

UNIVERSITY OF EDUCATION, WINNEBA



**EFFECTS OF SINGLE PARENTING ON ACADEMIC PERFORMANCE OF
SENIOR HIGH SCHOOL STUDENTS IN THE ASANTE BEKWAI
MUNICIPALITY, ASHANTI REGION**

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**DEPARTMENT OF EDUCATIONAL FOUNDATIONS,
SCHOOL OF EDUCATION AND LIFE-LONG LEARNING,
UNIVERSITY OF EDUCATION, WINNEBA**

NOVEMBER, 2025

DECLARATION

Candidate's Declaration

I, Charity Fatima Sam, hereby declare that the content of this dissertation was solely done by me. It contains no material previously published by another person or material which have been accepted for the award of any other degree of the University, except where due acknowledgement has been made to the text.

Signature:

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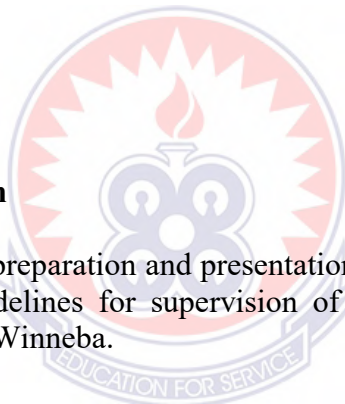
Supervisor's Declaration

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

Name of Supervisor: Professor Paul Kwabena Effirim

Signature:

Date:



DEDICATION

This work is dedicated to is to my mother, Deaconess Sarah Arthur, for her love and support both spiritually and financially. And to my husband, Mr. Jeffrey Manhwende for his support. To my brothers Mr. John Larbi, Mr. Emmanuel Mensah and Anthony Mensah. May God bless them all.



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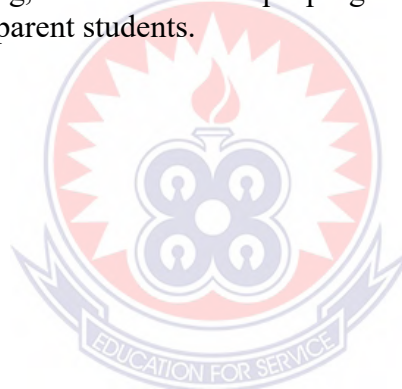
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ABSTRACT

This study examined the effects of single parenting on the academic performance of Senior High School students in the Asante Bekwai Municipality. The purpose was to explore how parental structure influences students' academic outcomes and to identify the challenges and coping strategies of students from single-parent households. A quantitative descriptive design was employed, using a structured questionnaire to collect data from 360 respondents selected through stratified, purposive, and simple random sampling techniques. Data were analysed using descriptive statistics such as frequencies, percentages, means, and standard deviations with the aid of SPSS. The findings revealed that single parents in the municipality showed a moderate to high level of involvement in their children's education, particularly in monitoring progress and communicating with teachers. However, inconsistencies existed in providing learning materials and assisting with homework due to financial and time constraints. Single parenting was found to significantly affect students' academic performance, with financial hardship, emotional stress, and household responsibilities reducing study time and concentration. Despite these challenges, students adopted effective coping strategies, including self-motivation, peer collaboration, and teacher engagement. The study recommended targeted support systems, including parental workshops, counselling, and mentorship programmes, to improve academic performance of single-parent students.



CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The rise in single-parent households has developed into a major social phenomenon throughout the world, catching vast attention due to its consequences on children's growth and academic performance. Single parenting is generally defined as one parent, biological or adoptive, taking care of a child resulting from separation, divorce, death, or births out of wedlock (Amato, 2022). From the sociological point of view, Single parenting is the family composition whereby one parent lives with and looks after one or more children in the absence of the other parent, usually due to divorce, separation, or death, among other factors (Yorks, 2022). With Hiko et al., (2023) from an educational perspective, single parenting refers to a situation where one parent is solely responsible for raising and monitoring the educational development of a child, and this may have an effect on the child's academic performance and socialization.

The number of single-parent families has been rising dramatically during the past decades, especially in the developing world, where socioeconomic transformation processes and urbanization have had their impact on family stability. According to the United Nations, more than 320 million children under age 18 live in single-parent households, while a substantial portion of these children live in sub-Saharan Africa. Yet, the increasing trend in such structures has resulted in continuous research regarding their consequences-especially with regard to educational attainment, psychological development, and socio-economic mobility. Some scholars thereby indicate that, although a certain portion of children from single-parent families are

performing well in schools, a significant number suffer from systemic disadvantages that affect academic performance (Gibbons & Silva, 2021).

Children from single-parent families are mostly likely to record lower academic achievement than their peers living in two-parent families because of the intertwined causes that include economic constraints, lack of support from parents, emotional instability, and reduced supervision of academic activities. In most cases, the single parent undertakes double responsibilities of caregiver and breadwinner. This is likely to make them tired, stressed, and less involved in the student's schooling process. A student hailing from a single-parent family is likely to drop out of school, be absent from school, and perform poorly in core learning subjects.

In Ghana, the pattern is no different. According to the Ghana Statistical Service (2021), one in every four children lives in single-parent households, with an increasing trend due to marital dissolution, migration, and economic hardship. Children from these homes have been found to be confronted with financial difficulties that include lacking educational materials, quality tutoring, and a suitable learning environment at home (Boakye & Dankyi, 2023). Apart from economic hardship, emotional difficulties such as loneliness, rejection, and anxiety further exacerbate the academic challenges that such students confront (Nyarko, 2021).

Apart from that, some of the cultural factors in Ghana stigmatize children from single-parent families, which ultimately causes low self-esteem and reduced participation in school activities among such students. According to Gyan et al. (2022), The academic gaps between children raised by one parent and those raised by two parents reflect economic and psychosocial challenges. The influence of single parenting on performance is, however, modified by the sex of the parent, the level of education of

the parent, the number of children in the household, and whether extended family members are supportive. The causes of single parenting in Ghana vary: divorce, separation, migration, abandonment, or death. According to the Ghana Statistical Service (2021), more than 24% of children in the country stay with only one parent. This percentage has been increasing gradually over the last decade. Such changing family structure faced by these young people imposes several social and economic difficulties that can have a possible impact on their academic performance.

With the increasing rate of single-parent families, little contextualized research reflects how such a structure impacts academic performance at different levels of education and within varied regions of Ghana. This calls for an increasingly nuanced and empirical approach, which is most pressing at the senior high school level because such an academic outcome is very crucial for future career avenues.

The Asante Bekwai Municipality, like many other parts of Ghana, has witnessed an increasing number of single-parent families. This demographic change calls for an in-depth examination of how single parenting affects students' academic performance. While some students from single-parent families excel academically, others struggle due to inadequate financial resources, limited parental supervision, or emotional distress. Understanding these dynamics will help educators, policymakers, and stakeholders implement interventions to support students from single-parent households.

1.2 Statement of the Problem

The increasing prevalence of single-parent households globally and in Ghana has raised concerns about its effects on children's academic performance. Although some students from single-parent families succeed academically, research suggests that they

are generally at a disadvantage compared to their peers from two-parent homes (Gibbons & Silva, 2021; Sun & Li, 2022). In Ghana, this disparity is pronounced, with children from single-parent homes often lacking essential resources such as textbooks, internet access, and quiet study spaces, which are critical to academic success (Ghana Statistical Service, 2021).

Additionally, single parents often juggle work and household responsibilities, leaving limited time for active engagement in their children's education. This absence of academic supervision may result in students struggling with homework, poor time management, and lack of motivation. Emotional and behavioral challenges such as anxiety, depression, and identity crises are also more common among students in single-parent settings, which can further impair their academic engagement (Nyarko, 2021; Kigaru & Karanja, 2023).

Despite these well-documented challenges, research in Ghana has largely focused on general family background influences, with limited focus on the specific implications of single parenting. Furthermore, much of the existing literature fails to differentiate between the effects of maternal and paternal single parenting, or how variables such as parental education and income level mediate academic outcomes. This gap in research presents a critical problem for educational stakeholders seeking to develop interventions to support students from single-parent families. Specifically, in the Asante Bekwai Municipality, the incidence of single-parent families is becoming increasingly prevalent due to socio-economic changes, rural-urban migration, and marital instability. Anecdotal reports from school administrators and teachers within the municipality suggest that students from single-parent homes often struggle with academic consistency, lack of basic learning materials, and absenteeism, thereby affecting their performance in core subjects. These challenges are exacerbated when

the single parent has low educational attainment or is unemployed, making it difficult to provide the necessary academic support at home (Boakye & Dankyi, 2023).

Amid the rising prevalence of single-parent households and the academic difficulties experienced by students from such backgrounds, it has become essential to examine the specific challenges confronting learners within this municipality. Such an inquiry will inform the development of targeted interventions to enhance their educational outcomes. Gaining deeper insight into how single parenting affects senior high school students' academic performance will contribute to narrowing achievement disparities and fostering educational equity. Consequently, this study aims to address this gap by investigating this global phenomenon within the Ghanaian educational context, with particular emphasis on senior high school students in the Asante Bekwai Municipality, who are at a crucial stage of both academic and personal development.

1.3 Purpose of the Study

The main objective of this study was to examine the effects of single parenting on the academic performance of Senior High School students in the Asante Bekwai Municipality.

1.4 Research Objectives

Specific objectives included to:

1. investigate the level of parental involvement in the education of single parents' students in Asante Bekwai Municipality, Ashanti Region.
2. examine the effects of single parenting on the academic performance of Senior High School students.
3. identify the challenges faced by students who are from single-parent households.

4. explore coping mechanisms adopted by single-parent students to excel academically.

1.5 Research Questions

The study addressed the following research questions:

1. What is the level of parental involvement in the education of single parents' students in Asante Bekwai Municipality, Ashanti Region?
2. What are the effects of single parenting on the academic performance of Senior High School students?
3. What are the predominant academic, social, and emotional challenges perceived by students from single-parent households in Senior High Schools within the Bekwai Municipality?
4. What academic, social, and personal coping mechanisms are utilised by students from single-parent families to achieve academic excellence?

1.6 Significance of the Study

This study makes a significant academic contribution by expanding the body of knowledge on single parenting and its influence on education in Ghana. While previous research has predominantly focused on urban or rural settings, semi-urban areas such as Bekwai have often been overlooked. By concentrating on this specific context, the study sheds light on the unique socio-cultural, economic, and educational factors that shape the academic experiences of students from single-parent households. These context-specific insights offer valuable guidance for academics, educators, and future researchers exploring the relationship between family structure and educational outcomes in similar environments.

The findings of the study also carry important policy implications. They provide evidence that can inform policymakers and educational authorities in designing practical, targeted interventions that address the distinct needs of students from single-parent families. For instance, if financial hardship is identified as a major challenge, policies could be introduced to provide scholarships or school feeding programmes. Similarly, if emotional or psychological stress is prevalent, the implementation of counselling services or school-based mental health support could be prioritised. Such evidence-based strategies ensure that policy responses are relevant, targeted, and effective in improving educational outcomes for children from single-parent homes.

Beyond academia and policy, the study has a potential social impact by challenging societal perceptions and reducing stigma associated with single-parent households. In many Ghanaian communities, children from these families are subject to discrimination or negative stereotyping. By highlighting the genuine challenges faced by these students and their strategies for coping and persevering, the research promotes empathy, diminishes prejudice, and encourages more supportive attitudes within schools and communities. This contributes to the creation of a more inclusive and accepting educational environment, benefitting all learners.

Finally, the study offers practical benefits for educational settings. Schools can use the findings to develop mentorship programmes in which teachers or senior students provide guidance and support to students from single-parent households. Academic support systems, such as tutoring, peer study groups, and after-school programmes, can be tailored to the specific needs identified by the research. These interventions have the potential to enhance academic performance, self-esteem, and overall well-being, helping to close the achievement gap between students from single-parent and two-parent households.

1.7 Scope of the Study

The scope of the study was limited to Senior High School students in the Asante Bekwai Municipality, due to availability and accessibility to data required for the study to ease the researcher off some of the challenges prone to the researchers as a result of embarking on the research.

1.8 Limitations of the Study

One major limitation of the study was the exclusive use of a questionnaire, which restricted the depth of inquiry into participants' experiences and did not allow for follow-up questions to clarify their responses. Some items required further exploration; however, the quantitative design adopted did not accommodate such probing.

1.9 Organization of the Study

This study is organised into five chapters. Chapter One provided the introduction and covers the background of the study, the statement of the problem, the purpose, objectives, research questions, hypotheses, significance, delimitations, limitations, and organisation of the study. Chapter two presented a comprehensive review of related literature on effects of single parenting on academic performance. It examined relevant theories, key concepts and empirical studies that highlight the relationships among these variables. Chapter three detailed the research methodology, including the research design, study area, population, sampling procedures, research instruments, pilot testing, validity and reliability, ethical considerations, data collection procedures, and methods of data analysis. Chapter four presented and discusses the findings of the study in relation to the research questions and hypotheses. Finally, Chapter five provided a summary of the findings, draws conclusions, and offers recommendations based on the results of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides a review of the relevant literature on the topic. Each of the three primary categories of the literature review, theoretical, conceptual and empirical review has been analyzed. The study is based on the family deficit model, social exchange theory, and the family socialization perspective model as its theoretical framework. Key themes, including parenting, single parenting, and academic performance, were assessed throughout the research. Additionally, pertinent studies were reviewed to enhance the empirical analysis. The chapter concludes with a summary of the literature reviewed.

2.2 Theoretical Review

This study's theoretical foundation draws upon several theories that illuminate the complex relationship between single parenting and student academic performance. Key theories explored include: the family deficit model, the social exchange theory and family socialization perspective model.

2.2.1 Family Deficit Model

The Family Deficit Model, introduced by Hetherington and Kelly (Hetherington & Kelly, 2002), is a theoretical framework that positions the conventional two-parent household as the optimal family structure for raising children. According to this model, children who grow up in single-parent households are at a relative disadvantage because these families are perceived to lack the combined resources, emotional support, and parental supervision inherent in two-parent households. The model asserts that this absence can have adverse effects on children's overall

development, particularly in cognitive, social, and emotional domains, suggesting that single parenting inherently carries developmental risks.

