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ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL
STUDIES

**PRACTICE AND CHALLENGES OF SINGLE PARENTED
SECONDARY SCHOOL STUDENTS' LEARNING AT
ETHIOPIAN INTERNATIONAL SCHOOL IN JEDDAH, SAUDI
ARABIA**

By

ABDELKADER ABRAR

June 2019

Addis Ababa, Ethiopia

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Abbreviations and Acronyms

AAU	Addis Ababa University
EIS	Ethiopian International School
ETP	Education and Training Policy
FDRE	Federal Democratic Republic of Ethiopia
KSA	Kingdom of Saudi Arabia
MOE	Ministry of Education
PTA	Parent Teacher Association
SBOD	School Board of Directors
SES	Socio-economic Status

ABSTRACT

This study was designed to investigate the challenges that secondary school single parented students face in the course of their learning. The study was conducted in The Ethiopian International School in Jeddah, Saudi Arabia. The study had three objectives with related tasks and questions. The study investigated the challenges encountered by single parented students in secondary school, how the challenges affected their learning and possible solutions to the identified challenges. Qualitative approach was used. Data collection methods included interview, documentary analysis and focus group discussion. The sample of the study included 13 single parented secondary school students, 9 single parents, 8 secondary school teachers, 1 Principal, and 3 members of the school board of directors'. Data were analyzed thematically and presented in the form of narrative. Findings revealed that the learning challenges that single parented students face are not only multiple but also complex. They are complex because no single challenge that stand on its own and be able to explain the challenge without connecting to the other. The challenges that the study revealed are economic hardship, lack of parental care, lack of guidance and counseling and psycho-social challenges. It was also revealed that these have affected single parented students' learning as they have poor academic performance, poor attendance, drop out of school, and engaging in bad behaviors and use of substances(drugs). According to the outcomes of this study single parented students at Ethiopian International secondary school are learning under many challenges. Therefore, it can be concluded that the status of learning of these students is poor. In the view of the findings it was recommended that generating aid funds using various fund raising campaigns should be another possible means by which single parent students who are living in economic hardship must be assisted. The study also recommends that the school should employ a professional and establish Guidance and Counseling section. Also school community , school administration, teachers and the SBOD should pay attention and offer guidance and counseling services to single parent students in order to encourage them to work hard and accept single parenthood and also to their parents on how best to rear these children.

CHAPTER ONE

1. INTRODUCTION

This chapter deals with the background to the study, statement of the problem, research questions, the objectives of the study, significance of the study, the delimitations and limitation of the study, definitions of operational terms and organization of the study.

1.1 Background to the study

1.1.1 Family Background

Family background is a key to a student's life in and outside of school. It is the most important influence on student's learning and includes factors such as socio economic status, two parents versus single parent households, divorce, parenting practice and aspirations. (Eamon, 2005). The environment at home is a primary socialization agent and influences child's interest in school, and aspiration for the future. Actually the parents are mainly responsible for the educational and career development of their children, but divorce and separation of various kinds or death of one spouse may leave the roles in the hands of a single parent and that is where problems arise to the victims.(MRINDE, 2014)

The Academic achievement of students at various levels of education and particularly at basic level can be predicted through many factors such as institutional factors, social economic factors, motivation factors and the family which is considered as a primary agent. The word family can have different meanings .The term refers to a group of two or more persons related by birth, marriage, adoption, and residing together in a household. A family includes the householders among its members (U.S Bureau of the Census, 2000).Furthermore family is defined as two or more persons who love and care for each other. These share resources, responsibility for decisions, values and goals and have a commitment to one another over time. (American Association of family and Consumer Sciences, 2004). Families provide emotional, physical, and economic mutual aid to their members. It is characterized by intimacy, intensity, continuity and commitment among the members (Association for Children and Family, 2000). These are very important in the life of the family member in terms of socialization (Olayinka, 2015). Horton and Hunt (2004) define socialization as a life learning process in which individuals or groups of

people interact and learn social norms and develop human characteristics. The agents of socialization include the family, school, peers and the media among others. The family plays a major role during socialization, because a baby is completely dependent on others especially family members in order to survive. Parents in particular are responsible for teaching us to function, care for ourselves and how to fit in the outside world from infancy and through the years of basic education (Horton and Hunt, 2004 as cited in Kerubo, 2017)

