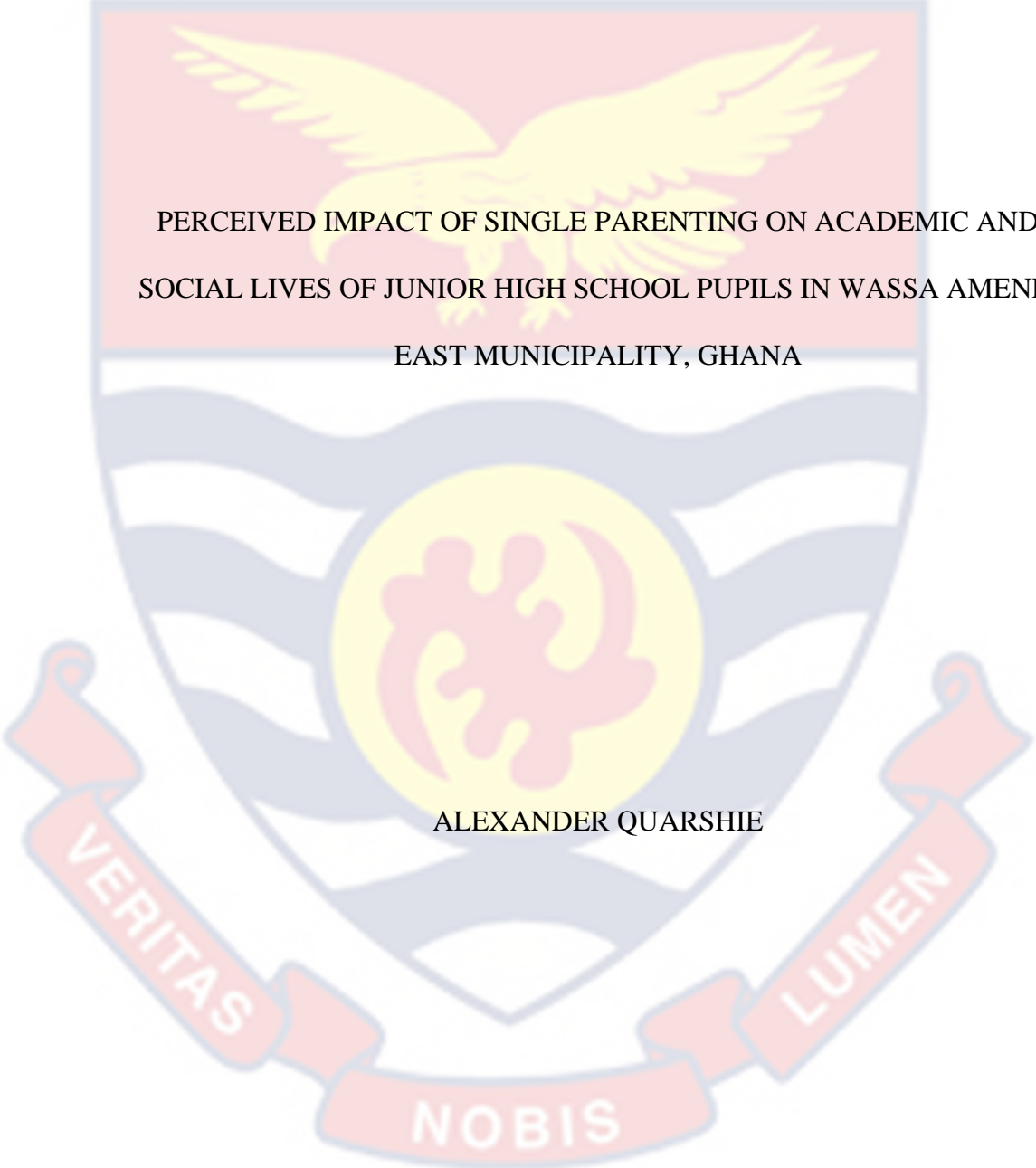


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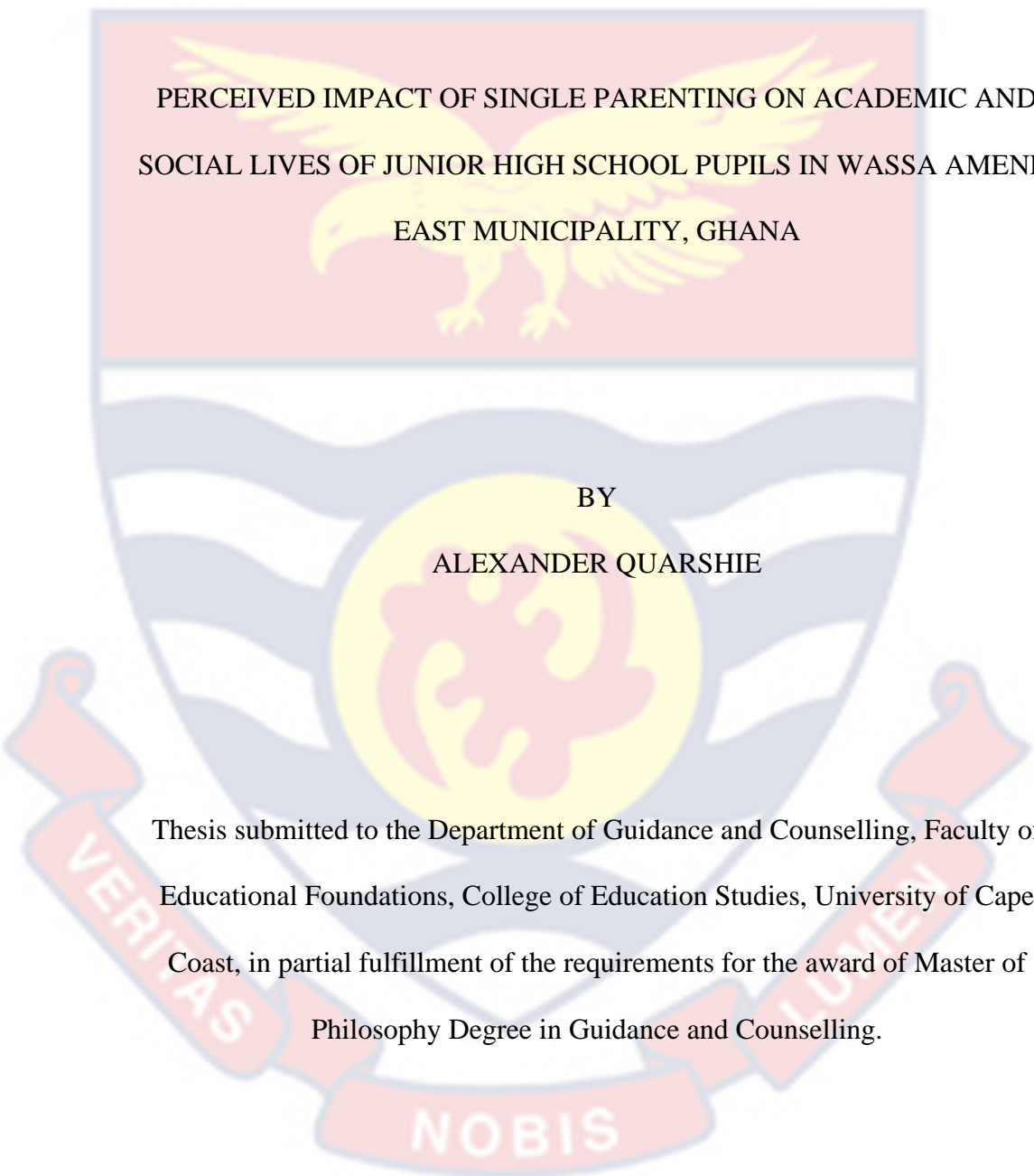


PERCEIVED IMPACT OF SINGLE PARENTING ON ACADEMIC AND
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EAST MUNICIPALITY, GHANA

ALEXANDER QUARSHIE

2023

UNIVERSITY OF CAPE COAST



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SOCIAL LIVES OF JUNIOR HIGH SCHOOL PUPILS IN WASSA AMENFI
EAST MUNICIPALITY, GHANA

BY
ALEXANDER QUARSHIE

Thesis submitted to the Department of Guidance and Counselling, Faculty of
Educational Foundations, College of Education Studies, University of Cape
Coast, in partial fulfillment of the requirements for the award of Master of
Philosophy Degree in Guidance and Counselling.

JUNE 2023

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another in this university or elsewhere.

Signature Date

Name:

Supervisor's Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature Date

Name:



ABSTRACT

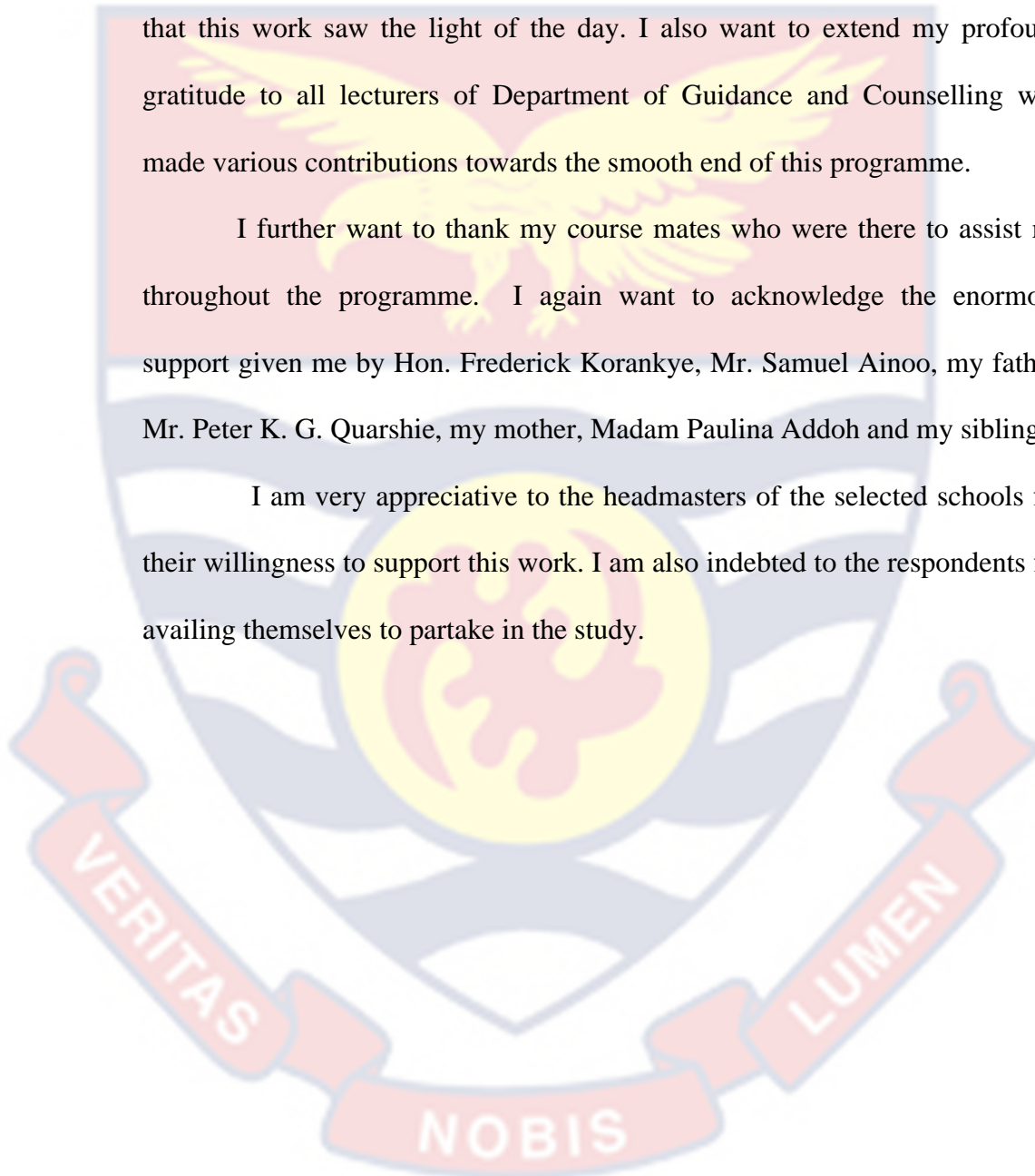
The study ascertained how single parenting affected the academic and social lives of junior high school pupils in Wassa Amenfi East Municipality. The target population for the study was all junior high school pupils from single parent families in the municipality. The accessible population for the study was junior high school pupils from single parent families from the six selected public schools in the municipality. Purposive sampling procedure was utilised for the research. The sample size for the study was 255 single-parented junior high pupils, which comprised 110 males and 145 females. Adapted questionnaire was used for data collection. Means, standard deviations, frequencies, percentages, independent samples t- test and analysis of variance (ANOVA) were used to analyse the data. The study found that single parenting impacted negatively on the academic lives of junior high school pupils in the municipality. Single parenting did not impact negatively on the social lives of pupils. In light of the results, the study recommended that junior high school pupils from single-parent families should be prioritized by Non-Governmental Organisations (NGOs) in the disbursement of scholarship opportunities.

ACKNOWLEDGEMENTS

I want to convey my sincere appreciation to my supervisor, Prof. Linda D. Forde of the Department of Guidance and Counseling, University of Cape Coast for her leadership, guidance, direction, support and advice which ensured that this work saw the light of the day. I also want to extend my profound gratitude to all lecturers of Department of Guidance and Counselling who made various contributions towards the smooth end of this programme.

I further want to thank my course mates who were there to assist me throughout the programme. I again want to acknowledge the enormous support given me by Hon. Frederick Korankye, Mr. Samuel Ainoo, my father, Mr. Peter K. G. Quarshie, my mother, Madam Paulina Addoh and my siblings.

I am very appreciative to the headmasters of the selected schools for their willingness to support this work. I am also indebted to the respondents for availing themselves to partake in the study.



DEDICATION

Glory to God for the wonderful things he has accomplished, and to my dear wife, Mad. Lydia Oduro, my children, Maame Konama Quarshie, Nana Gyedu Brakoh Quarshie, Nana Ampiah Brakoh Quarshie and Aba Konne Brakoh Quarshie.



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CHAPTER ONE

INTRODUCTION

Single parenting issues have been on the upsurge in recent years globally. According to Ponzetti (2003), women serve as the head of between 25 and 30 percent of all families globally. The scenario is the same in Africa. In Ghana and the Wassa Amenfi East Municipality, single parenting is a significant problem. According to Ghana Statistical Service (2021), single parenting accounted for 10.1% and 8.4% of the total population in Ghana and in Wassa Amenfi East Municipality respectively.

Parents have great responsibility to ensure that their children attain appropriate social, psychological and academic development. Many studies have proved that children develop in all aspects of their lives when both parents are involved in their upbringing. Parke (2003) asserted that when parents live peacefully, it brings about proper nurturing of children. Therefore, when the rearing of children become the responsibility of only one person (single parent), it affects the academic and social lives of these children. Single parenting has great impact on the parent and the children from these families. This and other reasons have moved the researcher to conduct this investigation. The findings of the research will give detailed information about how single parenting affects students' academic and social lives.

Background to the Study

Single parenting has become a significant social concern worldwide because of the detrimental consequences it has on both the single parent and the child or children. According to Gucciardi, Calasun and Steward (2004), single-parent households have grown to be a significant social problem for

many years. Socialisation is very important in terms of transferring culture from one generation to another. The family is a child's first socialisational force. Santrock (2002) indicated that parents help to impart and instill strong moral, religious, interpersonal, physical, and intellectual values in younger people in many societies where younger ones are brought-up in a strictly structured and disciplined way.

Coontz (2017) asserted that single parent family is a situation whereby a parent stays with the children alone without the other partner. He also stated that unexpected pregnancies, death, separation from a spouse, and divorce caused a sharp rise in the proportion of single-parent households in the second part of the twentieth century. Some people have used this change to make the case that the family structure is being disrupted. Coontz (2017) again claimed that single parents who remain at home with their dependent children have negative effects on both kids and parents due to the strain required in raising the kids by themselves.

Donkor (2010) defined single parenting as an instance in which one parent, as opposed to the two parents, takes on the responsibility of caring for the children. Donkor indicated that about 67% of children in Ghana have had their lives devastated by single parenting since these parents are unable to provide their basic necessities. According to Thomas (2018), a single parent is someone who lives alone with the children and does not have a spouse. Thomas further asserted that a single parent may either take care of the children alone or jointly raise them, where the children live with one parent for some time before moving to live with the other for another period of time. According to him, the following circumstances can lead to single parenting:

divorce, separation, abandonment, the death of the other parent, and single mother giving birth. Whiting and Child (2003) were of the view that single parenting is where the task of raising the children is performed by one parent instead of both parents who gave birth to them.

Single parenting has been attributed to a number of causes. According to Ekponyong and Udisi (2016), single parenting in Nigeria was caused by death, separation, desertion and unintended pregnancy. Asah (2021) indicated that factors such as hardship, unmarried childbirth, spousal abuse, death, unfaithfulness and divorce all contributed to single parenting in Cameroon. Minayo (2020) claimed that single parenting was caused by death, divorce and separation in Butula Sub-County in Kenya. Amoakohene (2013) asserted that single parenting was caused by a combination of factors, including divorce, separation, death, and others in Afigya Sekyere district in Ghana. Malima and Akech (2016) reported that divorce, death of a partner, separation and not married were the causes of single parenting in Arusha city in Tanzania.

The African approach of nurturing youngsters within the larger households has changed due to the emergence of modernisation and universalisation. Family lives have been disorganised with the faster rate of globalisation (Olaleye & Oladeji, 2010). Most of the customs, values, norm and traditions such as the adequate preparations that one has to make before getting married and one's perspective on divorce that have been taught and performed for many years are currently becoming outdated. The things that were seen to be negative some years ago have become the norm of today such as divorce, separation and unintended pregnancy.

Callister and Birks (2006) opined that single parenting is greatly related to a number of behavioural, emotional and social problems for children from these families. According to Kerby (2007), parents play important roles in all aspects of child development and more especially in teaching and raising them in every facet of development, such as social, emotional, cognitive, and educational growth. In order to improve their children's schooling, adults should be able to foster a friendly home environment that supports learning (Hill & Craft, 2003).

Steck (2009) asserted that divorce rates have continually increased in Europe since the 1960s, with the UK, Portugal, Denmark, and Belgium being the most severely impacted nations. Children brought-up in two parent households have decreased over a period of 35 years in the United States of America, declining from around 85% in 1968 to 70% in 2003, while the number of kids staying in single-parent households has almost doubled (Center for Marriage and Families, 2005). Anderson (2002) opined that nearly 50% of all kids born in the USA, would have been raised by a single parent by the period the kids turned the age of 15. Grall (2009) indicated that there were over 12 million single parents taking caring for above 20 million kids in 13.7 million single parent families in the US in 2000. By 2009, there were 21.8 million children living in single parent households. Ponzetti (2003) asserted that UK alone has more than 1 million single parents; thus, making one out of every seven families a single parent family. According to Cheeseman, Ferguson and Cohen (2011), between 2004 and 2006, 20% of Australian households who had kids under age 15 were staying in single parent families.

They again indicated that 87% of those families were headed by single mothers.

Udansky (2008) stated that single parenting as a serious social issue is on the increase. Over 25% of households are headed by women in developing nations including Ghana, Rwanda, Cuba, and Puerto Rico (Single- Parent-Families- Demographic- Trend, 2005). Asah (2021) opined that the number of single parents resulting from broken homes was not known in Cameroon and where they existed, they were seen to be normal. He again indicated that there has been an upsurge in single parent situation in Cameroon. Adelani and Ogunbanwo (2008) asserted that the single parent phenomenon was on the rise in Nigeria.

Some researchers in Ghana have come out with several reports and observations regarding the issue of single parenting. In Ghana, of children between the ages of 0-17 years, 24% are living with only their mothers, 5% are living with only their fathers. Nearly one in every four in Ghana (16%) live with neither their biological father or mother (Better Care Network, 2015 and Ghana Demographic and Health Surveys, 2014).

Owusu-Ansah (2017), reported that about 25% of JHS pupils in the Yamoransa circuit were from single parent households. Owusu-Ansah again asserted that single parenting had negative effect on academic achievement and social lives JHS pupils. This is because their parents do not assist them with their studies at home, do not have enough time to interact with them and the single parents' inability to provide their children with academic materials on time, not regularly attending PTA meetings and not visiting the school of their children when they are needed. Ayebe, Dickson, Seidu and Amo-Adjei

(2022) reported that there was a significant increase in single motherhood in Ghana from 14.1% in 1993 to 19.5% in 2014. According to Ayebeng, Dickson, Seidu and Amo-Adjei further indicated that premarital birth emerged as the main cause of single motherhood in the country. Nkyi (2013), pointed out that most single parents in Ghana appear to experience social and economic disadvantages. This is because majority of the single parents' experience hardships and psychological distress as well as lack of resources.

There are many responsibilities placed on the single parent raising the children alone in addition to the children themselves. This affects the academic and social lives of students from these families. This is because most of the single parents will not be able to oversee their studies at home due to lack of time, will not have enough money to provide them with their educational materials and will not have enough time to provide their social needs. Vassar (2000) asserted that the family has a duty to perform when it comes educating and supervising the morals and development of children from these families. As a result, when all the responsibilities of raising the children fall on only one parent, it becomes very challenging for the single parent to take proper care of them. This may affect their academic and social lives. According to Wallerstein and Blakeslee (2003), students reared in single-parent homes seem to be more prone to struggle academically and show more behaviour issues than those from intact homes. This is because the single parent who is directly responsible for raising the kids may not have enough financial resources to provide the educational materials, pay their school fees, give them money for school on daily basis. He or she may also not have enough time to attend PTA

meetings, to supervise the homework, to interact with his or her children, take them to social gatherings in the society and to train them morally.

Data from Ghana Statistical Service (2021), indicated that out of the 19,873,607 people in the entire population who were 15 years and older, 8,366,466 (42%) were married, 405,090 (2%) were separated, 553,065 (2.8%) were divorced, and 1,050,388 (5.3%) were widowed. Thus, a total of 2,008,543 (10.1%) were either widowed or divorced or separated (single parents).

Ghana Statistical Service (2021) reported that, for a population of 15 years and above (1,346,062) in the Western Region, single parents accounted for 132,754 (9.9 %). The single parenting situation is not different in the Amenfi East Municipality. The Ghana Statistical Service (2021) reported that for a population of 15 years and above (177,747) in the Wassu Amenfi East Municipality, there were 9,964 (8.4%) single parents.

