

UNIVERSITY OF EDUCATION, WINNEBA

**THE EFFECT OF SINGLE PARENTING ON THE ACADEMIC
PERFORMANCE OF STUDENTS IN THE ASIKUMA ODBEN-
BRAKWA DISTRICT IN THE CENTRAL REGION**



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**A dissertation in the Department of Educational Foundations,
Faculty of Educational Studies, submitted to the School of
Graduate Studies, in partial fulfillment
of the requirements for the award of the degree of
Post Graduate Diploma
(Education)
in the University of Education, Winneba**

NOVEMBER, 2022

DECLARATION

Student's Declaration

I, Islamiat Popoola, hereby declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature:

Date:

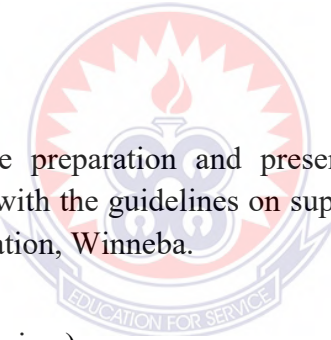
Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Education, Winneba.

Prof. Asare Amoah (Supervisor)

Signature:

Date:



DEDICATION

To my family. I owe them a debt of gratitude for the love, motivation, support, and encouragement they gave me during my research



ACKNOWLEDGEMENTS

First of all, I would like to express my gratitude to my supervisor, Prof. Asare Amoah for guiding me to write this dissertation. His guidance, constructive comments, and critical revision of the drafts made it possible for me to complete the dissertation. I also thank the headmasters, teachers and my research participants of Bremang-Asikuma, Odoben and Brakwa senior high school for their support during my visit to their schools. I am grateful to Mr. Abeazey, Mr. Edward Augustus Mensah, Mr. Eric Owusu-Ansah for their support. I thank my Parents and siblings for their encouragement. My appreciation goes to my sweetheart, for allowing me to pursue this programme. To my children thanks for helping me to type my work.



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ABSTRACT

The purpose of the study was to assess the impact of Single Parenting on the academic performance of Senior High School students in Asikuma Odoben Brakwa District. The specific objectives were: to assess how parental structure, parenting style and parental involvement influence the academic performance of SHS students in Asikuma Odoben Brakwa District. The study used descriptive survey design and questionnaire as research instrument which had both open and closed ended items. The questionnaires were used to collect data from three hundred and sixty-four (364) randomly selected students from the schools. The main findings of the study were that: parental structure, parenting style and parental involvement are problems facing performances in school. The results also established that parental occupational status is highly related to student academic achievement. Based on these findings the following recommendations were made: Government and other stakeholders in education should economically empower single parents through provision of business advisory services; there should be a proper counselling unit in every school where the psychological and emotional challenges of students will be tackled. Also, government should put in place measures that will allow individual stakeholders in school to provide a sense of security and stability that is necessary for every child development.



CHAPTER ONE

INTRODUCTION

1.1 Introduction to the Study

Single parenthood can be defined as a situation when one out of two parent who are responsible for the nurturing and child rearing is not available, and the work meant for two people, is now being carried out by only one person. Single parent may arise when either the male or female decides to produce a child or children out of wedlock. It is widely known and accepted that children are assets and future leaders of every nation. It is therefore important for children to be brought up in good homely environments with both parents in the home. One of the very important things responsible for child development is the parents. Thus, a child could be an asset or a liability depending on the type of parenting the child had. It is not always possible for children to enjoy sound parenting of both parents. There are times that separation may occur between the parents and when this happens, the children find themselves under the care and control of only one parent.

Single parenting may occur for a variety of reasons. It could occur as a result of divorce, adoption, artificial insemination, surrogate motherhood, child neglect or abandonment by the absentee biological parent. There are also natural circumstances where either the father or mother may die, leaving the child or children with the other surviving parent. Parenting is not by any means easy and it is important to know that one parent cannot fill the gap of both mother and father. Raising a child as a single parent can be challenging. In addition to taking care of home, the parent might be working or schooling and it is important to balance all these aspects of life. Unfortunately, the general trend in Ghana today is that more parents continue to

neglect their children, with fathers being the worst offenders. The Children's Act (56) of 1992 constitution states among other things that a parent or any other person who is legally liable to maintain a child is under an obligation to supply the necessities of health, life, education and reasonable shelter for the child. When parents separate one party usually takes custody of the children.

The family structure, ideally, provides a sense of security and stability that is necessary for children. When there is a breakdown in the family structure, it may have a tremendous impact on a child and their ability to function ordinarily or achieve academically. In most situations, the child no longer has two parents to depend on. Therefore, they have to rely on one parent to meet most, if not all their needs. With limited time and finances, parents are less likely to provide the adequate support a child needs to perform to the best of their ability. This is not to say, necessarily, that the parent raising them is not providing them with more than adequate love and attention, but rather the single parent model within itself is comprised of many different factors that can affect a child's level of academic success.

In the Asikuma Odoben Brakwa District, there are lots of factors that cause students from single parent homes to perform poorly in academics and they include the following; emotional scarring left by separation that disrupts the child's development and performance, absence of the other adult may interrupt a child's natural growth and mental development, the children may be inadvertently forced to take on the duties of the absent adult, limited time and income become an issue as in how much time is focused on homework or whether money is spent to enjoy cultural activities and educational goals and aspirations may not be set as high.

Some children from single-parent families too might see their parent's suffering to take care of them as a source of motivation to want to learn hard at school to appease or compensate the single parent for sacrificing so much and taking care of them single handedly. When this happens, the single-parent could be said to be the source of motivation to the children who wish to work hard and make it up for their single-parents.

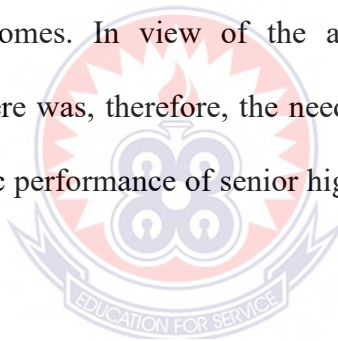
1.2 Statement of the Problem

Looking at the rate at which education is increasing in Ghana, one would have expected that there would be many personnel in all sectors of the nation in order to contribute immensely to the growth of the nation. Again, the expectations of the people would be that as the years go by, the academic performance of students would be improving in the various senior high schools in Ghana since government keeps pumping much resources into the educational sector. However, the opposite is seen in various schools in Ghana. Among schools in Ghana, the academic performance of students keeps decreasing. This decrease in academic performance could be attributed to many factors which could be environmental, biological or psychological; One of these factors that affect students' academic performance is single parenting. Ortese (1998) confirmed this and explained that single parents face double responsibilities requiring time, attention and money of the parent, hence less attention is paid to the education of the child. Teachers commonly described children from single parents' home as more hostile, aggressive, anxious, fearful, hyperactive and distractible than children from intact families (Nwachukwu, 1998).

Thiessen (1997) also posits that children from single parent homes are the primary and frequently sole source of financial support for the family, single parents have less

time to help children with homework, are less likely to use consistent discipline, and have less parental control, and all of these conditions may lead to lower academic achievement. It is reported that even families that have both parents available to raise their children have difficulty in maintaining discipline and even have financial problems, also people begin to ask what happens to children where there is only single parent to take care of everything?

Most students staying with both parents perform better in academics as compared to those from single parent homes. In two parent homes, discipline is high, finances are most at times not a problem and the issue are relief. The children have adequate time for their books and this leads to improvement in their academic welfare unlike children from broken homes. In view of the above worrying problems single parenting has created, there was, therefore, the need to examine the impact of single parenting on the academic performance of senior high school students in the Asikuma Odoben Brakwa District.



1.3 Theoretical Framework

Three common theoretical threads are apparent in the literature regarding family structure: social cognitive theory, attachment theory, and the theory of moral absolutism. Each of these theoretical frameworks provides conceptual underpinnings for the literature on the family structure. The research on family structure is grounded in Banduras (2002) social cognitive theory. The theory contends that human development is influenced, in part, by environmental agents. Attachment theory was first conceptualized by John Bowlby and later refined by Mary Ainsworth (Bretherton, 1992). The attachment theory also contends that a strong emotional bond with at least one primary caregiver is crucial for a healthy child development.

However, the theory of moral absolutism suggests that the morally correct way to raise a child is through a traditional family structure that is comprised by two biological parents, one male and one female, cohabiting in a marital relationship.

1.4 Purpose of the Study

The main purpose of the study was to examine the impact of single parenting on the academic performance of senior high school students in Asikuma Odoben Brakwa.

1.5 Research Objectives

The following research questions were formulated to guide the study of the impact of single parenting on the academic performance of Senior High School students in Asikuma Odoben Brakwa District.

1. How does parental structure influence the academic performance of SHS students in Asikuma Odoben Brakwa District?
2. How does parenting style affect the academic performance of SHS students in Asikuma Odoben Brakwa District?
3. How does parental involvement influence the academic performance of SHS students in Asikuma Odoben Brakwa District?
4. How does parent occupation affect the academic performance of SHS students in Asikuma Odoben Brakwa District?
5. What measures can be taken to reduce the impact of single parenting among SHS students in Asikuma Odoben Brakwa District?

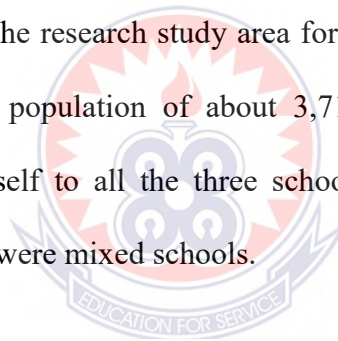
1.6 Significance of the Study

It is hoped that the study will be of help to heads of institutions, educational policy makers, guidance and counseling coordinators, single-parents, married couples, researchers and non-governmental organizations who are out to help students from

single parent. Hence, the above stakeholders will be able to identify children from single parenting homes base on some characteristics they exhibit. Thus, strategies could be adopted in order to ensure that it doesn't interfere with their academic performance. However, it is hoped that parents who do not know the influence they have on the academic performance of their wards will be made aware of it so that they can re-adjust to help their children which will subsequently improve the academic performance of those children.