Family setting and background is playing a vital role in strengthening or devastating students' learning. Peaceful and favorable environment within the home has a significant effect on the student's academic performance. Family setting is the basic institution for future of the students. Family is the most important socializing agent which molds the child in society. It is an informal socializing agent for a child and the future of the child depends upon this socializing agent.(Qaiser suleman, Ishtiaq Hussain, Zaitun Akhtar, 2012)

Apart from the above definitions there are also family structures which are more complex as a parent decides to rear a child or children out of wedlock for whatever reasons. (Ortese, 1998) When this happens it creates a single parent family. Single parent family is a family with children headed by a parent who is a widowed or divorced and not remarried or by parent who has never married, (Krapp and Wilson,. 2005). A single parent family is becoming a societal challenge as its number is increasing rapidly. Conventionally religious establishment, media and most of the government entities define the ideal family as that comprised of two happily married, heterosexual biological parents living with their children, (Smith, 2008). Despite parents being responsible for the psychological, emotional welfare, educational and career development of their children, divorce and separation of various kinds or death of one spouse may leave the role in the hands of single parent .Many children are being reared by single-mothers, who seem to struggle making ends meet living below the poverty line; though some few women are rich the majority are poor. Perhaps, single-mothers and fathers do not have as much time as required to participate fully in their children's schooling, (Kerubo, 2017) Thus adding to the problems for children of single-parent families (Ferrell, 2009).Therefore children from single parent households face many challenges throughout their development.

Researches on family structure have risen over the span of recent decades; researchers precisely have inspected living plan outlines and their suggestions for the wellbeing of children

(McLanahan & Sandefur, 1994). Teenagers living outside of two biological parent families have a tendency to do less well, however, than those in this family structure. The progressions among children in single-parent and intact parent families are moderately minor. These living plans hold over a few areas of youngster's results including mental, conduct, physical and emotional wellbeing (Artis, 2007; Brown, 2004).

Concerns in outcome of family structure on a child's academic attainment have been of dynamism throughout the years. One key measure of a child's wellbeing and academic success is the family structure. It chooses the circulation of time and cash (Thomson et al., 1994). There are focal points generally credited to imperative family structures for advanced academic attainment, less conduct issue, and better health results. Regardless, it is vague what components of family structure affect a child's instructive accomplishment. An examination from the World Family Chart (2014) recommends that youngsters are especially anticipated that they would live with two parents and distant relatives in Asia and the Middle East. In North America, Oceania and Europe, wide minority of around one-fifth of children live in single-parent family structure and less than 7% of children live in family structures with at least one of their parents. In Eastern Europe, 11-15% of children live with single parent. In these areas, the United States 27%, the United Kingdom 24% and New Zealand 24% have prevalently elevated structures of single parenthood. Various European nations have foreseen the degree of children living with single parents to grow through 2030.(OECD, 2012)

There are many factors that may contribute to the learning challenges of students among them could be family structure. This is a reason that made researchers for a number of years examine relationships between changing family structures and students' learning. The change in family structure may be caused by separation, divorce, death, or never-married parents. Bartlett and Burton (2007) conceived that inequalities in provision and achievement of education exist between individuals for a host of complex reasons but also, significantly, between social groups and various population categories.