Some studies have also outlined some elements that also impact how well pupils in basic schools perform academically. According to Etsey, Amedahe and Edjah (2004), these factors include teachers and authorities' inability to effectively manage the school activities. Other factors such as the behaviours of some public-school teachers as well as some leaders' failure to perform their responsibilities affect the academic attainment of pupils (Okyerefo, Fiaveh & Lamptey, 2011). According to Cochran-Smith (2006), other issues such as the number of pupils in a class, little motivation for teaching staff, lack of classrooms, tables and chairs for teachers and pupils, teaching and learning materials and many more adversely affects the academic advancement of pupils.

Alhassan (2001), was of the view that factors such as assistance from parents, assistance from teachers, personal aspirations, students' attitudes to learning, conducive home learning environment have effect on children's educational lives. The degree of family participation in their child's academic pursuits, the parents' educational background, and the socioeconomic background of parents also significantly influence pupils' academic performance (Harris & Chrispeels, 2006). It is believed that students from families with good socio-economic backgrounds, high levels of educational background and good parental involvement would likely have good academic lives in order to maintain the high standards set by their parents.

Factors such as depression and emotional problems make students uncomfortable and thus result in poor academic achievement (Munir, Rani, Ali & Afzal, 2021). According to them, inadequate parental monitoring, ineffective supervision of academic activities and insufficient provision of academic resources hinders students' educational progress.

Wajim and Shimfe (2020) asserts that children who are raised in unstable homes are more prone to experience developmental and social issues. This is due to the single father's or mother's failure to meet their basic necessities including feeding, shelter, educational expenses as well as other individual requirements which lead to indiscipline among children from these families. They may end up becoming drug addicts, drunkards, prostitutes and criminals. Malima and Akech (2016) asserted that students who are reared in one-parent homes have strong tendency of facing financial problems, less support, inadequate academic resources, experiencing stress, instability, anxiety and depression. These factors result in the social problems that single-

parent children experience. Children who live in unstable households are prone to develop psychosocial issues (Mabuza, Thwala, & Okeke, 2004). This is due to the fact that some single fathers or mothers are unable to spend adequate time to interact, communicate, oversee, and watch the students' activities.

Statement of the Problem

A child's first exposure to outside world is through their family and it also serves as the child's first agent of socialisation. It is through the family that the child gains experiences. Schultz (2006) points out that when adolescents from intact families are compared with their counterparts from one parent families, it is evident that the latter have more social, intellectual and emotional issues. Kerby (2007) was of the view that parents play important roles in all aspects of child development and more especially in supervising and raising children in every aspect of their growth, particularly one's interpersonal, psychological, intellectual, and scholastic growth.

Scales and Roehlkepartain (2003) stated that a home as well as its organization is crucial to children's academic success. Parents are the key participants with a significant interest in their student's great level of academic success (Levin, 2001). Literature on education indicates that children improve academically when the two parents are engaged in their academic pursuits (Nyarko & Vorgelegt, 2007). Similar to this, Abudu and Fuseini (2013) and Chowa, Ansong, and Osei- Akoto (2012) opined that single parenting plays an important role in Ghanaian children's low educational attainment.

Harrison-Hale, McLoyd and Smedley (2004) noted that single parents mostly have no adequate period or no time at all to oversee and monitor the daily activities of their children. Parents and children from one parent families

do not have ample time to communicate about the needs of their children contrary to those from two parent families, (Copeland, 2010; Roska & Potter, 2011; Thwala, 2011, and Cavanagh & Fomby, 2012).

Students in divorced households have a higher likelihood of abandoning their academic endeavours than do children from intact families, according to comparison research done by Amato (2000) of students in unstable and stable homes. That resulted from the fact that students from two-parent homes have both parents catering for their educational needs while those from one-parent families have only one parent who is providing for their educational needs (Bigner, 2005).

Single parenting is a major social issue within Wassa Amenfi East Municipality. According to the Ghana Statistical Service (2021), single parenting accounted for 8.4% of the population aged 15 and older within Wassa Amenfi East Municipality. The Ghana Statistical Service (2021) also reported that the population in the municipality has increased from 83,478 in 2010 to 179,696 in 2021, an increase of over 115% which is above the regional and national figures of 1,664,586 in 2010 to 2,060,585 (23.8% increase) in 2021 and 24,658,832 in 2010 to 30,832,019 (25% increase) in 2021 respectively. The significant increase in population in the municipality is as a result of mining activities. The influx of galamseyers (illegal mining operators) has compounded the issue of single parenting in this municipality. This is because most of these illegal miners who come to work on temporal basis leave the community or municipality permanently when the land, they work on gets finished or when they notice that the work is no more profitable as a result of reduction in gold production. Most of these people abandon the

children they bring forth, and also abandon many of the girls they have impregnated. This has led to many of the youth dropping out of school, engaging in illegal mining, drug addition, prostitution, teenage pregnancy and so on. This has contributed greatly to the rise in single parenting in the municipality even though there are no official records on single-parent families created by unmarried childbirths and abandonment or desertion. Unfortunately, and to the researcher's knowledge, it appears that no investigation has been done in this municipality to determine how single parenting impact junior high school pupils' academic and social lives. Hence, the desire to conduct this study to ascertain how single parenting impact the academic and social lives of junior high school pupils within Wassa Amenfi East Municipality.

Purpose of the Study

This research sought to ascertain the effect of single parenting on academic and social lives of junior high school pupils within Wassa Amenfi East Municipality. The specific objectives of the study were to:

1. examine the effect of single parenting on the academic lives of junior high pupils in the Wassa Amenfi East Municipality.
2. examine the effect of single parenting on the social lives of junior high school pupils in the Wassa Amenfi East Municipality.
3. find out how the gender of single parented pupils' effect on the academic lives of junior high school pupils in the Wassa Amenfi East Municipality.
4. find out how the gender of single parented pupils' effect on the social lives of junior high school in the Wassa Amenfi East Municipality.

5. examine the effect of single parent's level of education on the academic lives of pupils from single parent families in the Wassa Amenfi East Municipality.
6. examine the effect of single parent's level of education on the social lives of pupils from single parent families in the Wassa Amenfi East Municipality.

Research Questions

The subsequent research questions will be addressed by the study.

1. What is the perceived effect of single parenting on the academic lives of junior high school pupils?
2. What is the perceived effect of single parenting on the social lives of junior high school pupils?

Hypothesis

H₀₁: There is no statistically significant difference in the effect of single parenting on the academic lives of male and female junior high school pupils.

H_{A1}: There is statistically significant difference in the effect of single parenting on the academic lives of male and female junior high school pupils.

H₀₂: There is no statistically significant difference in the effect of single parenting on the social lives of male and female junior high school pupils.

H_{A2}: There is statistically significant difference in the effect of single parenting social lives of male and female junior high school pupils.

Ho3: There is no statistically significant difference in the effect of single parent's level of education on the academic lives of junior high school pupils.

HA3: There is statistically significant difference in the effect of single parent's level of education on the academic lives of junior high school pupils.

Ho4: There is no statistically significant difference in the effect of single parent's level of education on the social lives of junior high school pupils.

HA4: There is statistically significant difference in the effect of single parent's level of education on the social lives of junior high school pupils.

Significance of the Study

The results of the research would help policy makers, counselling coordinators, teachers and parents understand how single parenting impacts junior high school pupils in the Wassa Amenfi East Municipality and across the nation in terms of their academic and social lives. The findings will also add to existing literature on single parenthood and how it influences junior high school pupils academic and social lives. It may also provide the basis upon which further research on the topic will be built.

The research findings will also provide current information on the impact of parental educational background and gender of pupils from single parent families on academic and social lives of junior high school pupils who are raised single parents. The recommendations made should help policy makers to put in place policies and programmes that would help improve the

academic and social lives of single parented junior high school pupils across the country. The findings should also help Non-Governmental Organizations (NGOs) who are interested in helping single-parented junior high school pupils to improve on their academic and social lives with additional knowledge to enhance their activities.

The results should also inform single parents about the critical role that their home, which acts as the children's primary agent of socialization, can perform in the educational success and social development of their students. It should also provide single parents with the knowledge on how imperative it is to fully engage in the academic and social lives of their children. The findings should also help counselling coordinators to put in place strategies that would help improve the academic and social lives of single-parented pupils at the junior high school level nationwide.

Delimitations of the Study

The research was delimited to single parenting, academic lives, social lives, junior high school pupils, Wassa Amenfi East Municipality. As well as parent's level of education and gender of pupils.

The study employed a descriptive cross-sectional survey design. The study was delimited to quantitative research approach. Questionnaire was the data collection instrument used for the study. Descriptive statistics and inferential statistics were used to analyse the data for the study.

Limitations of the Study

This research was limited to only junior high school pupils from single parent households in the Wassa Amenfi East municipality. In essence, the findings of the study were limited to only junior high school pupils from single

parent households and not all junior high school pupils in the Wassa Amenfi East Municipality.

Again, the primary tool that was employed for this investigation was the questionnaire and thus, the results obtained was based on respondents' self-reporting which was limited. This was because the issue of being raised in single parent households was very sensitive. As such, some of the respondents were reluctant to divulge the right information. Some of the respondents were unable to read and hence, did not understand the questionnaire properly.

Definition of Terms

The following concepts were operationally defined in the context of the research:

Academic Lives: It refers to how pupils perform in school. It also refers to how often pupils are provided with their educational materials, how often pupils absent themselves from school and how often parents participate in their child's academic work at home and in the classroom.

Family: It describes two or more people who are connected or linked with each other through bloodline, matrimony, or fosterage.

Parent: A parent is someone's biological or adopted father or mother who is in charge of raising the child.

Parenting: It refers to bringing up a child or children, specifically the attention, love, and direction provided by the parent.

Single-parent family: It describes a family where only one individual is responsible for looking after the children.

Single parenting: It refers to a scenario in which the caring for youngsters is left in the hands of only one person (single mother or father).

Social lives: It refers to how well pupils relate with others. It also refers to how often pupils exhibit deviant behaviours in school. It again refers to how often pupils isolate themselves from social gatherings in school and in the community.

Two parents or Intact family: It is a family where both parents take part in the upbringing of the children.

Organisation of the Study

The research report consisted of five chapters. The introductory section of the research was dealt with in chapter one. It also contained the study's background, problem statement, aim, research questions, importance, delimitations, and limitations, as well as the definition of terminology and the study's organizational structure.

Reviewing pertinent studies on single parenting and how it impacts the academic and social lives of pupils was covered in chapter two. This section also discussed the study's theoretical and conceptual framework.

The methodology applied for the research was addressed in the third chapter. It focused on the study's research design, study area, the population, the sampling technique, data gathering processes, statistical treatment and the summary.

The findings and discourse were covered in chapter four. These findings were evaluated in relation to the literature or earlier results.

Summary of results, conclusions, recommendations, and suggestions for further studies were discussed in Chapter five.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The goal of the study was to ascertain how single parenting affected academic and social lives of junior high school pupils within Wassa Amenfi East Municipality. This chapter reviews similar research that had been undertaken on this theme. The literature review chapter consists of three sections. These are the theoretical review, conceptual framework and the empirical review.

Theoretical Review

The theories related to this investigation are examined in this section. These include Family Deficit Theory, Risk and Protective Factor Theory, Family Socialization Perspective Theory, Economic Deprivation Model, Ecological Theory.

The Family Deficit Theory

In 2002, Hetherington and Kelly developed the Family Deficit Model. According to the Family Deficit Theory, the nuclear or intact household is the optimal family structure. This theory views households with one parent to have adverse impact on children because they were not raised in nuclear or intact family units (Navarro, 2008). Studies that employed the Family Deficit theory claimed that single parenting was detrimental to children and their results proved them right. This model proposes that youngsters from one parent households will not be successful in life. The proponents of this model believed that children raised in single parent homes were naturally “broken” and somehow destined to develop problems. The developers of this model

believed that students from one parent households would perform poorly academically and would also have bad social lives as opposed to their colleagues from two parent households. Some studies that used this model did not take into account the impact that financial difficulties and other background variables have on academic achievement and social lives of students rather than to change the model (Donahoo, 2003).

Hetherington and Kelly argued that students from one-parent households were prone to experience financial and psychological problems which may lead to absenteeism, drug addiction and alcoholism in boys than girls. Boys raised by single mothers had a higher likelihood of using drugs than those from homes where the fathers were available (Mandara & Murray, 2006). The proponents of this model also argued that the single parent's quest to get money to cater for the children coupled with other child rearing activities resulted in single parents having little time to supervise and communicate with their kids.

The proponents of this model were also of the view that a number of the challenges that come with single parenthood did not affect the youngsters alone rather the entire community which should bear the cost of high rate of crime, drug addiction, armed robbery and different types of antisocial behaviours. Therefore, the developers of the Family Deficit Theory were of the view that single parenthood could also impact the academic and social lives of students.

The Risk and Protective Factor Theory

The Risk and Protective Factor Theory was developed by Rutter. Contrary to the Family Deficit Approach, this model does not view single-

parent households as broken as well as destined to develop problems but rather see all families as having strengths and weaknesses. According to the proponent of this model, the differences in the developmental outcome of the children are as a result of these strengths and weaknesses Marsh as cited in Owusu- Ansah (2017). Single parenting is just one of numerous risk variables which affect a child's development, according to the Risk and Protective Factor Theory. Despite the large number of risk factors that are associated with poor child outcomes, this model contends that there are just as many protective variables that counteract the risk factors and promote good child outcomes. According to the proponent of this theory, the variations in child achievement arise because they are not the same with regard to how vulnerable they are to risk factors and because there are protective factors that minimise risks.

Risk factors are the events and characteristics that have a high probability of unfavourable results or problematic behaviours in young people and teenagers, (Frazer, Kirby, & Smokowski, 2004). The biological, mental and behavioural characteristics as well as the surroundings in which one finds himself or herself constitute risk factors. According to Rutter as cited in Buchanan (2014), risk factors are indeed the personal and societal factors that raise the probability for students performing poorly in school and have unfavourable social outcomes.

Protective factors are the individual and environmental attributes or factors that result in positive developmental outcomes, (Jenson, Anthony & Howard, 2016). Protective traits are also found in the domain of personal, family and society which work as a preventive mechanism towards the adverse or undesirable outcomes (Frazer, Kirby & Smokowski, 2004). Both protective

and risk variables have negative influence on developmental outcomes just at interpersonal basis. Protective factors according to the developer of this model are these personal, societal and cultural elements which improve academic attainment and social lives of students. Many researchers are of the view that numerous risk and protective variables interact to either positively or negatively impact on the students' academic development and social lives (Donahoo, 2003). These experts do not see single parenting as the only variable that has impact on children's academic performance and social lives.

The Family Socialisation Perspective Theory

According to Amoakohene (2013), Bowen proposed the Family Socialization Perspective Theory in 1971. This model assumes that single parenting results in a decrease in total amount of time parents get to actively involve themselves in their students' activities, which will likely lead to poor academic attainment of students and also affects their social lives adversely.

According to Santrock as cited in Berns (2007), in comparison to girls brought up by their mothers and boys brought up by their fathers, boys and girls brought up by their mothers and fathers tend to be less socially and emotionally balanced. He further asserts that boys who are raised by their fathers become more matured, autonomous, friendly and have positive self-image as compared to girls reared by their fathers. When children are brought up by the same sex parents, they have the free will to ask them questions regarding their sexuality. Girls may feel reluctant to inquire about their sexual identity from their fathers as they would have done if they were raised by their mothers. In the same vein, boys do not tend to discuss issues about their

sexuality with their mothers as they would have gladly done if they were raised by their fathers.

Brusius as cited in Owusu-Ansah (2017), asserts that it has become imperative that adults instill in their children strong sexual morals, or else the community will teach them their own beliefs. Students will undoubtedly be inquisitive about the stuff or items they see on television and what their peers tell them. It is therefore the responsibility of parents to explain important issues concerning the sexuality of their children to them in order to ensure that they do not fall victim to these issues. Children therefore need the opinions of both parents on these issues to help them make the best decisions. Single parents cannot do all these by themselves alone. This can affect the academic achievement and social lives of students from single-parent homes.

The Economic Deprivation Model

The Economic Deprivation Model assumes that unstable homes experience financial difficulty which compel adolescents from these families to work for longer periods in order to get enough money to cater for their younger siblings. These activities performed by such adolescents take a lot of their time and will eventually have adverse effects on their academic work and social lives.

Hollist and Mcdroom (2006) were of the view that family interruption may affect how youngsters behave. These researchers opined that youngsters in single parent families with women as heads will have a greater probability of being handicapped and involving themselves in violent activities than their counterparts from intact families.

Black, Howard and Nina as cited in Owusu-Ansah (2017), indicated that interventions for the young people who are exposed to poverty shouldn't be concentrated only on poverty indices or markers. They used ecological strategy to explain the antecedents of conflict to risk and protective variables at the personal, parental, household and community levels. These researchers opined that those preventive interventions for youth especially those in financial difficulties should be implemented in childhood. They argued that interventions for these people must encourage youngsters to seek constructive alternatives and assist them acquire living as well as employable expertise. Most children in single-parent households will therefore not have enough time to concentrate on their academic work and socialise with their peers.

The Ecological Model

The Ecological Model was propounded by Urie Bronfenbrenner. The Ecological Model unlike the other models does not see single parenting as the only variable affecting academic and social lives of pupils. Ecological Model assumes that several variables systematically interact to influence the academic and social lives of children.

The Ecological Model focuses on the influence of a complex system of relationships from the close surroundings of home and school to broader cultural ideals, laws, and conventions. The Ecological Model indicates that the interactions among students and people from their immediate surroundings like parents, siblings, teachers and school peers have a significant impact on educational and interpersonal lives of pupils. According to the Ecological Model, the relationships among parents and educators, fellow students and siblings also have impact on educational and social lives of pupils.

This theory's proponent focuses on the official and unofficial social institutions including the community, the occupations of parents, the associates of parents and the press which do not affect the children directly but influence them indirectly. This model views the impact of cultural factors like socio-economic status, wealth, poverty and ethnicity and the beliefs and perceptions of children and how they in turn affect educational and social lives of pupils. Ecological Model considers all environmental changes that occur over the life time such as major life transitions, historical events, age of starting school and parents getting divorce.

Hayes, O'Toole, and Halpenny (2017) assert that the Ecological theory proffers an extensive method which every network of which youngsters and their parents are members, accurately representing the distinct character of genuine blood ties. The teacher- child relationship greatly influences how well students perform in school and behave in the classroom, claim Lippard, La Paro, Rouse and Crosby (2018). They further stated that these relationships are necessary for the development of children. Thus, these researchers assumed that when there was a poor teacher- child relationship, it could impact negatively on students' academic achievement and social lives.

The Ecological Theory sees the interaction of several factors as having influence on educational and interpersonal lives of pupils. Ecological Model does not view sole parenting as the only element that can affect the academic and social lives of children.

All these five theories in combination underpinned or supported the study. This is because all of them saw single parent families as having effect on

the academic and social lives of children either solely or in combination with other variables.

Conceptual Review

The concepts that are related to the study are reviewed in this section of the literature review. The concepts reviewed were single-parent families, gender of pupils, educational level of parents, academic lives and social lives.

Conceptual Framework

This conceptual model was adapted from Nechyba, McEwan, and Older-Aguilar, as cited in Amoakohene (2013). These proponents assert that pupils' achievement and adaptation (academic and social lives) are influenced by people, processes and institutions. The adapted conceptual framework has been modified to suit this current study. This adapted conceptual framework sees single-parent families (institution) as influencing the academic lives and social lives of pupils through the two intervening (gender of pupils and educational level of parents). Additionally, this conceptual framework assumes that single-parent families influence the academic lives and social lives of pupils, hence the direct arrows from single-parent families to academic lives and social lives.

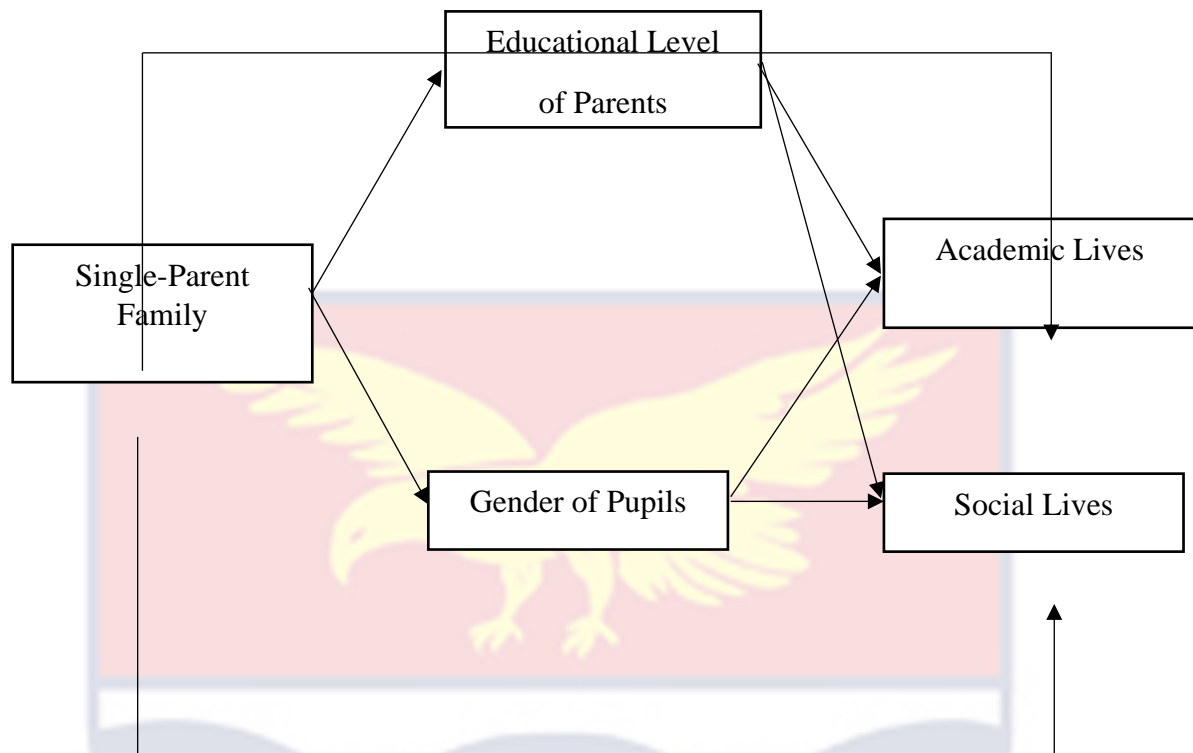


Figure 1: Conceptual Framework on impact of Single-Parent Families on Academic Lives and Social Lives of pupils.

Source: Nechyba, Mcwan & Older- Aguilar (1999)

Single-Parent Families

Single-parent households have been on the upsurge for some years now and it is having serious negative effects on children from these families and the single parents as well. Eweniyi (2005) asserted that single-parenting occurs as a result of issues like losing one parent, never getting married, divorcing, and being separated. In both Nigeria and abroad, single-parent families are growing in popularity and are becoming even more prevalent, surpassing the conventional nuclear family, which consists of a mother or father and their offspring (Tenibiaje & Tenibiaje, 2011).

