were 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, the

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 secondary schools to be investigated in Bukwo district.

The 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 be 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.

3.3.0Area of Study

The study was carried out in four secondary schools, namely Amanang secondary school {government school}, Boarder college academy {private school}, St. Joseph secondary school {government school}, Kabei secondary school {government secondary school} all located in Bukwo town council this was randomly selected from the Bukwo district.

Bukwo district had been proposed by the researcher because it was one of the districts that had so far had poor performance challenges in the entire country according to {UNEB 2016} performance was so poor in this district and even for the last ten years down the road. A good number of secondary schools in Bukwo district still performed poorly in academics for example Bukwo was ranked third last in the recently released UCE and UACE result of 2017 {UNEB, 2017}. Followed by kween district and Kapchorwa district respectively. These three districts make up Sebei.

Furthermore, UNEB released results of (2015) illustrated that students from the town council performed higher than those outside the suburbs of the town in Bukwo town council. Female headed households were high in the west, south and eastern part of the town council. Being the region with the highest number of female headed families, it had prompted me carry out this research study.

3.4.0 Target Population

A population was any group of individuals that had one or more characteristic in common and that was 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 was an ideal target population for the study because it was at this stage that all boys and girls enter 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 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 lot 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 were of paramount importance, otherwise it was a disaster to adolescents, and the nation at large.

On the other hand, the researcher would also consult both, classroom teachers who teach classes having students from single parenthood, who was at the above mentioned classes, and heads of schools of the sampled schools. This group would contribute 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 take 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.

3.5.0 Sample and Sampling Procedures

3.5.1 Sample

The term sample was used to mean a specimen or part of the whole drawn to represent the rest (Kothari, 2004). The characteristic of a good sample was its ability to represent a large population (Best and Kahn, 1993). A sample was a group in this research study on which information was obtained.

This study was conducted in Bukwo district. By the time of this study, all the students were at school. One was a private school (boarder college academy) 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 had participate in the study. This would make 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 were 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 Parents	20
Teachers		20
Single Parents		20
Heads of Schools		4
Total		104

3.5.2Sampling Procedures

Sampling techniques

Sampling technique was 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. 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 was used to enable each individual in the target population to have an equal chance of being included in 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 would take part in the study.

Stratified random sampling technique was another type of sampling technique. It was a process in which certain subgroups or strata were selected for the sample in the same proportion as they exist in the population (Fraenkel 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 would enable the researcher to obtain a representative sample of students from single-parenthood and two-parenthood, as well as parents who altogether would participate in this study.

Purposive sampling was yet another technique used to obtain informants. Purposive sampling technique was used to obtain information from specific respondent's showed the intended characteristics. 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 were selected in each school because they were at puberty stage and thus were inclined to the need for 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 would provide not only precise but also relevant information about the effects of single parenthood on the academic performance of students in their homes and schools.

To get 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 would involve both students from single parent families and those from two parent families in order that they could supply information about their home life 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 responds 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 a single parent household's 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 was used to sample the heads of schools. The heads of schools possessed important information about the school given the nature of their responsibilities as leaders of school communities and experienced professionals. They would provide information about the number of teachers, and how the schools ought to solve the problems related to students coming from single parenthood.

3.6.0 Data Collection

3.6.1 Sources of Data

Data collection referred 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

The primary source of data was 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 referred 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.

3.6.2 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 carefully selected data.

3.6.2.1 Interviews

An interview was 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 the 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 was 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 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 the 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 would take elaborate notes on information obtained from respondents (heads of schools and parents) in an effort to avoid confusion and forgetfulness.

3.6.2.2 Documentary Reviews

Miles and Hagerman (1996) define a 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 were 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 the 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 scored. Furthermore, document search was employed to supplement information and countercheck authenticity of data obtained through other data collection techniques.

3.6.2.3 Questionnaires

A questionnaire was a list of questions formulated in order to obtain information from the respondents about their perceptions, beliefs, opinions and values (Cohen, Manion and Morron, 2000). This data collection instrument was employed to obtain information from a large sample of respondents within a short period of time. Leedy (1980) argues that a questionnaire is preferred in data collection because it was easy to administer to a good number of respondents 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 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

3.7.0 Validity and Reliability of Data Collection Instruments

3.7.1 Validity

Validity was concerned with the establishment of a 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 would use *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 would identify an opportunity to clarify the questions to respondents which would 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.