Early scholarship grounded in the Family Deficit Model emphasized the structural disadvantages associated with single-parent households. For example, McLanahan and Sandefur (1994) argued that children raised in single-parent families are more likely to experience lower academic achievement and behavioral challenges compared to their peers in two-parent households. Similarly, Amato (2005) found that children in single-parent families tend to exhibit modest disadvantages in educational attainment and psychosocial adjustment. These findings reinforced the view that family structure may significantly influence children's academic performance and emotional well-being.

However, later scholars have critiqued the assumptions underlying the Family Deficit Model. Brown (2010) contended that family structure alone does not determine child outcomes; rather, socioeconomic resources, parental involvement, and family stability serve as critical mediating factors. In the same vein, Biblarz and Stacey (2010) argued that deficit-oriented interpretations oversimplify family diversity and overlook contextual variables such as income, social capital, and community support systems. Access to stable income, strong social networks, and quality educational opportunities can substantially mitigate challenges associated with single parenting.

Furthermore, Lareau (2011) emphasized that parental capacity to provide structured learning support is closely linked to social class rather than merely family composition. Thus, many of the challenges observed in single-parent households may stem from economic strain and role overload rather than inherent deficiencies in family structure. Contemporary research therefore suggests that although family

structure may correlate with certain academic outcomes, broader socioeconomic and environmental factors play a more decisive role in shaping children's educational trajectories.

While the Family Deficit Model has significantly influenced early discussions on family structure and child development, it remains a contested framework within contemporary scholarship. McLanahan and Sandefur (1994) were among the prominent scholars whose work contributed to deficit-oriented interpretations by emphasizing the educational and social risks faced by children in single-parent families. However, subsequent researchers have challenged this perspective. Amato (2005) argued that although average differences in outcomes may exist, they are generally modest and often mediated by economic hardship and parental resources rather than family structure alone. Similarly, Biblarz and Stacey (2010) contended that deficit-based explanations overlook the adaptive capacities, resilience, and variability within single-parent households. These critiques highlight that many children demonstrate positive developmental outcomes despite non-nuclear family arrangements. Nevertheless, the Family Deficit Model continues to inform research examining potential academic and developmental risks associated with single parenting, particularly in contexts where socioeconomic disadvantages persist.

2.2.2 The Social Exchange Theory

Social exchange theory explains social relationships as processes of reciprocal exchanges in which individuals seek to maximize benefits and minimize costs (Blau, 1964; Emerson, 1976). The theory posits that social interactions involve the distribution of valued resources, both tangible (e.g., income and material support) and intangible (e.g., affection, guidance, supervision), which shape individual outcomes (Blau, 1964). Emerson (1976) further emphasized that power and dependency within

relationships are structured by control over these resources, making access to them central to well-being and development.

Applied to family contexts, social exchange theory suggests that children's academic success is strongly influenced by the quantity and quality of resources available within the household (Coleman, 1988). Coleman (1988) argued that social capital, manifested through parental involvement, expectations, and supervision plays a crucial role in promoting educational attainment. Empirical evidence indicates that children in single-parent households often experience reduced economic and temporal resources compared to those in two-parent families (McLanahan & Sandefur, 1994). McLanahan and Sandefur (1994) found that lower household income and limited parental time partially explain disparities in academic performance.

Similarly, Amato (2005) reported that differences in children's educational and psychosocial outcomes are largely mediated by economic hardship and diminished parental resources rather than family structure alone. Economic strain may constrain parents' ability to provide educational materials, structured learning environments, and enrichment opportunities (McLanahan & Sandefur, 1994). In addition, time constraints associated with single parenting may reduce opportunities for monitoring homework, attending school meetings, and fostering consistent academic engagement (Coleman, 1988).

Nevertheless, social exchange theory does not portray single-parent households as inherently deficient. Rather, it highlights how broader socioeconomic contexts influence the flow of resources within families (Emerson, 1976). When adequate financial stability, supportive networks, and strong parent-child relationships are present, children can experience positive academic outcomes regardless of family

structure (Amato, 2005). Thus, social exchange theory underscores that academic achievement is shaped by the reciprocal exchange of economic and relational resources within families, mediated by wider social and structural conditions (Blau, 1964; Coleman, 1988).

2.2.3 Family Socialization Perspective Model

The Family Socialization Perspective draws heavily on family systems theory, first articulated by Murray Bowen (1978), which emphasizes that children's development is shaped by patterns of interaction, emotional bonds, and role relationships within the family unit. Bowen (1978) argued that parental presence and emotional functioning significantly influence children's behavioural adjustment and identity formation. Building on this systems-oriented view, contemporary scholars maintain that parental involvement and monitoring are critical predictors of children's academic success and socio-emotional development (Hill & Tyson, 2009; Jeynes, 2012). This perspective therefore posits that variations in parental structure may affect the transmission of values, expectations, and behaviours that support holistic child development.

Empirical evidence consistently shows that active parental engagement enhances academic achievement and behavioural adjustment (Hill & Tyson, 2009). Jeynes (2012) further demonstrated through meta-analytic findings that parental expectations and communication significantly predict students' educational outcomes. These findings support the argument that reduced parental time or supervision often associated with family disruption may influence children's academic trajectories.

Regarding gender dynamics and parental modelling, research does not support the claim that children fare better with parents of the same gender; rather, evidence indicates that children raised by same-sex parents perform comparably on measures of

emotional adjustment, self-esteem, and academic achievement (Biblarz & Stacey, 2010). Biblarz and Stacey (2010) found no empirical basis for the assumption that gender-matched parenting inherently produces superior developmental outcomes. Instead, the quality of parenting, warmth, and consistency are more significant predictors of child well-being than parental gender composition (Amato, 2005).

The Family Socialization Perspective also underscores the importance of open parent–child communication, particularly on sensitive topics such as sexuality and behavioural expectations. Research indicates that effective parental communication about sexuality is associated with healthier decision-making and reduced risk behaviours among adolescents (Widman et al., 2016). When communication channels are limited or characterized by discomfort, adolescents may rely more heavily on peers or media for information, which can shape attitudes and behaviours (Widman et al., 2016).

Concerns about father absence have frequently been discussed within socialization research. McLanahan and Sandefur (1994) reported that father absence is often associated with economic strain and reduced parental supervision, factors that may indirectly affect boys' behavioural and academic outcomes. However, Amato (2005) clarified that these associations are largely mediated by socioeconomic disadvantage rather than the mere absence of a father. Additionally, children are influenced by broader ecological systems including peer networks, schools, and media consistent with Urie Bronfenbrenner's (1979) ecological systems theory, which highlights the interaction between family and external social contexts in shaping development.

Overall, the Family Socialization Perspective emphasizes that parental involvement, communication quality, and value transmission are central to children's academic and

social outcomes (Bowen, 1978; Hill & Tyson, 2009). While family structure may shape patterns of interaction, research consistently demonstrates that relational quality, economic stability, and supportive environments are more decisive determinants of children's educational and developmental trajectories (Amato, 2005; Biblarz & Stacey, 2010).

2.3 Conceptual Review

The conceptual review addressed several key areas: parenting, single parenting and academic performance.

2.3.1 The concept of Parenting

Parenting means stepping into the role of being a parent - once you have got a kid, you are part of it (Brooks, 1987). But really, it's more than just having a child. Morrison (1978) saw it as building know-how and using those abilities to prepare for, conceive, deliver, raise, or look after kids. That view shows parenting begins even before birth with intention and is not only about raising little ones, rather includes tending to their needs along the way. Parenting's often thought of as a job involving how well you notice what your kid needs, talk socially, show feelings, yet still keep rules firm (Rutter, 1985). It also happens inside a bond shaped by many outside influences. How those forces either raise risks or help balance them matters a lot when trying to grasp parenting itself (Woodcock, 2003). On top of that, Bornestein (2002) said it like this - raising kids means building humans; adults get stuck with making sure young ones can handle real-world stuff later on, survive even, maybe thrive one day; caregivers end up being the main route through which growth, coping, achievement actually happen (p. 9).

The goal of raising kids is helping them grow well while keeping them safe (Reder et al., 2003). Still, what families should build in a child depends on culture - so it changes from one place to another. Small (2004) noted that while Western parents tend to emphasize fostering independence in children, many other societies prioritize interdependence and strong group connections. Despite these cultural differences, there is broad agreement that parents play a crucial role in guiding children's socialization and helping them learn to function effectively within their communities.

Looking at lots of studies on parenting skills, Teti and Candelaria (2022) spotted common patterns in the data about ways that help kids learn how to act in society.

These cover:

1. Warm parents who notice what kids need - and accept them - help children do well, no matter how old they are
2. Strict, forceful parenting can harm kids - yet how much it affects them relies on their age plus personality
3. When parents take part, things tend to go better compared to when they don't step in - yet just being involved doesn't mean they're doing it right. Being present matters, but presence alone won't guarantee skillful parenting
4. When parents are warm and caring, setting limits helps kids thrive - unlike strict rules without affection, which can backfire. A gentle approach shapes behavior more effectively compared to cold discipline. Kids handle life better when boundaries come with emotional support instead of pressure alone. Warmth paired with guidance builds confidence far more than control minus connection ever could

5. Good discipline helps kids truly get why rules matter. When parents push too hard, it fires up the kid so much that they notice the adult's mood more than what's actually being said.

Key parts of raising kids were listed by Hogghughi (1997), mentioned in White (2005):

1. Care: Taking care of what kids need - like food, safety, love, also a sense of belonging keeping a kid safe from preventable sickness, injury, danger through careful watchfulness instead of risk.
2. Setting limits helps keep things in check - then making sure they stick.
3. This means helping kids grow in different areas - using their strengths along the way.

In order to work well, a mom or dad must include:

1. Knowledge means understanding what a kid needs most, spotting their growth possibilities, figuring out what their actions really mean, while also being aware of risks around them.
2. Motivation: A drive that pushes you to defend others - putting their well-being ahead of your own.
3. Stuff you've got: things like tools or people who help out.
4. Chance: when timing fits with room to move.

These pieces do not just sit still they grow as the parent and kid figure things out together over time.

2.3.2 The Concept of Single Parenting

A single mom or dad takes care of their kid without help from the other parent (Henslim, 1985; Whitting & Child, 1993). Sometimes people choose to have kids on

their own, even if they're not married (Ortesse, 1998). That means the second parent might still be around but isn't stepping up. These homes could be run by moms, dads, or sometimes older family members bringing up grandkids.

The Chambers English Dictionary (2021) defines single-parenting as a situation in which a mother or father raises their children alone. However, this definition does not account for individuals who assume parental responsibilities through legal adoption. For the purposes of this study, single-parenting refers to a family arrangement in which one parent, biological or legal is absent from the child's daily life, while the remaining parent assumes full responsibility for caregiving, guidance, and support.

One big issue around the globe? Raising kids alone. As shown in the Parent Easy Guide Series [PEGS] (2011), handling parenthood solo isn't quite like doing it with a partner - situations differ. While some pick this route on purpose, others end up here without planning to. The 2011 guide pointed out three main groups: folks who want to go it alone, those pulling away from shared parenting by choice, plus individuals suddenly stuck raising kids after someone leaves. Every road comes with unique struggles.

One parent handling everything when it comes to raising a kid, single parenting, says Nwachukwu from 1998. Instead of both mom and dad stepping up, only one takes charge after birth. Sometimes people choose this path by having kids without being married - either guy or girl going solo on purpose. Other times, things fall apart because couples split, legally separate, or one spouse passes away (per Hill, Yeung, Duncan in 2001 plus McInahan later in 2009). When that happens, the one still around picks up all duties left behind.

One parent raising a kid alone fits the idea of single parenting, where just one of the two people who made the child takes charge (McLaran, 1986). This setup can happen if a man or woman chooses to have and care for kids without being married - Ortese noted that back in '98.

York (2022) defined single parenting socially as a family arrangement in which one parent resides with the children while the other is absent, often due to separation, divorce, or death. From a psychological perspective, single parenting occurs when one parent assumes full responsibility for raising the child, including caregiving and financial provision, which can sometimes result in emotional stress for the caregiver (Ushie et al., 2022). In the educational context, this arrangement places the entire burden of guiding the child's learning on a single adult, potentially influencing academic performance and peer relationships (Hiko et al., 2023). Economically, single parenting involves one individual providing both income and care, frequently creating financial strain due to reliance on a single source of earnings (Bhatt & Chauhan, 2021).

2.3.3 The Concept of Single Parent Family

According to Gucciardi et al. (2004), one-parent households have become increasingly common in recent decades. In such families, a single mother or father assumes the daily responsibility of raising children without a spouse. Eweniyi (2005) and Tenibiaje (2009) note that these arrangements often arise following divorce, the death of a partner, remaining unmarried, or separation. Lee et al. (2007) highlight that single-parent households may present challenges for children's development, as the management of key parenting responsibilities falls entirely on one adult. Similarly, Bellavia and Frone (2005) emphasize that solo parents frequently experience significant household pressures. Milkie et al. (2002) found

that although single caregivers often feel time-constrained, this does not necessarily reduce the time they spend with their children.

Research further indicates that family structure plays a substantial role in children's academic performance, particularly in cognitive and problem-solving skills (Eweniyi, 2005; Tenibiaje, 2009). Osunloye (2008) adds that factors such as household size, income level, and parental education significantly influence both academic achievement and personal development. Taken together, these findings suggest that one-parent households may meaningfully affect students' learning outcomes and overall educational experiences.

2.3.4 The Concept of Academic performance

Academic performance can be defined as the successful achievement or accomplishment in a specific subject area, often reflected through the assignment of grades, marks, and scores that describe a student's abilities (Morrison & Hattie, 2020). According to Duncan and Murnane (2019), academic performance reflects an individual's knowledge and skills concerning their capability to successfully complete a designated academic task. Thus, academic performance can be regarded as a stable assessment of an individual's perceived competence in a specific academic domain or task (Duncan & Murnane, 2019).