Amato (2003) stated that Single-parenthood has made the socialization of children very difficult and because of this, many of these children raised in

single-parented households in comparison to their counterparts who are raised in two-parent households, they receive little knowledge, direction, and supervision, limited practical assistance, fewer economic and social support, and lesser role modeling. Salami (2008) indicated that both parents have duties to perform in terms of their child's schooling. According to him, when either the father or mother is not available and the one available is not financially secured to care for the kid's basic requirements and monitor his or her school work, the child will become withdrawn or difficult to approach. Lee, Kusher and Cho (2007) argued that single-parent families are dangerous to child's development. Lee and his colleagues indicated that this is due to some single-parent households being unable to fulfill their obligations to their kids. Students from divorced families have greater likelihood of seeing a decline in their academic achievement than students from intact families, according to comparison research on students from divorced and intact families by Amato (2000). The reason being that children from intact families have both families catering for their educational needs unlike those from families where only one parent provides for their needs (Bigner, 2005).

Azuka-Obieke (2013) asserted that students raised in unstable homes are more inclined to experience hardships and denial of certain privileges and privileges, which would seriously affect their psycho-social development while they are schooling. According to Amoakohene (2013), students in households with one parent are threefold higher to abandon their college education than students in intact households. This is due to the fact that single parents frequently provide the primary source of monetary help for their households, have little time to assist children with their studies at home, are less inclined to

be using constant punishment, and have fewer close parental supervision, all of which may contribute to these students' lower academic achievement and poor social lives.

On the contrary, there were some researches that revealed that single-parent families might not be pervasive and detrimental to children's academic work as previously reported. The findings suggested that conventional knowledge may blow up the negative impact of father's unavailability (Debell, 2007). According to this study, after controlling the socio-economic characteristics, its effect on academic achievement is minimal and in all aspects of the child.

Research indicates that behavioural consequences are worse for children who have gone through any kind of family disruption than they are for children who have intact households (Cherlin, 2005). Students from unstable households typically perform worse in terms of cognitive and behavioural consequences than students in stable households (Sigle-Rushton & McLanahan, 2004).

The discussions above suggest a linkage between single parent households and academic and social lives of students.

Gender of Pupils

Gender (male or female) can be seen as a factor that can intervene or mediate between the impact of single parenting and academic and social lives of pupils. Gender of a pupil can mediate between the impact of single parenting either positively or negatively on the academic and social lives of that pupil. Fabunmi (2006) opined that gender is among the variables which account for such differences in the educational lives of pupils. Hetherington,

Camara and Featherman as cited in Abudu and Fuseini (2013) indicated that the academic and social growth of boys is negatively impacted by staying in single-parent households greater than that of females staying in single-parent households. They again asserted that numerous researches had found that female pupils outperformed their male colleagues in the classroom. Thus, the degree to which single-parenting can influence the academic and social lives of a child depends on whether that child is a male or female.

Educational Level of Parents

Another mediating or intervening variable in the aforementioned conceptual framework is the educational level of parents. The level of education of parents is assumed to operate as a mediator in how single parenting affects pupils academic and social lives. That is educational level of parents mediate the impact of single parenting positively or otherwise on academic and social lives of children. Mensah (2013) claims that a major determining element in how far students go academically is the educational attainment of their parents. Mallam (2009) asserted that parents' education levels are important for children's education because they want them to retain their high standards. This suggests that the extent to which a single-parent family can influence the academic and social life of a certain child will depend on the academic achievement of the parent of that child.

Academic Lives

Single parenting is a significant social issue that is growing, according to Udansky (2008). Over 60% of children born from 1984 to the present will reside in single-parent households for an average of five years, according to research published by The Adoption Media Limited Liability Company.

Similarly, 30% of all-American children will reside in single-parent homes. According to Onzima (2011), children from single-parent homes in Uganda have a higher chance of failing to complete their secondary school and college education. Onzima (2011) further stated such these children have inadequate parental care, parents supervising their academic work and inadequate social supervision.

Amato (2000) conducted a comparative study on students from divorced and intact households and came to the conclusion that students from divorced households have a greater likelihood of dropping out of school than their colleagues from intact households. The reason being that children from intact families have both parents providing for their educational needs whereas those from single parent homes have only one parent providing for their school needs. According to Levin (2001), parents are likely the individuals who have the most obviously personal stake in their kid's educational achievement. Levin (2001) further claims that there is proof that marital problems results in stress, anxiety, lack of enthusiasm and dissatisfaction, all of which have negative impact on the educational attainments of students.

According to Amoakohene (2013), students from unstable households are thrice inclined to discontinue their education compared to students in stable households. Literature on academic performance indicates that children improve academically once the two parents play an active role in the child's schooling (Nyarko 2011; Nyarko & Vorgelegt, 2007).

On the contrary, there have studies that concluded that single parenting is not an important variable that has influence of children's academic lives. These studies rather looked at factors like social class, parental academic

qualification, children's habits toward learning, school environmental elements, accommodation and residential experience and its influence on academic performance, (Donkor, 2010; Farooq, Chaudhry, Shafiq, & Bernahu, 2011). According to Considine and Zappalo (2002) parental educational level is the primary important variable that influences pupil's academic achievement and not single parenting, race or ethnicity. Grissmer (2003) again opined that the greatest significant variable that influences children's educational attainment is parental level of education. This is because children from these families will try to emulate what their parents have achieved academically.

The researcher can infer from the aforementioned literature that pupils reside in stable households tend to score higher in school than those who reside in unstable households, and that single parenting can have an influence on academic progress of students.

Social Lives

Single parenting has become a major social issue that has impacted on the social lives of children from these families. Parents are accountable for the social growth of their students because they believe that homes are the first factor of social change. When one of the parents is absent, the social development of the children can become problematic.

According to Amato (2003) single-parenting has become a burden for the socialization of children from these families. This is because many of these children receive inadequate financial and social assistance, little information, direction and monitoring and limited role modelling in comparison with their peers in stable households.

Cherlin (2005) asserted that some studies have found that adolescents who had gone through parental changes exhibit worse behavioural results in comparison with children from stable homes. Some studies conducted in the western world have pointed out that children from single mothers had greater behavioural problem (Ackerman, D'Eramo, Umylny, Schultz & Izard, 2001). According to Karst (2000) this high rate of behavioural problems among children from single mothers was due to inadequate supervision, financial problems, social isolation, less emotional support as compared with those from intact homes.

According to Schultz (2006), children from unstable households experience more social, academic, and emotional issues than those from stable families when they are compared to teenagers from single parent homes. Stephens (2006) asserts that kids reared in one-parent families often exhibit antisocial behaviours. He further indicated that these children mostly become social misfits. Dykeman (2003) asserted that social effects, anti-social acting out, aggression towards authority figures and difficulties with friends are some of the problems that are hugely associated with children from divorced families.

According to Hilton, Desrochers and Devall, (2001), adolescents from single-parent households have lot of internalized challenges like anxiety, depression, inhibition and withdrawal. In the same vein, they emphasized that youngsters from single-parent households often have many friends and depend more on their friend's advice than those from intact households. These researchers also indicated that adolescents from unstable households display

more behavioral issues on the inside and outside than do adolescents from intact homes.

Single women are more likely to suffer from psychological issues including depression, stress, mood disorders, and drunkenness (Cairney, Pavelin, Wada, Veldhuizen & Arboleda, 2006). They claimed that there was a twofold rise in the likelihood of social, emotional, and behavioural difficulties for kids growing up in these homes. Less ego functioning, low self-esteem, low compassion, more violent behaviour, fighting, and vandalism will all be experienced by the mother and the children. They will also behave inappropriately for their age and show little tolerance for unpleasant behavior, (Hollist & Mcdroom, 2006). They further indicated that single parenting can eventually result in adulthood criminality, substance and drink abuse, joblessness, bad physical condition, and psychological illnesses.

The review of the literature above shows that a link exists among single parenthood and children's social lives.

Empirical Review

This part of literature review concentrated on the studies with empirical data that were relevant to the study. It focuses on the impacts of single parenting on students, the factors that contribute to it, and how it affects students' academic lives. It also deals with impact of single parenting on social lives of pupils, gender of students and conclude with parental levels of education.

Impact of single parenting on students

This section of the empirical review examined earlier research works done on single parenting. Ekpenyong and Udisi (2016) carried out a study on the impact of single parent families on children in Nigeria and revealed that adolescents in one-parent homes encountered more serious problems than those from two-parent homes. Sigle-Rushton and MacLanahan (2014) after conducting research on the wellbeing of the child in the absence of one parent, reported that students who stay with one birth parent underperformed compared to those who stay with both birth parents on a variety of social and economic parameters.

Mrinda (2014) carried out a study in Kinondoni Municipal Dar-Es-Salaam in Tanzania on the challenges faced by single parental students in attaining secondary school education and found that educators encounter numerous obstacles including financial difficulties, inadequate parental love, psychological and emotional problems than those from intact families. Igbinsosa (2014) conducted research on the influence of broken homes on the academic performance and personality development of adolescents and reported that the educational achievement of adolescents in stable households and unstable households differed significantly. Kim (2004) also found that students from stable homes outperform their counterparts in broken households on numerous measures in school.

Findings from study by Falana, Baba and Ayodele (2012) on single parent family structure, psychological, social and cognitive development of children also affirms the findings of (Ekponyong & Udisi, 2016; Sigle-Rushton & MacLanahan, 2014; Mrinda, 2014 and Kim, 2004). Their study found that

single parenthood adversely impacted on the emotional and cognitive advancement of students. The research again discovered that single parenting impacted the academic achievement of children.

The review of the above empirical studies indicate that single parenting tends to impact the educational attainment of children.

Single Parenting and Academic Lives of Pupils

A lot of research has been carried out to look into how single-parent families influence the academic success of students. This section will examine the empirical review of how single parenting influences academic lives of students. A study conducted by Uwaifo (2008) on the effects of family structure and parenthood on the academic performance of Nigerian University students concluded that there was a substantial disparity in the educational attainment of adolescents in one-parent households and their colleagues in two-parent households. The findings from research conducted by Oyediran (2019) also affirms the findings of Uwaifo (2008). His studies on the effects of single-parenting on secondary schools' students' academic performance concluded that pupils raised in two-parent homes achieve greater academic success than pupils reared in intact households. Oyediran further stated that the majority of children that come from single-parent households report to school late and this accounted for the decline in their academic work. This is because their single parents found it difficult to provide them money for transportation.

The findings of a study by Lim (2016) contradicts the findings by Uwaifo (2008) and Oyediran (2019). Lim (2016) after undertaking a study on the effects of single parenting on students' academic performance in Brunei reported there was no apparent distinction between educational attainment of

kids in one-parent households and those in stable households. Thus, whatever type of family students come from has no bearing on their academic achievement. The conclusions by Lim (2016) are in agreement with the results of Ushie, Emeka, Ononga and Owolabi (2012) and that of Oluwatosin (2011) who reported that the household arrangement of children has no influence on their success in school.

However, research by Owusu-Ansah (2017) on the effects of single parenting on the academic performance of pupils in the Yamoransa circuit of Cape Coast revealed that single parenthood adversely impacted the educational attainment of pupils. She found that factors such as single parents' inability to supervise pupils academic work at home, not able to provide their educational materials like books, uniforms, footwear, bags on time. Her study also revealed that most single parents' inability to pay the school fees of their children on time, their inability to attend P.T.A. meetings and many more are the factors that negatively impacted children's ability to succeed in school.

Ntumi, Larbi, and Yirenkyi's (2015) research on how single parenting affects students' academic performance at Amamoma Presbyterian Junior High School concluded that single parent's inability to oversee and supervise the academic work of their children and their inability to provide them with the essential learning aids to support their education affect the academic attainment of children from these families. They again discovered that adolescents from homes with just one parent are often depressed and often have emotional problems which negatively impact on their academic progress.

A study by Asah (2012) on single parenting and its effects on student's academic performance revealed that single parenting impacts the academic

lives of children from these families. This situation exists because most single mothers and fathers lack a stable form of revenue, frequently fail to settle the child's tuition promptly, fail to supply majority of the children's educational materials (textbooks, bags, uniforms, footwear etc.), and fail to regularly give their children food before and after school. He again found that adults who are alone don't check the child's homework, rarely attend P. T. A. meetings and do not discuss their academic progress with them.

Another study by Bamidele (2019) also supports the findings of Owusu-Ansah (2017), Oyediran (2019), Uwaifo (2008), Ntumi et al. (2015) and Asah (2021). Research conducted by Bamidele (2019) on the impact of single parenting on adolescents' academic performance of secondary school students in Ogun State revealed that adolescents raised in homes with one parent have lower graduation rate, greater rates of school dropouts than their counterparts raised in stable households due to financial problems. Another study by Nwachukwu (2006) on single parenting in Nigeria revealed that children who reside in only one-parent households often attend school late. In affirmation to the above findings, a study conducted by Baragas (2011) concluded that students living in single-parent families have a lower chance of graduating from school as well as a greater propensity of dropping their education due to the economic challenges' single mothers and fathers experience.

After reviewing the empirical studies above, the researcher has realised that many single parents are unable to pay the pupils' school fees on time, provide books, school bags, footwear and school uniforms on time, unable to

pay transport fares which lead to most of the pupils becoming habitual late comers, unable to supervise their homework and many more.

Single parenting and Social Lives of Pupils

This section of the empirical review will deal with the findings of studies that have been done regarding how single parenting impacts social lives of students. Ndung'u (2015) did research on the role of family structure and parenting on the academic performance of teenage children and discovered that adolescents from unstable homes have greater social and mental issues in comparison with adolescents from stable houses. Another research by Ekponyong and Udisi (2016) on single parent families and their impact on children reported that teenagers living in households with only one-parent face greater social and psychological challenges than their counterparts living in households with dual-parents.

Olaleye, Ajayi and Oyebola (2017) carried out research on the psycho-social effects of single parenthood on children academic performance among selected secondary schools concluded that students raised in single parent homes encountered social and psychological problems than those from two parent families. Thus, single parenthood does have a detrimental effect on the psycho-social lives of students. The findings of Olaleye, Ajayi and Oyebola (2017) revealed that students exhibited traits of inferiority complex, hostility and aggressiveness. In affirmation with the above findings, Uwaifo (2008) conducted a study on the effects of family structure and parenthood on the academic performance of Nigeria University students and reported that majority of the kids reared in unstable households may experience challenges

like lack of warmth, discipline issues, being hostile, hyperactive and aggressiveness because these families can be traumatic.

In line with the findings of (Ndung, 2015; Ekponyong and Udisi, 2016; Oyebola, 2017 & Uwaifo, 2008), Usakli (2018) conducted a study on behavioural tendencies of single parent students and reported that students from single parent homes may exhibit social and behavioural problems than those from intact homes. Usakli again reported that children raised in unstable households seem to be more hostile, less obedient, and less assertive. A study by Chukuka (2018) revealed that pupils living in single-parent families have adverse social dispositions and bad moral training. The findings of Chukuka (2018) concur with the results of the above studies.

Oyediran (2019) conducted a study on the effects of single parenting on secondary students' academic performance in Afijio Local Government Area and found that students who are reared in unstable households tend to be hostile towards others and often fight with other people. His study again revealed that kids reared by lone-parents disobey their teachers at school and also steal from others. This is due to the fact that kids by reared lone-parents do not get the love and warmth of both parents as compared to their peers reared by dual-parents.

Muhammed (2009) conducted research on nexus between family instability and youth crime in Ilorin Metropolis in Nigeria found that youngsters from homes with only one parent exhibit antisocial traits like stealing and fighting. This is due to the lack of warmth, direction, love, and protection provided to youngsters in families with only one parent. The findings of the study by Muhammed (2009) affirms that of Oyediran (2019).

A study by Owusu-Ansah (2017) on effects of single parenting on academic performance of basic school children discovered that single parents rarely attend social gatherings with their children. Her findings support the findings of the studies by Oyediran (2019) and Muhammed (2009). These studies concluded that the social lives of students are impacted by single parenthood.

Kroger (2004) conducted a study on single parent homes and found that children living in homes with only one-parent do not relate well with their peers and often have bad relations with their teachers because they do not obey school rules and regulations in school. Chapani (2021) did a study on the impact of single parenting on adolescents' social development in Marondera-Zimbabwe and found that adolescents raised in unstable households experience negative social lives. This is because these adolescents have problems of relating well with others and often engage in fights with their peers. The findings of studies by Kroger (2004) and Chapani (2021) are in affirmation with above studies which revealed that single parenting adversely impacted the social lives of children from these families.

After evaluating empirical evidence on social lives of children, it has come to light that most pupils from single-parent families tend to show traits of aggression, hostility, lack of warmth, being less assertive, social isolation, steal from others, fight with their peers, inferiority complex, do not obey school rules and regulations and often have problems with their teachers.

Gender of Single-Parented Pupils and Academic Lives of Pupils

This portion of the empirical literature concentrated on studies on gender of single-parented pupils and academic lives of pupils. Farooq,

Chaudhry, Shafiq, and Bernahu (2011) did a study on factors influencing secondary school students' quality of academic performance in Pakistan and found that pupils' academic lives vary depending on their gender. These researchers concluded that girls perform better than boys academically.

Another study by Abudu and Fuseini (2013) on influence of single parenting on pupils' academic performance in Wa Municipality also reported that male and female students' academic life differ significantly from one another. Abudu and Fuseini (2013) also revealed that girls raised in homes with only one-parent achieve higher grades in school compared to boys.

In the same vein, Salami and Alawode (2000), carried out research on the influence of single parenting on the academic achievement of adolescents in secondary schools and concluded that the educational attainment of boys and girls living in lone-parent households differ significantly from one another. Their study revealed that boys outperform girls in school. Research done by Eweniyi (2005), on the impact of family on university learners' performance in Nigeria also concluded that the educational experiences of males and females reared in unstable households vary considerably.

On the contrary, the finding of a study by Gemechu (2018) was not in line with the above findings. His study on family socio-economic status effect on student academic achievement and behavioural sciences indicated that there was no substantial disparity in the educational achievement of males and females who are residing in one-parent families in Haramaya University, Eastern Ethiopia. In a study by Chukuka (2018) affirms the finding of Gemechu (2018). Her study on impact of single parent on child education in primary schools discovered that there is no discernible distinction in the

academic achievement of boys and girls. This is because they both faced the same challenges associated with single parenting like financial problems with its attendant issues such as not being provided with their educational materials on time, not paying school fees on time, non-attendance of PTA meetings regularly, inadequate supervision of their homework, absenteeism and many more.

Gender of Single-Parented Pupils and Social Lives of Pupils

This section of the empirical review focused on gender of single-parented pupils and social lives of pupils. A study by Damron-Bell (2011) on development of deviant behaviour in adolescents and the influence of student characteristics and school climate found that gender is an important predictor of deviant behaviour in school and that boys frequently exhibit abnormal behavior in school than their female counterparts. In affirmation of the study by Damron-Bell (2011), Accorlor (2021) did a study on antecedents of deviant behaviours in junior high schools in the Ayawaso Sub-Metro of Ghana revealed that male pupils exhibited deviant attitudes in school that female students like having bad friends, absenting themselves from school, fighting with their peers and often having bad relationships with their teachers. Another study Zuckerman (2007) on sensation seeking and risky behaviours concluded that males often show deviant behaviours than females in school.

Mandara and Murray (2006), did a study on father's absence and African American adolescents drug use and concluded that the impact of husband's disappearance is dependent on the gender of a student. They revealed that father's absence has an impact on students' drug use for boys but has no impact on girls' drug use.

The findings of Pardini, Loeber and Stouthamer-Loeber (2005), also support the findings of Damron-Bell (2011), Accorlor (2021) and Zuckerman (2007) and Mandara and Murray (2006). Their study on developmental shifts in parent and peer influence on boys' beliefs about delinquent behaviour concluded that the rise in the belief of boys in delinquent activities will likely lead to upsurge of antisocial and aggressive behaviours in boys than girls.

Educational Level of Parents and Academic Lives of Pupils

This section of the empirical literature looked at research which had been done on how education levels of parents related to the academic lives of pupils. A study conducted by Gooding (2001) on the relationship between parental educational level and academic success of college freshmen discovered that students' academic achievement and parental education achievement were positively associated. Their research found that academic qualification of single parents favourably affects the educational attainment of children from these families. They again concluded that students from household with higher levels of parental education showed improvement on standard test than those from families with lower backgrounds of education. This is due to the fact that parents with greater educational attainments are more financially secure compared to those having less academic qualification, and can therefore afford to provide their wards the educational materials, settle their educational bills and other expenses promptly.

Another study by Amuzu and Okoro (2015) on social status of parents and students' academic performance found that parents who have tertiary qualifications had favourable influence on their offspring's educational attainment whereas their counterparts without formal education had adverse

impact on their offspring's educational attainment. The findings in mean score were as follows: students with parents without formal education 37.64, students with parents of primary education 39.20, students with parents of secondary education 54.10 and students with parents of tertiary education 70.32. Their study again revealed that children that have parents with higher educational background have good academic performance than children that have parents with lower educational background.

Another study by Akinsanya, Ajavi and Salami (2011) on relative effects of occupation, qualification and academic motivation of wards and students' achievement in senior secondary school mathematics concluded that students from families with higher parental education background will score higher in mathematics than their colleagues from families with lower parental level of education. Chowa, Ansong and Osei-Akoto (2012) conducted research on parental involvement in academic work of students and concluded that parents with higher qualification than their children actively participate in their children's schooling than those with qualification below that of their children.

Spera (2005) did a study on the relationship among parenting practices, parenting styles and adolescent school achievement and concluded that the educational qualifications of adults influence the degree towards which they actively involve themselves in the academic attainment of their students such as monitoring and supervising students' academic work, attending PTA meetings regularly and providing their educational materials. In the same vein, Teese (2004) conducted research on staying on at school: improving student retention in Australia and found that children from families with high parental educational background are likely to attain high academic standards because

their parents would have enough funds to provide their educational needs on time, pay their school bills on time and have time monitor their academic work.

In affirmation to the above findings, Simon (2004) conducted a study on families and revealed that parental education status and children's academic achievement are positively correlated. This is because parents who are well-educated provide their children with the learning materials they need, pay their school fees on time and also supervise their students' educational achievement at home and in school. The research by Ogbueghu, Hwafor, Ifere and James (2021) on the effects of socio-economic status of parents on the academic achievement of secondary school economics students concluded that children from households with higher educational background will likely have better academic achievement than those from families with low academic background. This is because those from families with high educational background will have access to educational materials at home, their parents will help them with their homework, monitor their academic progress and regulate their television viewing.