3.7.2 Reliability

Huberman and Miles (2002) conceive reliability as referring to whether the process of the study was consistent, reasonable overtime and across researchers. To foster the reliability of the test made the researcher prepare the instruments very well and pre-tested those 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 shall 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.

3.8.0 Data Analysis Procedure

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, 2002). Data once collected were 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 was 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 scored of students were computed in groups 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.

3.9.0 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 would do 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 would also pay reasonable attention to regulations and rules during the process of preparation, conducting research in the field and reporting of the data.

3.9.1 Research Permission

The researcher obtained research permission from the supervisor and a go-ahead from the department of education at Kampala international University. It was thereafter taken to the leadership of Bukwo town council, The District Education Officer (DEO) and the chief administrative officer {CAO} on behalf of District Administration. Who then forwarded the acceptance letters to the Heads of the four Secondary Schools (Amanang secondary school, Boarder college academy, St. Joseph secondary, Kabei secondary school and the local leaders where the study would take place?

3.9.2 Informed Consent of Respondents

Informed consent was about making the respondents aware of the purpose of the study, the manner in which the study was 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 conducted and the significance of the study.

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

3.9.3 Confidentiality

Throughout the study, respondents were guaranteed that the information they provided was 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 could access it.

3.10.0 Summary

This chapter was concerned with research methodological issues. The chapter was used to inform several aspects including the research design, the area of study, target population, sample and sampling procedures, data collection methods and data analysis procedures. The next chapter provides data presentation, analysis and discussion of findings.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND DISCUSSION OF FINDINGS

4.1.0Introduction

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:

1. To examine the differences between the academic performance of students from single parent families and those from two parent families.
2. To examine the differences between the academic performance of students from father-headed-families and those from two parent families.
3. To examine differences between the academic performance of students from mother-headed-families and those from two parent families.
4. To suggest measures to be taken to support students from single-parenthood to improve their academic performance.

4.2.0Performance of Students from Single and Two Parents 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 scored of different examinations namely terminal examinations, annual examinations and form two secondary education examinations of 2017 and 2018. Other instruments used were questionnaires and interview schedules.

4.2.1Students' 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 was 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	
Amanang secondary school	15	3	15	33
Boarder college academy	20	5	18	43
St. Joseph secondary school	20	5	15	40
kabei secondary school	20	4	13	37
Total	75	17	61	153

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 showed that 17 students who came from families who were father-headed constituted 23.55% of all students who resided in single parent households (100%). This

fact was 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.

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 indicate 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 made them 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 were 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 who 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 the 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 showed 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 were used to collect these students' views.

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

Type of Response	Response Frequencies					
	Amanang secondary school	Boarder college academy	St. Joseph secondary school	Kabei secondary school	Total	
Yes	10	13	8	6	39	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 80 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 do not help them much to perform better academically.

On the other hand, findings in table 4.2 showed that 39(48.7%) out of 80 students viewed 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 the 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 was concerned. If such students had good performance in their studies it could have only resulted from the 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 (2011) suggested that home-based parental involvement was more effective than school-based parental involvement. When we discussed this assertion together with the community, the above findings we see provided that 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 helped their children and was perceived likely to yield positive results by improving the children's achievement at school. On the contrary, if parents did not help their children adequately with academic work at home, then their assistance did not 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. 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					
	Amanang secondary school	Boarder college academy	St. Joseph secondary school	Kabei secondary school	Total (N=80)	
Provision of Pocket Money	3	9	0	5	12	15.0
Enforcement of Home Preparation Studies	10	6	4	7	27	33.8
Helping out Children in Reading and writing	0	0	3	3	6	7.5
No Assistance	10	7	13	8	35	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 showed 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 they were 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 stress 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 the market place where I sell tomatoes and Irish potatoes 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 more 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 way.'