Kobaland and Musek (as cited in Ferguson & Kilburn, 2021) described academic performance as potentially more objective, given that numerous scores are assigned based on students' learning outcomes to measure their adaptability within the educational system. Conversely, academic success can also be subjective, influenced by students' attitudes toward their academic achievements and self-perception, as well as the perceptions of significant others (Gonzalez & Briceno, 2020). Lu and Nelson

(2019) argued that low academic performance occurs when students fail to meet the expected competencies in a chosen domain, negatively impacting their personality and overall life trajectory. Similarly, Huang and Liu (2020) state that low academic performance specifically refers to instances where an examinee's outcomes fall below the standards set by the evaluator. Duncan and Murnane (2019) noted that academic achievement or performance is a facet of a student's overall behavior. It results from the interaction between the student and their environment, such as interactions with school, teachers, and peers. Alharbi (2020) adds that academic achievement is not a one-dimensional construct; rather, it is multidimensional, encompassing various aspects.

Academic achievement significantly influences a student's self-perception in several ways. Firstly, it shapes how others view them, impacting their social standing and self-esteem. Secondly, academic performance affects how students evaluate themselves compared to their peers. Finally, academic success can influence the time and energy a student dedicates to social activities, ultimately impacting their level of sociability. Tsai and Tsai (2021) highlighted the many ways in which academic achievement has an impact, noting that examination scores significantly affect a student's self-assessment, signifying their social acceptance or rejection, and determining whether they remain with classmates or perceive themselves as outcasts. Marks indicate success or failure, dictate promotion, signal the likelihood of future success, and influence parental attitudes towards the student. Consequently, grades can shape whether a student identifies as successful and intelligent or feels like a failure, an outcast, or lacking in capability.

In this study, the investigator defines Academic Achievement as: (1) the current abilities of the child or the level of knowledge in a specific theoretical area, (2) the

success of students in acquiring knowledge, skills, and appreciation of what is taught in schools, (3) performance in examinations relating to the academic disciplines at their educational level, and (4) the percentage of marks obtained in their academic subjects during assessment examinations. These measures of achievement pertain to academic or theoretical subjects, which contribute to the overall development of students and do not involve technical or professional competencies. Academic Achievement, whether deemed "high" or "low," primarily reflects the socio-economic status of the family.

In many democratic societies, it is observed that families vary not only in culture but also in lifestyle, material possessions, occupation, and education. Consequently, families can be categorized into different socio-economic strata, ranging from high to low. Individuals from families with higher socio-economic status typically exhibit "high" Academic Achievement.

2.4 Empirical Review

This part of the review looked at research exploring how being raised by one parent affects students' school results. It checked how involved single parents are in their children's learning, what impact living with just one parent has on high schoolers' grades, difficulties encountered by those from one-parent homes, ways these students handle pressure to do well in class, along with related aspects.

2.4.1 Level of parental involvement in the education of single parents' students

One big focus in school research is how much moms or dads in one-parent homes take part in their kids' learning - lately, experts have been digging into what makes it tough, what stands out, and what changes it brings. Even though many solo parents really want to help at school, real-life issues like tight budgets, no free time, plus

having nobody else to share duties with can weaken how well they show up. In 2019, Eze and Ezenwaji looked at how being raised by just one parent affects both participation and grades among high schoolers in Nigeria. They used a survey method, picking 400 student–parent pairs across several stages from schools in Nsukka’s education zone. Results showed learners from two-parent setups had more hands-on support, especially when cash was needed or talks with teachers came up. Because single mothers or fathers usually work full-time while managing everything at home, joining events at school felt near impossible - but cheering on homework? That kind of backing stayed steady.

Ampofo (2021) dug into how engaged parents are, focusing on single moms and dads in Ghana’s Ashanti Region. The work looked at links between homes and schools through interviews - 15 solo parents plus 10 educators were picked on purpose. Findings? A clear lack of solid talk showed up fast. Many lone parents said they felt left out by staff who seemed to judge them for not being two-parent households. Because of that vibe, their role in school life tended to kick in late - only after issues like bad grades or trouble in class popped up. This matches results from a broader survey in Kenya done by Chepng’etich and Muggua (2020), where they questioned 300 solo moms of grade-school kids through fixed-format forms. Instead of descriptive stats plus regression, their review showed these mothers mostly focused on checking homework while giving comfort at home, yet took little part in official school events such as PTA gatherings; tough job hours along with transport issues made it hard.

The mediating role of socioeconomic status is a recurring theme in the literature. Research in South Africa by Jacobs and Wood (2022) delved into the intersection of poverty, single motherhood, and educational support. Through a mixed-methods

approach involving 250 single mothers in township schools, they found that economic precarity was the primary barrier to involvement. Many participants worked in informal sectors with long, unpredictable hours, making it nearly impossible to attend school events or provide learning materials. The study concluded that the level of involvement was not a simple reflection of parental commitment but a direct function of material resources and social capital. Similarly, a Jordanian study by Al-Hassan and Obeidat (2023) compared the involvement levels of single and dual-parent families from similar economic backgrounds. Using a cross-sectional survey design with a random sample of 400 parents, they discovered that while single parents scored lower on measures of school-based involvement, there were no significant differences in home-based cognitive stimulation, such as reading to children or discussing schoolwork, once socioeconomic status was controlled for. This suggests that the core deficit in single-parent involvement may lie in resource-intensive activities rather than the quality of home-based educational support.

The methodological approaches to studying this phenomenon are diverse. A study in Malaysia by Tan and Subramaniam (2022) adopted a phenomenological qualitative design to understand the lived experiences of eight single fathers navigating their children's education. Purposive sampling was used to identify participants who were actively involved in their children's schooling. The findings revealed that these fathers developed unique, often non-traditional, strategies for involvement, such as leveraging digital communication tools to stay in touch with teachers and creating highly structured home routines to compensate for the lack of a maternal presence. This highlights the need to reconceptualise parental involvement beyond conventional, mother-centric models. In contrast, a quantitative study in the United States by Miller and Garcia (2023) employed structural equation modelling on a large,

nationally representative dataset (n=5,000). Their analysis confirmed that single-parent households reported lower aggregate levels of involvement. However, they also identified a significant moderating effect: in cases where the non-residential parent maintained consistent contact and shared educational responsibilities, the negative association between single-parenthood and involvement was substantially attenuated.

The psychological and emotional dimensions of involvement are also critical. Research in Turkey by Demir and Kaya (2024) explored the relationship between single parents' psychological well-being, their involvement in education, and their children's school adjustment. Using a correlational design and convenience sampling to recruit 150 single parents, the study administered scales measuring stress, depression, and involvement. The path analysis demonstrated that single parents' high stress levels directly negatively predicted their capacity for consistent and effective educational involvement, which in turn affected their children's social integration at school. This indicates that supporting the mental health of single parents is an indirect yet crucial pathway to enhancing their educational engagement. Complementing this, a study from the Philippines by Cruz (2023) investigated the role of perceived social support. Through a survey of 200 single parents in urban Manila, the researchers found that those with robust support networks comprising extended family, friends, or community groups reported significantly higher levels of confidence and efficacy in assisting with their children's homework and engaging with school personnel.

In the Chinese context, where familial and academic pressures are pronounced, a study by Li and Wang (2023) examined parental involvement among single parents in Shanghai. Using a mixed-methods sequential explanatory design, they first surveyed 300 single parents and then conducted follow-up interviews with 20. The quantitative

phase indicated that single parents spent comparable amounts of time on homework help as their married counterparts but felt less equipped to handle the demanding curriculum. The qualitative data revealed that this often led to a reliance on expensive private tutoring, creating financial strain. The study underscored that in high-stakes educational environments, the pressure on single parents to compensate for the perceived "deficit" of a two-parent home can be immense, shaping their involvement into a stressful, performance-oriented endeavour.

In conclusion, the studies present a nuanced portrait of parental involvement in single-parent families. The consensus indicates that single parents are frequently highly motivated to support their children's education but face systemic barriers including economic hardship, time poverty, psychological stress, and sometimes unsupportive school cultures. Their involvement is often strategically adapted, focusing on home-based and communication-based strategies where possible, while resource-intensive school-based activities are often curtailed. The findings strongly suggest that effective educational policy must move beyond simply encouraging involvement and instead focus on structural support, such as flexible school communication, access to counselling, and financial assistance, to empower single parents in their vital educational role.

2.4.2 Effects of single parenting on the academic performance of Senior High School students

Looking into how one-parent families affect high school grades has become a key topic in education studies, research today tries hard to separate family setup from money issues, parenting styles, or emotional health. Even though teens from single-parent homes often deal with more school struggles, it doesn't always lead to poor results; what really makes a difference is access to help and stable resources. One

example comes from Nigeria: Eze and Ezenwaji looked at this closely back in 2019 using a broad survey of 400 learners picked carefully across schools in Nsukka. They discovered kids living with both parents scored better on average compared to those raised by just one mom or dad. But here's the catch - the gap wasn't about having only one parent; instead, it linked strongly to tighter budgets, less time for homework checks, and fewer funds for books or tutoring seen more often in single-caregiver homes.

This discovery lines up with work done in Ghana, where Ampofo (2021) looked into how teens from one-parent homes do in high school academically, focusing on the Ashanti area. Instead of random picks, specific students were chosen; they interviewed 15 kids along with 10 parents. Money troubles came up again and again as a big pressure point, sometimes stopping learners from buying basic books or joining after-school lessons, so grades took a hit. Not just about cash, though many shared struggling inside too, feeling anxious or alone, making it harder to focus or care about classwork. In another example, Mbugua and Chepng'etich (2020) ran a snapshot-style poll in Kenya, gathering info from 300 third-year students picked through layered random selection. Their research used math models to show kids from one-parent homes often get lower grades. Still, it found something key when parents give strong support and talk openly with their kids, it helps reduce those downsides a lot.

The ways people study this thing differ - some look at big numbers, others dig into personal stories. One wide-ranging project in South Africa led by Jacobs and Wood (2022) used both surveys and talks, checking in with 250 single moms and dads plus their kids at local schools, then holding small group chats later on. Time shortage played the biggest role - when one parent works nonstop in odd jobs, there's little left

to check homework, go to school events, or help with learning. Without that support, kids tended to skip class more often and get caught up in risky hangouts. A study conducted in Jordan by Al-Hassan and Obeidat (2023) examined the academic performance of students from single- and two-parent households, taking into account socioeconomic factors. Rather than combining the groups, the researchers employed quantitative analysis and randomly selected a sample of 400 students. Their findings indicated that differences in academic achievement were substantially reduced once household income was considered, suggesting that financial constraints, rather than family structure alone, play a more significant role in shaping student outcomes.

The emotional side of students gets attention in recent studies too. In Turkey, work by Demir and Kaya (2024) looked at how sadness or worry might link family setup with school results. Instead of random selection, they picked 200 older high schoolers easily available, using surveys tied to feelings of stress along with final marks. Their method showed lower scores weren't just from being raised by one parent - but also due to more signs of depression and nervousness. So helping kids manage emotions could strengthen their learning path. On top of that, research in the Philippines led by Cruz back in 2023 looked into how kids from one-parent homes stay strong in school - checking in with 200 learners who did well academically. It turned out these students got ahead thanks to solid bonds with the parent they lived with, believing in their own abilities, also leaning on help at school like mentors or guidance staff.

In China, where school pressure is high, Li and Wang (2023) looked at how teens from one-parent households in Shanghai do academically. Instead of just surveys or interviews alone, they used both - one after the other - starting with 300 students filling out questionnaires, followed by deeper talks with 30 of them. Results showed kids living with only one parent rarely ended up in advanced math and science

classes, mainly because private tutoring cost too much. When researchers listened to personal stories, they noticed something heavy: many of these students felt pushed hard to excel, trying to repay their parent's struggles; this drive could help at times, yet more often it drained them, hurting rather than helping their grades. A fresh take comes from a U.S. study. Instead of traditional methods, Miller and Garcia (2023) used advanced modeling on a broad national sample (n=7,000). They spotted a slight yet clear drop in test results tied to being raised by one parent. Still, once income levels, parents' education, and at-home learning conditions were factored in, that link nearly vanished. This suggests outside circumstances weigh way more than family setup alone.

On top of that, research in Malaysia by Tan and Subramaniam (2022) took a close look at how 15 high-achieving uni students got through school after growing up with just one parent during their teen years. Instead of random picks, they chose learners who'd done well academically. What stood out? One big thing was the solo parent's firm belief in schooling mattering deeply. Besides this, kids built tough independence and sharp time-handling habits along the way. Also, help didn't stop at home - relatives stepped in now and then with both tutoring and emotional backup. So even though raising kids alone brings challenges, certain personal grits and family backing can balance things out. A different study in Botswana - run by Maphosa and Musingafi back in 2021 - took a numbers-based approach, pulling data from 350 randomly picked students. It turned out kids from one-parent homes struggled more to finish assignments when deadlines loomed; also, they felt greater pressure about school life because help with studies wasn't always available where they lived.

A study in Brazil led by Silva and Oliveira (2024) looked at how school atmosphere affects learning. Instead of focusing only on home life, it checked connections among

500 kids from different household setups. Results showed that when schools felt welcoming, kids from one-parent homes did just as well academically. If learners believed staff supported them, grades matched those from households with two parents. Schools might help balance gaps tied to family structure. In another effort, Thompson and Evans (2023) combined results from four dozen papers spanning over a decade all exploring single parenthood's impact on teens' performance. Even though the analysis found a small average negative impact, it showed big differences across cases so the effect isn't the same everywhere. It turned out the link was most pronounced where income gaps are wide, but much less so in places with strong public support systems and better school policies, suggesting broader societal factors play a key role.

In summary, the empirical evidence showed a complex picture of the effects of single parenting on Senior High School students' academic performance. The consensus indicates a correlation between single-parent family structures and increased academic risk, but this relationship is largely indirect, mediated powerfully by socioeconomic disadvantage, parental stress, reduced time for academic supervision, and student psychosocial distress. Crucially, research consistently identifies mitigating factors, including strong parent-child relationships, high parental academic expectations, student resilience, and supportive school environments. Therefore, the academic performance of students from single-parent homes is better understood not as a direct consequence of the family structure itself, but as an outcome shaped by the interplay of economic resources, psychosocial support, and the quality of the educational ecosystem surrounding the family.