The results from the study by Oladele, Abubakar, Ali and Adawa (2021) also support the findings of aforementioned research. They did research on the impact of parent's income and educational background of parents on academic achievement in educational technology in Nigeria and concluded that parents' educational level affects their children's educational success. This is because parents with high level of educational background will ensure that their children are provided with their educational materials like textbooks, tablets, bags, uniforms, will assist them with their homework, they will ensure that they attend school regularly, discuss their academic progress with them.

The findings by Oladele, Abubakar, Ali and Adawa (2021) affirms the findings by (Gooding, 2001; Amuzu, Okoro, 2015; Akinsanya, Ajiji, and Salami, 2011, Chowa, Ansong and Osei-Akoto, 2012).

Educational Level of Parents and Social Lives of Pupils

This aspect of the empirical literature focused on studies which had been conducted on how education levels of parents related to the social lives of pupils. A study by Perez-Corral and Morena (2022) on single parent families, educational gradient and child deprivation in Italy and Spain concluded that students living in homes with only one-adult, particularly those led by women with low educational backgrounds have a higher likelihood of having challenges with their social lives. In support of the above findings, a study conducted by Davis-Kean (2005) on the influence of parent education and family income achievement revealed that parental academic qualification and the behavioural outcome of their children are positively related. Consequently, the greater the children's parental educational status, the better the behavioural outcome of such children.

Another study by Okunade and Akinola (2019) on home background and deviant behavior among secondary school students in Ado Ekiti Local Government Area concluded that parent's level of education has a lot of influence on the deviant behaviour of students and this shows that there is difference in the level of influence between the three levels of education of parents. Thus, the study by Okunade and Akinola revealed that students from less educated parents exhibit more deviant behaviours like buying, stealing, disobeying school rules and regulations than students from highly educated parents. The findings by Eshiet (2002) supports the findings Okunade and

Akinola (2019). A study by Eshiet (2002) on socio-economic determinant of students' career preference in Calabar South Local Government Area revealed that children from parents of low level of education background always behave badly in school.

In affirmation of the above studies, a study by Eteng, Ntamu, Oyo-Ita and Amalu (2021) on parents' educational background and deviant behaviours of Federal Universities undergraduates in South-South Geopolitical Zone of Nigeria found that parental level of education positively relates to students deviant behaviour. Another study by Ozurumba, Briggs, Ebuara and Emanghe (2007) on parents' education and students' performance in educational statistics concluded that the level of parents' education were related to the disciplined behavior of students. This is because parents who have higher education background tend to transmit disciplined culture and values to their children and make the home environment favourable for their children by meeting their needs. The study by Ozurumba et al. (2007) affirms the findings of Eteng et al. (2021), Eshiet (2002), Okunade and Akinola (2019), Davis-Kean (2005) and Perez-Corral and Morena (2022).

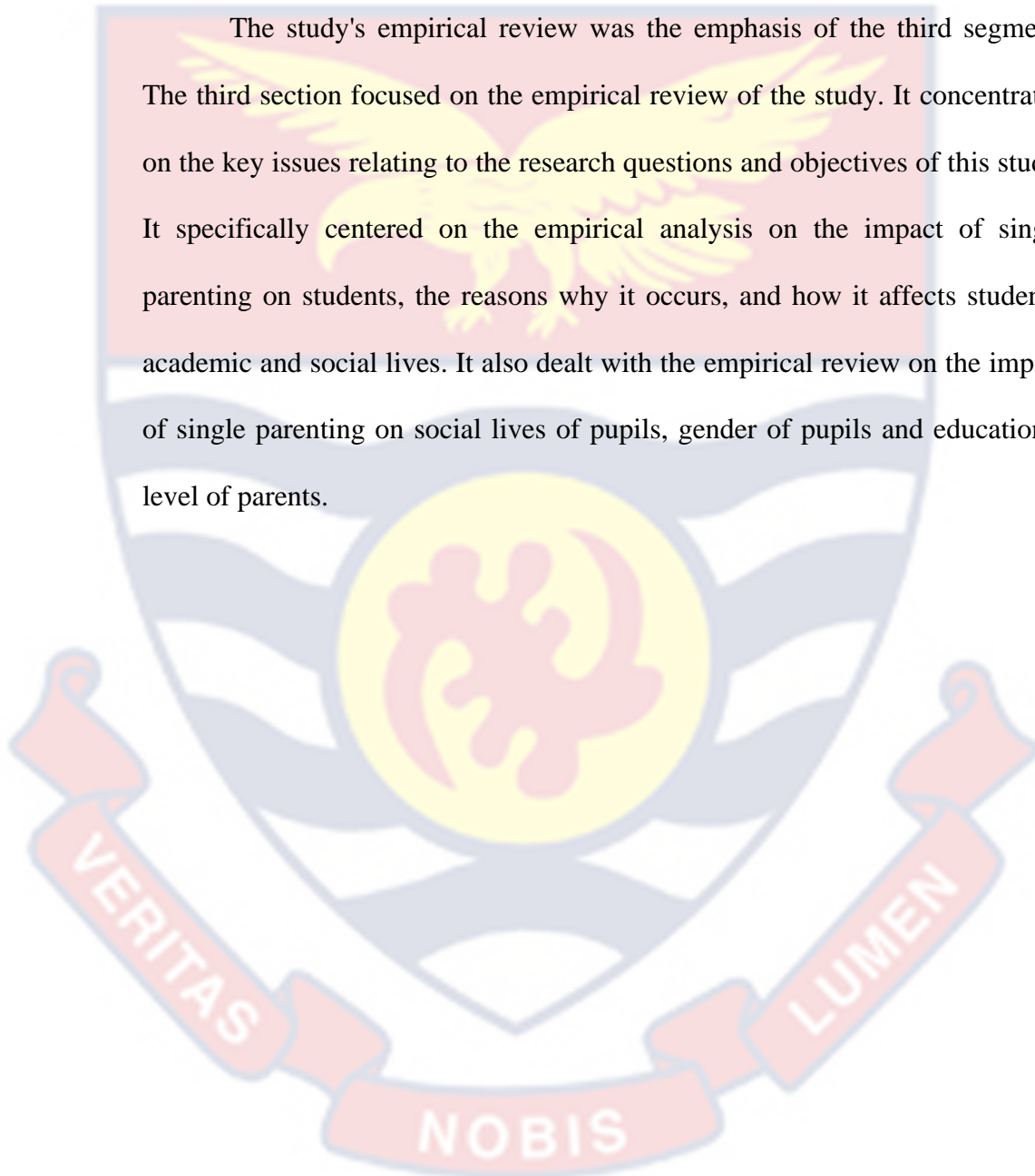
Summary

Three sections were used to review the relevant literature for this investigation. The first portion talked about the theoretical review. It reviewed theories like The Family Deficit Theory, The Risk and Protective Factor Theory, Family Socialisation Perspective Theory, Economic Deprivation Theory and The Ecological Model.

The conceptual review for the research was covered in the second segment. The conceptual framework for the was adapted from Nechyba,

McEwan and Older-Aguilar (1999), parental involvement framework as cited in Amoakohene, (2013) and was modified by the researcher to suit this study. It reviewed the concept of single-parent families, gender of pupils, educational level of parents, academic lives and social lives pupils.

The study's empirical review was the emphasis of the third segment. The third section focused on the empirical review of the study. It concentrated on the key issues relating to the research questions and objectives of this study. It specifically centered on the empirical analysis on the impact of single parenting on students, the reasons why it occurs, and how it affects students' academic and social lives. It also dealt with the empirical review on the impact of single parenting on social lives of pupils, gender of pupils and educational level of parents.



CHAPTER THREE

RESEARCH METHODS

Introduction

The objective of this study was to examine how single parenting impacted the academic and social lives of junior high school pupils in the Wassa Amenfi East Municipality. The research design, study area, study population, sampling technique, data collection tools, data collection processes, data processing and analysis, and summary chapter were all discussed in this chapter.

Research Design

Descriptive cross-sectional survey design was employed for the study. According to Thomas (2022), a descriptive cross-sectional survey design is a type of research design in which you collect data from different individuals at a single point in time. Cross-sectional survey design can be used for both descriptive and analytical purposes. This research design was appropriate for the study because it involved collecting of data from pupils who live in different single parent households at the same time. The research design was also appropriate for the study because descriptive statistics and inferential statistics were used to answer the research questions and analyse the hypothesis respectively.

The study employed the positivist paradigm. According to Cohen, Manion and Morris (2007), the positivist paradigm indicates that the reality out there which is tangible, stable and apprehensible and can be investigated independent of the researcher by observing, experimenting on a larger number of participants resulting in finding that can be analysed statistically and pruned

for the purpose of generalisation. The positivist paradigm was appropriate for the study because to investigate the impact of single parenting on academic lives and social lives of pupils, hypotheses were formulated, data was collected from a larger sample through questionnaire, the data was analysed statistically for generalisation purposes. The independence of the researcher from the respondents was also adhered to.

The quantitative research approach was used for the study. Quantitative research is regarded as the organized inquiry about phenomenon through collection of numerical data and execution of statistical, mathematical or computational techniques. The source of quantitative research is positivist paradigm (Lee, as cited in Slevitch, 2011). According to Mertens (2015), positivism is linked to quantitative research approach. Quantitative approach employs pre-determined data collection methods to collect numerical data. According to Gay, Mills and Airasian (2009), quantitative research relies on the collection and analysis of numerical data to describe, explain, predict, or control variables and phenomena of interest. One of the underlying tenets of quantitative research approach is a philosophical belief that our world is relatively stable and uniform, such that we can measure and understand it as well as make broad generalisations about it. The quantitative research approach has enabled the researcher to objectively collect and analyse numerical data, to describe, explain and predict the effect of single parenting on academic lives and social lives of pupils for the purpose of generalization.

Study Area

The Western Region of Ghana has several municipalities, among them is the Wassa Amenfi East Municipality. The municipality is situated right in

the heart of the region. Wassa Amenfi Central District, Mpohor Wassa East District, Prestea Huni Valley Municipality, and Upper Denkyira East District and Upper Denkyira West Municipality are its western, eastern, southern, and northern borders, respectively.

According to Ghana Statistical Service (2012), the Wassa Amenfi East Municipality was created in 2004 via Legislative Instrument 1788 from the former Wassa Amenfi District. It was launched on August 27, 2004. Wassa Akropong serves as the administrative centre. It was elevated to a municipality on 15th March, 2018 to become Wassa Amenfi East Municipality. The municipality contains 179,696 people, or roughly 8.9% of the population in the region, according to a 2021 study by the Ghana Statistical Service, comprising 95,283 males and 84,413 females. The municipality occupies a landmass of 1,558 square kilometres, or about 7.5% of the entire territory in the western region. The distance between Sekondi Takoradi, the regional capital, and Wassa Akropong is around 180 kilometres. For their economic activities, the residents of the municipality rely heavily on Kumasi, which is located in the Ashanti region and is 136 kilometres away by car. Farming is the main occupation of the residents of Wassa Amenfi East. The primary products include cocoa, oil palm, rice, plantain, cassava, and vegetable farming which is largely done on subsistence basis. Some of the inhabitants are also engaged in mining. Christianity is the dominant religion within the municipality. The others are Islamic and Traditional religions.

The researcher chose this study area because the Ghana Statistical Service data from (2021) indicated that 8.4% of the total population in the Wassa Amenfi East Municipality are single parents. Again, the influx of illegal

small-scale miners (galamseyers) into this municipality has compounded the single-parent situation in this area. Hence the motivation to conduct a study to investigate how single-parent families impacted the academic and social lives of junior high school pupils in this municipality.



Below is a geographical map of the Wassa Amenfi East Municipality:

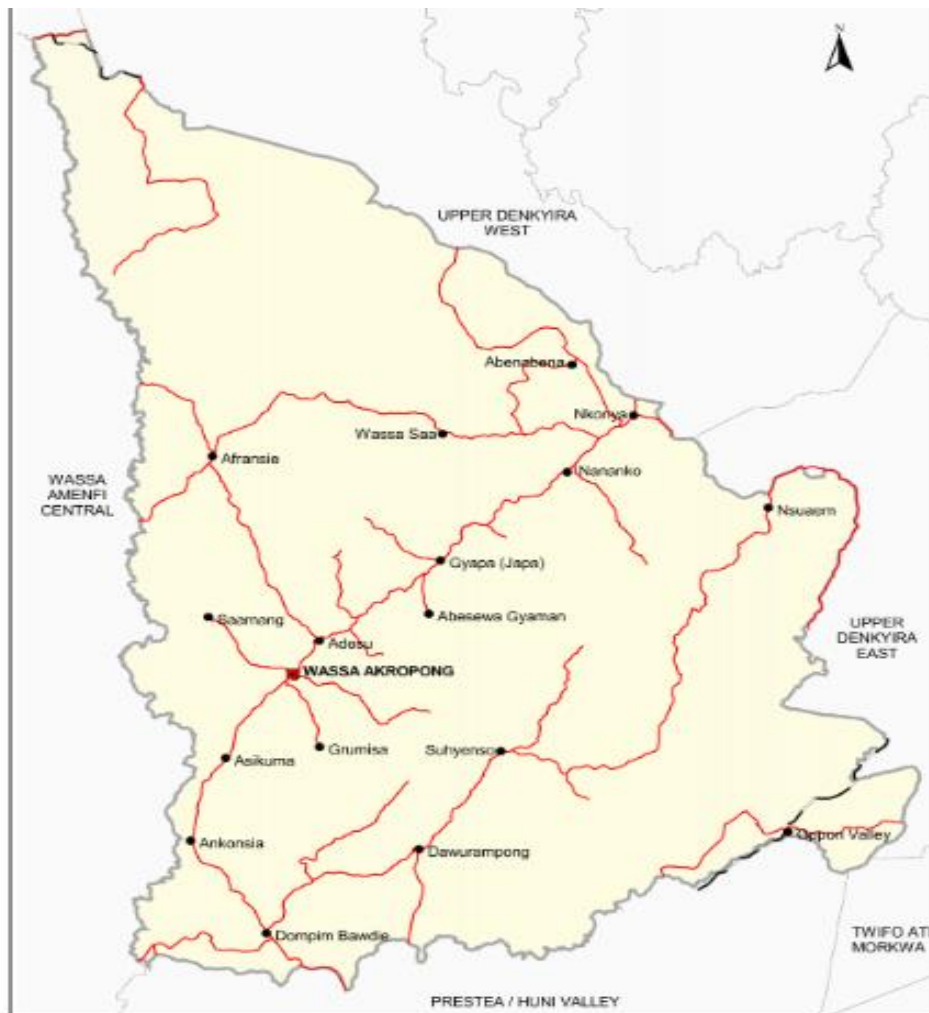


Figure 2: Map of Wassa Amenfi East Municipality

Source: Ghana Statistical Service (GIS) 2012.

Population

The population for the study was all junior high school pupils within the Wassa Amenfi East Municipality. All single-parented junior high school pupils from the 12 circuits in the Wassa Amenfi East Municipality served as the target population of the study.

Because of the researcher's inability to study all single-parented junior high school pupils from the 70 public schools in the municipality, single-

parented pupils from six public junior high schools were chosen for this study. All pupils in the six selected junior high schools constituted the accessible population for the study. The size of the accessible population was 1,091. The pupils were 14 years old on average. The researcher decided to use JHS pupils for the study because these are younger people and adolescents who need the support and guidance of their parents. The selected schools for the study were Bawdie Methodist JHS, Asikuma M/A JHS, Japa R/C JHS, Saamang M/A JHS, Nananko M/A JHS and Wantram M/A JHS.

Table 1: Population of Selected Schools

	Wantram M/A JHS	Asikuma M/A JHS	Bawdie Meth. JHS	Nananko M/A JHS	Saamang M/A JHS	Japa R/C JHS
Boys	49	109	116	87	85	98
Girls	36	94	128	89	107	93
Total	85	203	244	176	192	191

Total population of the six selected schools: 1,091

Sample and Sampling Procedure

The sampling procedures employed in this research were simple random sampling (lottery method) and purposive sampling procedures. Simple random sampling (lottery method) was used in selecting the six schools out of the 70 public schools in the municipality. To achieve this, the schools were numbered on a piece of paper and put in a vessel. The researcher then randomly selected the schools until the required six schools were obtained. The purposive sampling procedure was utilized to select pupils from single parent

families. The sample size of 255 pupils was obtained after the researcher had screened all the pupils from these six selected schools.

Table 2: Respondents from the of six selected schools

	Wantram	Asikuma	Bawdie	Nananko	Saamang	Japa
	M/A JHS	M/A	Meth.	M/A JHS	M/A JHS	R/C
		JHS	JHS			JHS
Boys	17	8	15	19	24	27
Girls	17	31	18	24	30	25
Total	34	39	33	43	54	52

Total- 255 pupils

Data Collection Instrument

The data collection instrument for the study was questionnaire. The questionnaire was adapted from Oyediran (2019), titled “Effects of Single Parenthood on Student Academic Performance” (ESPPAP). The questionnaire was suitable for the research given that all respondents could read and write. The questionnaire was considered useful for the study because it had wide enough coverage. The original questionnaire used for the study was used to collect data from secondary school students whose reading abilities and understanding were higher than the junior high school pupils used in this study. As a result, some of the questions were simplified to suit the reading abilities and understanding of the junior high school pupils used in the study.

This study employed the close-ended items in the Oyediran’s questionnaire. The close-ended questions required the respondents to provide specific responses that were consistent with the framework of this study. The close-ended questions also eased the coding and permitted comparison of

answers provided by the respondents. The questionnaire for the study consisted of three sections. The demographic information of the respondents were presented in Section "A." Section 'B' focused on how single parenting impacted academic lives of pupils and section 'C' addressed the impact of single parenting on social lives of pupils. The sections 'B' and 'C' of the questionnaire consisted of five-point Likert scale with grading from Strongly Disagree (1), Disagree (2), Undecided (3), Agree (4) to Strongly Agree (5). Five positive statements (items 1, 2, 3, 4 & 5) in section 'C' were reversed from 5 to 1. A mean score of respondents above 3.0 indicated a negative impact of single parenting on academic and social lives of pupils and a mean score of respondents below 3.0 indicated that single parenting did not impact negatively on academic and social lives of pupils. The cut-off point for Section 'B' and 'C' was 3.0.

Validity

The researcher's supervisor validated the data collection tool (questionnaire) before it was utilised for the study. The instrument was again made available to some colleagues and some measurement and evaluation experts for their inputs before the final draft was done.

Reliability

The questionnaire utilised for this research achieved reliability because changes were made after the pre-testing before the main study was done in order to ensure high response rate. The reliability was achieved by using test-retest method.

The data gathering tool (questionnaire) had a reliability coefficient of 0.64. This value was attained by computing Crombach's Alpha coefficient

after pre-testing. The reliability coefficient value obtained indicated that the data collection instrument was suitable for the study. According to Hulin, Netemeyer and Cudeck (2001), the general rule is that a reliability coefficient of 0.6- 0.7 indicates acceptable level of reliability.

Pre-testing

The major objective of pre-testing was to make sure that the adapted questionnaire was appropriate for the main data collection. Pre-testing helped the investigator to evaluate the questionnaire in advance and make the necessary corrections accordingly. It also enabled the investigator to know in advance the level of response from the participants in the actual data gathering exercise. The questionnaire was pre-tested at Abesewa Gyaman Catholic Junior High School. This school was chosen because the respondents shared similar attributes with those who would partake in the research itself. After pre-testing, the researcher made changes in some of the questions.

Data Collection Procedures

To ensure successful and productive data collection from the selected schools, an introductory letter was collected from the Department of Guidance and Counselling of University of Cape Coast to introduce the investigator and the aim of the research to the headmasters and mistresses of the selected schools. After submitting the introductory letter, the researcher had a short meeting with the school authorities to fix a date for the questionnaire to be administered. Before administering the questionnaire on the specified day, the researcher spent time to educate the pupils about the objective of the research. The researcher also took time to respond the issues that were raised by the respondents and also guided them on how to answer the questionnaire.

Ethical Issues

In order to ensure that ethical issues were not overlooked, ethical approval was taken from the Institutional Review Board which enabled the investigator under take the research. Again, the consent of the parents or guardians was sought before the exercise got started. Prior to the administration of the questionnaire, the respondents received assurances of their privacy and secrecy. To ensure anonymity and confidentiality, the researcher saw to it that the names of respondents were not indicated on the questionnaire and also ensured that the data was protected from unauthorized persons.

Data Processing and Analysis

The correctness of the data obtained was examined, and recorded. Analysis of data was aided by the Statistical Product for Service Solution (SPSS). For research question 1, descriptive statistics employing mean, standard deviation, percentages, and frequencies was used. That is the impact of single parenting on the academic lives of pupils. Research question 2 was also answered with descriptive statistics using mean, standard deviation, percentages and frequencies. That is the impact of single parenting on the social lives of pupils.

Inferential statistics were used to analyse the hypotheses. Hypothesis 1 was tested using the independent samples t-test. Thus, to examine whether or not differences existed between the academic lives of JHS boys and girls. Independent samples t-test was also used to test hypothesis 2. Thus, to examine whether or not differences existed between the social lives of JHS boys and girls.

Hypothesis 3 was tested using analysis of variance (ANOVA). That was done to determine if differences existed between the academic lives of pupils based on parental education levels. Hypothesis 4 was tested using analysis of variance (ANOVA). That was to find out whether or not there were differences between the social lives of pupils in the Amenfi East municipality.

Summary

The research employed a descriptive survey method. Two hundred and fifty-five junior high school pupils living in single-parent families from the six selected schools in the Wassa Amenfi East Municipality made up the sample size for this research. The sampling techniques employed in the research were simple random sampling and purposive sampling. The instrument utilised to gather data for this research was a questionnaire. The questionnaire was pretested at Abesewa Gyaman R/C JHS. Statistical Product for Service Solutions (SPSS) was used to analyse the key data. The statistical techniques employed to analyse the data for generalisation were descriptive statistics and inferential statistics (independent sample t-test and ANOVA).

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This study investigated how single parenting impacted the academic and social lives of junior high school pupils within Wassa Amenfi East Municipality in the Western region of Ghana. This investigation was done using the descriptive cross-sectional survey design. This chapter is divided into two major sections: Section “A”, which covers the demographic data, and the Main section, which deals with the research questions and hypotheses.

Data from six (6) junior high schools in the Wassa Amenfi East Municipality were gathered using a questionnaire. The research utilised a sample size of 255 pupils. 255 usable questionnaires were obtained after the data collection exercise. Hence the analysis and results were based on a total of 255 respondents.

Data were processed with the aid of IBM SPSS version 26 for windows. Mean, standard deviation and frequency distributions were the used for research questions 1 and 2 while t-test were used for hypotheses 1 and 2. ANOVA was deployed for hypothesis 3 and 4.

Demographic Characteristics of Respondents

This section contains the results on the gender of respondents and the educational level of parents. This information is presented as frequencies and percentages in Table 3.