1.7 Delimitation of the Study

The study was delimited to the impact of single parenting on the academic performance of SHS in Asikuma Odoben Brakwa District. Asikuma, Odoben and Brakwa Township were the research study area for the study. There are three Senior High schools with total population of about 3,712 students in Asikuma Odoben Brakwa. I delimited myself to all the three schools because of their geographical locations and all of them were mixed schools.



1.8 Organization of the Study

Chapter Two is devoted to the review of relevant related literature. Here researchers will take a look at what has already been done by other researchers concerning the topic of study. Chapter Three will consider the appropriate method employ for the study. It will describe the research design, population, sample and sampling procedure(s), the instrument(s) to be used, data collection procedure and data analysis. Chapter Four focus on results and discussion. Chapter Five will deal with the summary, conclusions, recommendations based on the findings and suggestion for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter explains the influence of single parenthood by making comparison between single parent and dual parent homes, different parenting styles on senior high schools, parental involvement and academic performance, parental occupation and how it affects students' performance, and measures to reduce the impact of single parenting on students' academic performance. It also explains the two models, family deficit or risk and protective factor model used to fit single parenthood.

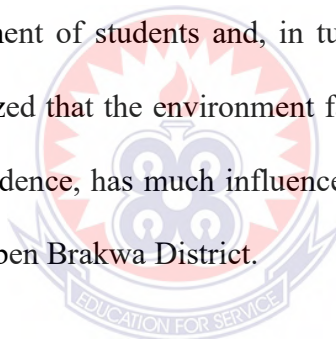
Single-parent (also lone parent, sole parent) is a parent who cares for one or more children without the physical assistance of the other parent in the home. Single Parenthood may vary according to the local laws of different nations or regions. Single parenthood may occur for a variety of reasons. A few possible scenarios are by choice, as in divorce, adoption, artificial insemination, surrogate motherhood, while others are the result of an unforeseeable occurrence, such as a death, child abuse, child neglect, or abandonment by biological parents. In 2006, 12.9 million families in the U.S. were headed by a single-parent, 80% of which were headed by a female. (Mackay, 2005). Since 1994, the percentage of US households headed by a single parent has remained steady at around nine percent, although it has nearly doubled since 1970. According to Bergman (2007), 14% of all Australian households were single-parent families. Since 2001, 31% of babies born in Australia were born to unmarried mothers. Callister and Stuart (2006) explain that calculated single mothers may not be single, as they may be living with the other biological parent without being formally married.

2.1 The Relationship between the Parental-Structure and Students' Academic Achievement

Parental structure connotes the make-up of the family whether father mother and children or father and children, mother and children. Below are theories concerning parental structure of the literature.

2.1.1 Social cognitive theory

The research on family structure is grounded in Bandura's (2002) social cognitive theory. The theory contends that human development is influenced, in part, by environmental agents. Family structure is an environmental agent that impacts human development and therefore student achievement. Also, it is an environmental factor that affects the development of students and, in turn, impacts student achievement. From my research I realized that the environment factors such as parents educational background, place of residence, has much influence on the academic performance of students in Asikuma Odoben Brakwa District.



2.1.2 Attachment theory

Attachment theory was first conceptualized by John Bowlby and later refined by Mary Ainsworth (Bretherton, 1992). The theory contends that a strong emotional bond with at least one primary caregiver is crucial for healthy child development. Attention is given in much of the literature to the child's mother as the primary caregiver (Cavanagh & Huston, 2008). Attachment theory offers insights into the depressed academic achievement of students from some subgroups of single parent family. Further, it is consistent with Pong's (1998) platform that students from single-parent households in which the mother is present can still experience competitive academic achievement levels. To me the theory emphasis much on the

mother as the caregiver of the child in all aspect of the child development, even though the role of the father is not to be underrated.

In my studies, I realized that most parents do not understand the impact of their negligence on the academic performance of their wards. so parents need to readjust to spend ample time with their wards in other for them to excel academically.

2.1.3 Theory of moral absolutism

The final framework for this literature review is the theory of moral absolutism. This theory maintains that there are morally correct and incorrect actions (Hawley, 2008). Moral absolutism suggests that the morally correct way to raise a child is through a traditional family structure that is comprised by two biological parents (or adoptive parents from birth), one male and one female, cohabitating in a marital relationship. Moral absolutism coincides with the Biblical ideal of family and extends attachment theory to suggest that two parents are better than one. This theory also offers insights into the academic achievement of students based on family structure.

Though little agreement exists as to what constitutes the ideal home, from the point of view of school performance, there is considerable agreement as to what is harmful to this phase in the child's life. Jubber (1990) states that one factor often commented on are an unhappy home. Separation and divorce, for example have now taken their place as widespread phenomena resulting in a change from two parent-homes to the single-parent family structure, usually run by the mother. It is thus evident that the child's emotional disturbance is increased by stress, not from society, but within the home-environment (Jubber, 1988). Jubber (1990) found that there is an association between school performance and parental-structure. Children who lived with both parents did better on average than those who lived with a divorced or single-parent or

in some other type of family arrangement. Jubber (1994) concludes that the single-parent and any other type of parental structure affect school performance more negatively than does the two parental structures.

The single-parent experiences loneliness and has limited resources and less time to participate in social and community activities. This affects the child's personality and interpersonal relationships which in turn directly affects the academic achievement (Whitefield & Freeland, 1981). Several researchers (McCombs & Forehand, 1989; Mulkey & Morton, 1991) contradict the foregoing assertions. These researchers discovered that certain step-parent and single-parent homes are associated with positive results. However, in both home and school settings, behaviour, social, emotional and academic underachievement have been found to be more characteristic of children from divorced and remarried families than of children from non-divorced families (Russell & Sprenkle, 1983). However, such differences do not always emerge (Barber & McClellan, 1987; Beck & Mina, 1990). Furthermore, several longitudinal studies of preadolescents found that many children who initially had demonstrated problems in adjustment, gradually adapted to their new family situation with a concomitant decrease in problem behaviour (Jubber, 1990). In addition, children whose parents are on the verge of divorce, show behavioural problems, both before and after the divorce. This suggests that family conflict and unhappy marital relationships precede divorce (Lamb, 1989). The effects of marital tension on children's adjustment are usually marked by increases in the frequency of externalizing, antisocial, non-complaint, attitudes and academic underachievement (Lamb, 1989).

In a study conducted by Alawode and Salami (2004), on the influence of single-parenting on the academic achievement of Adolescents in secondary schools in Ejigbo Local Government Area of Osun State, a total of 100 senior secondary students from five schools were randomly selected in the study using a descriptive survey research method. The student t-test statistical analysis was employed on the five null-hypotheses formulated for the study. The instrument used in data collection was the students' academic records in English and Mathematics as well as personal data forms on each individual student. Results indicated that students from intact homes had significantly better academic achievement than those from single parenting homes. However, a recent study suggests that, as children move into adolescence, both sons and daughters exhibit more learning problems when they are in the custody of their father instead of their mother (Jubber, 1990). Suchara (1982) argues that the high incidence of failure rate in step children can be attributed to stresses that preceded the remarriage. Certainly, some of the legacy of past family experience is carried over into children's response to the custodial parent's remarriage. The remarriage itself also seems to contribute new adaptation challenges (Suchara, 1982).

The family unit has been traditionally defined in terms of the unique biological and interpersonal relationships that exist among its component members. Although the importance of these relationships has been emphasized in theories of child development, family systems theorists have suggested that families also follow a developmental sequence (Orford, 1980). Researchers (Walberg, 1972; Taylor, 1984) have proposed that the developmental stages of the children, the individuation of family members. An implicit assumption in the writings of these researchers is that the developmental tasks are best accomplished within the context of the two-parent family. Jubber (1990) rejects the idea that there is blanket generalization about the

consequences of a father's absence. He further contends that the behavioural and psychological effects of father's absence are much less uniformly handicapping than is widely assumed. Doherty (1992) asserts that it seems unlikely that father's absence in itself would show significant relationship to poorer academic achievement if relevant variables are adequately controlled. In his findings, Doherty (1992) noted that the evidence so far available offers no firm basis for assuming that boys who grow up in fatherless homes are likely, as men, to suffer from inadequate masculine identity as a result of lacking a resident male model. All in all, children from two-parent home, score higher in scholastic achievement than other children from other family structures (Doherty, 1992).

Single-parenthood can happen through death, divorce, desertion, birth out of wedlock, adoption without marriage and artificial insemination (Smith, 1987). Some people feel that having a husband is no longer a prerequisite for raising children. The single-parent often has to assume the responsibility of the missing spouse alone, also to care for the economic, physical, emotional and social needs of the children. Women have to work outside the home, as well as care for the children and maintain the household. They often have to depend on caregivers (Rumberger, 1987). Leicher (1974) contends that boys are affected by father's absence. These children have trouble in concentrating and do poorly on academic achievement. It is reported that feminine sex-role development is influenced by the relationship between father and daughter. When a girl reaches adolescence, the outcome of the relationship becomes apparent. If the father is absent and if, consequently, the father-daughter relationship is halted, then two possible patterns of difficulties in heterosexual relationships can occur. One is passiveness, withdrawal and shyness with males. The other is aggressiveness and poor academic achievement (Rumberger, 1987). The effect of father absence on girls

depends among other things, on the age of the child at the time of separation from the father, the quality of the mother-father relationship before separation, the availability of substitute appropriate male models, and the emotional state of the mother during and after separation (Rumberger, 1987). Studies by Marjoribanks (1987) compared families in which the mother was awarded custody, families in which the father was awarded custody, and two-parent families. He discovered that girls who live with their fathers and boys who live with their mothers fared worse in scholastic achievement than those who live with the same sex parent. In a review of the research on single-parent fathers, Marjoribanks (1977) found that while middle-class fathers seemed to be managing financially, lower class fathers depended on government financial assistance to pay school fees for their children.