2.4.3 Challenges faced by students who are from single-parent households

Kids living with one parent face tough situations affecting school life, friendships, and mental health. New findings from different countries show it's not just about family setup - research now digs into real struggles these kids deal with every day. Money problems pop up again and again as a big hurdle. For example, in Ghana, Darteh, Takyi, and Darteh (2020) looked at why teens leave school early due to money-related issues. A team surveyed 512 young teens using staged selection, discovering kids from one-parent homes faced higher chances of leaving school - mostly because they couldn't afford fees or supplies. Since only one parent earned money, tight budgets cut back on education costs; some teens had to work odd jobs, eating into homework hours. It's not just about missing things like books or bags. In Lagos, Nwosu, Eze, and Anyaegbunam (2022) spoke with 25 single moms picked deliberately, diving into their daily struggles through deep interviews. Money worries never stopped, making home life tense; this pressure rubbed off on kids, who felt anxious and embarrassed around classmates with better-off families.

Besides money troubles, how kids feel inside matters a lot. Studies keep showing more stress and sadness among them. In Turkey, Yildirim and Koc looked into teens' mental well-being across various home setups back in 2021. They used numbers-based comparisons, testing 300 high schoolers chosen easily rather than randomly. These researchers gave out surveys like the Beck Depression Inventory along with the Rosenberg test on self-worth. Results showed those living with just one parent had stronger signs of depression - also felt worse about themselves - when lined up against classmates from homes with both parents. The team linked this to things like feeling judged socially, lingering sadness over a parent leaving or passing away - also the

stress of seeing their mom or dad go through tough times. On top of that, having less access to a parent makes it worse. In Kenya, Chege and Mbugua looked into how much parents help with schoolwork back in 2023. They used surveys and picked 200 Form Four learners carefully across groups. Results showed kids from one-parent families got far less support with assignments. These lone caregivers were usually stuck between busy jobs and household duties - always short on time. That left little room for steady help with studies or fun learning moments.

The social side brings tough hurdles - mostly stigma and rough interactions with classmates. In South Africa, a close look by Van der Berg and Moses (2022) checked how kids from one-parent homes fit into township schools. They talked in groups with 40 teens picked on purpose; many said they got teased or left out by others. Classmates poked fun when their moms or dads couldn't show up for events - or if clothes looked worn. That kind of treatment pushed some to pull back socially, feeling isolated. On top of that, these learners often handle heavy chores at home. A study in Vietnam led by Nguyen and Tran (2023) looked at how teenage girls in mother-only homes carry heavy daily loads. Through surveys and interviews with 150 girls picked from villages, they found most spend about four hours each day doing housework or watching younger brothers and sisters. Because of this, schoolwork gets pushed aside - free time shrinks too. With less room for learning or fun, many fall behind classmates while feeling cut off from peers.

The missing second parent often means fewer examples to follow or advice to lean on. In Jamaica, Brown and Johnson (2024) looked closely at how boys in mother-only homes get by. Over three years, they followed 30 young males using personal interviews and observations. Many had trouble figuring out what it meant to act like a man - no steady example around made things unclear. So instead of turning to adults,

some asked friends for direction; those peers weren't always trustworthy, though. Hanging with these groups led to dangerous choices, affected class presence, plus weakened concentration on schoolwork. This matches results from a Malaysian research project led by Abdullah and Tan (2019), looking at misbehavior in high schoolers. Instead of random picks, they grouped 500 learners using cluster methods - revealing clear links between growing up in one-parent homes and skipping class or breaking rules. What made it worse? Not enough supervision at home along with pressure from friends.

The educational system itself can inadvertently exacerbate these challenges. A study in Chile by Gonzalez and Perez (2023) critically analysed school policies and their impact on non-traditional families. Through document analysis and semi-structured interviews with 20 single parents in Santiago, the research found that school communications, fee structures, and event schedules (e.g., parent-teacher meetings held during working hours) were often implicitly designed for dual-parent, middle-class families. This institutional bias made single parents feel marginalised and less capable of advocating for their children's needs, creating a barrier to effective home-school collaboration that is crucial for student success. The cumulative effect of these multifaceted challenges often manifests in academic performance. A meta-analytic review by Omondi and Chen (2024) synthesised 35 studies from Sub-Saharan Africa published between 2015 and 2023. The analysis confirmed a small but persistent negative correlation between single parenthood and academic achievement, but crucially, it identified poverty, psychological distress, and low parental supervision as the primary mediating variables, rather than the family structure itself.

It is, however, critical to avoid a deficit-based narrative exclusively. Several studies highlight remarkable resilience and adaptive strategies. Research in the Philippines by

Dela Cruz (2022) investigated academic resilience among high-achieving university students who came from single-parent backgrounds. Using a multiple case study design and purposive sampling of 15 students, the study identified key protective factors including a strong, supportive relationship with the resident parent, high intrinsic motivation, and the presence of a mentor outside the immediate family, such as a teacher or community leader. Similarly, a Canadian study by Williams and Patel (2021) explored the concept of "post-traumatic growth" in adolescents who had experienced parental divorce. Using a quantitative survey with a random sample of 400 adolescents, they found that many developed advanced independence, empathy, and problem-solving skills as a result of navigating family adversity. These strengths, however, often develop in response to the very challenges outlined, underscoring the need for systemic support rather than relying on individual resilience alone.

In conclusion, the studies present a coherent picture of the multifaceted challenges confronting students from single-parent households. These challenges are not isolated but are deeply interconnected, forming a syndemic of disadvantage where financial strain begets emotional distress, which in turn impacts social integration and academic focus. The evidence strongly suggests that the primary drivers of negative outcomes are not located within the single-parent family structure itself, but in the socioeconomic disadvantages, time poverty, social stigma, and institutional barriers that frequently accompany it. A comprehensive understanding of these challenges is a necessary precursor for developing effective, multi-level interventions aimed at supporting the well-being and academic success of this significant student population.

2.4.4 Coping mechanisms adopted by single-parent students to excel academically

In the face of well-documented challenges, the academic success achieved by many students from single-parent households is not a matter of chance but a testament to the deployment of sophisticated and resilient coping mechanisms. Recent empirical research has shifted from a deficit perspective to explore the proactive strategies and adaptive processes these students employ to navigate their educational journeys. A recurring theme across diverse cultural contexts is the cultivation of profound self-reliance and advanced self-regulation skills. A study in Ghana by Owusu and Appiah (2022) specifically investigated the learning habits of academically successful senior high school students from single-parent homes in Kumasi. Using a qualitative multiple case study design and purposive sampling to select 20 high-achieving students, the researchers found that participants had developed highly structured, self-imposed study schedules. They exhibited exceptional time management, often waking up early or studying late into the night to compensate for a lack of quiet study space or academic support during conventional hours. This finding is corroborated by research from Kenya. Mwangi and Nyagah (2023) conducted a mixed-methods study with 150 form four students from single-parent families in Nairobi, selected through stratified random sampling. Their survey data, analysed using regression models, revealed a significant positive correlation between self-efficacy beliefs and academic performance. The subsequent qualitative interviews clarified that this self-efficacy was rooted in the students' conscious decision to take full ownership of their academic outcomes, viewing education as a personal responsibility and a viable pathway to a better future for themselves and their parent.

Beyond individual grit, the strategic cultivation of external support networks emerges as a critical coping mechanism. Students frequently compensate for the absence of a second parent at home by actively seeking academic and emotional support from other sources. A Nigerian study by Adebayo and Ogunwale (2021) explored the role of peer alliances in the academic resilience of undergraduates from single-parent backgrounds. Through a phenomenological approach and snowball sampling to identify 25 participants, the research found that these students often formed dedicated study groups with trusted peers. These groups served not only as academic collaborations for sharing knowledge and preparing for examinations but also as vital sources of moral encouragement and mutual accountability. Similarly, the role of extended family is pivotal. In a Vietnamese study, Le and Pham (2023) examined the factors contributing to the academic resilience of high school students in Ho Chi Minh City. Employing a quantitative cross-sectional design with a cluster sample of 300 students, they used structural equation modelling to demonstrate that strong, supportive relationships with grandparents, aunts, and uncles significantly buffered the negative effects of economic strain on grade point average. The emotional and, at times, financial support from kin provided a stability that was crucial for academic focus.

The student-parent dyad itself is often reconfigured into a partnership characterised by mutual motivation and clear communication. A study in Brazil by Silva and Santos (2024) delved into the parent-child dynamics within high-achieving, low-income single-parent families. Using ethnographic methods, including participant observation and in-depth interviews with 15 mother-daughter pairs in São Paulo, the researchers documented a powerful "collaborative partnership." The daughters were highly transparent with their mothers about school requirements and challenges, while the

mothers, though unable to help with homework content, provided unwavering emotional support and reinforced the value of education, creating a shared narrative of striving and success. This emotional support is identified as a powerful motivator. Research in Jordan by Al-Maaitah and Obeidat (2022) compared the motivational orientations of university students from different family structures. With a comparative survey design and a random sample of 400 students, they found that those from single-parent families scored significantly higher on extrinsic motivation scales related to family recognition. For these students, the desire to repay their single parent's sacrifices and to bring them pride was a potent driver of academic persistence and effort, turning a potential emotional burden into a source of fuel.

Furthermore, students demonstrate remarkable resourcefulness in leveraging institutional and community-based support systems. A South African study by Khumalo and Van Breda (2021) investigated academic resilience among university students from township backgrounds. Through a qualitative longitudinal design tracking 30 students over two years and using purposive sampling, they identified the strategic use of university support services as a key differentiator for successful students. Participants actively sought out lecturers during office hours, frequented writing centres, and applied for every available bursary and scholarship, demonstrating a proactive approach to navigating the academic landscape. In the Philippines, a study by Reyes and Cruz (2023) focused on the role of religious faith and community. Using a mixed-methods approach with a convenience sample of 200 senior high school students, they found that a strong majority of those who excelled academically cited their religious faith as a primary coping mechanism. Participation in church youth groups provided not only spiritual solace but also a structured,

positive social network and access to mentorship from adult members, offering guidance that might otherwise be lacking.

The internal psychological strategies employed by these students are equally significant. A study in Turkey by Demirci and Aydin (2023) explored the relationship between cognitive coping strategies and academic well-being among adolescents from single-parent families. Using a correlational design and convenience sampling to recruit 250 high school students, they administered the Cognitive Emotion Regulation Questionnaire alongside academic performance measures. Their analysis revealed that students who consistently used positive reframing interpreting their family situation as an opportunity to build strength and independence and who practised acceptance reported lower levels of academic stress and achieved higher grades. This ability to cognitively reframe their circumstances is a powerful protective factor. Similarly, a study in China by Wang and Li (2024) examined the role of future orientation. Through a longitudinal survey of 500 adolescents in Beijing, selected via multi-stage sampling, they found that having a clear and vividly imagined vision of their future career and life goals was a significant predictor of academic resilience for students from single-parent households. This future self-served as a compass, guiding their present-day decisions and helping them maintain focus on long-term objectives despite short-term difficulties.

The digital realm has also become an increasingly important arena for sourcing support. Research in Malaysia by Tan and Suppiah (2022) investigated how single-parent students utilised online resources for academic support. Using a descriptive survey design with a purposive sample of 180 undergraduates, they found that these students were more likely than their peers from two-parent families to use online platforms such as educational YouTube channels, subject-specific forums, and digital

libraries to find explanations for concepts they did not understand in class. This self-directed, digital literacy allowed them to circumvent the lack of academic help at home. It is crucial to note that these coping mechanisms do not develop in a vacuum; the single parent's parenting style plays a foundational role. A study in Pakistan by Khan and Abbas (2023) explored the impact of parenting practices on the academic resilience of secondary school students. Employing a cross-sectional survey design with a stratified random sample of 350 students, the research found that an authoritative parenting style characterised by warmth, clear expectations, and open communication was the strongest predictor of the child's use of adaptive coping strategies like seeking academic support and effective time management.

2.5 Summary of Reviewed Literature

A critical synthesis of the empirical literature revealed a consistent international consensus that the relationship between single parenting and students' academic performance is not direct but is powerfully mediated by a constellation of intervening variables. The evidence strongly indicates that socioeconomic factors, particularly financial hardship and time poverty, are the primary mechanisms through which family structure influences educational outcomes. These constraints often limit parental capacity for school-based involvement and reduce the material and supervisory support available to students. Concurrently, the psychosocial well-being of both parents and children emerges as a critical pathway, with emotional distress and social stigma frequently impairing concentration and motivation. This narrative is, however, balanced by a compelling body of work on academic resilience, which identifies specific coping strategies and protective factors. These include the cultivation of profound self-reliance, the strategic construction of support networks

with peers and teachers, and strong, authoritative parenting that fosters a positive academic identity.

Despite this comprehensive global understanding, a significant contextual gap exists concerning the specific interplay of these factors within the Asante Bekwai Municipality. The municipal context, with its unique socio-cultural dynamics, local economic structures, and specific educational landscape, represents an under-researched setting. While broader regional studies provide some insight, they cannot fully capture the particular challenges and resilience mechanisms that characterise this locality. Furthermore, the existing literature often amalgamates findings across different educational levels, thereby obscuring the distinct experiences of Senior High School students. This group faces intensified academic pressures and developmental challenges that may cause the known mediators financial strain, parental involvement, and coping strategies to operate in unique ways. Therefore, a focused investigation is required to elucidate how these established variables converge and manifest specifically within the Senior High School population of the Asante Bekwai Municipality, thereby localising the global discourse on single parenting and academic achievement.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section outlined the methodology employed for the study, structured into several sub-sections. It covered the study area, the chosen research approach and design, the target population, sampling size and procedure, methods of data collection (highlighting sources, techniques, and instruments), approaches to data analysis and presentation, as well as the ethical considerations that guided the research process

3.2 Research Design

A research framework outlines the procedures, methods, and processes required to effectively address a research problem (Churchill, 2019). This framework serves as a guide, illustrating how the study is systematically structured to ensure that its objectives are achieved in a clear and organized manner.

In the present study, which examined the influence of single parenting on the academic performance of senior high school students in Asante Bekwai, a quantitative approach was adopted using a survey design. According to Ary et al. (2019), descriptive research is intended to collect information about existing conditions and to examine relationships among variables. Similarly, Merriam (2019) explains that descriptive studies aim to present an accurate account of phenomena as they naturally occur in real-life settings.