Table 3: Demographic Characteristics of Respondents (N = 255)

Variables	Frequency	Percent (%)
Gender		
Male	113	44.3
Female	<u>142</u>	55.7
Total	<u>255</u>	
Parents' level of education		
Not educated	80	31.4
JHS	132	51.8
SHS	31	12.2
Tertiary	<u>12</u>	4.7
Total	<u>255</u>	

Source: Field Work (2022)

Out of the 255 respondents, 113(44.3%) were males whereas 142 (55.7%) were females. This indicates that, compared with their male counterparts, females outnumbered males in the responses.

Eighty (31.4%) of the respondents' parents were not educated, 132 (51.8%) had JHS education, 31 (12.2%) had SHS education and 12 (4.7%) also had tertiary education.

Section B: Main Data

The findings for the research questions and hypotheses are presented in this section, alongside their discussion.

Research Question One

What is the perceived impact of single parenting on the academic lives of junior high school pupils?

Research question one was addressed by using the Section 'B' (Appendix A) of the questionnaire. The 15 items used to assess the impact of single parenting on JHS pupils' academic lives was used to address research question one utilising means and standard deviation. A mean score less than

3.0 showed that single parenting did not have a negative impact on the academic lives of pupils whereas a mean score greater than 3.0 indicated a negative impact of single parenting on academic lives of pupils. Table 4 illustrates the responses of JHS pupils within Wassa Amenfi East Municipality about perceived impact of single parenting on their academic lives.

Table 4: Perceived Impact of Single Parenting on Academic Lives of

Pupils

Items	M	StD
My parent/guardian does not help me with my homework	3.9	1.6
My parents/guardian does not visit my school very often	3.9	1.5
My parents /guardian does not give me enough money for school	3.8	1.5
My parent/guardian is not aware of my problem in school	3.8	1.4
My parent/guardian does not pay my school fees on time	3.7	1.5
My parent/guardian does not buy my school needs like books, bags, footwear on time	3.7	1.5
My grades are poor	3.6	1.4
My parent/guardian does not attend P.T.A meetings	3.3	1.6
My parent/guardian does not care how many hours I watch television	3.0	1.6
My parent/guardian does not discuss my academic progress with my teachers	2.8	1.7
I often go to school late because my parents do not give me money for transportation	2.7	1.5
My parents/guardian does not show concern about my academic life	2.7	1.6
My parent/guardian does not wake me up early to prepare for school	2.8	1.6
I sometimes absent myself from school	2.6	1.5
My parent/guardian does not allow me to participate in co-curricular activities in schools	2.5	1.6
Mean of Means	3.2	0.7

Source: Field data, 2022

As seen in Table 4, the respondents disagreed with a mean score of 2.7 (StD=1.6) to the statement of often going to school late because their parents do not give them money for transportation. The mean score of 2.7 (StD=1.6) which is less than the threshold of 3.0 indicates that the pupils disagreed with this statement, implying that single parenting does not have a negative impact on their academic lives for attending school late because of the lack of money for transportation. This finding is not congruent with Oyediran (2019) who reported that students from single parent homes report to school late and this accounted for the decline in their academic work. The results of this research also contradict those reported by Nwachukwu (2006) who indicated that children in households with only one-parent often arrive at school late.

The respondents disagreed with a mean score of 2.6 (StD=1.5) to the statement of sometimes absenting themselves from school. The mean score of 2.6 (StD=1.5) which is less than the threshold of 3.0 shows that the pupils disagreed with the statement of sometimes absenting themselves from school, implying that single parenting does not have a negative impact on their academic lives for absenting themselves from school sometimes. It can also be noted that there was an even distribution of the respondents on their parents not caring about how many hours they watch television at home, $M=3.0$ (StD=1.6).

It can also be observed from Table 4 that, with a mean score of 3.8 (StD=1.9), the participants agreed to the statement that their parents/guardians are not aware of their problems in school whereas with a mean score of 2.8 (StD=1.7), they disagreed to the statement that their parents/guardians do not discuss their academic progress with their teachers.

With a mean score of 3.7 (StD=1.5), 3.7 (StD=1.5), 3.3 (StD=1.6) and 3.9 (StD=1.6), the respondents agreed that their parents do not; settle their tuition fees on time; buy their school needs like books, bags and footwears on time; attend P.T.A. meetings; and help with their homework respectively. This indicates the negative impact that single parenting has on the academic lives of pupils since the majority of them agreed to those statements. These results confirm findings of Owusu-Ansah (2017) and Bamidele (2019) who reported that single parenting negatively affects the academic lives of pupils because single parents find it difficult to pay tuition fees on time, provide school materials like books, uniforms, footwears, bags on time, attend P.T.A. and supervise their studies at home.

The results again are in tandem with that of Ntumi. Larbi and Yirenkyi (2015). Their study concluded that single parenting adversely impacts the academic lives of students because of the single parents' inability to monitor and supervise their academic work at home and provide them with the essential school materials. The conclusion of this research is consistent with the results of Asah (2021). His study concluded that single-parent families negatively influenced the educational lives of students because these parents do not have a dependable cash flow, frequently fail to settle their wards tuition fees promptly, do not buy their educational materials on time, do not consistently provide them food before and after school, do not have time to monitor their homework, do not go to P. T. A meeting regularly and do not discuss their academic progress with them.

It can be observed from Table 4 that 9 out of the 15 items have mean scores higher than 3, indicating that most respondents believed that single

parenting negatively impacted their academic lives. The standard deviation of the ratings is all above 1 indicating that the respondents have varied opinions on the statements. Again, the mean of means for the 15 items is 3.2, which is also above the threshold of 3.0. Generally, the finding of negative impact of single parenting on academic lives of pupils within Wassa Amenfi East municipality is not contrary to findings of Ntumi, Larbi and Yirenkyi (2015) and Asah (2021) who conducted studies on the effects of single parenting on students' academic performance in Amamoma and Kumba III municipalities respectively. They both found out that single parents struggle to sufficiently care for the youngsters, supervise their homework and many others hence impacting the academic lives of these children.

After analyzing the data from the study and reviewing the theoretical and empirical studies related to this investigation, the researcher can state that single parenting negatively impacts the academic lives of junior high school pupils. This is because most of the single parents/guardians do not help or supervise their wards with their homework; do not visit their school very often, do not attend P.T.A. meetings, do not pay the school fees of the children on time, do not provide the educational materials of their children on time.

Research Question Two

What is the perceived impact of single parenting on social lives of junior high school pupils in the Wassa Amenfi East Municipality?

Research question two was addressed by using Section 'C' (Appendix A) of the questionnaire. The 12 items used to measure the impact of single

parenting on the social lives of JHS pupils was used to address research question three using frequencies, percentages, mean and standard deviation. A mean score less than 3.0 indicated that single parenting did not have a negative impact on social lives of pupils whereas a mean score greater than 3.0 showed that single parenting had a negative impact on social lives of pupils. The responses to the question of how single parenting impacts the social lives of JHS pupils within Wassa Amenfi East Municipality are illustrated in Table 5.

Table 5: Perceived Impact of Single Parenting on Social Lives of Pupils

Items	M	StD
I get on well with my teachers	2.1	1.4
I relate well with others	2.6	1.7
I have very good friends	2.5	1.4
I spend more time with my peers	2.8	1.6
My parent/guardian knows all my friends	2.7	1.3
My parent/guardian does not often take me to social gatherings in the community	3.4	1.6
I often prefer to be alone	3.1	1.5
I am often left on my own after school	2.6	1.6
I can't relate well with my siblings	2.4	1.6
I usually absent myself from social gatherings in school	2.4	1.5
I often fight in school	2.0	1.4
I often steal from others	1.8	1.2
Mean of Means	2.5	0.5

Source: Field data, 20 22

Table 5 shows that, a mean score of 2.1 (StD =1.5) was obtained from the respondents indicating that they agreed to the statement that they get on well with their teachers. With a mean score of 2.6 (StD=1.7), the respondents agreed to the statement that they relate well with others.

This finding is contrary to the research of Kroger (2004), who found out that adolescents who are reared by single-parents are unable to relate well with their peers and often have bad relations with their teachers due to their flouting of school rules and regulations. It is worth noting that with a mean score of 2.6 (StD=1.7), the respondents disagreed to the statements of often fighting in school and often stealing from others with a mean score of 1.8 (StD=1.2) to the respectively. This indicates that the pupils do not fight or steal from others indicating that single parenting does not negative impact on social lives of pupils. However, Muhammed (2009), Oyediran (2019), Olaleye, Ajayi and Oyebola (2017) reported in their studies that adolescents from single parent families are anti-social (like fighting and stealing), hostile and aggressive. These findings are not incongruent with the findings from this study.

It can be observed that a mean score of 2.4 (StD=1.6), the respondents disagreed to the statement of not relating well with their siblings and a mean score of 2.4 (StD=1.5), the respondents disagreed to usually absenting themselves from social gatherings. This finding is contrary to that of Uwaifo (2008) and Olaleye et al (2017) who discovered that adolescents who are live in single-parent homes may experience difficulties with lack of warmth, aggressiveness, discipline issues and inferiority complex.

These findings imply that single parenting did not negatively impact the social lives of JHS pupils in the Wassa Amenfi East Municipality since these pupils do not show traits of aggression, hostility, lack of warmth, being less assertive, social isolation, stealing from others, fighting with their peers, inferiority complex, do not obey school rules and regulations and often have

problems with their teachers. Again, 10 out of the 12 items on impact of single parenting on social lives had a mean score less than 3.0, indicating that single parenting does not negatively impact the social lives of pupils in the Wassa Amenfi East Municipality. Also, the 12 items on the social lives of pupils had a mean of means value of 2.5 (StD=0.5), which is lower than the threshold 3.0.

After analyzing the data of the study, the researcher can conclude that single parenting did not negatively impact the social lives of pupils. This is due to the fact that the findings of the study revealed that most of the single-parented pupils related well with their teachers, with others, and with their siblings, attend social gatherings in the school, do not often steal from others, do not often fight in school.

Hypothesis One

Ho: There is no statistically significant difference on the impact of single parenting on academic life between male and female junior high school pupils in the Wassa Amenfi East Municipality.

Hi: There is a statistically significant difference on the impact of single parenting on academic life between male and female junior high school pupils in the Wassa Amenfi East Municipality.

In order to address the first hypothesis, an independent samples t-test was performed on junior high school students from the Wassa Amenfi East Municipality to see if there was a statistically significant difference between the impact of single parenting on their academic lives. The responses to the 15 items about how single parenting impacts pupils' academic lives were totaled to get mean scores, which were then used in the analysis.

The Q-Q plots, histogram, and Levene's test for equality of variances were used in the preliminary analysis to check for normality and homogeneity of variance. Inspection of the Q-Q plots (Appendix B) and the histogram (Appendix B) of the independent samples indicated a near normal distribution hence, the normality assumption was considered not violated. The Levene's test of equality of variances test whether two independent samples have equal variances with the null hypothesis of equal variances.

Table 6: Levene's test of equality of variance

Variables	F	P
Academic lives	0.39	0.53

The results from the Levene's test (Table 6) indicates that there is no statistically significant difference in the variances of the males and females ($F = 0.39, p = 0.53$). It demonstrates that there are no differences in the variances of the male and female pupils, hence homogeneity of variance assumption not violated.

Table 7 illustrates the findings of the independent samples t-test.

Table 7: Gender Difference on the Impact of Single Parenting on the Academic Lives of Pupils.

Variable	N	M	StD	T	Df	P
Male	113	3.22	0.69	-0.44	253	0.66
Female	142	3.27	0.73			

The results from Table 7 shows that the mean of the impact of single parenting on the academic lives of females ($M = 3.27, StD = 0.73$) is greater

than that of the males ($M = 3.22$, $StD = 0.69$), notwithstanding, the test of independent samples t-test indicates that there is no statistically significant difference in the impact of single parenting on the academic lives of male and female pupils ($t(253) = -0.44$, $p = 0.66$).

This is because the probability value (p-value) of 0.66 is higher than the significance level of 0.05 hence we fail to reject the null hypothesis of no statistically significant difference on the impact of single parenting on academic life between male and female junior high school pupils in the Wassa Amenfi East Municipality. This implies that there is no evidence to support that the impact of single parenting on the academic lives of males and females JHS pupils in the Wassa Amenfi East Municipality is statistically different.

The results of this research are in tandem with those reported by Gemechu (2018). His research at Haramaya University in Eastern Ethiopia on the effects of family socioeconomic position on academic accomplishment and the sciences found no statistically significant difference between the academic achievement of male and female students from single-parent homes. The conclusions of Chukuka (2018) also affirms the findings of this study and that of Gemechu (2018). Her study on effect of single parenting on children's education in elementary schools in Oshimihi South Local Government Area, revealed that there is no statistically significant difference in academic attainment of males and females' students.

However, the results of her research are not in congruent with studies conducted by Salami and Alawode (2000) who found out that males and females adolescents in secondary schools from single-parents' families have significant difference in the academic achievement with the females doing well

than the males. It is also contrary to the studies conducted by Eweyini (2005) on the influence of family on learner's achievement in Nigeria, where it was concluded that there is a significant difference between the educational success of males and females' students raised in single-parent households.

Abudu and Fuseini (2013) undertook research in Wa Municipality and Farooq et al. (2011) did research in Pakistan and found that there are gender differences in academic performance for pupils contradicting the results of the impact of single parenting in the Wassa Amenfi East Municipality. This can be attributed to several reasons such as the caliber of teachers, teaching and learning material available, the society and its values as well as the efforts these single parents put into their ward's education.

After analysing the data on whether or not there was statistically significant difference on the impact of single parenting on the academic lives of male and female pupils and reviewing related literature, the researcher can state that there is no statistically significant difference on the impact of single parenting on academic lives of male and female pupils. Thus, single parenting did not impact the academic lives of male and female differently.

Hypothesis Two

Ho2: There is no statistically significant difference on the impact of single parenting on the social life of male and female junior high school pupils in the Wassa Amenfi East Municipality.

H1: There is statistically significant difference on the impact of single parenting on the social life of male and female junior high school pupils in the Wassa Amenfi East Municipality.

In order to address hypothesis two and to determine whether there is a statistically significant difference between the effects of single parenting on the social lives of male and female junior high school students in the Wassa Amenfi East Municipality, an independent samples t-test was used. The responses of the 12 items of the impact of single parenting on the social life of pupils were computed together to serve as mean scores and used for the analysis.

The Levene's test for equality of variances, the Q-Q plots, and histograms were used in preliminary analysis to assess for normality and homogeneity of variance. Inspection of the Q-Q plots (Appendix B) and the histogram (Appendix B) of the independent samples (male and female) indicated a near normal distribution hence, the normality assumption was considered not violated. The Levene's test of equality of variances test whether two independent samples have equal variances with the null hypothesis of equal variances.

Table 8: Levene's test of equality of variance

Variable	F	P
Social life	0.40	0.53

The results from the test indicates no statistically significant difference between the variances of male and female pupils ($F = 0.40$, $p = 0.53$). This shows that there are no differences in the variances of the male and female pupils, hence homogeneity of variance assumption not violated.

Table 9 shows the findings of the independent samples t-test.

Table 9: Gender Difference on the Impact of Single Parenting on the Social Lives of Pupils.

Variable	<i>N</i>	<i>M</i>	<i>StD</i>	<i>T</i>	<i>Df</i>	<i>P</i>
Male	113	2.50	0.50	-0.51	253	0.61
Female	142	2.53	0.52			

From Table 9, it can be shown that the mean of the impact of single parenting on the social life of females ($M = 2.53$, $StD = 0.52$) is greater than that of the males ($M = 2.50$, $StD = 0.50$), even so, the test of independent samples t-test indicates that there is no statistically significant difference between the impact of single parenting on the social lives of males and females JHS pupils ($t(253) = -0.51$, $p = 0.61$).

This is because the probability value (p-value) of 0.61 is greater than the significance level of 0.05 hence we fail to reject the null hypothesis of no statistically significant difference between the impact of single parenting on social lives of males and females junior high school pupils in the Wassa Amenfi East Municipality. This implies that there is no evidence to support that the impact of single parenting on the social life of males and females JHS pupils in the Wassa Amenfi East Municipality is statistically different.

The conclusions of this research do not agree with the findings of Damron-Bell (2011). His research on the development of antisocial behaviour in teenagers and the impact of student traits and school atmosphere found that gender is an important predictor of antisocial behaviour in schools and that male students exhibit antisocial behaviour more frequently than their female counterparts. In affirmation of the study by Damron-Bell (2011). The findings

of this study again contradict that of Accorlor (2021). His research on antecedents of deviant behaviours in junior high schools in the Ayawaso Sub-Metro of Ghana revealed that male pupils exhibited deviant attitudes in school than female pupils like having bad friends, absenting themselves from school, fighting with their peers and often having bad relationships with their teachers.

The findings of Pardini et al. (2005), does not support the findings of this study. Their study on developmental changes in parental and peer impact on boys' ideas about delinquent behaviour concluded that the rise in the belief of boys in delinquent activities will likely lead to upsurge of antisocial and aggressive behaviours in boys than girls. Thus, the results of this research found that the gender of pupils does not impact on their social lives contradicts the findings of Damron-Bell (2011), Accorlor (2021) and Pardini et al. (2005) reported that the gender of students has impact on their social lives.

After analyzing the data on whether or not there was statistically significant difference on the impact of single parenting on the social lives of male and female pupils and reviewing related literature, the can state that there is no statistically significant difference on the impact of single parenting on the social lives of male and female pupils. Thus, the impact of single parenting on social lives of pupils is the same for both male and female.

Hypothesis Three

Ho: There is no statistically significant difference in the impact of single parent's level of education on the academic lives of junior high school pupils in the Wassa Amenfi East Municipality.

Hi: There is statistically significant difference in the impact of single parent's level of education on the academic lives of junior high school pupils in the Wassa Amenfi East Municipality.

In order to address hypothesis three, a one-way analysis of variance was performed to examine if there was a statistically significant difference among the educational level of single parents on the effects of single parenting on the academic lives of junior high school students in the Wassa Amenfi East Municipality. Preliminary analysis of checking for normality and homogeneity of variance were conducted utilising the Q-Q plots and histogram; and the Levene's test for equality of variances. Inspection of the Q-Q plots (Appendix B) and the histogram (Appendix B) of the independent samples (parents' level of education) indicated a near normal distribution hence, the normality assumption was considered not violated. The Levene's test of equality of variances examines whether two or more independent samples have equal variances with the null hypothesis of equal variances.

Table 10 provides an illustration of the Levene's test findings about the equality of variances for the educational level of the pupil's parents.

Table 10: Levene's test of equality of variance

Variable	Levene statistic	<i>P</i>
Academic lives	0.17	0.92

The results from Table 10 indicates that there is no statistically significant difference in the variances of parental levels of educational (*levene statistic* = 0.17, *p* = 0.92). This shows that there are no differences in the

variances of the educational level of pupils' parents, hence homogeneity of variance assumption not violated.

The descriptive of the educational level of pupil's parents are illustrated in Table 11. It can be noted that majority of the pupil's parents were JHS leavers with minority of them being tertiary level.

Table 11: Descriptive of Educational level of pupil's parents

Education level	N	Mean	Std. Deviation
Not educated	80	3.30	0.70
JHS	132	3.21	0.72
SHS	31	3.29	0.66
Tertiary	12	3.22	0.70
Total	255	3.25	0.70

It can be noted from Table 11 that the mean score of the educational levels of single-parent pupils was greater than the cut-off points of 3, indicating that they perceived that single parenting adversely influences their academic lives. Moreover, the standard deviation for all of them was less than one indicating that their opinions were not varied.

Table 12: One-way analysis of variance summary table comparing the educational levels of parents on the impact of single parenting on academic lives of pupils

Source of variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.46	3	0.15	0.31	0.82
Within Groups	124.94	251	0.50		
Total	125.40	254			

From Table 12, it can be shown that there is no statistically significant difference among the level of education of single parents on the impact of single parenting on the academic lives of junior high school pupils in the Wassa Amenfi East Municipality ($F(3, 251) = 0.31, p = 0.82$).

This is because the probability value (p-value) of 0.82 is higher than the significance level of 0.05 hence we fail to reject the null hypothesis of no statistically significant difference among the level of education of single parents on the impact of single parenting on the academic lives of junior high school pupils in the Wassa Amenfi East Municipality. This implies that there is no evidence to support the claim that the educational attainment of single parents has a statistically significant difference on the effect on the academic lives of junior high school pupils in the Wassa Amenfi East Municipality.

The finding from this study was not in congruent with the findings of Gooding (2001), who reported in his study that students from single parents where parents' education is higher perform better in the standard test than those of parents with lower level. Moreso, Amuzu and Okoro (2015) also came out with contrary findings. In their study on parental social position and children's academic achievement, they found that parents who have postsecondary level of education have a favourable impact on their student's educational attainment whereas those with no formal education has adverse influence on the academic attainment of their children.

After analyzing the data on whether or not these was statistically significant difference on the impact of single parent's level of education on the academic lives of pupils, the researcher can conclude that the educational level

of parents does not impact the academic lives of pupils. Thus, the educational level of parents had the same impact on the academic lives of pupils.

Hypothesis Four

Ho4: There is no statistically significant difference in the impact of single parent's level of education on the social lives of junior high school pupils in the Wassa Amenfi East Municipality.

Hi: There is a statistically significant difference in the impact of single parent's level of education on the social lives of junior high school pupils in the Wassa Amenfi East Municipality.

To address this hypothesis, a one-way analysis of variance was conducted to determine if there is any statistically significant difference among the level of education of single parents on the impact of single parenting on the social lives of junior high school pupils in the Wassa Amenfi East Municipality.

The Q-Q plots, histograms, and the Levene's test for equality of variances were used in preliminary analysis to check for normality and homogeneity of variance. Inspection of the Q-Q plots (Appendix B) and the histogram (Appendix B) of the independent samples (parents' level of education) indicated a near normal distribution hence, the normality assumption was considered not violated. The Levene's test of equality of variances examines whether two or more independent samples have equal variances with the null hypothesis of equal variances.

Table 13: Levene's test of equality of variance

Variable	Levene statistic	<i>P</i>
Social lives	1.77	0.15

The results from Table 13 show that there is no statistically significant difference in the variances of the educational level of pupil's parents (*levene statistic* = 1.77, $p = 0.15$). This shows that there are no differences in the variances of the educational level of pupils' parents, hence homogeneity of variance assumption not violated.

Table 14 provides the descriptive of the educational level pupil's parents.

Table 14: Descriptive of Educational level of pupil's parents

Education level	N	Mean	Std. Deviation
Not educated	80	2.51	0.52
JHS	132	2.49	0.49
SHS	31	2.65	0.48
Tertiary	12	2.51	0.72
Total	255	2.52	0.51

It can be observed from Table 14 that the mean score of the educational levels of single-parent pupils was less than the cut-off points of 3, indicating that they perceived that single parenting did not negatively affect their social lives. Again, the standard deviation was all less than one indicating that their opinions were not varied.