It is thought that single parenthood as one form of population category can affect the provision of education and achievement of students in education. With limited finances and time available, parents are less likely to provide the adequate support that children need to perform to the best of their ability. On the one hand, some students may come from families with single fathers who are

not able to provide care and love supposedly obtained from mothers, while others may come from families with single mothers who lack fatherhood provided by fathers. So, the absence of one parent may interrupt children's normal growth and development as well as school achievement.(Jude & Abiola, 2011)

1.1.2 Ethiopian International School, Jeddah

Community schools have been created in general with the will to resolve the lack of public education (cf. Cissé et al, 2000). Furthermore, they contribute in tackling the problem of access to school. The board-committees are designated by the communities to manage the school as it should be. Education belonging to an entire community cannot be managed without the commitment of the whole community and their awareness about the importance of education is not sufficient if their contribution is lacking. Existing in the same environment with people having the same social conditions, the community schools are almost confronted with the same major constraints denying their progress, and their management becomes problematic, to some extent impossible.(Bagayoko, 2009)

Community schools are an attempt to modernize education. Compared to traditional schools, they are considered better capable of accommodating students' needs. At the heart of the community school lies the idea that students' entire social environment accounts for their development. This approach differs from the traditional educational approach, where the school and in particular its educational component is the focus.(Heers, Klaveren, Amsterdam, & Groot, 2011)

Community schools address education and growing-up in a broader way and the student is the center of attention. This is considered necessary given the current social challenges such as increased female labor participation and the concomitant need for child-care, the increase in migrant students, the need for increased cognitive demands in today's knowledge society, the increase in single-parent families, and levels of early school leavers that are deemed too high. Community schools are highly valued as it is believed that traditional schools are not fully capable of dealing with challenges regarding raising and educating children. The main reason for this is that community schools can better respond to students' needs. Some community schools focus, for example, on counteracting disadvantages, others on all-day care, strengthening social

cohesion or multifunctional buildings (Claassen, Knipping, Koopmans, & Vierke, 2008; de Blaay et al., 2007; Spee & Seuren, 2003 as cited in Heers et al., 2011)

Given their broadened approach, community schools are challenged by the expectation of providing more than traditional schools in terms of student support and development. Simultaneously, they cannot disregard the main goal of any school: the production of academic outcomes. Therefore, becoming a community school implies a change in services and education quality (McMahon, Ward, Pruet, Davidson, & Griffith, 2000) which requires a new mindset regarding children, growing-up, education and the role of the school. There are considerable differences in community school manifestations in local, national, and international terms: The set-up and therefore the effectiveness of a community school largely depend on environmental factors, particularly neighborhood characteristics and the student population. Obviously, community school characteristics are weighted differently in different circumstances.(Heers et al., 2011)

Despite enormous challenges and variability in implementation and impact, a review of the community school experience indicates the following.

- i. The costs of primary education can be drastically reduced without significantly reducing quality.
- ii. Any community can provide financial and human resources to deliver relevant education for its children.
- iii. Community participation is fundamental to the success of schools.
- iv. Community-based schooling and other complementary approaches have been successfully organized because they rely on several actors not limited to the national system of education – communities, local and international NGOs, and other providers of external assistance. To take advantage of the experiences, government policy needs to shift away from a single-supply model to a more pluralistic approach based on multiple models and strategies, drawing on resources, capacities and alternatives with proven efficacy (DeStefano et al., 2007 as cited in(Naidoo, 2009)

The study was conducted in the Ethiopian International School, Jeddah which is an embassy affiliated community school found in the city Jeddah, Saudi Arabia. It is the only Ethiopian community school in Jeddah and the second in Saudi Arabia(found in Riyadh). With a population of 4,276,000, Jeddah is the largest city in Makkah province and the largest sea port and an economic beacon in Saudi Arabia. Jeddah has a fairly sizeable expatriate community. Thus a number of private and international schools cater to this population. The quality of a child's schooling can have a huge impact for a smooth transition to expatriates life.(News, n.d.)A Sizeable number of the Ethiopian expatriates among many nationalities are living in this city.

Jeddah has 849 public and private schools for male students and another 1,179 public and private schools for female students. The medium of instruction in both public and private schools is typically Arabic, with emphasis on English as a second language. Some private schools administered by foreign entities conduct classes in English.