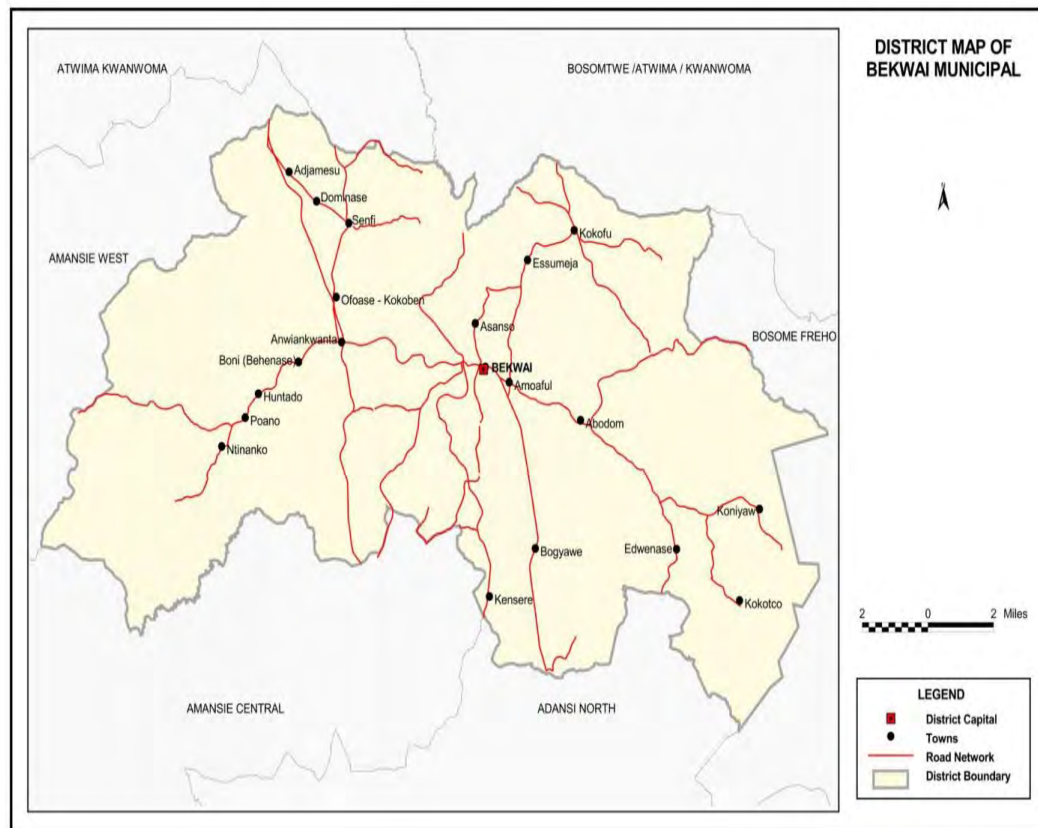
The descriptive survey method worked best for this project because it let the researcher clearly check student views through numbers, spotting common reactions linked to single parenting's impact on Senior High learners' grades in Asante Bekwai. Best and Kahn (2019) point out such studies show real classroom situations without

bias, helping educators, principals, and decision-makers find practical steps to boost how well students learn.

Using a clear numerical setup, this research collected info straight from pupils at their regular schools - boosting trust in the results. Through this strategy, it became easier to closely check how being raised by one parent connects with school outcomes, making sure insights came from solid proof instead of guesses. So, the framework helped show how different home situations might affect learning success among kids in the Asante Bekwai area.

3.3 Research Area

Asante Bekwai Municipal sits in the south of Ashanti Region. It borders Bosomtwe District on the north side, while Adansi North lies just below it to the south. On its eastern edge, you'll find Bosome-Freho; meanwhile, Amansie Central and Amansie West stretch along the western flank. This town stretches from latitude 6°00'N up to 6°30'N, also reaching between longitude 1°00'W and 1°35'W. Covering around 535.2 km², that's about 2.2% of the entire Ashanti Region's size. So the Asante Bekwai area holds about 220 or so folks in each km². That means nearly 221 individuals live within one square kilometer here - thanks to a headcount of roughly 118,024 residents. Landwise, it's mostly level with small bumps now and then. In terms of governance, it matches up exactly with the whole Bekwai voting zone. Big towns include Bekwai itself along with Anwiankwanta, Dominase, Kokofu, Esumeja, Poano, Ofoase-Kokoben, Abodom, Bogyawe, Senfi, Huntado, Amoafu, Dadease, Kensere, Akyeremade, Dotom, Koniyaw, plus Kokotro. There are 36 voting districts inside this region, grouped into eight local councils: Bekwai, Esumeja, Dadease, Asuo-Dankran, Adagya, Adumasa, Kokofu, and Adudwan.



Source: Ghana Statistical Service, GIS

Figure 1 Shows the Map of the Bekwai Municipality with its Capital Town Bekwai.

The Bekwai area mostly shares one cultural background, since Akans make up nearly 9 out of every 10 people. Besides them, you will find smaller numbers of Ewes, Guans, Mande, Gurma, Grusi, plus Mole Dagbani folks around. Even with different roots, everyone manages to get along without conflict. When it comes to faith, most residents identify as Christian about 85 percent. Alongside them, there's also a Muslim presence, alongside some who follow traditional beliefs. Some folks here respect all faiths, so that peace might help grow things locally. Bekwai area holds many traditions from different groups. This zone includes seven big traditional areas - Bekwai sits alongside Essumeja, Kokofu runs into Denyase, while Amoaful links up with Adankranja and Asamang.

Asante Bekwai has people and nature working together to grow stronger over time. This area holds special spots tourists like, such as where Nana Osei-Tutu I, founder of the Ashanti Kingdom was born, located in Kofofu-Anyinam. On top of that, underground treasures like gold, clay, sand, or even gravel lie beneath its land. Thanks to steady weather patterns alongside fertile earth, farming thrives here; crops ranging from cocoa to maize get planted regularly instead of sitting idle. Besides this, agriculture plays a solid role within the wider Ashanti Region's economy because of what grows locally. About 118,024 folks live here now, split into two groups: men make up nearly half (47.1%), women just above it (52.9%). The rural folks make up 97,277 people that is 82.4% of everyone; city dwellers, on the flip side, count 20,747 souls (17.6%). In countryside spots, kids aged 0–4 take the biggest slice at 14.5%. Meanwhile, hardly any seniors from 95 to 99 live outside cities their share is the smallest. On top of that, nearly half, actually 52.2% of country residents fall between 0 and 19 years old. When it comes to towns, teens and young ones aged 10–14 stand out with 12.8%, topping every other group. The 0–4 and 15–19 age groups made up 11.6% and 11.8% of city residents so nearly equal shares. Meanwhile, kids and teens from 0 to 19 together form 47.8% of people living there. Sex ratio means how many men exist per 100 women in an area - it's a basic gender balance measure. In this town, it is 89.1, which points to about 89 guys for each hundred women. When broken down by age, the 10–14 bracket shows the most skewed ratio: 102.7. This comes after kids aged 5–9 (101.7), along with teens from 15–19 (100.7). People between 90 and 95 show the lowest ratio - only 31.0 (PHC, 2020).

3.4 Population

The target population for the study comprised all senior high school students in the Asante Bekwai Municipality. In general, there 3,830 students from the six public SHS

in Asante Bekwai Municipality. However, the accessible population for the study was all students from single-parent households.

3.5 Sample and Sampling Technique

A sample is a subset of the overall population chosen for observation and analysis (Owu-Ewie, 2021). The primary aim of sampling is to ensure representation; thus, the sample should be constructed to accurately reflect the population from which it is drawn (Jennings, 2021). The sampling method employed for the selection of the students was multi-stage sampling technique. This technique was used because the representative sample exhibits characteristics typical to those possessed by the target population and hence can generalize the findings to a large population.

With the first stage, the schools were grouped into six strata according to the number SHS in the municipal. These schools served as strata, from which simple random sampling was employed to select students from each school. This approach guaranteed that all schools are adequately represented in the sample.

The sample size for this study was determined using Yamane's formula (1967), which provides a simplified method for calculating the required sample size based on the total population and a desired margin of error. The formula is expressed as:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n represents the sample size,

N is the accessible population (3830 basic school teachers), and

e is the margin of error (0.05 for a 95% confidence level).

$$n = \frac{3830}{1 + 3830(0.05)^2}$$

$$n = 362$$

Based on these parameters, the sample size is calculated to be 362 respondents.

From there, a combination of purposive and simple random sampling techniques was employed to ensure a fair and representative selection of participants for the study. Purposive sampling was first used to identify students who came from single-parent households, as they represented the specific population relevant to the study's objective of examining the effects of single parenting on academic performance. Once this target group had been identified, the simple random sampling method specifically the lottery approach was applied to give every qualified student an equal chance of being included in the study.

In practice, this involved assigning numbers to all eligible students from single-parent households in each selected school. These numbers were then placed into a container and drawn at random until the required sample size was reached. Through this procedure, a total of 60 students were selected from each school. The use of both purposive and random sampling strengthened the credibility and representativeness of the data by reducing selection bias while ensuring that only participants who met the study's criteria were included. This approach also enhanced the generalisability of the findings across Senior High Schools within the Asante Bekwai Municipality.

3.6 Data Collection Instruments

Research instrument is any type of written or physical device which is used to measure variables (Koo & Yang, 2025). This study used mainly primary data with the help of self-developed questionnaires. Researchers use questionnaires to gather confidential and sensitive data from respondents who are given enough time to carefully consider their responses (Hwang, 2023). Taherdoost (2022) defined questionnaires as a series of questions that usually refer to as a particular set of issues or similar issues that interest the researcher.

Questionnaires offer a relatively cheaper means for collecting primary data, makes it easy for researchers to get a large data from a large population, enables researchers to carry out straightforward analysis of responses to closed questions (Shearer, 2021; Fadele & Rocha, 2025). Furthermore, with the use of questionnaires, there is minimum pressure for an instantaneous reply from the respondent, the respondent's identity and confidentiality are protected, there is no interviewer bias, questions are standardised and can give suggestive data to test hypothesis (Shearer, 2021; Fadele & Rocha, 2025).

The questionnaire was organised into five distinct sections to align with the study's objectives. The first section gathered demographic information of respondents. The second section focused on level of parental involvement in the education of single parents' students. The third section examined effects of single parenting on the academic performance of Senior High School students. The fourth section examined challenges faced by students who are from single-parent households. Finally, the fifth section focused on coping mechanisms adopted by single-parent students to excel academically. The items on the questionnaire were measured using a five-point Likert scale ranging from strongly disagree to strongly agree.

3.7 Validity and Reliability of Instruments

Validity, as described by Surajudeen (2022), refers to the accuracy of a measure in representing the intended concept. The degree to which a test assesses the intended content area ascertained by expert judgement rather than quantitative techniques is known as content validity, according to (Almanasreh et al., 2019). The researcher's supervisor reviewed the questionnaire to verify validity, who provided feedback to enhance clarity and eliminate potential biases.

Reliability, on the other hand, concerns the consistency of measurement (Almanasreh, Moles & Chen, 2019). The reliability of a scale indicates how free it is from random error (Fuller et al., 2020) and reflects the extent to which the scale yields consistent results across repeated measurements (Rose & Johnson, 2020).

In this study, a pilot test was conducted at Adansi North District, utilising a simple random sampling procedure to select 36 students from single-parent households. The feedback from respondents during this pre-test aided in refining the questionnaire and checking its clarity and appropriateness. Conducting the pilot test with students enabled the researcher to identify unclear or ambiguous questions and made improvements to the questionnaire. Cohen et al. (2018) emphasize that pilot testing is essential for evaluating the clarity of questions, the appropriateness of response options, and the overall reliability of the instrument. The diverse academic cohort at Adansi North District provided an ideal sample for assessing the instrument's relevance and effectiveness prior to its administration to the larger respondents.

This process also validated whether the questionnaire consistently measures the intended variables (Creswell, 2021). Although the feedback from respondents may not be entirely generalizable, it yielded critical insights into the design and effectiveness of the instrument. Additionally, pilot testing helped gauge respondents' reactions to sensitive questions, ensuring that the wording encourages honest and accurate responses. The Cronbach Alpha coefficient of the items on the subscales was analysed. The detailed results are presented in the Table 1.

Table 1: Reliability Statistics for the Instrument

Subscales	Number of items	Cronbach's Alpha
Level of parental involvement	8	0.923
Effects of single parenting on the academic performance	8	0.928
Challenges faced by single-parent households students	8	0.942
Coping mechanisms adopted by single-parent students	8	0.936
Overall	32	0.979

The reliability coefficients obtained from the instrument demonstrate the extent to which the items within each subscale consistently measured their intended constructs. As presented in Table 1, the subscale on the level of parental involvement recorded a Cronbach's alpha of 0.923, indicating excellent internal consistency in assessing how actively parents participate in their children's education. The subscale on the effects of single parenting on academic performance produced a Cronbach's alpha of 0.928, reflecting a high level of reliability in measuring how single parenting influences students' academic outcomes. Similarly, the subscale on challenges faced by students from Single-Parent Households yielded a Cronbach's alpha of 0.942, demonstrating excellent reliability in capturing the difficulties and barriers encountered by such students in their academic pursuits. The subscale on coping mechanisms adopted by Single-Parent Students recorded a Cronbach's alpha of 0.936, signifying strong internal consistency in assessing the various adaptive strategies used by students to overcome academic and emotional challenges. The overall Cronbach's alpha value of 0.979 indicates that the entire instrument is highly reliable, confirming that the items collectively provide a consistent and dependable measure for examining the effects of single parenting on the academic performance of Senior High School students in the Asante Bekwai Municipality.

3.8 Data Collection Procedure

Before the data collection process began, permission was sought from the Ghana Education Service and headmasters of selected schools. The data collection process commenced with a briefing session in which the researcher outlined the study's objectives, significance, and the roles of respondents to encourage cooperation and voluntary participation. Respondents were assured that they have the right to withdraw at any time, and that their confidentiality would be maintained. Self-administered questionnaires, designed to gather data were distributed. These questionnaires featured closed-ended questions to facilitate quantitative data collection. Respondents were allotted 20 to 30 minutes to complete the questionnaires, and the researcher was on standby to address any queries without influencing the respondents' responses. This meticulously planned and ethically sound procedure ensured the collection of reliable and valid data. The findings provided valuable insights into this complex dynamic.