Table 15: One-way analysis of variance summary table comparing the educational levels of parents on the impact of single parenting on the social lives of pupils

Source of variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.63	3	0.21	0.81	0.49
Within Groups	65.37	251	0.26		
Total	66.00	254			

From Table 15, it can be shown that there is no statistically significant difference among the level of education of single parents on the impact of single parenting on the social lives of junior high school pupils in the Wassa Amenfi East Municipality ($F(3, 251) = 0.81, p = 0.49$).

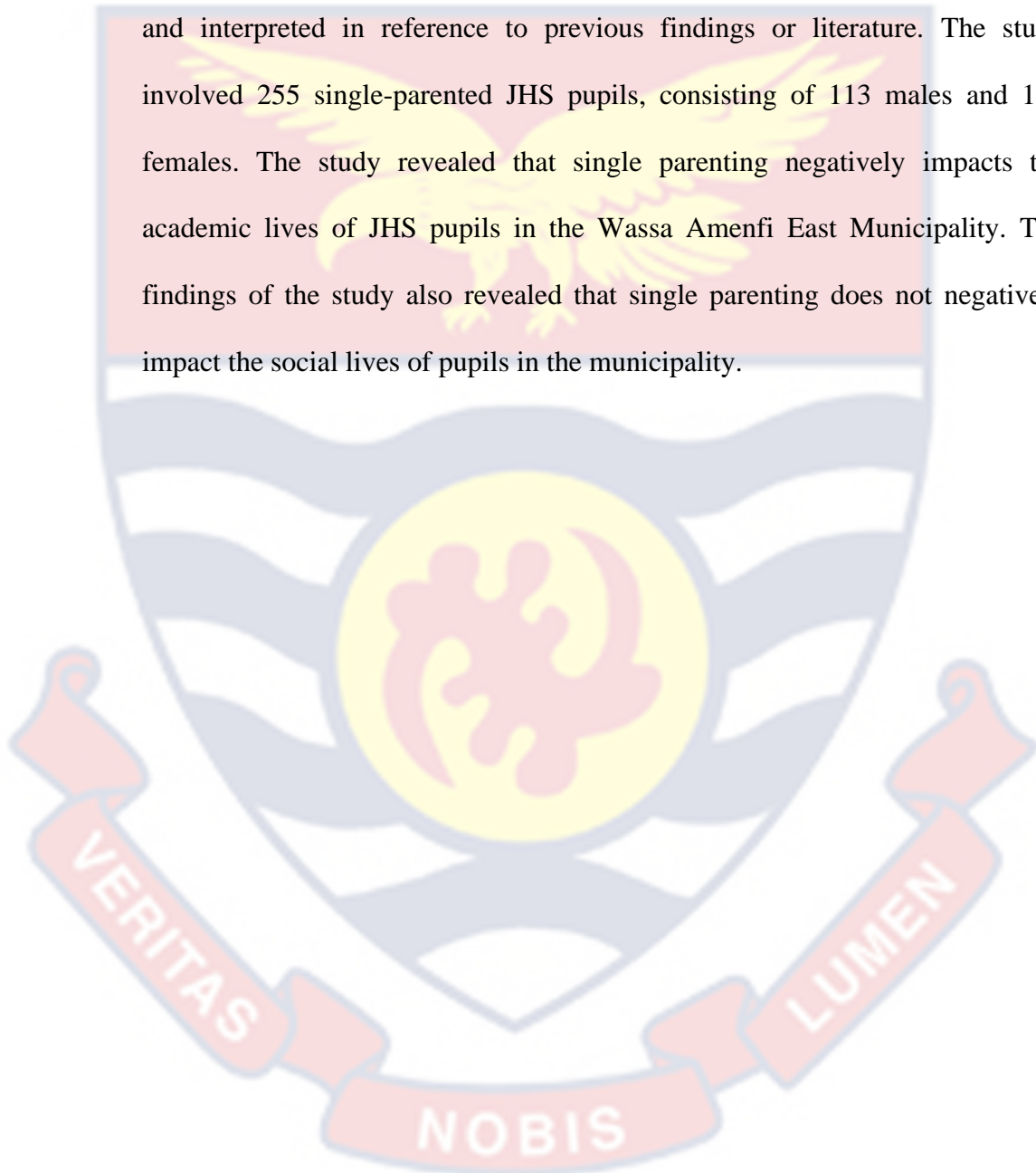
This is because the probability value (p-value) of 0.49 is higher than the significance level of 0.05 hence we fail to reject the null hypothesis of no statistically significant difference among the level of education of single parents on the influence of single parenting on the social lives of junior high school pupils in the Wassa Amenfi East Municipality. This implies that there is no evidence to support that the level of education of single parents on the impact the social lives of junior high school pupils in the Wassa Amenfi East Municipality is statistically different.

Perez-Corral and Morena (2022) found contrary findings where their study on single-parent households, academic gradient and child deprivation in Italy and Spain reported that children who are raised in single-parent households are more likely to experience social life deprivation particularly those headed by females with low levels of education. Davis-Kean (2005) also found contrary results since according to his study the higher a student's parental educational level, the better the behavioural outcome of such students.

After analyzing the data and reviewing the literature on whether or not there was statistically significant difference on the impact of single parent's level of education on social lives of pupils, the researcher can conclude that there is no statistically significant difference on the impact of single parent's educational attainment on the social lives of pupils. Thus, the social lives of pupils are not impacted differently by the educational level of their parents.

Summary

The findings and analyses of the study were discussed in the fourth chapter. The results were presented in light with research questions and hypotheses of the research. The findings of the study were examined, discussed and interpreted in reference to previous findings or literature. The study involved 255 single-parented JHS pupils, consisting of 113 males and 142 females. The study revealed that single parenting negatively impacts the academic lives of JHS pupils in the Wassa Amenfi East Municipality. The findings of the study also revealed that single parenting does not negatively impact the social lives of pupils in the municipality.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

The summary, conclusion, and recommendation from the study are presented in this chapter.

Summary

The objective of this research was to investigate how single parenting impacted the academic and social lives of junior high school pupils in the Wassa Amenfi East Municipality. To accomplish the goals of this research, two research questions and four hypotheses in particular were addressed. The research questions were; what is the perceived impact of single parenting on the academic lives of JHS pupils in the Wassa Amenfi East Municipality and what is the perceived impact of single parenting on social lives of JHS pupils in the Wassa Amenfi East Municipality. The hypotheses considered were; any statistically significant difference in the academic lives of JHS pupils based on their gender, any statistically significant difference in the social lives of JHS pupils based on their gender, any statistically significant difference on the impact of educational level of single parents on the academic lives of JHS pupils in the Wassa Amenfi East Municipality and any statistically significant difference on the impact of educational level of single parents on the social lives of JHS pupils in the Wassa Amenfi East Municipality. The study was conducted using a descriptive research design. A sample of 255 JHS pupils from the Wassa Amenfi East Municipality participated in the study. A questionnaire was used to gather the data.

Key Findings

These were the findings of the study:

1. It was discovered that single parenting negatively impacts the academic lives of JHS pupils in the Wassa Amenfi East Municipality.
2. The results of the research also revealed that single parenting did not negatively impact the social lives of JHS pupils in the Wassa Amenfi East Municipality.
3. The findings of the research showed that there was no statistically significant difference between the impact of single parenting on the academic lives of male and female JHS pupils in the Wassa Amenfi East Municipality.
4. The results revealed that there was no statistically significant difference between the impact of single parenting on social lives of male and female JHS pupils in the Wassa Amenfi East Municipality.
5. The results revealed that there was no statistically significant difference between the impact of single parenting on social lives of male and female JHS pupils in the Wassa Amenfi East Municipality.
6. The study discovered that there was no statistically significant difference in the impact of educational levels of single parents on the social lives of JHS pupils in the Wassa Amenfi East Municipality.

Conclusion

In light of the results of the study, the following conclusions could be drawn:

Firstly, the objective of research question one of the study was to examine the perceived impact of single parenting on academic lives of JHS

pupils. After analysing the data on research one, the study concluded that most JHS pupils from single-parent families struggle academically as a result of their parents' inability to provide them educational materials like books, bags, footwears, uniforms on time. Once more, it can be said that most JHS pupils from single-parent homes in the Wassa Amenfi East Municipality have poor academic lives because their parents do not supervise their homework, regularly go to PTA meetings, visit their school regularly, do not discuss their academic progress with their teachers, most pupils do not go to school regularly because of financial issues. This is because the mean of means value of 3.2 was greater than the threshold of 3.0, indicating that single parenting had negative effect on the academic lives of JHS pupils.

The research question two of the study sought to examine the perceived impact of single parenting on social lives of JHS pupils. After analysing the data on research question two, the study found that most JHS pupils in the Wassa Amenfi East Municipality did not have problems with their social lives despite coming from single-parent households. Therefore, living in a single-parent home does not guarantee that a child will grow up to become an outcast in society. The study again concluded that the gender of single-parented JHS pupils in the Wassa Amenfi East Municipality does not determine the academic and social lives of such pupils. That is, whether or not children of single parents perform better in school and experience social issues does not always depend on the gender (male or female) of those children. This is due to the fact that the mean of means value of 2.5 was less than the threshold of 3.0.

The hypothesis one of the study sought to test for whether or not there was statistically significant difference in the impact of single parenting on academic life between male and female JHS pupils. The findings of the study revealed that there is no statistically significant difference in the impact of single parenting on the academic lives of male and female pupils. This is because the probability value (p-value) of 0.66 is higher than the significance level of 0.05. This indicates that the finding of the study supports the Ho1.

The purpose of research hypothesis two was to test for whether or not there was statistically significant difference in the impact of single parenting on social life between male and female JHS pupils. The study concluded that there is no statistically significant difference in the impact of single parenting on the social lives of male and female pupils. This is because the probability value (p-value) of 0.61 is greater than the significance level of 0.05. This shows that the finding of the study agrees with Ho2.

The goal of hypothesis three was to test for whether or not there was statistically significant difference in the impact of single parent's level of education on the academic lives of JHS pupils. The study revealed that the education level of single parents has the same impact on the academic lives of JHS pupils in the Wassa Amenfi East Municipality. This is because the probability value (p-value) of 0.82 is greater than the significance level of 0.05. The finding of the study therefore supports the Ho3.

Lastly, the objective of hypothesis four was to test for whether or not there was statistically significant difference in the impact of single parent's level of education on the social lives of JHS pupils. The study further concluded that the education level of single parents has the same impact on the

social lives of JHS pupils in the Wassa Amenfi East Municipality. This is because the probability value (p-value) of 0.49 is greater than the significance level of 0.05. The finding is in agreement with Ho4.

Recommendations

The following recommendations were made in light of the study's results and conclusions;

1. The study found that single parenting negatively impacted the academic lives JHS pupils. It is therefore recommended that school counsellors should encourage the extended family members to help with the supervision of the academic work of pupils at home and provision of educational resources to enhance their academic lives.
2. The findings of the study revealed that most single parents do not often take their children to social gatherings in the community and most of the pupils often prefer to be alone. Single parents should therefore be encouraged by counselling coordinators to take their children to social gatherings and assist them to socialise with others in the community. This will help them to become sociable or extroverts.
3. It is recommended that pupils from single-parent families should be prioritized by Non-Governmental Organisations (NGOs) in the disbursement of equal scholarship opportunities for both males and females.
4. Counselling coordinators through orientation and symposia should assist pupils from single parent families to develop their self-efficacy in order to improve their educational attainment.

Implications for Counselling

Firstly, school counsellors should organize intermittent sensitization programmes for pupils from single parent families who are seen to be having challenges with their academic lives. This will help to equip those pupils with the skills and knowledge of doing individual or private learning at home. This will enable them to study on their own at home especially in the absence of their parents due to their busy schedules. This will go a long way to help improve their academic lives.

Secondly, the relationship between counselling coordinators and classroom teachers should be deepened. This will enable counselling coordinators to collaborate effectively with classroom teachers to put in place strategies to help pupils from single-parent families academically. This will in turn help to enhance the academic work of single-parented pupils.

Thirdly, counselling coordinators should draw follow-up plan with single parents. This will enable them to work closely with single parents and do follow -ups to the homes of single-parented pupils who have challenges with their academic and social lives. The follow-up plan will help them to monitor the academic progress and social virtues of the pupils even after school. This will further advance the academic and social lives of pupils.

Suggestions for Further Studies

1. It is proposed that further research on this topic should include single parents and teachers as respondents in order to have a broader assessment regarding the issue of single parenting.
2. It is also suggested that future research should investigate the impact of single parenting on the emotional and behavioural lives of JHS pupils.

3. It is again suggested that further studies should include JHS pupils from the private schools. This will help to compare their results with their counterparts from the public schools.



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APPENDIX A**QUESTIONNAIRE****UNIVERSITY OF CAPE COAST****FACULTY OF EDUCATIONAL FOUNDATIONS****DEPARTMENT OF GUIDANCE AND COUNSELLING****QUESTIONNAIRE FOR THE STUDY OF THE IMPACT OF SINGLE
PARENTING ON THE ACADEMIC AND SOCIAL LIVES OF JUNIOR
HIGH SCHOOL PUPIL**

This study is for an academic purpose. It will enable the researcher to get information from pupils who come from single parent families. The information you provide will be treated confidentially. So please do not write your name anywhere on the questionnaire. Please tick [] the right option as it applies to you. Thank you for agreeing to be a part of this study.

Section A:**Demographic Information and Parental Information**

1. Your gender: a. Male [] b. Female []
2. Your parent's level of educational:
 - a. Not educated [] b. JSH [] c. SHS [] d. Tertiary []

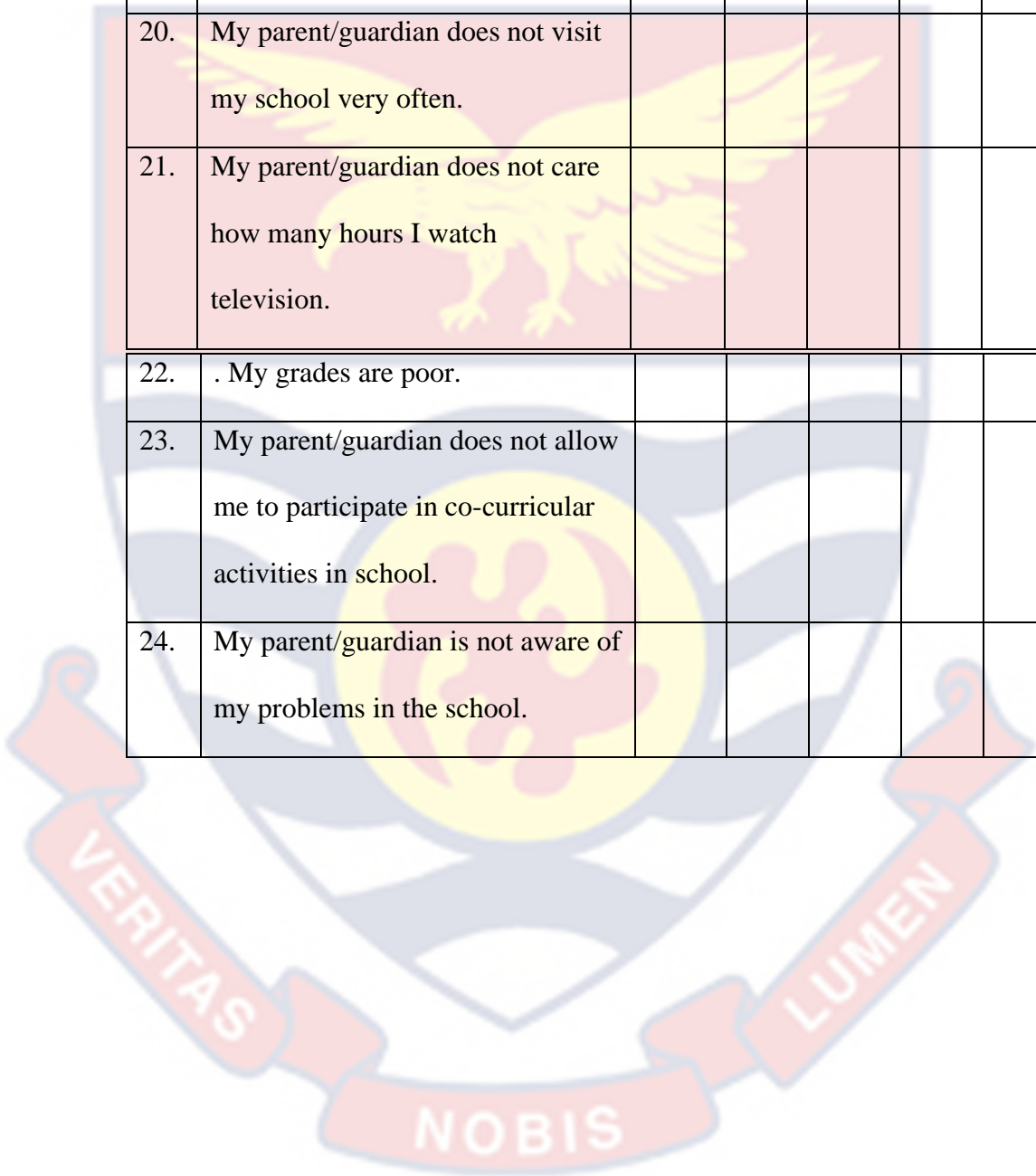
Section B: Impact of single parenting on academic lives of pupils

Please tick [] in the spaces as it applies to you in the statements below:

Note that **SA** stands for **Strongly Agree**, **A** for **Agree**, **U** for **Undecided**, **D** for **Disagree** and **SD** for **Strongly Disagree**

S/N		SA	A	U	D	SD
10.	I often go to school late because my parent does not give me money for transportation.					
11.	My parent/guardian does not give me enough money for school.					
12.	I sometimes absent myself from school to work in order to get money for school.					
13.	My parent/guardian does not pay my school fees on time.					
14.	My parent/guardian does not buy my school needs like books, bag, footwear on time.					
15.	My parent/guardian does not attend P.T.A meetings.					
16.	My parent/guardian does not help me with my homework.					
17.	My parent/guardian does not show concern about my academic life.					
18.	My parent/guardian does not wake					

	me up early to prepare for school.					
19.	My parent/guardian does not discuss my academic progress with my teachers.					
20.	My parent/guardian does not visit my school very often.					
21.	My parent/guardian does not care how many hours I watch television.					
22.	. My grades are poor.					
23.	My parent/guardian does not allow me to participate in co-curricular activities in school.					
24.	My parent/guardian is not aware of my problems in the school.					



Section C: Impact of single parenting on social lives of pupils

Please tick [] in the boxes to the extent you think it applies to you in the statements below:

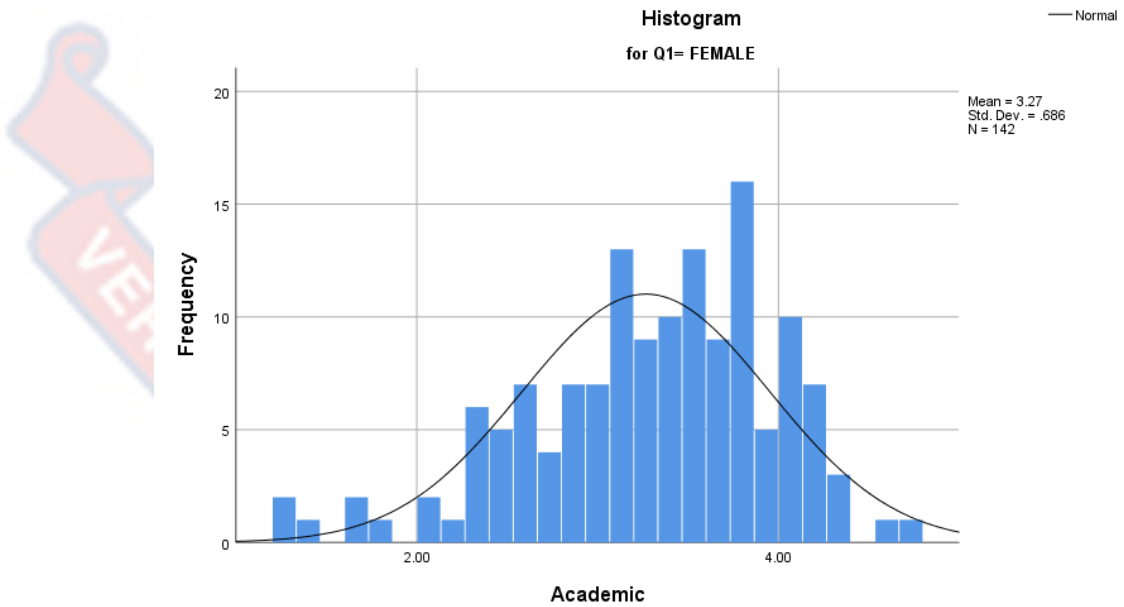
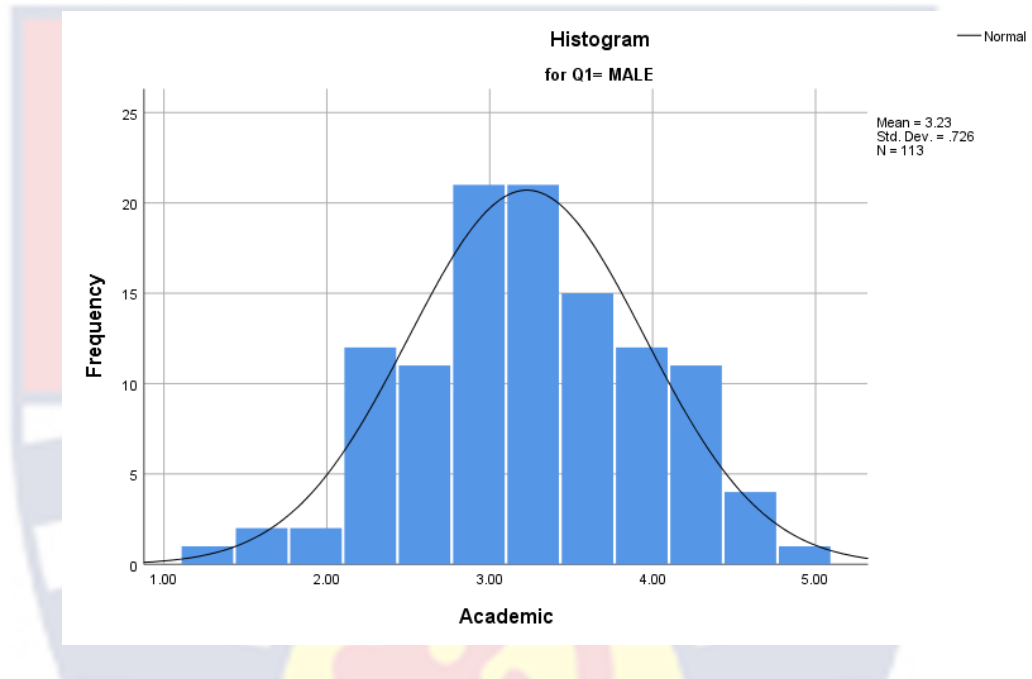
Meanings of the abbreviations used: **SA** stands for **Strongly Agree**, **A** for **Agree**, **U** for **Undecided**, **D** for **Disagree** and **SD** for **Strongly Disagree**.