The idea of establishing a school for Ethiopian Community in Jeddah dates back to the early 1970s. However, the idea had not been materialized until the mid1990s due to lack of strong community organizations in the past. The fate of Ethiopian children prior to 1996 was either to remain at home until school-age wears out or to scatter in schools of alien cultures many of which offer irrelevant courses of study, lopsided and of questionable quality.

The year 1996/97 was a turning point in the history of Ethiopian community in Jeddah. The period marked by the coming of the longtime dream of Ethiopians in Jeddah and its environs to real success. The long waited Ethiopian International School opened in hastily assembled container rooms in the present office enclosure of consulate of the FDRE. The first day attendance witnessed 13 children. An Indian teacher and two Ethiopian ladies were the first teachers who left their signature in the early staff attendance sheet. Soon after its inauguration, the school began to show steady growth in student enrolment.

Meanwhile, the school employed a full-time director to successfully manage the administrative affairs of the school in the wake of the growing number of staff along with the exploding number of pupils and necessitates for supporting units from time to time. After a long journey of ups and downs in 2018/2019 academic year the enrolment of students were 2450 in three different buildings with more than 180 teachers and non-academic staff members.

The school has just continued its operation to provide education in child-centered methodology specialized instructional models for over 2400 pupils currently learning in pre-school, primary and secondary levels (General secondary education and preparatory). The school runs its educational programs basically in Ethiopian curriculum and class courses are conducted in English language to cater to children from different backgrounds. As the school is operating under the Ethiopian Education system, children here have no trouble switching to regular Ethiopian system at any time they are back home.

The school is certified as an educational institution operating under the supervision of the ministry of education of the kingdom of Saudi Arabia. Indeed, it is required to renew the business license every academic year in order to ensure legal operation.

Despite the fact that EIS has a number of students coming from single parent homes who are undertaking secondary education, no research has been carried out before. This study intends to look at learning challenges facing single parented students and also determine the effects on academic performance and find out possible solutions to the identified challenges in connection with single-parented students in EIS, Jeddah. There is no study that addresses the challenges said to be faced by such students in attaining secondary schools education in EIS, Jeddah. Although studies have linked students' family background to students' learning, there is a need to establish whether this is the case in Ethiopian International School, Jeddah.

1.2 Statement of the problem

Based on the data obtained from the finance department of the EIS, Jeddah school fees and learning material expenses of around 82 students are funded by the school. Among these almost 90% of them are single parented students due to the poor economic status of their parents.

In addition in 2017/18 academic year the data from documents of the school shows out of 490 secondary school students 78 of them were single parented students which accounts for 15.9%. This year (2018/19) out of 455 students 73 of them are single parented students which accounts for 16%. Since this number is significant when compared to the total population of secondary school students that requires attention and motivated the researcher to deal on it.

Despite the fact that EIS has a number of students coming from single parent homes who are undertaking secondary education, no research has been carried out before. This study intends to look at challenges facing single parented students from their own words without relying on school documents only. Therefore the researcher arrived at a conclusion that it would be manageable for him. This enabled to give indicative views on single parented students' challenges and the effects in their course of learning.

Though there are pre-school and primary level students in the concerned school, the target population in this study is the secondary school single parented students. The researcher singled out these students as they are no longer children and they are now youth who can express their views without difficulties and as they are assumed to have knowhow about the value of education too.

It is thought that single parenthood as one form of population category that can affect the provision of education and achievement of students in education. With limited finances and time available, parents are less likely to provide the adequate support that children need to perform to the best of their ability. On the one hand, some students may come from families with single fathers who are not able to provide care and love supposedly obtained from mothers, while others may come from mothers who lack fatherhood provided from fathers. So, the absence of one parent may interrupt children's normal growth and development as well as students' learning.(Javaid, Akhtar, & Abbas, n.d.)