3.9 Data Analysis

This study utilised descriptive statistics to analyse the data gathered from the field. Initially, the collected data was sorted and organised. Next, it was coded to help the researcher identify relevant codes for potential responses to each item on the questionnaire. The coding process was carried out using SPSS version 27. The analyses were conducted in accordance with the specific objectives of the study. To answer the research questions formulated to guide the investigation, descriptive statistics (such as frequencies, percentages, means, and standard deviations) were applied in the data analysis. Specifically, research question 1 was analysed using means, and standard deviations, research question 2 was analysed using means, and standard deviations, research question 3 was also analysed using means, and standard

deviations and research question 4 was also analysed using means, and standard deviations.

3.10 Ethical Considerations

The researcher adhered to standard ethical principles throughout the study. Permission was obtained from the Municipal Education Directorate and heads of schools before data collection. In addition, the study adhered to three key ethical principles to protect the rights and dignity of participants: informed consent, confidentiality, and voluntary participation. Informed consent was ensured by clearly explaining the purpose of the study, the procedures involved, and what was expected from participants before they agreed to take part, allowing them to make an informed decision. Confidentiality was maintained by not requiring participants to provide their names or any personal identifiers on the questionnaire, and all information collected was used strictly for academic purposes and kept secure. Voluntary participation was also emphasized by informing participants that their involvement in the study was entirely their choice, and they were free to decline participation or withdraw at any stage without any penalty or negative consequences.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter provides an analysis and discussion of the study's findings. The data were analyzed using frequencies, percentages, means, and standard deviations. The analysis was conducted using the Software Package for Social Sciences (SPSS).

4.2 Demographic of Respondents

The purpose of the study is to examine the effects of single parenting on the academic performance of Senior High School students in the Asante Bekwai Municipality. An overview of the demographic information and other relevant characteristics of the study participants is provided in Table 2. A total of three hundred and sixty (360) students were chosen for the study, all the 360 of the students completed the questionnaire, resulting in a response rate of 100%.

Table 2: Demographic Characteristics of Respondents

Demographic Characteristic	Frequency	Percentage
Age Group		
13 – 15 years	74	20.6
16 – 18 years	235	65.3
19 – 21 years	51	14.2
Total	360	100.0
Sex		
Male	242	67.2
Female	118	32.8
Total	360	100.0
Form		
SHS 1	119	33.1
SHS 2	145	40.3
SHS 3	96	26.7
Total	360	100.0

Table 2 presents the demographic characteristics of the respondents who participated in the study. The results indicate that the majority of the respondents, 235 (65.3%),

were within the age group of 16–18 years, while 74 (20.6%) were between 13–15 years, and 51 (14.2%) fell within the 19–21-year category. This implies that most of the participants were in mid-adolescence, a developmental stage often associated with increased academic engagement, emotional growth, and social adjustment in Senior High School.

With respect to gender, 242 (67.2%) of the respondents were males, whereas 118 (32.8%) were females. This shows that male students formed the majority of the sample, suggesting a possible gender disparity in school enrolment or participation rates. This distribution implies that male perspectives may be more prominently represented in the study, which could influence the interpretation of findings related to academic performance and parental involvement.

In terms of academic level, 119 (33.1%) of the respondents were in SHS 1, 145 (40.3%) were in SHS 2, and 96 (26.7%) were in SHS 3. This indicates that the highest proportion of respondents were in SHS 2, followed by SHS 1, with SHS 3 students forming the smallest group. The distribution suggests that most participants were in the intermediate stage of their Senior High School education, implying that they had adequate exposure to the school environment and academic demands to provide informed responses concerning the effects of single parenting on their academic performance.

4.3 Research Questions

4.3.1 Research Question 1: What is the level of parental involvement in the education of single parents' students in Asante Bekwai Municipality, Ashanti Region?

The question investigated the level of parental involvement in the education of single parents' students in Asante Bekwai Municipality, Ashanti Region. The result was analysed and discussed using frequencies and percentages. The findings are presented in this section.

The following criteria were used for interpreting the mean scores: values ranging from 1.00 to 1.79 were classified as Strongly Disagree, 1.80 to 2.60 as Disagree, 2.61 to 3.41 as Neutral, 3.42 to 4.22 as Agree, and 4.23 to 5.00 as Strongly Agree (Vagias, 2006).

Items with mean scores above 3.41 had respondents agree with the assertion, whereas items with mean scores below 2.61 were disagreed to by respondents.

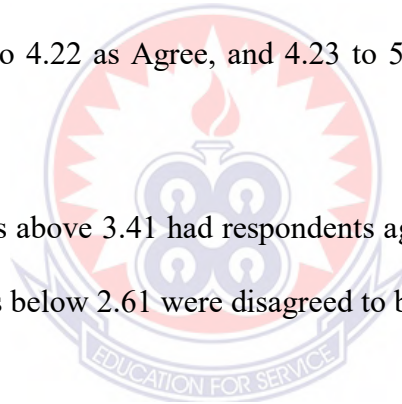


Table 3: Level of Parental Involvement in the Education of Single Parents’

Students				
Statement	Mean	Std. Dev.	Decision	
My parent or guardian regularly checks my academic progress and performance.	4.11	.907	Agree	
My parent sets clear expectations for my academic achievement	3.36	.862	Neutral	
I receive encouragement from my parent to study and perform well in school.	4.18	.921	Agree	
My parent provides the necessary learning materials (books, uniform, fees, etc.) to support my education.	3.07	.937	Neutral	
My parent helps me with my homework or school assignments when possible.	3.18	.971	Neutral	
I feel that my parent is interested in my academic life and future goals.	4.21	.904	Agree	
My parent frequently communicates with my teachers about my academic performance.	4.03	.896	Agree	
My parent monitors how I use my time after school.	4.17	.922	Agree	
Mean of Means /Std. Dev	3.79	0.915	Agree	

Data from Table 3 presents the results on the level of parental involvement in the education of students from single-parent households. The findings indicate varying degrees of agreement among respondents concerning the extent of their parents’ engagement in their academic lives. The statement, “My parent or guardian regularly checks my academic progress and performance,” recorded a mean score of 4.11 with a standard deviation of 0.907, corresponding to an agree decision. This suggests that most single parents show interest in monitoring their children’s academic progress, reflecting a reasonable level of involvement despite possible constraints.

The statement, “My parent sets clear expectations for my academic achievement,” had a mean of 3.36 and a standard deviation of 0.862, leading to a neutral decision. This implies that some single parents may not always communicate specific academic

goals or expectations, possibly due to limited time or competing responsibilities. Similarly, the statement, “I receive encouragement from my parent to study and perform well in school,” obtained a mean of 4.18 and a standard deviation of 0.921, with an agree decision, suggesting that parental encouragement remains a positive and motivating factor in students’ academic efforts.

The item, “My parent provides the necessary learning materials (books, uniform, fees, etc.) to support my education,” produced a mean score of 3.07 with a standard deviation of 0.937, which corresponds to a neutral response. This indicates that the provision of educational resources among single-parent households may not be consistent, likely influenced by financial limitations. Likewise, the statement, “My parent helps me with my homework or school assignments when possible,” had a mean of 3.18 and a standard deviation of 0.971, also resulting in a neutral response. This suggests that while some parents attempt to assist, time constraints and educational background may limit their ability to do so regularly.

The statement, “I feel that my parent is interested in my academic life and future goals,” recorded a mean of 4.21 and a standard deviation of 0.904, corresponding to an agree decision, which indicates strong emotional and motivational support from parents. Furthermore, “My parent frequently communicates with my teachers about my academic performance,” obtained a mean of 4.03 and a standard deviation of 0.896, also reflecting an agree decision. This demonstrates that parents make efforts to maintain contact with schools to monitor their children’s progress. Lastly, “My parent monitors how I use my time after school” recorded a mean of 4.17 and a standard deviation of 0.922, with an agree decision, signifying consistent supervision of students’ daily routines.

The overall mean of means of 3.79 with a standard deviation of 0.915 corresponds to an agree decision, implying that, in general, single parents in the Asante Bekwai Municipality exhibit a moderate to high level of involvement in their children's education, despite the socio-economic and time-related challenges often associated with single parenting.

4.3.2 Research Question 2: What are the effects of single parenting on the academic performance of Senior High School students?

The question examined the effects of single parenting on the academic performance of Senior High School students. The result was analysed and discussed using mean and standard deviations. The findings are presented in this section.

Table 4: Effects of Single Parenting on the Academic Performance

Statement	Mean	Std. Dev.	Decision
Living in a single-parent household affects my concentration in class.	4.20	.973	Agree
I often miss school because my parent cannot meet all my educational needs.	4.28	.908	Strongly Agree
Financial difficulties at home negatively affect my academic performance.	4.30	.920	Strongly Agree
I feel emotionally stressed because of my family situation.	4.29	.918	Strongly Agree
The absence of one parent makes it difficult for me to receive adequate academic support.	4.26	.874	Strongly Agree
I sometimes perform poorly in school because I have to take on household responsibilities.	4.34	.832	Strongly Agree
I feel less confident in school compared to students from two-parent families.	3.33	.886	Neutral
My school attendance and punctuality are affected by my family situation.	4.18	.892	Agree
Mean of Means/Std. Dev	4.15	0.900	Agree

Table 4 presents the results on the effects of single parenting on the academic performance of Senior High School students. The findings indicate that most respondents perceived single parenting as having a significant influence on their

academic experiences. The statement, “Living in a single-parent household affects my concentration in class,” recorded a mean score of 4.20 with a standard deviation of 0.973, corresponding to an agree decision. This suggests that the family situation of single-parent students may have a noticeable effect on their ability to focus and engage during classroom activities.

The statement, “I often miss school because my parent cannot meet all my educational needs,” obtained a mean of 4.28 and a standard deviation of 0.908, leading to a strongly agree decision. This indicates that financial challenges in single-parent households can directly influence school attendance, possibly due to the inability to afford essential learning materials or school-related expenses. Similarly, the statement, “Financial difficulties at home negatively affect my academic performance,” recorded a mean of 4.30 with a standard deviation of 0.920, also reflecting a strongly agree decision. This highlights the role of economic hardship as a major factor limiting academic achievement among students from single-parent families.

The item, “I feel emotionally stressed because of my family situation,” achieved a mean score of 4.29 with a standard deviation of 0.918, corresponding to a strongly agree decision. This suggests that emotional strain and psychological distress are prevalent among students in single-parent homes, which may indirectly hinder their academic progress. Likewise, the statement, “The absence of one parent makes it difficult for me to receive adequate academic support,” recorded a mean of 4.26 and a standard deviation of 0.874, also receiving a strongly agree decision. This implies that the lack of dual parental guidance may limit the academic support available to these students.

The statement, “I sometimes perform poorly in school because I have to take on household responsibilities,” obtained a mean of 4.34 and a standard deviation of 0.832, indicating strong agreement. This shows that domestic responsibilities placed on students from single-parent households can interfere with study time and academic focus. However, the statement, “I feel less confident in school compared to students from two-parent families,” had a mean of 3.33 and a standard deviation of 0.886, corresponding to a neutral response. This suggests that not all students from single-parent households necessarily experience diminished confidence, as individual resilience may vary.

The statement, “My school attendance and punctuality are affected by my family situation,” recorded a mean of 4.18 and a standard deviation of 0.892, reflecting an agree decision, implying that the demands of single-parent family life may affect students’ consistency in attending school. The overall mean of means of 4.15 with a standard deviation of 0.900 corresponds to an agree decision, suggesting that single parenting generally exerts a considerable impact on the academic performance of students in the Asante Bekwai Municipality, with financial constraints, emotional stress, and additional household responsibilities emerging as key influencing factors.

4.3.3 Research Question 3: What are the predominant academic, social, and emotional challenges perceived by students from single-parent households?

The question sought to identify the challenges faced by students who are from single-parent households. The findings were analyzed and discussed using mean values and standard deviations.

Table 5: Challenges Faced by Students who are from Single-Parent Households

Statement	Mean	Std. Dev.	Decision
I face financial difficulties that affect my schooling.	4.38	.859	Strongly Agree
I sometimes lack emotional support when facing academic challenges.	4.24	.883	Strongly Agree
I experience loneliness because one parent is absent.	4.33	.850	Strongly Agree
I am often burdened with household responsibilities that interfere with my studies.	4.27	.860	Agree
I feel stigmatised or treated differently by my peers due to my family background.	4.16	.919	Agree
I sometimes struggle to afford learning materials such as textbooks and stationery.	4.05	.886	Agree
I find it difficult to manage stress because I have limited family support.	4.29	.899	Strongly Agree
I have fewer opportunities for extra academic help compared to other students.	4.37	.790	Strongly Agree
Mean of Means/Std. Dev	4.26	0.868	Strongly Agree

Data from Table 5 presents the results on the challenges faced by students from single-parent households. The findings reveal that students generally experience considerable socio-economic, emotional, and academic difficulties as a result of their family circumstances. The statement, “I face financial difficulties that affect my schooling,” recorded a mean of 4.38 with a standard deviation of 0.859, corresponding to a strongly agree decision. This indicates that financial hardship is a major challenge among students from single-parent families, likely influencing their ability to meet essential educational needs such as fees, uniforms, and other materials.

The statement, “I sometimes lack emotional support when facing academic challenges,” obtained a mean score of 4.24 with a standard deviation of 0.883, also reflecting strong agreement. This suggests that emotional support, which is crucial for academic motivation and psychological stability, may be limited for students who live with a single parent. Similarly, the item, “I experience loneliness because one parent

is absent,” recorded a mean of 4.33 and a standard deviation of 0.850, indicating strong agreement. This highlights the emotional strain associated with parental absence, suggesting that feelings of isolation may be common among such students.