2.2 Parenting Style and Its Influence on the Academic Performance of Students

2.2.1 The risk and protective factor model

The theory was developed in the early 1990s, the Risk and Protective Factor Model does not regard single-parent families as irregular (Thiessen 1997). This is because the foundation for the model is that all families have both strengths and weaknesses. Sameroff, Arnold, Ronald; Baldwin, Alfred; and Baldwin, Clara (1993), rather view single parenting as the cause of negative outcomes for children in these families, the Risk and Protective Factor Model describes family structure as one of many risk factors. Risk factors are either background characteristics or life events that may have a negative impact on child development. Protective factors are characteristics and events that positively influence children and help to limit the impact of risk factors Thiessen, (1997). Essentially, risk factors are the weaknesses and protective factors are the strengths of any given family. According to this model, single parenting can be both a risk factor and a protective factor for children in this type of family.

Authoritative parents set limits and demand maturity, but when punishing a child, the parent will explain his or her motive for their punishment. Their punishments are measured and consistent in discipline, not harsh or arbitrary. Parents will set clear standards for their children, monitor limits that they set, and also allow children to develop autonomy. They also expect mature, independent, and age-appropriate behaviour of children (Astone & McLanahan, 1991). They are attentive to their children's needs and concerns, and will typically forgive and teach instead of punishing if a child falls short (Milne, Myers, Rosenthal & Ginsburg, 1986).

This is supposed to result in children having a higher self-esteem and independence because of the democratic give-take nature of the authoritative parenting style. This is the most recommended style of parenting by child-rearing experts. Moreover, authoritarian Parenting is demanding but not responsive: Authoritarian parenting, also called strict (Zimiles & Lee, 1991), are characterized by high expectations of conformity and compliance to parental rules and directions, while allowing little open dialogue between parent and child. Authoritarian parenting is a restrictive, punitive style in which parents exhort the child to follow their directions and to respect their work and effort (Astone & McLanahan, 1991).

Authoritarian parents are less responsive to their children's needs, and are more likely to spank a child rather than discuss the problem (Milne; Myers; Rosenthal, & Ginsburg, 1986). Children with this type of parenting may have less social competence as the parent generally tells the child what to do instead of allowing the child to choose by him or herself. (Zimiles & Lee, 1991). Nonetheless, researchers have found that in some cultures and ethnic groups, aspects of authoritarian style may be associated with more positive child outcomes than Baumrind predicts. "Aspects of

traditional Asian child-rearing practices are often continued by Asian American families. In some cases, these practices have been described as authoritarian. (Astone & McLanahan, 1991)

Children of permissive parents may tend to be more impulsive, and as adolescents, may engage more in misconduct and drug use. "Children never learn to control their own behavior and always expect to get their way (Astone & McLanahan, 1991). In the better cases they are emotionally secure, independent and are willing to learn and accept defeat. They are able to live life without the help of someone else (Zimiles, & Lee, 1991). Neglectful parenting is neither demanding nor responsive: Neglectful parenting is also called uninvolved, detached, dismissive or hands-off. (Zimiles, & Lee, 1991). The parents are low in warmth and control, are generally not involved in their child's life, are disengaged, undemanding, low in responsiveness, and do not set limits. Children whose parents are neglectful develop the sense that other aspects of the parents' lives are more important than they are. (Astone & McLanahan, 1991) Children often display contradictory behaviour, and are emotionally withdrawn from social situations. This disturbed attachment also impacts relationships later on in life. In adolescence, they may show patterns of truancy and delinquency (Astone & McLanahan, 1991).

In one study, Buss (1985) tested infants on an infant development scale at 6 and 12 months and on the Stanford-Binet Intelligence Scale at 36 months. Their home environments were assessed when they were 6, 12 and 24 months of age. In general, the results showed that there was high correlation between home-environment scores at 6 months of age and their IQ's at three years of age. Thus, children who come from homes where there was emotional and verbal responsiveness, not much restriction and

punishment, good organization of the child's environment, provision of appropriate play materials, material interaction with the child and opportunities for daily variety, did better than children who come from other home-environments. While parenting styles influence children, children influence parenting styles. This family system, in turn, is affected by certain societal characteristics, such as economics. Thus, parenting, like any other influence on pupils' academic achievement, must be examined in its own context (Briggs & Cheek, 1986). Work on the relations among social context, parental beliefs and children's academic achievement was conducted by Kohn (1991). He posited that elements in parents' social context influence the goals and values parents have for their children. These values will result in differences in parenting practices which, in turn result in differences in pupils' academic achievement.

2.3 Parental Involvement and its Influence on the Academic Performance of Students

Another factor in student achievement appears to be parental involvement. Once again, parental involvement is distinct from family structure and family composition. Since schooling is a compulsory part of life for children in the United States, high levels of parental involvement in a child's life connote parental involvement in a child's schooling as well. A wealth of research supports the academic benefits for students when parents are highly involved in their children's schooling (Desforges & Abouchar, 2003; Hara & Burke, 1998; Pong, 1998). In short, parental involvement in a child's life is virtually synonymous with parental involvement in a child's schooling. Thus, a high degree of parental involvement in a child's life is associated with achievement gains for those children (Chiu & Ho, 2006). Parental involvement can be administered by one parent or even by an extended family member. High

parental involvement on the part of one parent or one relative is certainly more beneficial for a student than no parental involvement whatsoever. Research indicates parental involvement can moderate depressed achievement scores for students from single-parent families (Hampden-Thompson, 2009; Pong, 1998). Amato and Keith (1991) suggest a high degree of involvement from two parents has more impact on academic achievement than parental involvement from only one parent. Students from two-parent families have higher advantage over students from single-parent families because they oftentimes have greater accessibility to both parents simultaneously. Granted, it is possible for some children from divorced households to experience high levels of parental involvement with both parents. Perhaps this in part explains why some students from two parents' family do not exhibit academic deficiencies when compared with peers from single parent family.

Logistically, though, it is more difficult to obtain high levels of parental involvement from both parents when those parents are divorced. It is the involvement of both biological parents (and both adoptive parents from birth) that is most advantageous for students' academic success. Research indicates stepparents do not compensate for the lack of involvement by a biological parent (McLanahan & Sandefur, 1994). In particular, the National Center for Education Statistics (1998) noted the highly effective impact of paternal involvement in their children's education. Meanwhile, Amato and Booth (1997) claimed modern-day fathers are less involved in child-rearing than ever. Even amongst two-parent families, students maintain higher grade point averages in all grades of school when their fathers are involved in school life (National Center for Education Statistics, 1998). It is important to remain mindful that the parental involvement of one, or even both, parents can be low even in a two-parent family. The degree to which parents remain involved in their children's lives

can be better understood by a glimpse into their parenting styles. According to Buss (1985) the following kinds of adults seem to foster the development of socially responsible and independent behaviour in children: Parents who serve as models of socially responsible and self-assertive behaviour. Children will choose as models, adults who are perceived by them to be similar to them, admirable, and have control over resources the child finds desirable such as knowledge.

2.4 The Relationship between Parental Occupational Status and Pupils'

Academic Achievement

It has been demonstrated that parents play the most important role in their children's upbringing and the development of their personalities. According to De Lint (1987) the relationship between parent and child may be closely linked to the image parents have of themselves, as well as to their ability to evaluate the child's potential objectively. He maintains that when a child's progress is slow, it may be regarded as a threat or insult to the parents, or they may absolutely deny or ignore the slow progress. Attitudes like these can never be entirely hidden from the child and will of necessity, influence his school work and many other aspects of his life. By reason of the role played by parents, it is imperative to determine whether, and if so to what extent, child's intellectual ability can be ascribed to parental occupation. Parental education on leaving school is in part a predictor of their occupational profile. The first job after leaving school is important although it is not completely the only determinant of one's occupational status.

Brockhaus (1982) found, in the Metropolitan, that the parents of higher academic achievers' practice more professional, administrative and clerical occupations, while the parents of the under-achievers pursued relatively more occupations such as trades;

production work and semi-skilled and unskilled occupations. Marjoribanks (1977) maintains that most under-achievers come from the lower- socio-economic levels of the home-environment and that the psychosocial encouragement here contributes very little towards improving the intellect. He further found that there is a definite correlation between academic achievement and parental occupational status. On the other hand, De Lint (1987) discovered that half of the test group members are of the opinion that their parents are not financially capable of allowing them to study up to standard 10 or are uncertain as to their parents' financial capacity. The largest percentage of pupils of the test group than that of the control group feel that their parents cannot afford to keep them at school up to standard 10. The very idea that individuals may be genetically programmed to varying degrees to strive for, and attain, occupational success has been considered anathema for certain psychologists. Many assume that organizational, structural and sociological factors are primary determinants of occupational success. Contrary to this assumption several research studies conducted over the past two decades have suggested that genetic factors, in fact, are involved. For example, both twin and adoption studies have found evidence that genetic factor make significant contributions to variations in educational achievement (Willerman. Horn & Loehlin,1977). even in specific subject areas (Vandenberg, 1969; Scarr & Weinberg,1983). One twin study indicated that the need for achievement appeared to be genetically influenced (Vandenberg, 1969).

From a research conducted by De Lint (1987), the socio-economic position of parents of a test group and a control group, he found that the parents of the underachievers are less affluent than the control parents. De Lint (1987) also found that relatively more of the test group's fathers practice occupations lower down on the occupational ladder than fathers of the control group. According to Downie (1989) it would appear that

quite apart from the fact that the impoverished child tends to be an under-achiever, it would seem that his poverty causes him to be even further behind in his schoolwork than his low intelligence would lead one to suppose. Downie (1989) also concludes that poverty is more closely linked to backwardness in schoolwork than to dullness. Unemployment coupled with meagre wages are the sole causes of poverty. Such factors as poor food, little sleep and unhygienic domestic conditions may have a deleterious effect on the child's health which may result in a lowering of his capacity to learn. This may rob him of a background and general knowledge which is accepted as self-evident by most schools (Downie, 1989). When a child comes from a "good" home where the parent provides adequately for the needs of his family and where there is adequate opportunity for intellectual interests, the foundations are firmly laid by the time the child goes to school. However, in the case of the impoverished child, the father and mother may not, as a result of deficient finances, have the opportunity or the desire to stimulate the child intellectually; his vocabulary is limited, inaccurate or wrongly pronounced (Downie, 1989). The emotional atmosphere in the home may exercise a great influence on the child. If, there is a cold care-less attitude, irregularity and evasion of discipline, the child may display such undesirable characteristics as dishonesty, aggression and a lack of punctuality. The quarrels, dissatisfaction and instability of the home atmosphere may disturb his emotional equilibrium and he may become demoralized. Parental antagonism towards the school may also have a deleterious influence on the child in that he also adopts these attitudes in imitation of his parents (Downie, 1989).