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

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

Source: collected field data 2019

KEY: N = Number of Respondents

P = Percentages

R = 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, it made them give answers that were more or less alike. These responses had 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, do 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 could further be realized in 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 helping 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 centered on the fact that, when a single parent failed to pay 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 was a table showed who was 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					
	Amanang secondary school	Boarder college academy	St. joseph secondary school	Kabei secondary school	Total	
Single Mother	5	14	10	14	43	53.75
Single Father	2	4	5	6	17	21.25
Guardian	13	2	3	0	18	22.5
Sponsored	0	0	2	0	2	2.5
Total	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 showed, that 18(22.5%) 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, 20(25%) 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 20(25%) 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 was gathering income. This made such families had 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 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 showed 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 five school leaver and I do not have not only idea but also experience of secondary school life as well as its subjects. So, it was very difficult for me to assist my children in academic work like reading, doing assignments at home and encouraging 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 surface to foot school fees expenses for the children and this 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 2016 and 2017 as obtained through documentary survey of first term senior two terminal examinations and senior four Secondary Education Examinations results for years 2016 and 2017 and secondly, terminal and annual examinations for senior ones in 2016 and senior threes of 2017.

The data presented in Table 4.6 shows average academic performances of current senior three and senior four students from single parent families in each school (N=20) for all senior four examinations i.e. two terminal examinations, one senior two secondary education examination

(STSAE) and one annual examination performed by each class. So, the scored against each school name showed 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 was 36.0%.

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

Students' Examination Results Summary (in %)

Name of School	Form II– 2018				Form IV – 2018			
	2016		2017		2016		2017	
Kabei secondary school (N=20)	34.5	28.1	35.9	34.9	51.2	46.8	43.8	41.9
St. Joseph secondary school (N=20)	39.8	29.6	37.7	30.2	39.6	33.9	41.8	36.5
Boarder college academy s (N=20)	37.4	37.8	29.5	33.2	32.6	38.8	33.6	21
Amanang secondary school (N=20)	36.6	35.4	34.1	27.9	42.1	38.2	38.3	29.1
Group Average Scored	37.1	32.7	34.3	31.6	41.4	39.4	39.4	32.1

Group Average Scored for all Examinations = 36.0

Source: Field Data, 2019

In the same way, table 4.7 displays average academic performances of students from two parent families in each school for all examinations results assessed. The scored in the table showed the mean mark of academic performance of all students from two parent households provided at the bottom of the table, was 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)

Students' Examination Results Summary (in %)									
Name of School	Form II– 2018					Form IV – 2018			
	2016		2017			2016		2017	
St. Joseph secondary school (N=20)	31.5	21.1	25.3	25.9		48.0	41.8	43.0	41.4
Kabei secondary school (N=20)	41.6	27.3	39.3	27.5		39.1	35.2	43.4	29.3
Boarder college academy (N=20)	29.7	33.1	25.3	30.4		25.7	32.5	26.5	17.2
Amanang secondary school (N=20)	21.7	34.8	27.8	26.9		35.7	36.3	35.5	22
Group Average Scored	31.1	29.1	29.4	27.7		37.1	36.5	37.1	27.5
Group Average Scored for all Examinations = 31.9									

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 would reveal in table 4.3; students from single parent families still had higher performance than do students from intact families. This

had 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.

4.3.0 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 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 was not common in societies found in the area of study (Bukwo secondary school District) 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 would quite often find fathers less interested to either care for, talk with or guide their daughters. Based on the information provided by students through questionnaires, this study showed therefore that, there were certain roles single fathers played in improving the chances of their children's academic success. But these roles were hardly ever being performed by fathers as showed 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					
	Amanang secondary school	Boarder college academy	St. Joseph secondary school	Kabei 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's; 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. Bukwo culture was the lifestyle that had been affected much by the *fathers' breadwinner model* which vests them with the 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 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 was viewed alongside table 4.5 which showed 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
Total of 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, small scale fishing, small, charcoal burning, boda-boda riding 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 was summarized in tables 4.7 and 4.10. When I compared these two tables, it demonstrated that the mean academic performances of students from single father families and those from two parent families for two consecutive years of 2016 and 2017 differed notably.

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

Students' Examination Results Summary (in %)								
Name of School	Form II – 2018				Form IV – 2018			
	2016		2017		2016		2017	
Kabei secondary school (N=06)	35.8	28.5	40.8	38.8	58.5	53.5	41.0	43.5
St. Joseph secondary school (N=05)	44.0	35.0	41.0	34.5	41.0	34.3	39.3	37.3
Boarder college (N=05)	50.5	52.5	45.5	39.5	41.0	46.3	45.7	33.3
Amanang secondary school (N=03)	45.0	15.0	36.0	22.0	42.5	38.5	39.5	29.5

Group	Average	43.8	32.8	40.8	33.7	45.8	43.2	41.4	35.9
Scored									

Group Average Scored for all Examinations = 39.7

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 showed in the two tables. So, the score written next to each school name in table 4.10 showed 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 was 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%) was higher than the mean mark of students from two parent families (31.9%) by an average of 7.8%.