The literature on academic performance among children suggests that children's academic performance improve when both parents are actively involved in their education (Fadeye 1985; Nyarko 2007; Nyarko and Vorgelegt, 2007). Some studies seem to neglect the issue of single-parenting as a variable. Generally such studies have tied academic performance of children to socio-economic status, parents' educational level, student attitudes to learning, school environmental factors, housing and residential experience (Win and Miller, n.d.; Donkor, 2010; Farooq, Chaudhry, Shafiq and Berhanu, 2011; Mahama and Campion, 2011; Insah, Mumuni and Bowan, 2013). What these studies failed to realize is that the variable family structure (particularly single parenting) is crucial in determining a person's academic performance.(Abudu & Fuseini, 2013)

This study, therefore, intends to explore the learning challenges that single parented secondary school students face in EIS, Jeddah and the effects of these challenges in the course of their learning.

1.3 Research questions

In view of the objectives of the study, the following basic questions were raised to guide the research.

1. What is the status of learning of secondary school students with single parent in EIS, Jeddah?
2. What challenges do students with single parent face in the course of their learning?
3. What are the effects of the challenges on single parent students' learning?

1.4 Objectives of the study

The objective of this study was to assess critically and examine the learning challenges of secondary school students with single parent in the Ethiopian International school, Jeddah and recommend the possible solutions to the existing problems based on the revealed findings of this research. The purposes of this research are:

- finding out the status of secondary school students with single parents' learning in EIS, Jeddah;
- investigating the challenges faced by students with single parent in the course of their learning;
- exploring the effects of the challenges on secondary school students with single parent encounter in their learning.

1.5 Significance of the study

The study intends to provide a detailed description of challenges single-parented secondary school students of EIS, Jeddah face in attaining education. More specifically, the findings are expected to contribute knowledge to the existing literature about challenges single-parented students face in secondary schools. This contribution will add knowledge of dealing with challenges facing single parent students in secondary schools in relation to academic performance. Such information can lead to further research on single-parented students and its effects on education at different levels. This can shed light to policy makers on how best to deal

with the challenges by formulating proper policies address these challenges in order to improve single parent students' learning in schools.

The phenomenon of single parenting is a social problem in various countries in the world today. It has become a global concern which deprives many school children the opportunity to attain academic excellence in their lives and excellent labor factor for national productivity and progress. The objective of the study was to examine the learning challenges and factors that contribute to the existence of these challenges among secondary school students of Ethiopian International School, Jeddah. The study may also help to contribute to knowledge by shedding light on the challenges and factors influencing single parented students' learning. The study again aimed to come out with evidence that will generate sound full information for teachers, social workers, counselors, psychologists and parents on the learning challenges and factors that affect students' learning. It would also make it necessary for parents to be responsible and commit to their children's socialization process toward their academic development. Finally, the study is expected to provide information for future research in related topics.

1.6 Delimitations of the study

The scope of the study was specifically restricted to Ethiopian International School in Jeddah. Even though the school is composed of pre-school, primary school and secondary school students, it was delimited in investigating the learning challenges that face single parented secondary school students (grade 9 up to grade 12). This enabled the researcher to have manageable size and deep investigation.

1.7 Limitations of the study

Due to the fact that the study was exploring sensitive issues some participants didn't feel free to express what they face hence when interviewed had strong feelings to the extent of crying therefore this prolonged data collection process as the researcher had to take time to use psychosocial skills learnt in guidance and counseling such as building rapport to reinforce participants willingness to speak and console those who cried bitterly. In some cases first time interview for some students were interrupted and appointments for second interview were arranged and even cancelled when they refuse to give interviews.

There were also some problems encountered by the researcher in getting contact with single parent participants for interview because of their busy schedule in their work place. This made a delay in the data collecting process. And this inconvenience was finally managed by interviewing some of the parents through telephone.