However, a large part of a person's intelligence can be ascribed to the accumulation of experience and knowledge. It is therefore imperative that the child must receive good and adequate food, be protected against illness, be intellectually stimulated and be

well-adjusted. Christiansen and Herrera (1975) support the theory that unfavorable home- environmental conditions may have a deleterious effect on the child's academic achievement. They maintain that mothers of the low-income group do not prepare their children as competently for school because their methods of upbringing do not include such factors as the provision of information, the transmission of ideas and the setting of simple tasks that must be done independently. As a result of home circumstances and the attitudes of parents, the attitudes of children also differ. Whereas children from better neighborhoods regard the school as a place where they can gain knowledge, children from poor neighborhoods regard school as merely an institution that they are compelled to attend and they do not have a positive attitude towards the learning process (Christiansen & Herrera, 1975, p.122). Telford and Swarey (1987, p.111) state that numerous studies attempted to find a correlation between social class and IQ. These writers state that research has been done on aspects as parental occupation, income and geographical region. Statistically significant relationships were reported in respect of each of these variables. They found that average income is the worst predictor of academic achievement, with occupation of the father not much better. The parental IQ's and level of education were considerably better predictors. They found that the IQ of the mother is a far better predictor than the educational level of the parents.

A large proportion of under-achievers in the public schools come from families of low intelligence, poor education and inferior parental occupational status. This means that, there is a definite association between pupils' academic achievement and their socio-economic background. Brockhaus (1982) found, in the course of his investigation, that the parents of higher academic achievers' practice more professional, administrative and clerical occupations, while the parents of the under-achievers

pursued relatively more occupations such as trades; production work and semi-skilled and unskilled occupations. Marjoribanks (1977) maintains that most under-achievers come from the lower- socio-economic levels of the home-environment and that the psychosocial encouragement here contributes very little towards improving their intellect. He further found that there is a definite correlation between academic achievement and parental occupational status. De Lint (1987) discovered that half of a test group members are of the opinion that their parents are not financially capable of allowing them to study up to standard 10 or are uncertain as to their parents' financial capacity. The largest percentage of pupils of the test group than of the control group feel that their parents cannot afford to keep them at school up to standard 10.

2.5 Measures to Reduce the Impact of Single Parenting on the Academic

Performance of Students

2.5.1 Student-teacher relations

The relationship between student and teacher has a powerful influence on the academic outcomes of a student. Plato contended that educational quality is a predictor of future experiences for students as cited in (Parsley & Corcoran, 2003). The foundations for school failure or school success often stem from experiences at the beginning of elementary school (Parsley & Corcoran, 2003). Primary school teachers exert a tremendous influence on the academic achievement of their students throughout their experiences in kindergarten through the twelfth grade. Primary teachers significantly impact school adjustment (Parsley & Corcoran, 2003). There is no single factor that dooms a child's educational experience, nor is there one solution for the problem of academic failure (Parsley & Corcoran, 2003). Nevertheless, focus on the classroom teacher is one viable solution for promoting academic success with students from single parent home. The development of a positive relationship that

includes respect, courtesy, and shared responsibility is essential in convincing students that everyone is important in the classroom. (Parsley & Corcoran, 2003). Four actions contribute to a positive student-teacher relationship. First, trust must be established between the teacher and the student. Second, students must know that teachers care and are concerned about each student as an individual. Third, teachers must create a learning environment where students feel comfortable taking risks. Finally, teachers need to create a classroom environment that supports and enables each student to feel that he or she belongs in the classroom (Parsley & Corcoran, 2003). One effective way of creating a supportive environment is through the daily use of positive reinforcement. When positive relationships are developed and maintained in the classroom, at-risk students find the support they need to sustain and improve achievement (Parsley & Corcoran, 2003).

One study addressed the student-teacher relationship by assessing student perceptions of teacher effectiveness. From a pool of participants in an earlier study of early childhood education, forty-seven African American adults were invited to take part in this study. The participants ranged from high school dropouts to college graduates. Each participant provided his or her life story in a narrative form, with specific information regarding perceptions of teacher effectiveness; data, including interview responses, were analyzed as a part of this study (Peart & Campbell, 1999). Results have indicated several common traits among teachers considered to be effective. With the establishment of a caring student-teacher relationship, teachers with good interpersonal skills affect the academic success of students. A positive relationship enhances the learning experience as well as the climate of the classroom. Good student-teacher relations have a positive and significant influence on achievement and classroom preparation (Peart & Campbell, 1999; Sanders & Jordan, 2000). Effective

teachers must address students' feelings, values, and attitudes as well as their cognitive ability. Students indicated that their perceptions of teachers typically were influenced by the teachers' ability to foster positive relationships with students, including concern for the academic and emotional well-being of each individual (Peart & Campbell, 2003). Peart and Campbell (2003) wrote, "Some students identified such a teacher as the most important person in their lives" (p. 274).

Additionally, a teacher's ability to motivate students proved to be effective in developing positive student perceptions. Students looked to teachers to set an example by demonstrating characteristics of a motivational leader (Peart & Campbell, 1999). Muller (2001) also examined data from the National Longitudinal Study of 1988, with specific attention to the function of caring for single parent children in student-teacher relations. There is a potential for development of social capital in student-teacher relationships; teachers and students tend to invest in the relationship if they expect success Muller (2001). Social capital refers to a social trust between participants. Muller (2001) defined social capital in this study as "a relationship that facilitates action" (p. 241). The researcher wrote, "Little is more tragic in American education than a student with hopes taught by a teacher who does not expect success and therefore does not teach curricula necessary for progress" (p. 241). Attitudes and personality traits of teachers with at-risk populations are associated with student outcomes (Calabrese, Goodvin, & Niles, 2005). Calabrese et al (2005). employed a qualitative approach for their study, using focused interviews as well as a focus group with teachers, administrators, and counselors from various ethnicities. Participants worked in an urban school setting with many at-risk students and a high dropout rate Calabrese et al. (2005). The results of this study did show a weak relationship between student-teacher relations and achievement on math tests for most students;

however, there was a correlation between student-teacher relations and achievement for students at risk of dropping out of high school. This finding suggests that social capital was pertinent in the student-teacher relationship for at-risk students. Specifically, effective teachers encouraged students, established meaningful relationships, and showed concern while applauding success in small steps. Non-supportive teacher attitudes reflected frustration, racism, blame of others, and lack of flexibility (Calabrese et al., 2005). The instructional environment in the classroom exerts a significant influence on the self-motivation skills developed in students.

Customarily, instruction in classrooms is teacher controlled, with low-level tasks and watered-down curriculum (Dicintio & Gee, 1999). Dicintio and Gee (1999) addressed the relationship between instruction and student motivation for students in at-risk situations. The participants in the study were six at-risk students in alternative education programs. The students completed fifty-four motivational surveys after engagement in a variety of learning activities. A multiple regression analysis was used to assess motivational variables with regard to the students' perception of challenge and student control. The motivational variables were boredom, confusion, competence, and desire to be doing something else. Results indicated student motivation is significantly associated with the ability to exhibit control in the learning environment. The researchers wrote, "Students who felt they had control over decisions and choice reported more competence" (Dicintio & Gee, 1999, p. 234). The challenge variable was significant but not related to intrinsic motivation, as expected. Dicintio and Gee presented several implications based upon their research: (a) When challenged, students tend to feel confused and less competent; (b) multidimensional instructional activities as a part of daily instruction are key to the development of self-motivation in students; and (c) teachers need to realize the power they have over

student motivation and accept responsibility for providing quality tasks during instruction.

2.6 Summary of Chapter

On the basis of available literature, an attempt has been made here to describe the position of the impact of single parenting on the academic performance students. Parental structure plays a major role to determine pupils' performance at school. Pupils from single-parent homes perform badly compared to pupils from two parent-environments. Parental-occupation is also a determinant factor to pupils' academic achievement. Studies have shown that pupils nurtured by professional workers performed better academically compared to those whose parents are laborer's. Studies have also shown that parental involvement in school has a positive effect to pupils' academic performance. Parents who stay aloof from school adversely affect their pupils' academic performance. Studies of the overseas countries have paved the way for us to pursue with the study of the impact of single parenting on the academic performance students. Studies from other countries has provided us with theoretical background, aims, methodology and findings of several researchers. In the light of the several researcher's findings, the researcher is obviously keen to know about the position of Asikuma Odoben Brakwa.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This part of the project dealt with the research design, population, sample and sampling procedure of the study, the instruments that was used to administer the research, data collection procedure and data analysis

3.1 Research Design

The research design adopted in this study was descriptive survey research design. Survey design was intended to obtain pertinent and precise information concerning the current status of phenomena. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2003). Furthermore, the descriptive survey is used for investigating a variety of educational problems including evaluation of attitudes, opinions, condition, procedures, demographic information habits or any of the variety of education or social issues (Orodho & Kombo, 2002). It is for these reasons that this study used the descriptive research design to examine the impact of single parenthood on the academic performance of SHS students in Asikuma Odoben Brakwa.

The design adopted was appropriate and efficient to use in such a study as it is an accurate counter and indicator to measure the impact of single parenthood on children academic performance (Pamela, 2003). The researcher intends to use this research design because the study objective was to collect information from respondents on their experiences, perceptions and opinions in relation to the impact of single parenting on the academic performance of SHS students in Asikuma Odoben Brakwa

and the design makes it possible, to draw valid general conclusions from the facts discovered (Lokesh, 1984).

One advantage of descriptive survey design is that it has the potential to provide us with a lot of information obtain from large sample of individuals. The descriptive survey design is considered most appropriate for finding the relationship between single parent and the academic performance of students in Asikuma Odoben Brakwa.