4.4.0Performance 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 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 to foster their children's chances of academic success. Table 4.1 showed 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 in 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: Secondly, 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, thirdly, 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 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					
	Amanang secondary school	Boarder college academy	St. Joseph secondary school	Kabei secondary school	Total	
Provision of Pocket Money	0	5	3	5	13	21.3
Enforcement of Home Preparation Studies	12	2	8	7	29	47.5
Helping Out Children in Reading	0	0	2	0	2	3.3
No Assistance	5	5	7	2	17	27.9

Source: Field Data, 2019

These findings therefore reveal that a reasonable proportion of single mothers (47.5% i.e. which was 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 was 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 was a good footballer and I am very confident that when his talent was well developed he could become a great footballer in the future. The fact that I had 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 assistances accelerated by having a single mother family background.

4.4.1 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 showed 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) were 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
Total of Single Mothers	100	100

Source: Field Data, 2019

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 have 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.

4.4.2Performance 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 information contained from each of the two tables was compared findings reveal 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)

Students' Examination Results Summary (in %)								
Name of School	Form II – 20118				Form IV – 2018			
	2016		2017		2016		2017	
	Senior 1 terminal	Senior 1 annual	Senior 11 terminal	STSAE	Senior 11 final	STSAE	Senior 1V Terminal	Senior Iv annual
Kabei secondary school (N=26)	33.7	27.8	32.7	32.3	49.4	45.1	44.5	41.5
St. Joseph secondary school (N=25)	38.8	28.3	36.9	29.1	39.0	33.7	42.9	36.1
Boarder college academy 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
Group Average Scored	35.6	32.0	32.2	30.4	39.8	38.1	38.4	30.6
Group Average Scored for all Examinations = 34.6								

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 showed average academic performances of sampled students from single mother families in each school for all four examinations results

reviewed. The scored against each school name showed 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 was 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 scored in 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.

4.5.0 Measures to be taken to Help Students from Single Parenthood

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

Figure 2: Suggestions on How to Help Students from Single Parent Families to Succeed

Heads of Schools', teachers' and single parents' responses (N=44)		
Schools had students' counselors to ensure that guidance and counseling services were rendered to students from single parent families to accept the single parenthood	16	13.3
Single parents would 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 were mobilized to help out to either nurture or provide the students from single parenthood with school necessities	14	11.7
Students from single parenthood were required to reside in school dormitories in order to receive much needed attention from teachers	12	10.0
Teachers played their roles as guardians to help provide the necessary moral, material and psychological support to such students	18	15.0
NGOs 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 are provided with remedial classes to make up for irregularities that they face during normal classes	23	19.2
Total of Responses	120	100

Source: Field Data, 2019

4.6.0Summary

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 would present the summary, conclusion and recommendations of the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1.0Introduction

This chapter gives a summary of the study, outlines the major findings, and provides conclusion and recommendations. Nsubuga (2000) argued that fifth chapter of research included 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 the academic performance of secondary school students in Bukwo town council. In that regard, the chapter circles around concluding observations and remarks of the theme or the subject matter of the study.

5.2.0Summary of the Study

The study investigated the effects of single parent family structure on academic performance among secondary school students in Bukwo district. 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 examines 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 the 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 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 process were utilized effectively; there was a raise 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 literature was organized objective-wise for the purpose of establishing what was already known and hence identifying the knowledge gap that guaranteed to conduct the present study.

The study was carried out in four secondary schools in Bukwo district involving a sample of 04 heads of schools, 20 teachers, 160 students, and 20 members of the 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 as presented in tabular form and summarized into frequencies and thereafter percentages to provide meaningful information that led to research findings.

5.3.0 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.

5.3.3Types 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 that they attained primary education only) that made it 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.

5.3.4Effect 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.

5.3.5Effect of Support from Single Father Households

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

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

Findings showed 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 showed that nearly three quarters (72.1%) of all single mothers provided 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 reveals single mothers playing 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 showed 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 showed 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 was 39.7% 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 a 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 was 2.7%. This implies that students from mother-headed families performed better than their classmates from two parent households.