The statement, “I am often burdened with household responsibilities that interfere with my studies,” achieved a mean score of 4.27 with a standard deviation of 0.860, corresponding to an agree decision. This finding implies that additional domestic responsibilities placed on students may compete with academic time, affecting their focus and performance. Likewise, the statement, “I feel stigmatised or treated differently by my peers due to my family background,” had a mean of 4.16 with a standard deviation of 0.919, also yielding an agree decision. This suggests that social stigma and discrimination remain notable concerns for students from single-parent homes, potentially affecting their self-esteem and sense of belonging.

The statement, “I sometimes struggle to afford learning materials such as textbooks and stationery,” obtained a mean of 4.05 with a standard deviation of 0.886, resulting in an agree decision. This indicates that the provision of academic materials may not always be adequate, reflecting financial constraints within single-parent families. The item, “I find it difficult to manage stress because I have limited family support,” recorded a mean of 4.29 with a standard deviation of 0.899, corresponding to a strongly agree decision. This underscores the emotional burden associated with reduced family support, which may affect students’ mental health and academic engagement.

Finally, the statement, “I have fewer opportunities for extra academic help compared to other students,” achieved a mean score of 4.37 with a standard deviation of 0.790, also reflecting strong agreement. This indicates that limited academic support beyond

school hours may disadvantage students from single-parent families in maintaining competitive academic performance. The overall mean of means of 4.26 with a standard deviation of 0.868 corresponds to a strongly agree decision, implying that students from single-parent households in the Asante Bekwai Municipality encounter significant financial, emotional, and social challenges that can hinder their academic success.

4.3.4 Research Question 4: What academic, social, and personal coping mechanisms are utilised by students from single-parent families to achieve academic excellence?

The question explored coping mechanisms adopted by single-parent students to excel academically. The findings were analyzed and discussed using mean values and standard deviations.

Table 6: Coping Mechanisms Adopted by Single-Parent Students to Excel Academically

Statement	Mean	Std. Dev.	Decision
I devote extra time to studying to improve my academic performance.	4.24	.881	Strongly Agree
I seek help from teachers when I do not understand a topic.	4.14	.903	Agree
I participate in group studies to enhance my learning.	4.26	.928	Strongly Agree
I rely on friends or classmates for academic support when needed.	4.34	.815	Strongly Agree
I motivate myself to stay focused despite my family challenges.	4.29	.884	Strongly Agree
I manage my time effectively to balance schoolwork and home responsibilities.	4.04	.911	Agree
I set personal goals to help me stay disciplined in my studies.	4.19	1.022	Agree
I use school counselling services to manage academic or emotional difficulties.	4.15	1.050	Agree
Mean of Means/Std. Dev	4.21	0.924	Agree

Table 6 presents the results on the coping mechanisms adopted by students from single-parent households to excel academically. The findings show that most of the students adopt proactive and positive strategies to manage the challenges associated with their family circumstances. The statement, “I devote extra time to studying to improve my academic performance,” recorded a mean score of 4.24 with a standard deviation of 0.881, indicating a strongly agree decision. This suggests that students from single-parent households are highly committed to improving their academic outcomes by dedicating additional time to personal study.

Similarly, the statement, “I participate in group studies to enhance my learning,” achieved a mean of 4.26 with a standard deviation of 0.928, also reflecting strong agreement. This indicates that collaborative learning plays an important role in helping students overcome academic difficulties and gain peer support. The statement, “I rely on friends or classmates for academic support when needed,” recorded a mean of 4.34 with a standard deviation of 0.815, further supporting this finding. The strongly agree decision suggests that peer networks serve as an essential source of both academic and emotional assistance for these students.

The statement, “I motivate myself to stay focused despite my family challenges,” obtained a mean of 4.29 with a standard deviation of 0.884, corresponding to strong agreement. This reflects a high level of resilience and self-determination among students from single-parent families, as they strive to succeed despite the social and emotional pressures they experience.

Other statements recorded an agree decision, suggesting that while students adopt these coping strategies, the level of consistency or accessibility may vary. The statement, “I seek help from teachers when I do not understand a topic,” had a mean

of 4.14 with a standard deviation of 0.903, indicating that teacher support remains an important but moderately utilised coping mechanism. Similarly, the statement, “I manage my time effectively to balance schoolwork and home responsibilities,” with a mean of 4.04 and a standard deviation of 0.911, shows that students acknowledge the importance of time management but may face practical difficulties in maintaining balance due to household obligations.

The statement, “I set personal goals to help me stay disciplined in my studies,” recorded a mean of 4.19 and a standard deviation of 1.022, indicating agreement among respondents. This shows that goal-setting serves as a motivational tool that encourages persistence and discipline in academic work. Likewise, the item, “I use school counselling services to manage academic or emotional difficulties,” obtained a mean of 4.15 with a standard deviation of 1.050, reflecting agreement. This suggests that some students utilise institutional support systems, though access or awareness might limit its broader effectiveness.

The overall mean of means of 4.21 with a standard deviation of 0.924 corresponds to an agree decision, implying that students from single-parent households generally adopt effective coping strategies such as self-motivation, peer collaboration, and teacher engagement to overcome the challenges associated with their family situations and achieve academic success.

4.4 Discussion

4.4.1 Level of parental involvement in the education of single parents’ students

The first objective of this study was to investigate the level of parental involvement in the education of single parents’ students in Asante Bekwai Municipality, Ashanti Region. The findings reveal that single parents in the Asante Bekwai Municipality

demonstrate a moderate to high level of involvement in their children's education. Most parents actively monitor academic progress, communicate with teachers, and provide emotional encouragement. However, their participation in setting academic goals, assisting with homework, and providing learning materials appears inconsistent, likely due to financial and time constraints.

This pattern strongly resonates with the work of Eze and Ezenwaji (2019) in Nigeria, who similarly found that while home based support remained robust, single parents struggled with resource intensive activities such as direct school communication and financial investment in educational materials. The inconsistency in providing learning materials and assisting with homework, as observed in Bekwai, is powerfully echoed in the South African context by Jacobs and Wood (2022), who identified economic precarity and time poverty as the primary barriers, forcing involvement to be strategically channelled into non material forms of support. This suggests a common adaptive strategy across different African contexts, where single parents prioritise emotional and supervisory involvement despite structural constraints.

Furthermore, the Bekwai findings contrast with the perception of marginalisation reported by single parents in Ampofo's (2021) Ghanaian study, where involvement was often reactive. The proactive communication with teachers noted in Bekwai presents a more optimistic scenario, potentially indicating variations in school culture within the country. This proactive communication aligns more closely with the strategies of single fathers in Malaysia, who leveraged digital tools to maintain contact with teachers (Tan & Subramaniam, 2022). However, the persistent challenge with homework assistance and goal setting corroborates the Kenyan study by Chege and Mbugua (2023), which directly linked time poverty to diminished capacity for such academic guidance. Crucially, the Bekwai results align with the critical

mediating role of socioeconomic status highlighted by Al Hassan and Obeidat (2023) in Jordan. Their finding that differences in home based cognitive stimulation vanished when economic status was controlled for supports the interpretation that the inconsistencies in Bekwai are not a reflection of lower commitment but a direct function of financial and time constraints.

Theoretically, these findings robustly refute the simplistic tenets of the family deficit model, which would attribute any academic challenges to the family structure itself. The demonstrated moderate to high involvement in key areas like monitoring and emotional support underscores that single parent families are not inherently deficient. Instead, the findings strongly corroborate the social exchange theory, which posits that human behaviour is influenced by the costs and benefits of actions. The financial and time constraints faced by single parents in Bekwai increase the "cost" of involvement in activities like purchasing materials or dedicating time to homework, leading to a strategic allocation of their limited resources towards lower cost but high impact involvement such as emotional encouragement. Simultaneously, the findings support the family socialisation perspective, as the active provision of emotional encouragement and communication about school signifies a concerted effort by these parents to socialise their children into valuing education and achieving academic success, despite the structural barriers they face.

The implications for policy and practice are multifaceted. For educational practitioners, these findings necessitate a move away from deficit based assumptions about single parent families. Schools should recognise and valorise the non-material forms of involvement that these parents excel in, such as emotional support and monitoring. To address the inconsistencies, schools could implement flexible communication channels, such as virtual parent teacher meetings or scheduled

evening calls, to accommodate nontraditional work hours. Furthermore, establishing homework clubs and providing subsidised learning materials within the school environment can directly mitigate the resource based constraints identified. For policymakers, the evidence underscores the need for structural interventions. This includes creating social protection programmes that alleviate the economic burden on single parent households and advocating for employer policies that offer flexible working arrangements for parents. By reducing the systemic barriers of time and financial poverty, policy can empower single parents in the Asante Bekwai Municipality and beyond to translate their high motivation into consistent, multifaceted educational involvement, thereby fully supporting their children's academic journeys.

4.4.2 Effects of single parenting on the academic performance

The second objective of this study was to examine the effects of single parenting on the academic performance of Senior High School students. The findings indicate that single parenting significantly affects the academic performance of students in the Asante Bekwai Municipality. Most respondents reported that financial hardship, emotional stress, and household responsibilities interfere with their studies, attendance, and concentration. The absence of one parent limits academic support, while the burden of home duties reduces study time. Although some students maintain confidence, the overall results suggest that the challenges associated with single parenting negatively influence students' academic engagement and performance.

This study's identification of financial constraints as a primary impediment is robustly corroborated by prior research. For instance, the work of Eze and Ezenwaji (2019) in Nigeria similarly attributed academic disparities not to family structure per se, but to associated economic hardships that limit educational investment. This is further

reinforced by Ampofo's (2021) Ghanaian study, where financial strain was a pervasive stressor leading to an inability to purchase essential learning materials, directly impeding academic performance. The mechanism through which financial pressure translates into academic challenges is elucidated by the South African study of Jacobs and Wood (2022), who identified that the time poverty experienced by the sole breadwinner resulted in limited academic supervision, a finding directly mirrored in the Bekwai results regarding reduced study time due to home duties.

Furthermore, the emotional distress reported by students in the Asante Bekwai Municipality finds a compelling parallel in the Turkish study by Demir and Kaya (2024), which established that higher levels of depressive and anxious symptoms among students from single parent households partially mediated the negative effect on their grades. The burden of household responsibilities, particularly noted in the Bekwai findings, is powerfully illustrated by the Vietnamese research of Nguyen and Tran (2023), which documented how adolescent girls in single mother households spent excessive hours on chores, drastically curtailing time for scholarly pursuits. However, the current finding that some students maintained confidence aligns with the concept of academic resilience explored by Cruz (2023) in the Philippines. In addition, a study by Owusu and Appiah (2022) in Ghana also suggested that the negative outcomes are not deterministic. This is a critical nuance, as a large scale US study by Miller and Garcia (2023) demonstrated that the direct effect of single parenthood on test scores was almost entirely mediated by factors like household income and the home learning environment, indicating that structural disadvantages, not the family structure itself, are the primary drivers.

Theoretically, these findings present a complex picture that largely refutes the family deficit model. The academic challenges identified are not a direct consequence of a

missing parent but are channeled through intervening variables like poverty and stress, thereby challenging the model's core premise of inherent deficiency. The evidence strongly corroborates the social exchange theory, as the limited resources both financial and temporal within the single parent household increase the cost of educational engagement, resulting in tradeoffs where domestic duties and income generation supplant study time and academic support. Simultaneously, the findings can be interpreted through the lens of the family socialisation perspective. The "absence of one parent" limits the diversity and intensity of academic socialisation and support that can be provided, while the emotional stress can disrupt the positive parent child interactions that foster pro academic values and behaviours.

The implications for policy and practice are therefore multifaceted and must target the mediating mechanisms rather than the family structure. Practically, schools in the Asante Bekwai Municipality should implement robust counselling services to address the emotional stress identified, while also developing flexible attendance and assignment policies for students bearing significant domestic responsibilities. Establishing after school homework clubs and quiet study spaces can directly mitigate the challenge of reduced study time at home. For policymakers, the findings underscore an urgent need for social protection programmes, such as targeted educational grants for children from single parent households, to alleviate the crushing financial hardship that underlies many of the academic difficulties. Additionally, community-based support programmes that could offer assistance with domestic burdens or mentoring could help compensate for the limited academic support at home, thereby empowering these students to translate their inherent confidence, noted in the study, into sustained academic achievement.

4.4.3 Challenges faced by students who are from single-parent households

The third objective of this study was to identify the challenges faced by students who are from single-parent households. The findings indicate that students from single-parent households in the Asante Bekwai Municipality face significant financial, emotional, and social challenges that affect their academic experiences. Financial constraints limit access to learning materials, while emotional support is often insufficient, contributing to feelings of loneliness and stress. Household responsibilities and social stigma further impede study time and focus. Limited access to extra academic assistance compounds these difficulties, highlighting the multiple barriers that can hinder the educational progress and overall academic success of students from single-parent families.

The identified financial constraints that limit access to learning materials directly corroborate studies from multiple African contexts. For example, the Nigerian research by Eze and Ezenwaji (2019) and the Ghanaian study by Ampofo (2021) both identified economic hardship as the primary mechanism through which single parenting influences educational outcomes, restricting the ability to purchase textbooks or fund extra classes. The emotional dimension, characterised by insufficient support leading to loneliness and stress, finds strong support in the work of Yildirim and Koc (2021) in Turkey, who recorded significantly higher depressive symptoms and lower self-esteem among adolescents from single parent families. Furthermore, the social stigma reported by students in Bekwai is not an isolated phenomenon; it was a central finding in the South African qualitative inquiry by Van der Berg and Moses (2022), where participants faced teasing and social exclusion from peers, leading to withdrawal.

The burden of household responsibilities as a significant impediment to study time is a challenge documented across cultures. The results of the study are powerfully echoed by the Vietnamese study of Nguyen and Tran (2023), which quantified the excessive domestic duties shouldered by adolescent girls in single mother homes, drastically reducing their available time for academic pursuits. Similarly, the limited access to extra academic assistance noted in the present findings aligns with the Kenyan research of Chege and Mbugua (2023), which found that students from single parent homes received significantly less help with homework due to the sole parent's chronic time poverty. This confluence of barriers creates a compounded disadvantage, a phenomenon observed in the meta analytic review by Omondi and Chen (2024), which concluded that the negative correlation between single parenthood and academic achievement is primarily mediated by these very factors poverty, psychological distress, and low parental supervision rather than the family structure itself.