Despite the merits of descriptive survey, Kelley Clark, Brown and Sitzia (2003), pointed out some demerits associated with its use. These include the danger that the significance of the data concerning how single parenting affects the academic performance of students can be neglected. This, according to them, happens if they focus too much on the range of coverage to the exclusion of adequate account of the implications of those data for relevant issues, problems or theories. Also, descriptive survey will delve much into the private and therefore create the likelihood of generating unreliable responses and difficulty in assessing the reality and precision of questions that elicit the desired responses (Fraenkel, Wallen & Hyun, 2006).

The researcher took steps in addressing the demerits of the descriptive survey by doing the following: respondents were assured that their responses would be treated as confidential and will be used for academic purpose. Finally, the questionnaires were administered to the respondents and retrieved on the same day. This helped to obtain a high return rate.

3.2 Population

The population for the study comprised students, teachers, and guidance and counselling coordinators in the SHS. There are three Senior High schools in Asikuma Odoben Brakwa. These schools are Odoben Senior High, Bremang Asikuma Senior High and Brakwa Secondary Technical School. The total population of the schools was three thousand six hundred (3600) with Odoben Senior High School having a proportion of one thousand two hundred (1200), Brakwa Senior High School eight hundred and forty (840) and Bremang Asikuma Senior High School one thousand five hundred and sixty (1560). Two teachers and guidance and counselling coordinators were being chosen from each school. The teachers and guidance and counselling coordinators, are in the school and deal directly with the students in the school so they were in position to provide me with the information on how students from single parents' families perform academically. Finally, the students themselves provided me the effects the absence of one parent from home had on their academic lives and in the long run their performance as well.

3.3 Sample and Sampling Procedure

The sample size for the study consisted three hundred and forty-six (346) students and ten teachers who teach such students, and six guidance and counsellors. This was in line with Krejcie and Morgan's (1970) table for choosing sample size that with an accessible population of three thousand six hundred, a sample size of three hundred and forty-six was chosen for the study. The procedure which was used in selecting the student was simple random sampling. A simple random sample is a subset of statistical population in which each member of a subset has equal probability of being chosen. With this technique, the names of all students from single parents' home in each school were written on pieces of paper and the desired sample was selected by

picking the required number of papers. Students whose names were picked were those included in the sample. The same method was repeated in each of the selected schools.

The problem underpinning the simple random method is that if the sample does not end up accurately reflecting the population it is supposed to represent a sampling error can occur. Moreover, the obtained sampling frame was much harder or probably impossible. Due to this some compromises were needed to be made and unfortunately these compromises led to a sample that was biased or otherwise not close enough to be suitable for the statistical procedures used. Convenience sampling method was used in selecting the teachers and guidance and counselling coordinators. This involved choosing the nearest or available individuals to serve as respondents and continue until the required sample size had been obtained.

3.4 Instruments

To get accurate and reliable information the researcher use questionnaire for acquiring information. Questionnaire as defined by Nwana (1992) consists of set of questions relating to the aims of the study and hypothesis to be verified to which the respondent is required to answer by writing his responses.

The questionnaires were administered to the counsellors, the teachers and the students since they were able to read and write at that level. The questionnaires were divided into five sections namely A, B, C, D and E. section (A) dealt with the parental structure of single parent students. Section (B) also talked about the parenting style of the student. Section (C) also concentrated on parental involvement of such students. Section (D) talked about parental occupational status of students. Lastly, section (E) also dealt with measures to reduce the impact of single parenting on the academic

performance of SHS students in Asikuma Odoben Brakwa. Section A comprised four items, section B contained five items, and section C contained five items. Section D contained eight items and section E comprised items seven. The questionnaire had close-ended items. The close-ended items had responses from which the respondents were asked to choose the one that applies to them. Spaces were provided under the heading “any other please specify” with the aim that the respondent will write answers or responses if they consider none of those which were provided as appropriate.

Questionnaires were used because it is clear, unambiguous and uniformly workable. It elicits more candid and more objective replies. The researchers had an opportunity to establish rapport with the respondents. Finally, availability of number of respondents in one place made possible an economy of time and provided high proportion of usable responses. Even with above advantages, questionnaires have major weaknesses of non-returns of questionnaires and misinterpretation of the questions, if it does not permit the investigator to note apparent reluctance or evasiveness of the respondents.

3.5 Data Collection Procedure

In order to receive help needed from the schools, a letter of introduction was given to the headteachers of the selected schools to seek permission. The headmasters and headmistress introduced me to their Department teachers and students who fully cooperated with me. The questionnaires were administered and collected the same day in all the schools. This gave the respondents a chance to seek clarification on items that were not clear to them. The teachers and counselors were given questionnaires to fill. The exercise was done from 13th to 20th of April, 2021.

In the first place, a well-structured questionnaire with pre-coded responses was purposefully designed in order to obtain the data appropriate for this study was designed. The items in the questionnaire were grouped into five main sections: namely the parental structure, the parenting style, parent involvement, parental occupation and measures to reduce the impact of single parenting on the academic performance of students.

Ethical issues bordering on voluntary participation and confidentiality were duly explained to the students followed by reading and explaining of the various instructions on the research instrument to ensure that they understood what the study sought to achieve from them. The researcher was on hand to explain the aim of the study to the students and address the concerns and difficulties the students encountered in responding to the items in the questionnaire. The presence of the teachers in the classes supervising the administration of the questionnaires by the students helped the students to feel more relaxed, which was expressed in their willingness to participate in the study and also the freedom in asking for clarification to questions they did not understand. At the end of the data collection process involving the use of questionnaires, the researcher expressed gratitude and appreciation to all the students who voluntarily accepted to participate in the study, as well as the teachers who played supervisory roles in the process for their support and time.

3.6 Data Analysis

After collection of the questionnaires, the researchers read through them to ascertain their numbers and to see whether all the items had been responded to. Quantitative data was analyzed by use of descriptive statistics which employed measures of central

tendencies, measures of dispersion and skewness. To be able to analyze the data, the Statistical Product for Service Solution (SPSS) software was used to aid data analysis. Finally, harmonization of the responses given by the various respondents were undertaken, where responses on similar themes or objectives, emanated from different respondents was compared to find if the various responses which was concurred on various issues and, if not, the possible reasons for discrepancies that was observed. The most common response was therefore, considered to be the most prevalent in determining the impact of single parenting on the academic performance of SHS students in Asikuma Odoben Brakwa. This discussion was guided by the specific objectives of the study. In coding the items on scale, 'strongly agree' represented 1, 'agree' was 2, 'undecided' was 3 'disagree' 4 and 'strongly disagree' was 5.



CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Limitations of the Study

This study was not without limitations, as it is one of the characteristics of any research. The best method to achieve reliable results from the study was to find out pupils' performance from the cumulative records. However, some students were not willing to avail themselves for an interview and those who were willing to do the work were revealing questions to their co-mates. Moreover, the use of close ended questions in the instruments was also a limitation. This was because it did not allow respondents room for their own open responses in most cases. Therefore, respondent own views and ideas which would have enriched the study were excluded. This affected the validity of the research findings.

4.2 Results and Findings

This chapter presents and discusses the findings of the study after analyzing the field data. The focus of the study was to examine The Impact of Single Parenting on the Academic Performance of Senior High School Students (Odoben Senior High School, Bremang Asikuma Senior High, Brakwa Secondary School) in the Asikuma Odoben Brakwa District. Frequencies and percentages were used in analyzing the data gathered from the students' questionnaires. Data from the teachers' and counsellors' questionnaires were also grouped under various themes by categorizing the responses in relation to the various research questions. The results were interpreted making inferences from the literature. The results and discussion were presented sequentially in accordance with the order in which the objectives of the study were formulated.

Table 1: The relationship between parental structure and students' academic achievement

Parental structure	Respondent	N	Percentage in agreement	Mean	Standard deviation	Standard deviation error
Emotional disturbance	Students	346	91.7	4.2	0.93322	0.05017
	Teachers	10	100	4.8	0.42164	0.13333
	Counsellors	6	83.3	4.2	1.16905	0.47726
Academic	Students	346	93	4.3	0.82696	0.04446
	Teachers	10	100	4.5	0.52705	0.16667
	Counsellors	6	66.6	3.7	1.36626	0.55777
Low concentration	Students	346	90.2	4.2	0.82807	0.04452
	Teachers	10	80	3.9	0.52705	0.34801
	Counsellors	6	83.3	3.7	0.81650	0.33333
Low academic performance	Students	346	90.4	4.3	0.94189	0.05064
	Teachers	10	80	4.0	1.15470	0.36515
	Counsellors	6	100	4.5	0.54772	0.54772

Source: Fieldwork data (2021)

From the results of the Table 1, respondents held that, children from single parent homes have increased emotional disturbance. The results show that the students (91.7%), teachers (100%) and counsellors (83.3%) were in agreement with mean responses of 4.3, 4.8 and 4.2 respectively. From the findings, children who are from divorced homes usually faces challenges in their social, emotional and academic performance. This was in confirmation with Jubber, Roper, Yorgason. Poulsen and Mandleco (2013) that that the child's emotional disturbance is increased by stress, not from society, but within the home-environment. He concluded that the single-parent and any other type of parental structure affect school performance more negatively than does the two parental structures. The reason is that single-parent experiences loneliness and has limited resources and less time to participate in social and community activities. This affects the child's personality and interpersonal

relationships which in turn directly affects the academic achievement (Whitefield & Freeland, 1981).

Also, another way in which parental make up affect students' academic performance is that children from divorced homes are sometimes characterized by social, emotional and academic underachievement. With this, the students recorded a mean response of 4.2948 while Teachers had a mean response of 4.5000. On the part of the Counsellors, a mean response of 3.6667 was recorded. This was in line with Russell & Sprenkle, (1983); Smith and Shepard, (1987) that in both home and school settings, behaviour, social, emotional and academic underachievement have been found to be more characteristic of children from divorced and remarried families than of children from non-divorced families. A study conducted by

Alawode and Salami (2004), on the influence of single-parenting on the academic achievement of Adolescents in secondary schools in Ejigbo Local Government Area of Osun State, a total of 100 Senior Secondary indicated that students from intact homes had significantly better academic achievement than those from single parenting homes. In addition, (90.2%), (80%) and (83.3%) were in agreement that, children from single parent homes have trouble in concentrating in school. This was in the view of Leicher (1974) that children from divorce homes children have trouble in concentrating and do poorly on academic achievement. He went on to say that boys are mostly affected by father's absence.