5.4.0 Conclusion

The conclusion of the study was very brief and it indicates 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 was, students from single parent families had mean academic performance that was slightly higher than the 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 were 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 the 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 live with both of their parents and were perceived to had 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 the willingness of the students (motivation) to perform better regardless difficulties they faced in their upbringing.

The study points out therefore that, an ordinary level secondary school student who came 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 would 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

2008 while this study was done in 20011. There was a difference of about three years.

5.5.0 Recommendations

In the light of research findings and conclusions are given, the following recommendations were put forward by the researcher to mitigate the challenge of single parenthood and academic performance in Bukwo district

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 Offices

Students from single parenthood should be helped 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 in place of the parents.

The government should assume the role of footing all single parent students' school expenses due to the fact that the family income provided by a single parent was not enough for solving all family financial needs through. The District/Municipal/City Secondary Education Officers should lobby scholarships to students from single parent homes so that they achieve their academic dreams in life.

NGOs are 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 so that they succeed in studies.

To Parents/guardians and Community

Single parents are to be educated through single parent forums on how to nurture their children the best way for improved academic success. Besides that, single parents particularly women were advised to do small businesses and form groups that save money so that it helps them meet the educational needs of their children.

To School Administrations

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 to accept the single parenthood and treat it as part and parcel of human life. The school administration should also identify learners from single parent families and see a way of providing them with scholastic materials, food and how to accommodate them at school.

To Teachers

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.

To Students

All Students should try their best to love and concentrate on their studies both at home and school regardless of all shortfalls and problems they encounter in their upbringing as a result of changing the structure of their family's notable single parenthood.

5.5.2 Recommendations for Further Research Work

Based on the study findings the researcher was expected to point out whether there were areas that deserve further investigation. The researcher recommends that the following research areas closely related to this study were conducted in order to cover the existing gaps:

The study focused only on the effects of single parent families on the academic performance of secondary school students. I therefore suggest that a study was conducted to examine 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 poor academic performance than those who come from two parent families. The researcher 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 was the number of students in your school? Boys..... Girls.....

Total.....

Do you had students with single parents in your school? YES [] or NO []

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

Girls..... Total

How do these single parents assist their children in schooling/learning?

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

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

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

Were 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 do community members participate in improving the academic performance of students from single parent households?

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

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

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

What was 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

What was your education level/background?

How do 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?

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

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

Do 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 do you assist your children in academically after school hours? *Give only one way*

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

Very good	Good	Average	Poor	Very poor

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

What was done to improve the academic performance of your child/children?

What do you do for your living?

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’ scored for each selected stream

School name Form..... Stream

	STUDEN T NAME	2017 Terminal Examination on Scored	2017 Annual Examination on Scored	2018 Terminal Examination on Scored	2018 Annual Examination on Scored
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

12					
13					
14					
15					
16					
17					
18					
19					
20					

BY KIPROTICH SAM

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 were hereby requested to honestly respond to each question. The information you would provide was treated strictly confidentially and was going to be used for the purpose of this study only.

1. Name of your school: _____ 2. Your class/Form: _____

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

Your age was _____ 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 was the reason?

_The parents separated [☐] *_The parents divorced* [☐]

_One of the parents died [☐]

_He or she never married [☐]

What was the occupation of your parent/parents?

Please Explain: Father _____

_Mother _____

In Your own opinion, what kind of assistance do you get from your **single parent/two parents** on scholarly work when you were at home? **Please explain** _____

Thank you for your cooperation

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 were hereby requested to honestly respond to each question. The information you would provide was treated strictly confidentially and was 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** [].

Were there students from single parent families in your classes?

YES [] **or** **NO** []

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

Please explain _____

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

In your opinion, what kind of *Please explain*

assistance does students from single parenthood need at school for them to do better academically? *Please explain* _____

Teachers as students' guardians at school had roles to play to correct students' misbehavior, nurture them correctly, and teach them good morals. In the present school conditions, could you successfully deliver this obligation to students from Single parent families? YES [] or NO []

If YES what could you do? Please explain _____

If NO what was done to make you help to remedy misbehavior of students resulting from single parenthood? Please explain _____

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

Thank you for your cooperation.

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