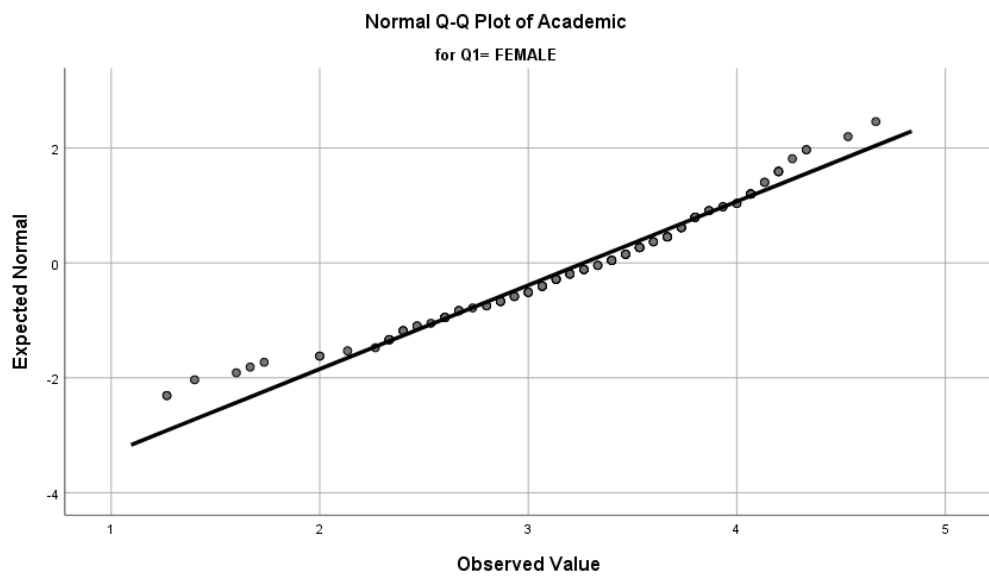
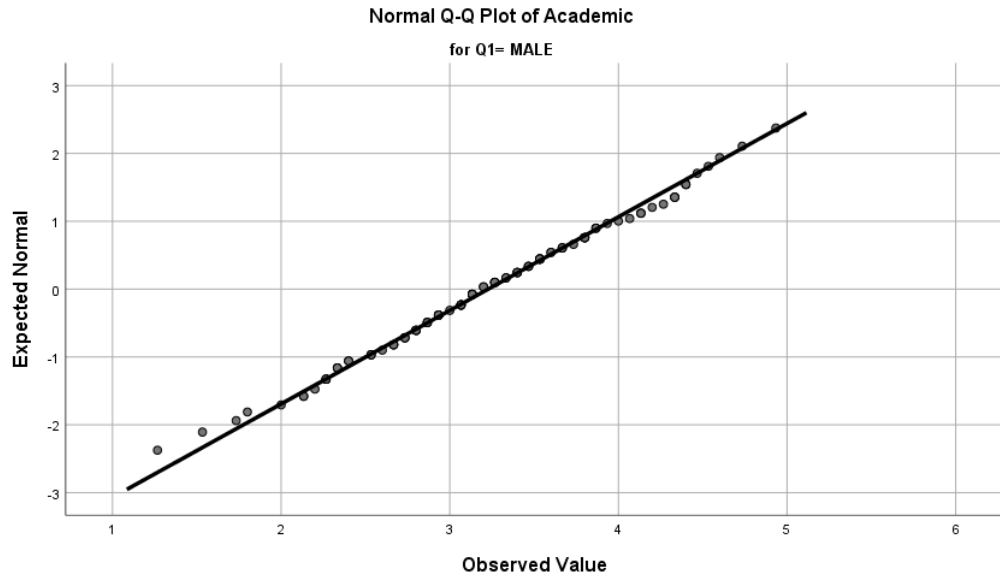
S/N		SA	A	U	D	SD
25.	I spend more time with my peers.					
26.	I am often left on my own after school.					
27.	I often fight in school.					
28.	I often steal from others.					
29.	I can't relate well with my siblings.					
30.	I relate well with others.					
31.	I have very good friends.					
32.	I usually absent myself from social gatherings in school					
33.	I get on well with my teachers.					
34.	My parent/guardian knows all my friends.					
35.	I often prefer to be alone.					
36.	My parent/guardian does not often take me to social gatherings in the community.					

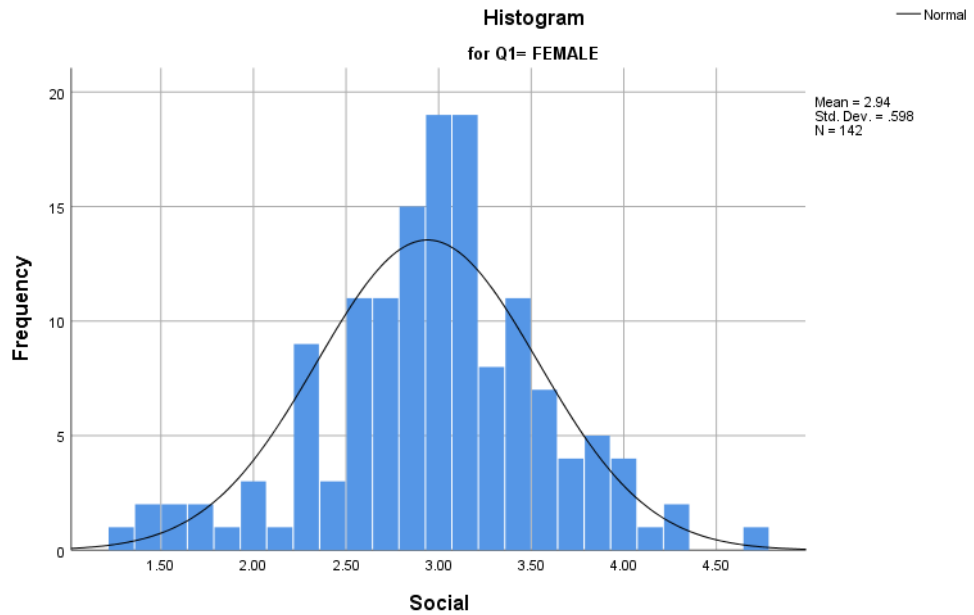
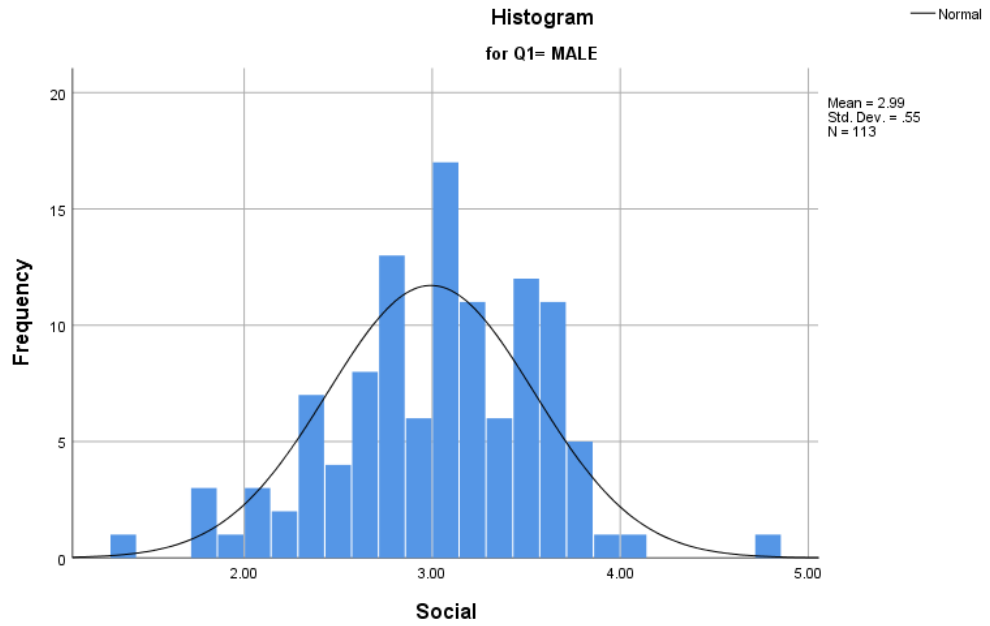
THANK YOU

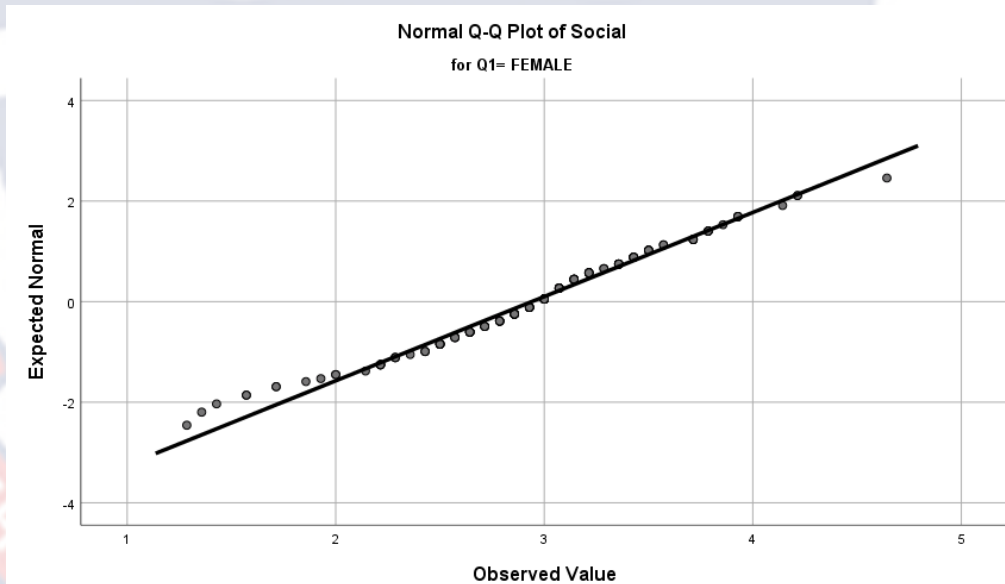
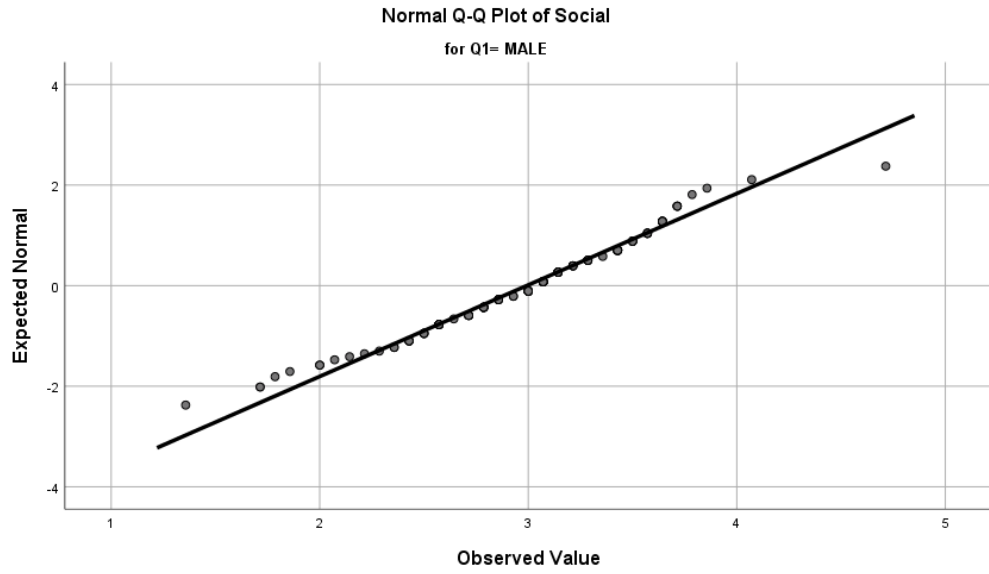
APPENDIX B

ASSUMPTION OF NORMALITY FOR INDEPENDENT SAMPLES T-TEST

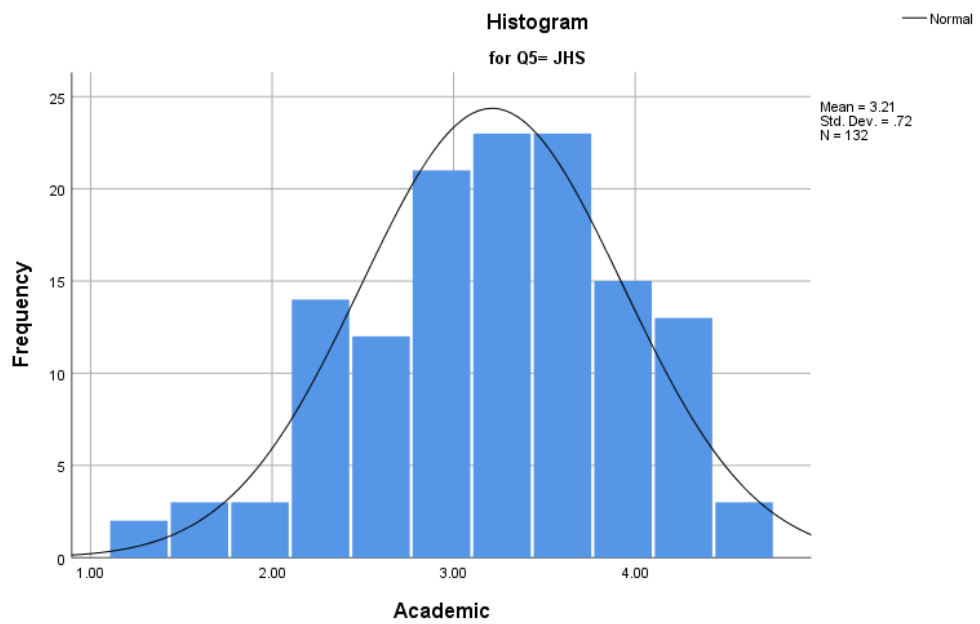
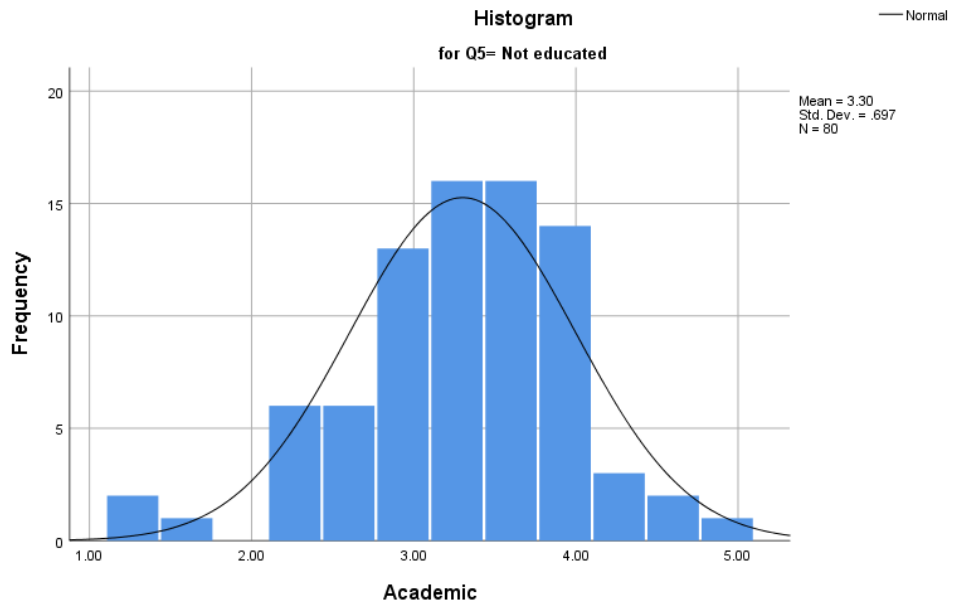


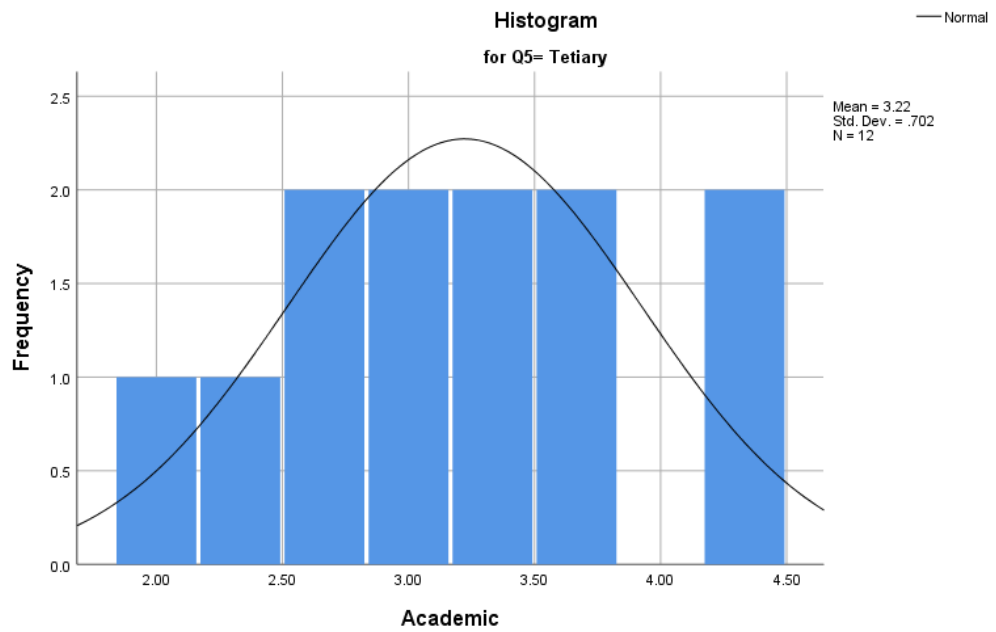
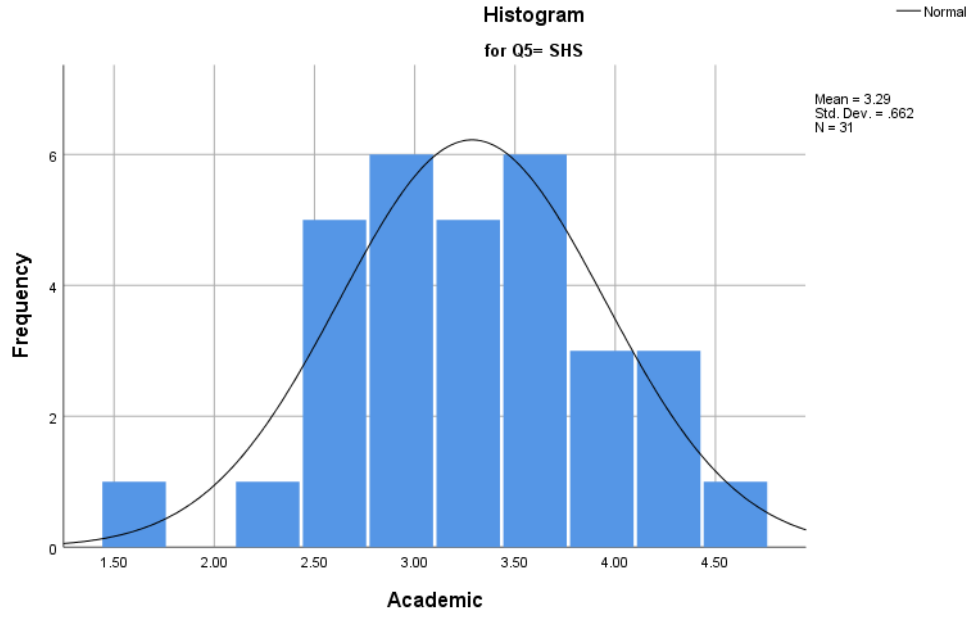


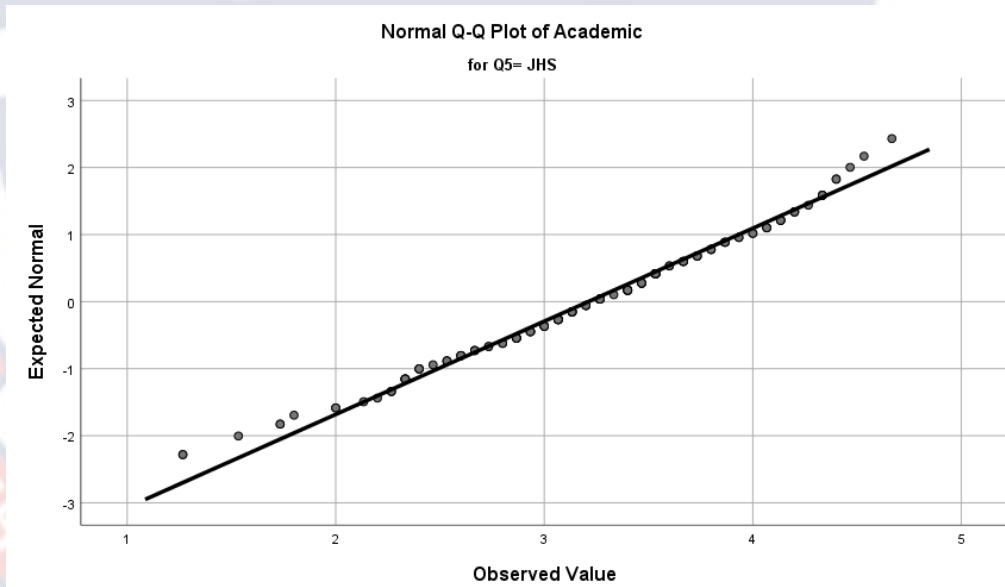
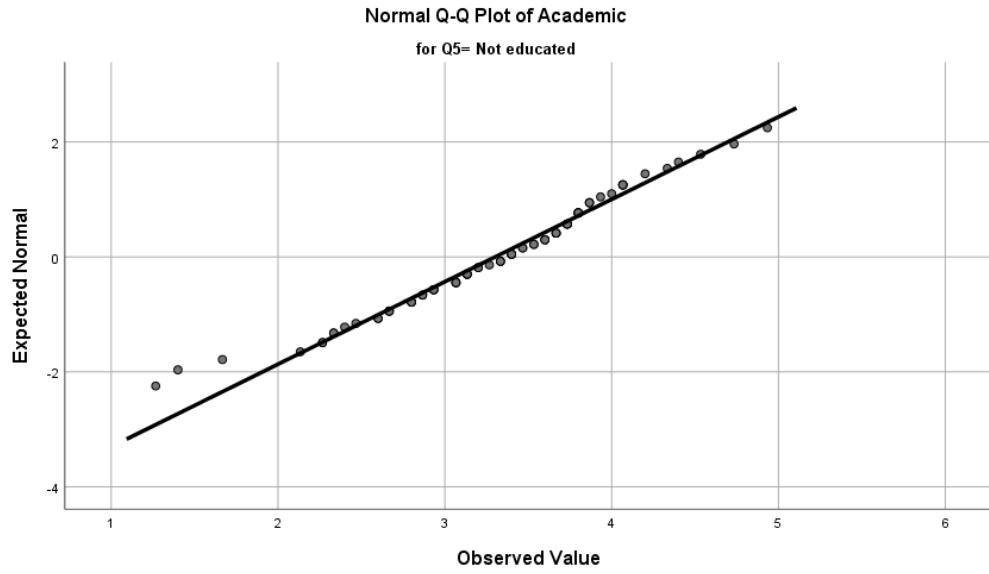