Lastly, all respondents were in agreement that children who live with both parents do better on average than those who live with a divorced or single-parent. Mean responses of 4.3 and 4.0 were obtained for students and the teachers while the counsellors had a mean of 4.5. This was asserted by (Jubber, 1990). He continued that

children, whose parents are on the verge of divorce, show behavioural problems both before and after the divorce and this affect their performance in school.

Table 2: Parenting style and its influence on the academic performance of student

Parenting style	Respondent	Total	Percentage in agreement	Mean	Standard deviation	Standard deviation error
Less social Competence	Students	346	87.3	4.2	0.94604	0.05086
	Teachers	10	80	3.9	1.10050	0.38401
	Counsellors	6	83.4	3.8	0.98319	0.40139
Engage in misconduct and drug use	Students	346	85.3	3.9	0.96084	0.05166
	Teachers	10	80	4.0	1.15470	0.36515
	Counsellors	6	50	3.2	1.47196	0.60093
Self-dependent	Students	346	79.3	4.1	1.03487	0.05564
	Teachers	10	80	3.6	0.84327	0.26667
	Counsellors	6	66.7	3.7	1.03280	0.42164
Feel neglected	Students	346	82.4	4.0	0.97118	0.05221
	Teachers	10	70	3.8	1.13529	0.39501
	Counsellors	6	83.4	3.8333	0.98319	0.40139
How patterns of truancy and delinquency	Students	346	92.3	4.4	0.82880	0.04456
	Teachers	10	80	4.2	1.22927	0.38873
	Counsellors	6	33.3	4.3	0.51640	0.21082

Source: Fieldwork data (2021)

Responses from Table 2 revealed that all the respondents (students' teachers and counsellors) were in agreement that children of authoritarian parents may have less social competence. Mean responses of 4.2 and 3.9 were obtained for Students and the Teachers while the counsellors had a mean of 3.8. Zimiles, Herbert and Lee (1991) posit that children with authoritarian parenting may have less social competence as the parent generally tells the child what to do instead of allowing the child to choose by him or herself. Authoritarian parents are less responsive to their children's needs,

and are more likely to spank a child rather than discuss the problem (Milne, Myers, Alvin & Ginsburg, 1986).

Also, all the respondents were also in agreement that parenting style affect children in the sense that children of permissive parents sometimes tend to engage more in misconduct and drug use. With regard to this, the students had 85.3 percent in agreement and the Teachers had 80.0 percent in agreement while the counsellors obtained 79.3 percent in agreement. Astone, and McLanahan (1991) assert that children of permissive parents may tend to be more impulsive, and as adolescents, may engage more in misconduct and drug use. Children never learn to control their own behavior and always expect to get their way.

Moreover, all the respondents were in agreement that, permissive parenting style are able to make children live life without the help of someone else. Mean response of 4.1 and 3.6 are from teachers and students respectively while counsellors had a mean of 3.7. Zimiles, Herbert and Lee (1991) says that such children are emotionally secure, independent and are willing to learn and accept defeat, they are able to live life without the help of someone else.

Furthermore, the results show that the respondents hold that children whose parents are neglectful develop the sense that other aspects of the parents' lives are more important than they are. The results show that the students (82.4%) and teachers (70%) were in agreement with mean responses of 4.0376 and 3.8000 respectively. counsellors (83.4%) with a mean of 3.8333. Zimiles, Herbert and Lee, (1991) asserts that neglectful parenting is neither demanding nor responsive: Neglectful parenting is also called uninvolved, detached, dismissive or hands-off. The parents are low in warmth and control, are generally not involved in their child's life, are disengaged,

undemanding, low in responsiveness, and do not set limits. Parents are emotionally unsupportive of their children, but will still provide their basic needs (Kaplan, Liu & Kaplan, (2001). Children whose parents are neglectful develop the sense that other aspects of the parents' lives are more important than they are. (Astone & McLanahan, (1991).

Furthermore, all the respondents were in agreement that adolescence of neglectful parents may show patterns of truancy and delinquency. Mean response of 4.4 for students and 4.2 for students. Counsellors had a mean of 4.3. Children often 20 display contradictory behavior, and are emotionally withdrawn from social situations. This disturbed attachment also impacts relationships later on in life. In furtherance, they explained that in adolescence, they may show patterns of truancy and delinquency (Astone & McLanahan, 1991).

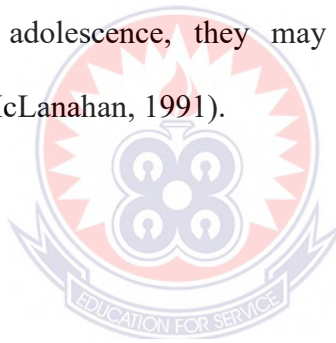


Table 3: Parental involvement and its impact on the academic performance of students

Parental involvement	Respondent	N	Percentage in agreement	Mean	Standard deviation	Standard deviation error
Higher achievement	Students	346	93.3	4.3	0.82975	0.04461
	Teachers	10	100.	4.2	0.42164	0.13333
	Counsellors	6	83	3.8	0.98319	0.40139
Higher parental care	Students	346	93.9	4.3	0.75458	0.04057
	Teachers	10	80	3.9	0.47140	0.14907
	Counsellors	6	50	3.2	1.47196	0.60093
Achieve higher grade point average	Students	346	91.7	4.3	0.83541	0.04491
	Teachers	10	90	4.3	0.94868	0.30000
	Counsellors	6	66.7	3.7	1.03280	0.42164
Can moderate depressed achievement scores	Students	346	73.3	3.9	0.90501	0.04865
	Teachers	10	90	3.0	1.10050	0.14907
	Counsellors	6	83.4	3.8	0.98319	0.40139
Serves as models of socially responsible behaviour	Students	346	27.8	2.6	1.25882	0.06767
	Teachers	10	20	3.2	.42164	0.13333
	Counsellors	6	100	4.3333	0.51640	0.21082

Source: Fieldwork data (2021)

Analysis from Table 3 indicates that all the respondents were in agreement that high degree of parental involvement in a child's life is associated with achievement gains for those children. Mean response of 4.3064 and 4.2000 are from students and teachers while mean response 3.8333 for counsellors. This was in confirmation of Chiu and Ho (2006) when they said that high degree of parental involvement in a child's life is associated with achievement gains for those children. Desforges and Abouchaar, (2003); Hara and Burke, (1998); Pong, (1997; 1998) also supports in their research that there are academic benefits for students when parents are highly involved in their children's schooling.

Moreover, all the respondents were in agreement that children from two parents home have higher advantage oftentimes because they have greater accessibility to both parents simultaneously. With regard to this, the students had majority of 93.9 percent and the Teachers had 80.0 percent in agreement while the counsellors obtained 50 percent in agreement. This was in line with the view of Amato and Keith, (1991) when they suggested a high degree of involvement from two parents has more impact on academic achievement than parental involvement from only one parent.

Another factor concerning parental involvement in child's life is that, father involvement helps students to maintain higher grade point averages in all grades of school. With this, mean response of 4.3 for students and 4.3 for teachers, while for 3.7 counsellors. National Center for Education Statistics (1998) noted the highly effective impact of paternal involvement in their children's education. Amato and Booth (1997) claimed modern-day even amongst two-parent families; students maintain higher grade point averages in all grades of school when their fathers are involved in school

life. With respect to this, means response of 4.3 for students and 3.9 for teachers, counsellors had mean response of 3.1.

Also, the result indicates that parental involvement can moderate depressed achievement scores for students from single-parent families. With regard to this, the students had 73.3% in agreement and the teachers had 90% in agreement while the Counsellors obtained 83.4 percent in agreement. Hampden-Thompson, 2009; and Pong, 1998 posits that high parental involvement on the part of one parent or one relative is certainly more beneficial for a student than no parental involvement whatsoever, they however proceeded that research indicates parental involvement can moderate depressed achievement scores for students from single-parent families

Lastly, minority of (27.8%) and (20%) of students and teachers respectively, 100 percent of counsellor were in agreement that parental involvement serves as models of socially responsible and self-assertive behaviour. According to Buss (1985) the following kinds of adults seem to foster the development of socially responsible and independent behaviour in children. Parents who serve as models of socially responsible and self-assertive behaviour.

Table 4: The relationship between parental occupational status and pupils' academic achievement

Parental occupation	Respondent	N	Percentage in agreement	Mean	Standard deviation	Standard deviation error
Engage in semi-skilled and unskilled occupation	Students	346	85.2	4.0	0.94114	0.05060
	Teachers	10	80	3.4	1.26491	0.40000
	Counsellors	6	50	3.0	1.09545	0.44721
Lower socio- economic levels	Students	346	87.5	4.0	0.86960	0.04675
	Teachers	10	90	4.1	0.87560	0.27689
	Counsellors	6	83.4	4.0	1.09545	0.40139
Backward-ness in their children's school work	Students	346	95.5	4.4	0.69274	0.03724
	Teachers	10	80	4.0	1.15470	0.36515
	Counsellors	6	100	3.8	0.98319	0.21082
Are not stimulated intellectually	Students	346	89.9	4.2	0.85493	0.04596
	Teachers	10	90	4.1	0.87560	0.27689
	Counsellors	6	100	4.3	0.51640	0.21082
Lack of punctuality in school	Students	346	84.9	4.1	0.99195	0.05333
	Teachers	10	90	4.0	0.81650	0.25820
	Counsellors	6	66.6	3.7	1.36626	0.55777
Not taught to be independent	Students	346	82.1	4.0	1.04257	0.05605
	Teachers	10	70	3.8	1.13529	0.35901
	Counsellors	6	83.4	3.5	0.83666	0.34157
Poor attitude towards learning	Students	346	81.5	4.1	1.15417	0.06214
	Teachers	10	60	3.7	1.49443	0.47258
	Counsellors	6	66.7	3.8	1.47196	0.21082
Regard school as an institution compelled to attend	Students	346	86.2	4.2	1.01993	0.05483
	Teachers	10	80	4.0	1.15470	0.36515
	Counsellors	6	100	4.3	0.51640	0.21082

Source: Fieldwork data (2021)

Responses from Table 4 indicate that all respondents were in agreement that parents of children who are under-achievers pursued occupations such as trades; production work and semi-skilled and unskilled occupations. Students had majority percent (85.2%), teachers had (80%) while counsellors had (50%). With respect to this question, the mean for students and teacher were 4.0 and 3.4 respectively, counsellors had 3.000. This was confirmed by Wakefield (1985) when he averted that a large proportion of under-achievers in the public schools come from families of low intelligence, poor education and inferior parental occupational status. He concludes that there is a definite association between pupils' academic achievement and their socio-economic background. Brockhaus (1982) asserts that under-achievers pursued relatively more occupations such as trades; production work and semi-skilled and unskilled occupations. A research conducted by De Lint (1987) indicates that half of a test group reported that they were not able to reach standard 10 as a result of their parental income status and this can be associated to low paid jobs they pursued.