Theoretically, this intricate web of challenges offers a powerful refutation of the family deficit model. The academic difficulties experienced by students in Bekwai are not an inevitable outcome of a one parent household but are the result of intersecting socioeconomic and psychosocial barriers that accompany this family structure in specific contexts. The findings instead provide robust corroboration for the social exchange theory. The scarcity of financial and temporal resources within these households creates a high cost for educational engagement, forcing trade offs where domestic labour and coping with emotional strain deplete the resources necessary for academic focus and accessing extra tuition. Concurrently, the family socialisation perspective is upheld, but in a negative sense; the emotional strain and limited time for supportive interaction can disrupt the optimal socialisation processes. When a

parent is overwhelmed by financial survival and domestic duties, the capacity for consistent, enriching academic socialization such as providing homework help or intellectual stimulation is necessarily diminished, affecting the child's educational trajectory.

The implications for policy and practice are therefore necessarily multi-level and systemic. For educational practitioners, these findings mandate a trauma-informed and asset-based approach that recognises the underlying challenges these students face. Schools should proactively provide core learning materials to mitigate financial constraints and establish mandatory counselling services to address the documented emotional distress. Creating designated and supervised study halls after school can directly counter the loss of study time to home duties and the lack of academic assistance. For policymakers, the evidence underscores the imperative of integrated support. This includes strengthening social safety nets through targeted cash transfer programmes for single parent families to alleviate the foundational financial pressure. Furthermore, public awareness campaigns aimed at reducing social stigma and community-based initiatives that offer mentoring or homework help could provide the external support system that these families often lack. By systematically addressing these financial, emotional, and social barriers, stakeholders can create an environment where students from single parent households in the Asante Bekwai Municipality are empowered to achieve their full academic potential.

4.4.4 Coping mechanisms adopted by single-parent students to excel academically

The fourth and final objective of this study was to explore coping mechanisms adopted by single-parent students to excel academically. The results show that students from single-parent households generally adopt effective coping strategies

such as self-motivation, peer collaboration, and teacher engagement to overcome the challenges associated with their family situations and achieve academic success.

This focus on academic resilience significantly aligns with a growing body of research that seeks to understand the factors enabling success despite adversity. The strategy of self-motivation, for instance, is powerfully echoed in the Ghanaian study by Owusu and Appiah (2022), which documented that academically successful students from single parent homes cultivated exceptional self-regulation and a powerful internal locus of control, viewing education as a pivotal personal responsibility. This internal drive is further refined through peer collaboration, a finding that resonates strongly with the Nigerian research of Adebayo and Ogunwale (2021). Their phenomenological work revealed that undergraduates from similar backgrounds formed dedicated study groups, which served as crucial platforms for both academic knowledge sharing and essential moral support, creating a surrogate support system.

Furthermore, the active engagement with teachers noted in the results is a strategy identified as a key differentiator for resilient students. This aligns with the South African longitudinal study by Khumalo and Van Breda (2021), which found that successful university students from disadvantaged backgrounds proactively sought out lecturers and utilised institutional support services. This demonstrates a strategic approach to compensating for limited academic assistance at home by leveraging formal educational resources. The overarching theme of developing self reliance is also consistent with the cognitive strategies identified by Demirci and Aydin (2023) in Turkey, where positive reframing interpreting one's family situation as a source of strength was linked to better academic outcomes. Moreover, the reliance on teacher engagement and peer collaboration can be viewed as a practical manifestation of

building social capital, a concept supported by Le and Pham's (2023) research in Vietnam, which found that strong external support networks significantly buffered the effects of economic strain on academic performance.

Theoretically, these findings present a formidable challenge to the family deficit model. The academic success achieved through these adaptive strategies fundamentally refutes the notion that single parent families are inherently deficient or incapable of fostering educational achievement. Instead, the evidence robustly corroborates the family socialisation perspective, albeit in an expanded form. While the socialisation processes may differ from two parent households, they are evidently effective; the single parents in these scenarios appear to successfully socialise their children to value education, develop resilience, and proactively seek out resources, as seen in the collaborative partnerships documented by Silva and Santos (2024) in Brazil. The findings also nuance the social exchange theory. While the theory explains the constraints single parents face, the students' strategies demonstrate how they actively engage in alternative exchanges investing time in peer networks and teacher relationships to gain the academic and emotional resources that may be scarce within their immediate household environment, thereby navigating around the structural limitations.

The implications for policy and practice are profound and require a shift from a deficit-based to a strength-based approach. For educational practitioners, these findings underscore the necessity to recognise, validate, and systematically incorporate the very coping strategies that students are already employing. Pedagogy should be designed to actively promote peer collaboration through structured group work and project-based learning. Teachers should be trained to be approachable and to recognise their role not just as instructors but as accessible mentors, creating

channels for the teacher engagement that students seek. For policymakers, support programmes should be designed to bolster these organic resilience strategies. This could include funding for peer mentoring programmes within schools, where older students can provide guidance, and professional development for teachers on how to effectively support students from diverse family backgrounds. By intentionally creating school environments that foster self-efficacy, collaboration, and positive teacher-student relationships, policymakers and educators can systematically reinforce the natural coping mechanisms that students from single parent households in the Asante Bekwai Municipality and beyond are already utilising to achieve academic success.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter brings the study to a close by summarising the key findings, presenting conclusions drawn from the results, offering recommendations, and highlighting areas that warrant further investigation.

5.2 Summary of the study

The purpose of the study is to examine the effects of single parenting on the academic performance of Senior High School students in the Asante Bekwai Municipality. Primary data were collected through a questionnaire, employing a quantitative approach and a descriptive design. Utilising a multi stage sampling method including stratified, purposive and simple random sampling, a sample of three hundred and sixty (360) respondents were used for the study. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to analyse the data, with assistance from the Statistical Package for Social Sciences (SPSS).

5.3 Findings of the Study

The findings of the study are:

1. The findings reveal that single parents in the Asante Bekwai Municipality demonstrate a moderate to high level of involvement in their children's education. Most parents actively monitor academic progress, communicate with teachers, and provide emotional encouragement. However, their participation in setting academic goals, assisting with homework, and providing learning materials appears inconsistent, likely due to financial and time constraints.

2. The findings indicate that single parenting significantly affects the academic performance of students in the Asante Bekwai Municipality. Most respondents reported that financial hardship, emotional stress, and household responsibilities interfere with their studies, attendance, and concentration. The absence of one parent limits academic support, while the burden of home duties reduces study time.
3. Moreover, the findings indicate that students from single-parent households in the Asante Bekwai Municipality face significant financial, emotional, and social challenges that affect their academic experiences. Financial constraints limit access to learning materials, while emotional support is often insufficient, contributing to feelings of loneliness and stress. Household responsibilities and social stigma further impede study time and focus. Limited access to extra academic assistance compounds these difficulties, highlighting the multiple barriers that can hinder the educational progress and overall academic success of students from single-parent families.
4. The results show that students from single-parent households generally adopt effective coping strategies such as self-motivation, peer collaboration, and teacher engagement to overcome the challenges associated with their family situations and achieve academic success.

5.4 Conclusions

In conclusion, the study demonstrates that single parents in the Bekwai Municipality are actively involved in their children's education, providing monitoring, emotional support, and communication with teachers, though some aspects of involvement are constrained by financial and time limitations. Single parenting was found to have a notable impact on students' academic performance, with financial difficulties,

household responsibilities, and emotional stress affecting concentration, attendance, and study time. Students face multiple challenges, including limited resources, emotional strain, social stigma, and restricted access to additional academic support, which collectively hinder their educational experiences. Despite these obstacles, students employ effective coping mechanisms, such as self-motivation, peer collaboration, and engagement with teachers, to navigate these challenges and maintain academic success. The findings underscore the resilience of both parents and students while highlighting areas where targeted support could further enhance educational outcomes in single-parent households.

5.5 Recommendations

The following suggestions are offered for your consideration in light of the study's conclusions.

1. In light of the moderate to high level of parental involvement among single parents in the Bekwai Municipality, it is recommended that educational managers and school stakeholders develop programmes and workshops to support parents in areas where their involvement is inconsistent. For instance, initiatives that provide guidance on setting academic goals, assisting with homework, and accessing affordable learning materials could help strengthen parental engagement and enhance students' educational outcomes.
2. Given that single parenting significantly affects students' academic performance through financial hardship, emotional stress, and household responsibilities, it is recommended that school administrators and local education authorities implement support structures such as counselling services, academic mentoring, and flexible scheduling. These interventions can help alleviate the negative impacts of family responsibilities and

emotional strain on students, improving their concentration, attendance, and overall performance.

3. Considering the multiple challenges faced by students from single-parent households, including financial constraints, emotional stress, and social stigma, it is recommended that stakeholders establish targeted support programmes. Examples include school-based financial aid, peer support groups, and community outreach initiatives that provide both material and psychosocial support. Such interventions can reduce barriers to learning and promote equity in academic opportunities for students from single-parent families.
4. Finally, recognising that students from single-parent households employ effective coping strategies to achieve academic success, it is recommended that managers and policymakers create structured platforms to formalise and reinforce these practices. For instance, schools can facilitate peer study groups, mentorship programmes, and teacher-student engagement initiatives, which can enhance resilience, motivation, and collaboration among students facing similar family challenges.

5.6 Suggestions for Further Research

Comparative studies across different municipalities or regions could be conducted to assess whether the patterns observed in the Asante Bekwai Municipality are consistent in other socio-cultural and economic contexts. Such research could highlight regional variations and inform context-specific interventions.

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APPENDIX A

QUESTIONNAIRE FOR SENIOR HIGH SCHOOL STUDENTS

UNIVERSITY OF EDUCATION, WINNEBA

EFFECTS OF SINGLE PARENTING ON ACADEMIC PERFORMANCE OF SENIOR HIGH SCHOOL

STUDENTS IN THE BEKWAI MUNICIPALITY, ASHANTI REGION

Dear respondent,

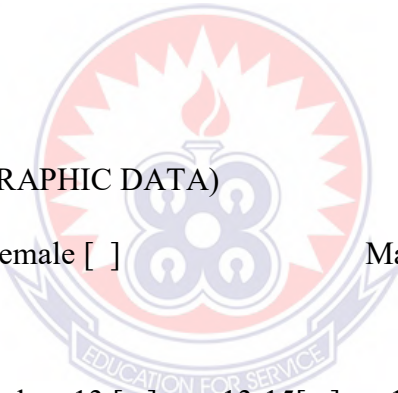
The objective of this study is to examine the effects of single parenting on the academic performance of Senior High School students in the Bekwai Municipality.

Please read carefully and tick (✓) the appropriate response/column for each statement.

All information gathered shall be used purely for research purpose and shall be treated with confidentiality.

Thank you.

SECTION A (DEMOGRAPHIC DATA)

- 
- 1. Gender:** Female [] Male []
- 2. Age:** Below 13 [] 13-15 [] 16-18 [] 19-21 []
Above 21 []
- 3. Form:** SHS1 [] SHS 2 [] SHS3 []

SECTION B: LEVEL OF PARENTAL INVOLVEMENT IN THE EDUCATION OF SINGLE PARENTS' STUDENTS

Kindly indicate how much you agree with these statements about level of parental involvement in the education of single parents' students.

Please use the following scales.

Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and Strongly Agree (SA).

STATEMENT	SD	D	N	A	SA
4. My parent or guardian regularly checks my academic progress and performance.					
5. My parent sets clear expectations for my academic achievement					
6. I receive encouragement from my parent to study and perform well in school.					
7. My parent provides the necessary learning materials (books, uniform, fees, etc.) to support my education.					
8. My parent helps me with my homework or school assignments when possible.					
9. I feel that my parent is interested in my academic life and future goals.					
10. My parent frequently communicates with my teachers about my academic performance.					
11. My parent monitors how I use my time after school.					

SECTION C: EFFECTS OF SINGLE PARENTING ON THE ACADEMIC PERFORMANCE OF SENIOR HIGH SCHOOL STUDENTS.

Kindly indicate how much you agree with these statements about effects of single parenting on the academic performance of Senior High School students.

Please use the following scales.

Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and Strongly Agree (SA).

STATEMENT	SD	D	N	A	SA
12. Living in a single-parent household affects my concentration in class.					
13. I often miss school because my parent cannot meet all my educational needs.					
14. Financial difficulties at home negatively affect my academic performance.					
15. I feel emotionally stressed because of my family situation.					
16. The absence of one parent makes it difficult for me to receive adequate academic support.					
17. I sometimes perform poorly in school because I have to take on household responsibilities.					
18. I feel less confident in school compared to students from two-parent families.					
19. My school attendance and punctuality are affected by my family situation.					

SECTION D: CHALLENGES FACED BY STUDENTS WHO ARE FROM SINGLE-PARENT HOUSEHOLDS

Kindly indicate how much you agree with these statements about challenges faced by students who are from single-parent households.

Please use the following scales.

Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and Strongly Agree (SA).

STATEMENT	SD	D	N	A	SA
20. I face financial difficulties that affect my schooling.					
21. I sometimes lack emotional support when facing academic challenges.					
22. I experience loneliness because one parent is absent.					
23. I am often burdened with household responsibilities that interfere with my studies.					
24. I feel stigmatised or treated differently by my peers due to my family background.					
25. I sometimes struggle to afford learning materials such as textbooks and stationery.					
26. I find it difficult to manage stress because I have limited family support.					
27. I have fewer opportunities for extra academic help compared to other students.					

SECTION E: COPING MECHANISMS ADOPTED BY SINGLE-PARENT STUDENTS TO EXCEL ACADEMICALLY.

Kindly indicate how much you agree with these statements about coping mechanisms adopted by single-parent students to excel academically.

Please use the following scales.

Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and Strongly Agree (SA).

STATEMENT	SD	D	N	A	SA
28. I devote extra time to studying to improve my academic performance.					
29. I seek help from teachers when I do not understand a topic.					
30. I participate in group studies to enhance my learning.					
31. I rely on friends or classmates for academic support when needed.					
32. I motivate myself to stay focused despite my family challenges.					
33. I manage my time effectively to balance schoolwork and home responsibilities.					
34. I set personal goals to help me stay disciplined in my studies.					
35. I use school counselling services to manage academic or emotional difficulties.					