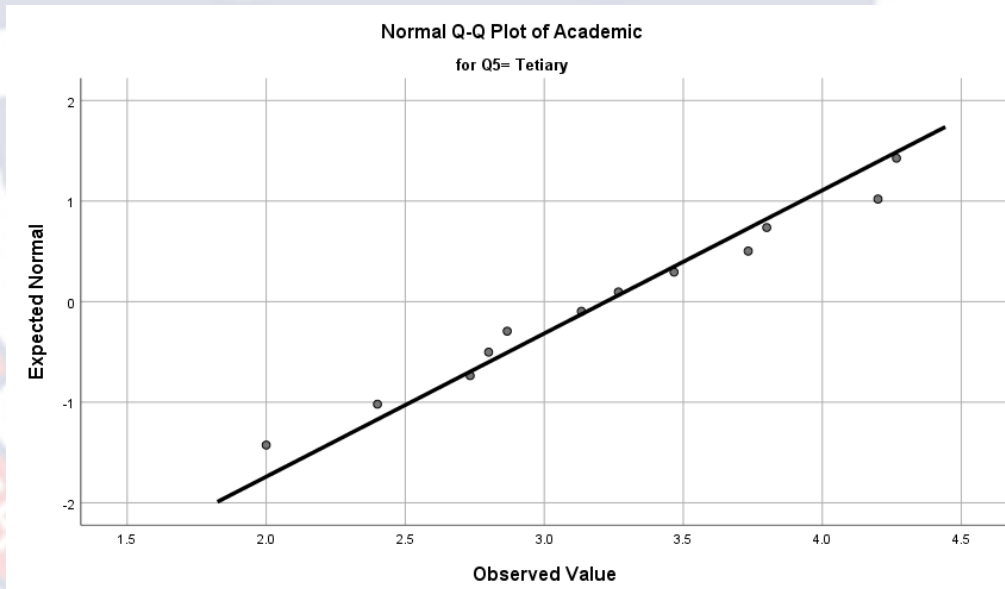
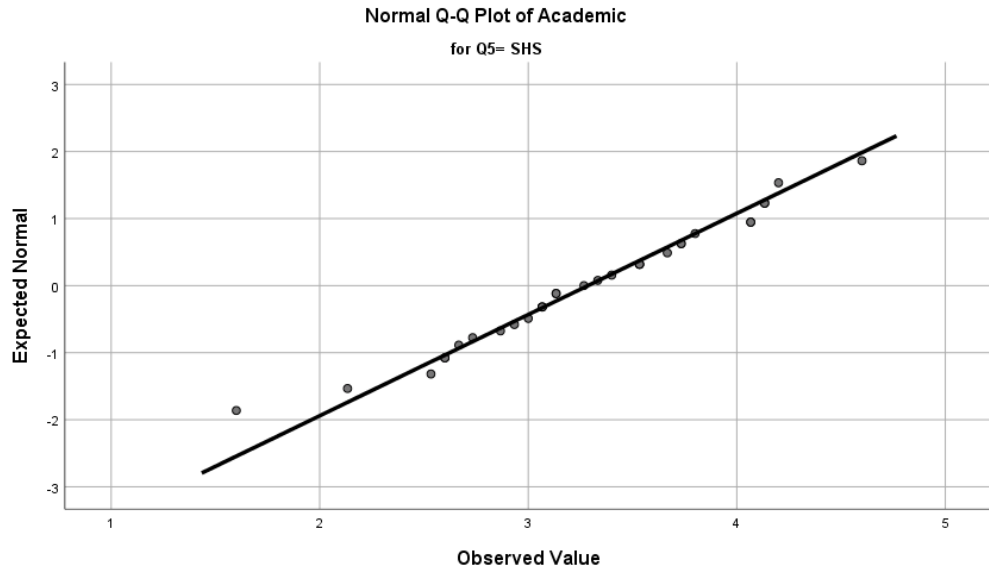


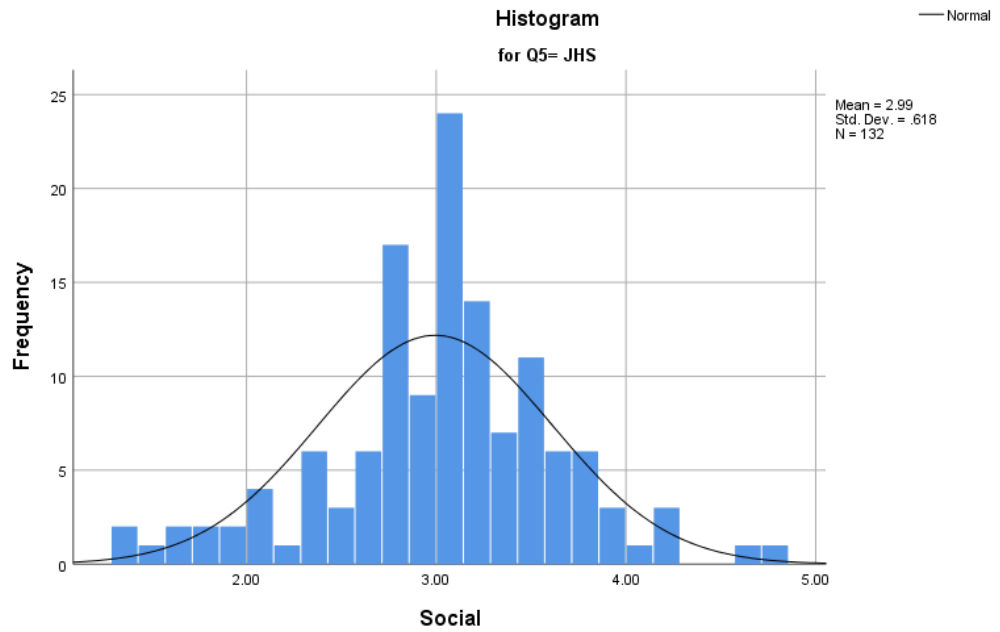
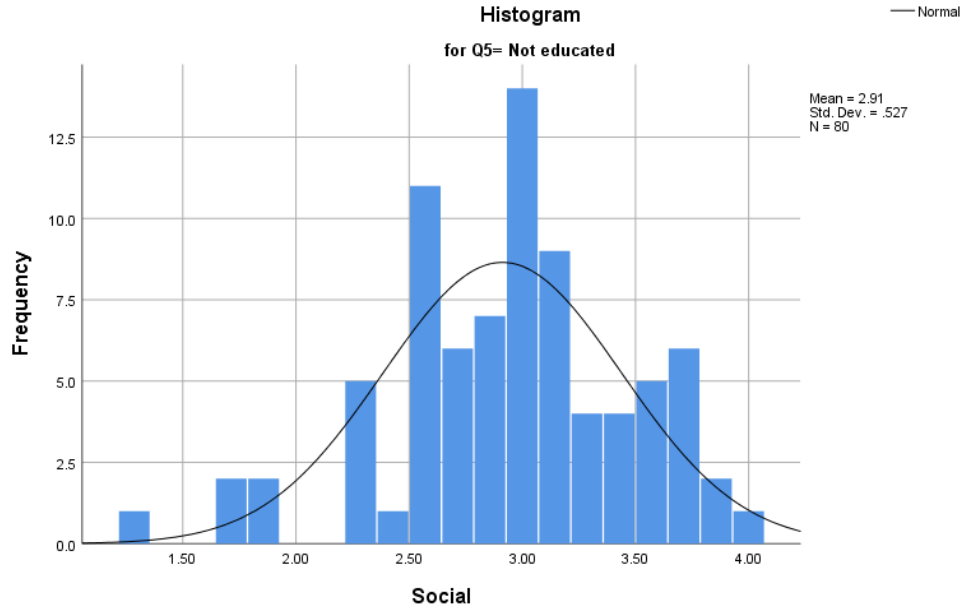
Normality assumption for One-way ANOVA test

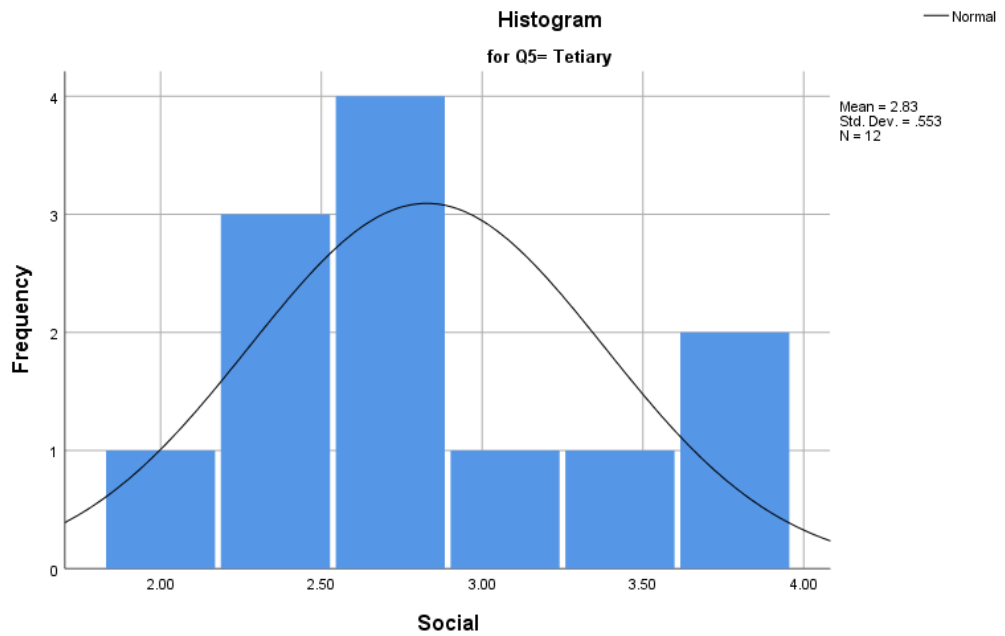
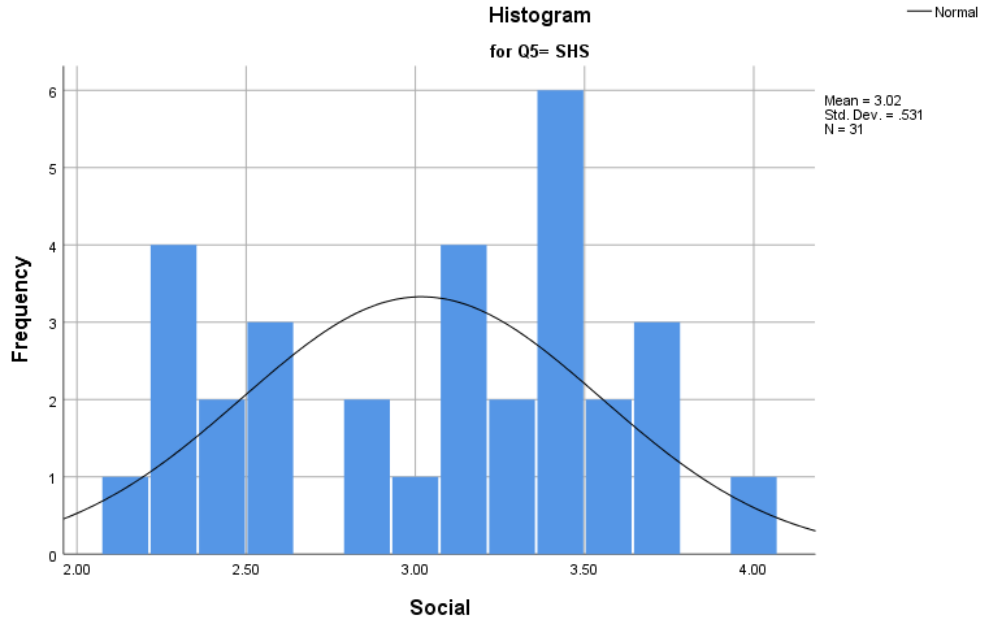




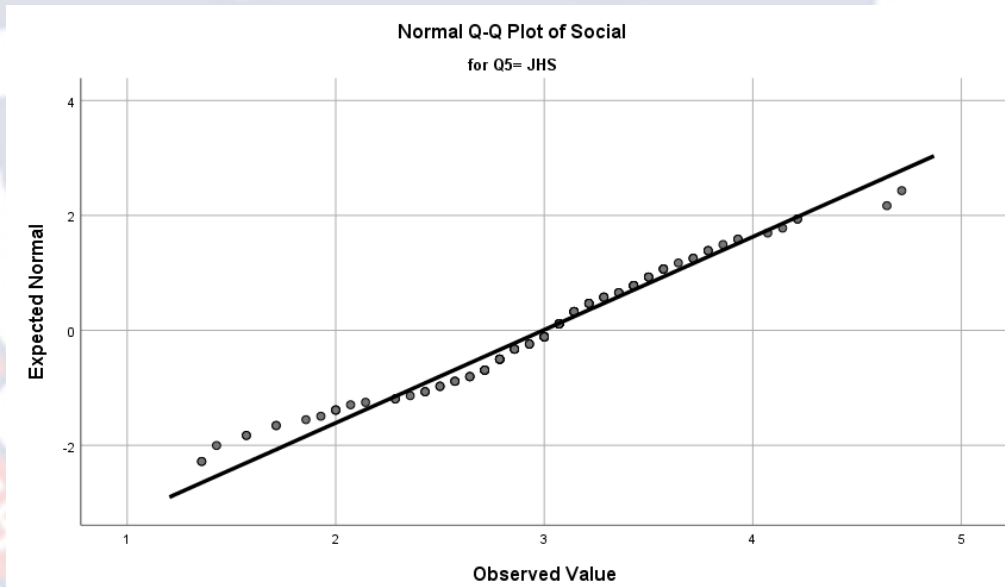
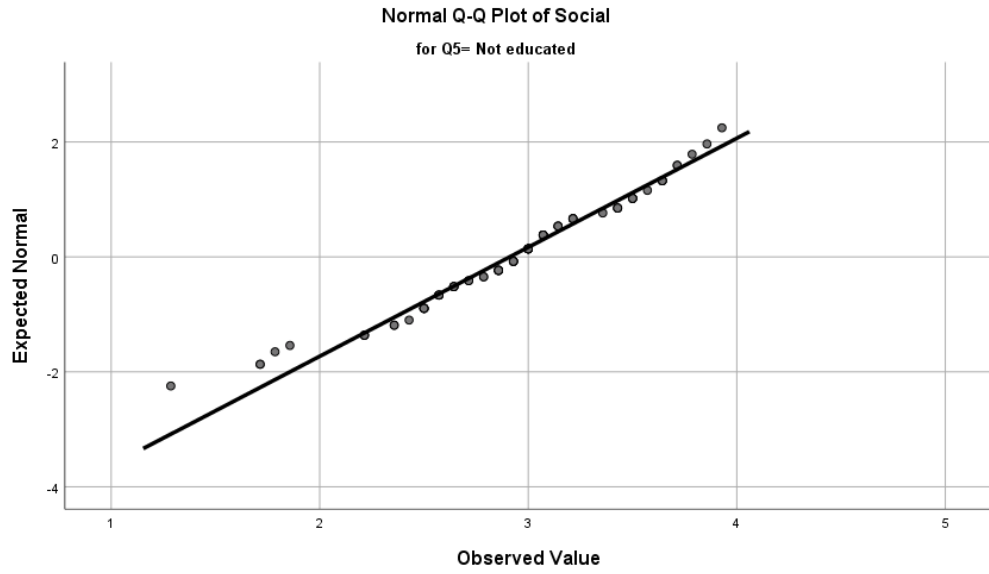


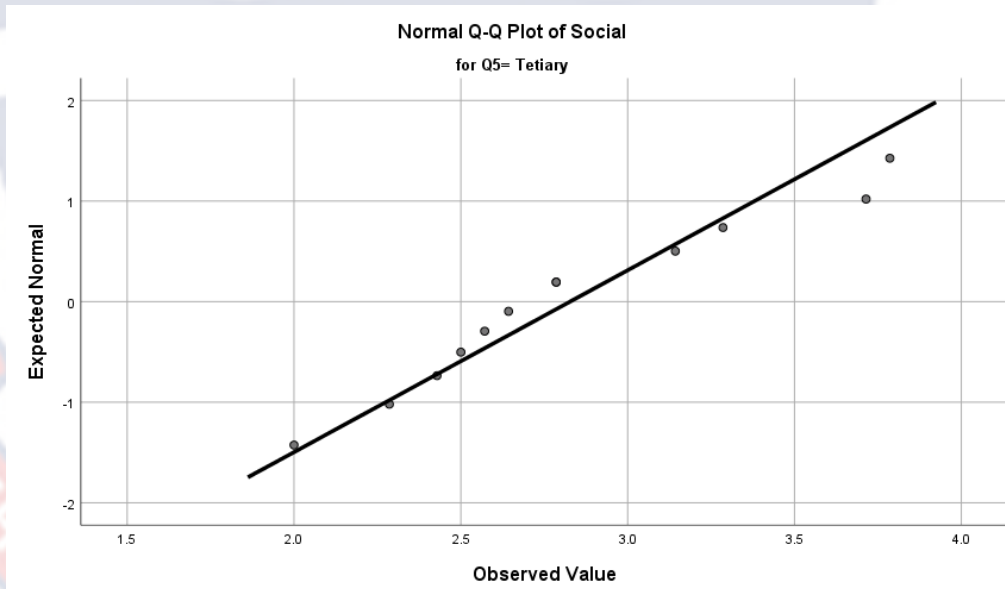
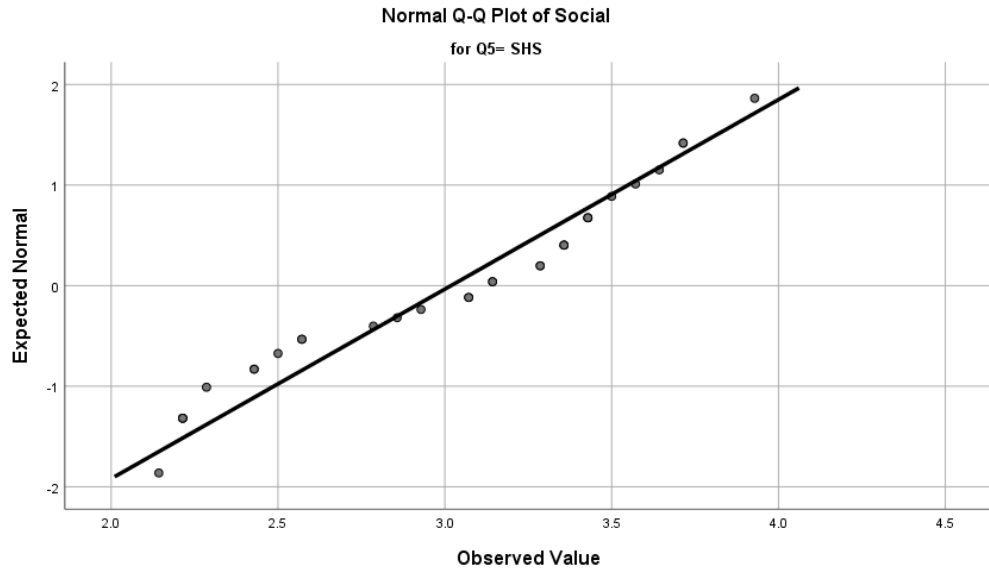






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APPENDIX C

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF GUIDANCE AND COUNSELLING

Telephone: 0332091854
Email: dgc@ucc.edu.gh



UNIVERSITY POST OFFICE
CAPE COAST, GHANA

26th May, 2022

The Chairman
U. C. C.
Cape Coast

LETTER OF INTRODUCTION

We introduce to you, Alexander Quarshie a student from the Department of Guidance and Counselling, University of Cape Coast. He is pursuing M.Phil in Guidance and Counselling.

As part of his requirement, he is expected to work on a thesis titled:

Impact of single parenting on academic and social lives of junior high school pupils in the Wassa Amenfi East Municipality.

He has successfully defended his proposal and is seeking for ethical clearance to collect data for the study.

We would be most grateful if you could provide him the necessary assistance for ethical clearance for his study.

Thank you.

DR. STEPHEN DOH FIA
HEAD OF DEPARTMENT

APPENDIX D

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA



Our Ref: CES/ERB/ucc/edu/vc/22-07
Your Ref:

Date: 24th August, 2022

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

Chairman, CES-ERB
Prof. J. A. Omotosho
jomotosho@ucc.edu.gh
0243784739

Vice-Chairman, CES-ERB
Prof. K. Edjah
kedjah@ucc.edu.gh
0244742357

Secretary, CES-ERB
Prof. Linda Dzama Forde
lforde@ucc.edu.gh
0244786630

The bearer, Alexander Quarshie, Reg. No. F186109/0013 is
M.Phil. / Ph.D. student in the Department of Guidance
and Counselling in the College of Education Studies,
University of Cape Coast, Cape Coast, Ghana. He / She wishes to
undertake a research study on the topic:

Impact of Single Parenting on academic and
social lives of Junior High School pupils
in the Wassa East Municipality.

The Ethical Review Board (ERB) of the College of Education Studies
(CES) has assessed his/her proposal and confirm that the proposal
satisfies the College's ethical requirements for the conduct of the
study.

In view of the above, the researcher has been cleared and given approval
to commence his/her study. The ERB would be grateful if you would
give him/her the necessary assistance to facilitate the conduct of the said
research.

Thank you.
Yours faithfully,

Prof. Linda Dzama Forde
(Secretary, CES-ERB)