Another factor concerning parental occupational or income status in child's life is that, most under-achievers come from the lower-socio-economic levels of the home-environment. With this, mean response of 4.1 for students and 4.1 for teachers, while for 4.0 counsellors. Johnson (1988) states that most of the under-achievers come from subcultural, low socio-economic areas of the community

Moreover, all the respondents were in agreement that poverty on some parents is more closely linked to backwardness in their children schoolwork. With regard to this, the students had majority of 95.5 percent and the Teachers had 80 percent in agreement while the counsellors obtained 80 percent in agreement. Downie (1989) states that it would appear that quite apart from the fact that the impoverished child tends to be an

under-achiever, it would seem that his poverty causes him to be even further behind in his schoolwork than his low intelligence would lead one to suppose. He also concluded that poverty is more closely linked to backwardness in schoolwork than to dullness. Factors such as poor food, little sleep and unhygienic domestic conditions may have a deleterious effect on the child's health which may result in a lowering of his capacity to learn. This may rob him of a background and general knowledge which is accepted as self-evident by most schools (Downie, 1989).

Also, all the respondents were in agreement that parent's occupational status affect children in that parent with deficient finances may not have the opportunity or the desire to stimulate the child intellectually. With regard to this, the students had 89.9 percent in agreement and the Teachers had 90 percent in agreement while the counsellors obtained 100 percent in agreement. Downie 1989 stated that in the case of the impoverished child, the father and mother may not, as a result of deficient finances, have the opportunity or the desire to stimulate the child intellectually; his vocabulary is limited, inaccurate or wrongly pronounced. This might cause the child to perform poorly in the school. He however gave a view that when a child comes from a good home where the parent provides adequately for the needs of his family and where there is adequate opportunity for intellectual interests; the foundations are firmly laid by the time the child goes to school.

In addition, all respondents were in agreement that children of lower socio-economic status parent express dishonesty, aggression and a lack of punctuality in school. Mean responses of 4.1 and 4.0000 were obtained for students and the teachers while the counsellors had a mean of 3.6. Downie (1989) states that cold care-less attitude, irregularity and evasion of discipline, the child may display such undesirable

characteristics as dishonesty, aggression and a lack of punctuality. He concludes that Parental antagonism towards the school may also have a deleterious influence on the child in that he also adopts these attitudes in imitation of his parents.

Furthermore, all respondents were in agreement that lower income group parents do not prepare their children as competently for school because they do not teach to be independent. Mean responses of 4.0 and 3.8 were obtained for students and the teachers while the counsellors had a mean of 3.5. This was in line with Christiansen and Herrera (1975) supporting the theory that unfavorable home- environmental conditions may have a deleterious effect on the child's academic achievement. They maintain that mothers of the low-income group do not prepare their children as competently for school because their methods of upbringing do not include such factors as the provision of information, the transmission of ideas and the setting of simple tasks that must be done independently

Also, another way in which parental occupational status affect students' academic performance is that children from low income families do not develop positive attitude towards the learning process. With this, the students recorded a mean response of 4.1 while Teachers had a mean response of 3.7. On the part of the Counsellors, a mean response of 3.8 was recorded. Christiansen and Herrera, (1975) posited that children from poor neighborhood do not have a positive attitude towards the learning process. Telford and Swarey (1987) state that numerous studies attempted to find a correlation between social class and IQ that average income is the worst predictor of academic achievement,

Finally, all the respondents were also in agreement that parent's occupational status make children from poor neighborhoods regard school as merely an institution that

they are compelled. With regard to this, the students had 86.2 percent in agreement and the Teachers had 80 percent in agreement while the counsellors obtained 100 percent in agreement. Christiansen and Herrera, (1975) maintains that as a result of home circumstances and the attitudes of parents, the attitudes of children also differ. Children from better neighbourhoods regard the school as a place where they can gain knowledge whereas children from poor neighbourhoods regard school as merely an institution that they are compelled to attend and hence do not put up their best.



Table 5: Measures to reduce the impact single parenting on the academic performance of students

Measures	Respondent	(N)	Percentage in agreement	Mean	Standard deviation	Standard deviation error
Positive students relationship	Students	346	94.5	4.5	0.75345	0.04051
	Teachers	10	100	4.4	0.51640	0.16330
	Counselors	6	100	4.2	0.40825	0.16667
Conducive learning environment	Students	346	96.6	4.5	0.65567	0.03525
	Teachers	10	100	4.4	0.51640	0.16330
	Counselors	6	100	4.5	0.54772	0.22361
Feeling of being part of the classroom	Students	346	95.4	4.7	3.54520	0.19059
	Teachers	10	100	4.6	0.51640	0.16330
	Counselors	6	100	4.2	0.40825	0.16667
Make feel comfortable taking risks	Students	346	96	4.5	0.65556	0.03524
	Teachers	10	100	4.4	0.51640	0.16330
	Counselors	6	100	4.3	0.51640	0.21082
value students cognitive abilities	Students	346	83.9	4.6	2.80780	0.15095
	Teachers	10	100	4.4	0.51640	0.16330
	Counselors	6	100	4.5	0.54772	0.22361
Concern student's social well-being	Students	346	96.8	4.6	1.74963	0.09406
	Teachers	10	100	4.7	0.48305	0.15275
	Counselors	6	100	4.5	0.54772	0.22361
Multi-dimensional instructions	Students	346	92.2	4.4	0.80694	0.04338
	Teachers	10	100	4.5	0.52705	0.16667
	Counselors	6	100	4.5	0.54772	0.22361

Source: Fieldwork data (2021)

Responses from Table 5 revealed that all the respondents (Teachers, Counselors, and Students) were in agreement that in order to reduce the impact single parenting on the academic performance of students in the Asikuma Odoben Brakwa District, there must be development of a positive relationship that includes respect, courtesy, and shared responsibility on part of teachers. Mean responses of 4.5 and 4.4 were obtained for Students and the Teachers while the Counselors had a mean of 4.2. Parsley and Corcoran (2003) recommended that development of a positive relationship that includes respect, courtesy, and shared responsibility on part of teachers can improve students' performance. They further stated that when positive relationships are developed and maintained in the classroom, at-risk students find the support they need to sustain and improve achievement

Also, the respondents indicated that teachers must create learning environment where students feel comfortable taking risks. With this, the students had a mean of 4.5 and the teachers had 4.4000 while the counselors obtained a mean of 4.5. Dicintio and Gee (1999) support the respondents when they suggested that instructional environment in the classroom exerts a significant influence on the self-motivation skills developed in students,

Again, all the respondents were also in agreement that teachers need to create a classroom environment that supports and enables each student to feel that he or she belongs in the classroom and again teachers should create positive relationship which will enhance the learning experience as well as the climate of the classroom. With regard to this, the Students 95.5%, 96% in agreement and the Teachers had 100% in agreement while Counselors also obtained 100 percent in agreement in all respectively. Dicintio and Gee (1999) supports the views of the respondents when

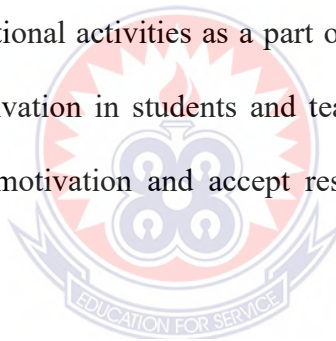
they suggested that instructional environment in the classroom exert a significant influence on the self-motivation skills developed in students. They further stated that, instruction in classrooms is teacher controlled, with low-level tasks and watered-down curriculum. Also, positive relationship which will enhance the learning experience as well as the climate of the classroom affirms a statement that Good student-teacher relations have a positive and significant influence on achievement and classroom preparation (Peart & Campbell, 1999; Sanders & Jordan, 2000).

Another measure to reduce the impact single parenting on the academic performance of students according to the respondents (students, teachers, and counselors) was that teachers must address students' feelings, values, and attitudes as well as their cognitive ability. The students recorded a mean response of 4.6 while the teachers had a mean response of 4.4. On the part of the counselors a mean response of 4.5000 was recorded. Peart & Campbell (1999) supports this view with the belief that the establishment of a caring student-teacher relationship, teachers with good interpersonal skills affects the academic success of students.

The results also show that the respondents held that teachers should show concern for the academic and emotional well-being of each individual. The results show that the teachers (100%) and the counselors (100%) were in agreement with mean responses of 4.7 and 4.5 respectively. The students on other hand recorded (96.8%) representing a mean of 4.7. Specifically, effective teachers encouraged students, established meaningful relationships, and showed concern while applauding success in small steps. Non supportive teacher attitudes reflected frustration, racism, blame of others, and lack of flexibility (Calabrese, Goodvin & Niles, 2005). In a similar view, Students indicated that their perceptions of teachers typically were influenced by the teachers'

ability to foster positive relationships with students, including concern for the academic and emotional well-being of each individual (Peart & Campbell). Peart and Campbell wrote, “Some students identify such a teacher as the most important person in their lives”.

Also, all the respondents were also in agreement that multi-dimensional instructional activities as a part of daily instruction are to be used by teachers since it's the key to the development of self-motivation in students. With regard to this, the students had 92.2% in agreement and the teachers had 100% in agreement likewise the Counselors with 100 percent in agreement and a mean of 4.3699, 4.5000 and 4.5000 respectively. Dicintio and Gee presented several implications based upon their research that Multidimensional instructional activities as a part of daily instruction are keys to the development of self-motivation in students and teachers need to realize the power, they have over student motivation and accept responsibility for providing quality tasks during instruction.



CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of research process and findings of the study. In addition, conclusions derived from the findings are drawn and recommendations as well as areas suggested for further research is also offered.

5.1 Summary of the Key Findings

From the first research question it was revealed that the parental structure have significant influence on the academic performance of students in the sense that students exhibit academic under achievement, emotional disturbance as a result of divorce of parents, they have lower concentration and lower academic performance as a result of being taking care by single parent unlike children raised in two-parent family structure who are often stable emotionally and they suffer less emotional problems thereby making them less anxious in the pursuit of their academic work.

Moreover, the results from the second research question show that parenting style has significant influence on the academic performance of students. It was noticed that from authoritative parenting, permissive, through to neglectful parenting has its own implications on the on students' performance ranging from the fact that students show pattern of truancy, having less social competence, engage in misconduct and in drug use and even feel neglected.

The findings of the third research question indicate that lack of parental involvement is the big problem facing performance in schools. Where parents are involved the students have higher achievement, moderate depressed achievement score, increased

in higher grade point etc. This finding could be explained by the fact that life in a single-parent family can be distressing and children brought up in such family structure often suffer some emotional problems such as lack of warmth, love and anxiety, fear depression, low self-esteem, which may hinder their academic performance.

In addition, research indicates that parental occupational status or the socio-economic status have significant impact on the academic performance of students. The parent engages in semi skills and lower occupation and the children exhibit some characteristics such as backwardness school works, they are not stimulated intellectually, poor attitude towards learning poor attitude towards learning, lack of punctuality in school and merely regard school as an institution compelled to attend.

Lastly, the findings from the fifth research question show that teachers can improve students' performance by reducing the impact on the students' academic performance. With these teachers are to makes students feel comfortable taking risks, conducive learning environment, create positive relationship with students, value students' cognitive abilities and student's social well-being etc.

5.2 Conclusions

The conclusion was drawn from the findings.

Parental structure cannot be fully isolated from students' performance since it affects the parental make-up of the home environment and have significant impact on students perform or progress in their academic ladder. Divorce and other causes which makes parents all alone leaves psychological effect on the mother which is sometimes transfer unto the children thereby affecting their school life.

The study concludes with the proposition that parenting styles relate to academic performances of senior high school student within the Asikuma Odoben Brakwa District. Each of these parenting styles has its own implication of leading the child astray or causes the child to feel neglected or better still causing them to be independent. However, blending these parenting style and apply each at it appropriate time to generate positive effect.

Research also establishes that parental involvement has a significant effect on children. Differences in parental involvement have a much bigger impact on achievement than differences associated with the effects of schooling. Parental involvement continues to have a significant effect through the age range with the impact for older children becoming more evident in staying on rates and educational aspirations and academic achievement.

Parental occupational status is highly related to student academic performance. Furthermore, with more women as a single parent, coupled with menial jobs that some women do and with their meager income size, the single-parent household are not able to meet the most basic necessities of life (e.g. food, shelter, clothing, etc.), let alone expenditure on investment like education which turn to postpone current consumption in the wake of single-parenting. Single parent inability to secure well paid job and permanent job will render him the ability to contribute to his or her wards schooling such as attending extra classes and providing other basic necessity for the child academic achievement.

Students need to be motivated and live in a good classroom climate. Students who are more motivated perform better and student who perform better become more motivated. Extrinsically motivated students may perform well to achieve a certain

reward. Students' who are intrinsically motivated take up tasks or perform well academically for their own interest and for their own learning.

5.3 Recommendations

Students of single parenthood should be encouraged on the three basic dimensions of self- concepts, namely; sense of belonging, sense of worth and sense of competence. They need a positive identity or an enhanced self-concept for the overall adjustment.

1. It is recommended that parents with authoritative style give emotional security to their children with a sense of calm and autonomy, and also, they assist their children to be successful in school activities. Secondly, parents with authoritative style explain the consequences of their children's actions. Explanations give children a sense of knowledge and understanding of their parents' principles, desires, and goals that are associated to school context. Thirdly, authoritative parents involve in reciprocal contact with their children. Authoritative parents support their children, encourage them to do well academically, and explain the need for education in order to become a successful adult. Thus, children growing up in the authoritative environment have better overall well-being and higher performance in school related activities. However, this can be achieved if parents explain the consequences of their ward's actions to them. Thus, helping to promote good moral lifestyle in children.
2. It is recommended that the involvement of many group discussions between the child and the parent and teacher be engaged to create a protective environment where the child feels as belonging while at home and at school on matters of learning so as to encourage parents to engage as teachers at home and teachers to learn the individual needs of the pupils from the parents.

These interactions will mitigate on absence of one parent and the challenges of working mother or single parent decision making

3. Within the study setting, majority of single parents were into petty trading and unsteady jobs and some not into any gaining economic activities, hence earn low income. Government and other stakeholders in education should economically empower single parents through provision of business advisory services and financial support to engage and expand their businesses.
4. There should be a proper Counseling Department in every school in Ghana where the psychological, emotional and academic challenges of students could be tackled. In some country's teachers do not end their interaction with their students at the school premises. They go further to pay visits to their students to know what the students do at home and the circumstances under which the students do extra learning at home. This practice enables the teachers to familiarize themselves with the parents of their students for possible discussion of the challenges faced the students and possible suggestions on how to deal with the challenge. Teachers in Ghana for that matter Asikuma Odoben Brakwa as a way of showing benevolence to students can emulate this practice of some these schools
5. In Ghana, especially Asikuma Odoben Brakwa District, teachers should give remedial lessons to pupils from a single parent home when they are lagging behind in class by helping them cope with their studies. The single parent homes in particular should receive much attention to enable them improve on their performance.

5.4 Suggestions for Further Research

- i. A study on the challenges faced by single parents in child management perception of pre-school teachers.
- ii. The influence of school environment on the management of cultural diversity of the pre-school children.



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APPENDIX

Research Questionnaire for Students

Dear student,

The questionnaire seeks to collect data for the study on the topic “the impact of single parenting on the academic performance of students in Asikuma Odoben Brakwa District. You have been selected as one of the people who could contribute to the study. You are kindly entreated to provide candid and honest response by ticking [√] the items on this questionnaire. Your name is not required and be assured that all responses given will be treated confidentially.



SECTION A

THE RELATIONSHIP BETWEEN THE PARENTAL-STRUCTURE AND STUDENTS' ACADEMIC ACHIEVEMENT

Please tick (✓) only one of the options as applicable

Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), and Strongly Agree (SA)

PARENTAL-STRUCTURE	SD	D	U	A	SA
1. Children from single parent homes have increased emotional disturbance caused by stress from home-environment					
2. Children from divorced homes are sometimes characterized by social, emotional and academic underachievement					
3. Children from single parent homes have trouble in concentrating in school.					
4. Children who live with both parents do better on average than those who live with a divorced or single-parent					

5. Others please specify.....

SECTION B

PARENTING STYLE AND ITS INFLUENCE ON THE ACADEMIC PERFORMANCE OF STUDENTS

Please tick (✓) only one of the options as applicable

PARENTING STYLE	SD	D	U	A	SA
6. Children of authoritarian parents may have less social competence as they are not allowed to take decision on their own					
7. Children of permissive parents may tend to engage more in misconduct and drug use					
8. Children of permissive parents are able to live life without the help of someone else					
9. Children whose parents are neglectful develop the sense that other aspects of the parents' lives are more important than they are.					
10. Adolescence of neglectful parents may show patterns of truancy and delinquency					

11. Others please specify.....

SECTION C

PARENTAL INVOLVEMENT AND ITS INFLUENCE ON THE ACADEMIC PERFORMANCE OF STUDENTS

Please tick (✓) only one of the options as applicable

PARENTAL INVOLVEMENT	SD	D	U	A	SA
12. High degree of parental involvement in a child's life is associated with achievement gains for those children					
13. Children from two parent home have higher advantage oftentimes because they have greater accessibility to both parents simultaneously					
14. Students maintain higher grade point averages in all grades of school when their fathers are involved in school life					
15. parental involvement can moderate depressed achievement scores for students from single-parent families					
16. Parental involvement serves as models of socially responsible and self-assertive behaviour.					

17. Others please specify.....

SECTION D**THE RELATIONSHIP BETWEEN PARENTAL OCCUPATIONAL STATUS
AND PUPILS' ACADEMIC ACHIEVEMENT****Please tick (✓) only one of the options as applicable**

PARENTAL OCCUPATIONAL STATUS	SD	D	U	A	SA
18. The parents of children who are under-achievers pursued occupations such as trades; production work and semi-skilled and unskilled occupations					
19. Most under-achievers come from the lower-socio-economic levels of the home-environment					
20. Poverty on some parents is more closely linked to backwardness in their children schoolwork.					
21. Parent with deficient finances may not have the opportunity or the desire to stimulate the child intellectually					
22. Children of lower socio-economic status parent express dishonesty, aggression and a lack of punctuality in school					
23. low income group do not prepare their children as competently for school because they do not teach to be independent					
24. Children from low income families do not develop positive attitude towards the learning process					
25. Children from poor neighborhoods regard school as merely an institution that they are compelled					

26. Others please specify.....

SECTION E**MEASURES TO REDUCE THE IMPACT OF SINGLE PARENTING ON THE ACADEMIC****Please tick (✓) only one of the options as applicable**

MEASURES	SD	D	U	A	SA
27. Development of a positive relationship that includes respect, courtesy, and shared responsibility on part of teachers can improve students' performance					
28. Teachers must create a learning environment where students feel comfortable taking risks.					
29. Teachers need to create a classroom environment that supports and enables each student to feel that he or she belongs to the classroom					
30. Teachers should create positive relationship which will enhances the learning experience as well as the climate of the classroom					
31. Teachers must address students' feelings, values, and attitudes as well as their cognitive ability					
32. Teachers should show concern for the academic and emotional well-being of each individual					
33. Multi-dimensional instructional activities as a part of daily instruction are to be used by teachers since it's the key to the development of self-motivation in students					