1.8 Definition of key terms

Academic achievement- is the outcome of the instruction provided to the children in schools which is determined by the grades, or marks secured by the students in the examination. It generally indicates the learning outcomes of pupil which requires a series of planned and organized experiences.

Academic performance- is the measure how well you do in an educational setting. Intact family-married couple who are living together with their biological child/children or adopted ones.

Family Structure- refers to the combination of relatives that comprise a family; this can be a single parent family, two parent family or a guardian headed family.

Learning- refers to the activity or process of gaining knowledge or skill by studying, practicing, being thought, or experiencing something: the activity of someone who learns.

Parental involvement- is the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities.

Secondary School- Consists of the two stages of post primary education according to the ETP of the MOE of the FDRE: namely General Secondary Level and Preparatory Level. It includes grade 9 up to grade 12.

Single Parenthood- The situation where there is only one biological parent to raise up a child/children. In most cases, this tendency may be as a result of many years of travel by one of the parents, divorce, death etc.

Single parented student- A student who came from a single parenthood situation.

Socio-economic Status (SES)- is the term used to distinguish between people's relative position in the society in terms of family income, political power, educational background and occupational prestige.

Truancy- is a term used to describe any international un-authorized absence from compulsory school. The term truancy, typically refers to absence caused by students of their own free will, and usually does not refer to legitimate excused absence, such as ones related to a medicated conditions. Truancy is the term referring to an absence that is associated with the most brazen students' irresponsibility and results in the greatest consequences. It also refers to students who attend schools but do not attend classes.

1.9 Organization of the study

The study is organized into five chapters; chapter one to chapter five. Chapter one is concerned with introduction and background to the Study, statement of the problem, research questions, objectives of the study, significance of the Study, delimitations of the study, limitations of the study, and definition of key terms. Chapter two constitutes a review of related literature in relation to the learning challenges facing single parent students. Chapter three is about research design and methodology, which covers research approach, sources of data, sample and Sampling techniques, data collection tools, Validation of instruments, methods of data analysis and ethical considerations. Chapter Four deals with data Presentation, analysis and discussion of the research findings. And Chapter five comprises a summary, conclusions and recommendations.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Introduction

According to Kombo and Tromp (2006) literature review is an account of what has been published on a topic of accredited scholars and researchers. It involves examining documents, such as books, magazines, journals, and dissertations that have a bearing on the study being conducted. Therefore this chapter focused on the challenges facing single parent students in their schooling in relation to academic achievement.

2.2. Family setting

The word family has different meanings. The term refers to a group of two or more persons related by birth, marriage, adoption, and residing together in a household. A family includes the householders among its members (U.S Bureau of the Census, 2000). Furthermore family is defined as two or more persons who love and care for each other. These share resources, responsibility for decisions, values and goals and have a commitment to one another over time. (American Association of family and Consumer Sciences, 2004). Families provide emotional, physical, and economic mutual aid to their members. It is characterized by intimacy, intensity, continuity and commitment among the members (Association for Children and Family, 2000). These are very important in the life of the family member in terms of socialization (Olayinka, 2015). Horton and Hunt (2004) define socialization as a life learning process in which individuals or groups of people interact and learn social norms and develop human characteristics. The agents of socialization include the family, school, peers and the media among others. The family plays a major role during socialization, because a baby is completely dependent on others especially family members in order to survive. Parents in particular are responsible for teaching us to function, care for ourselves and how to fit in the outside world from infancy and through the years of basic education (Horton and Hunt, 2004 as cited in Azumah & Onzaberigu, 2018)

Families have a paramount importance for the development of children and their well-being in many ways. The family is the first socializing agent that the child comes into contact with. It has a great influence on the child's physical, mental and moral development. The family also lays the foundation of education before the child goes to school and the personality that the child takes to school is determined by the home and the significant others who are found in it (Maduewesi and Emenogu, 1997).(Weldegabreal, 2014)

The family is the child's first place of contact with the world. The child as a result, acquires initial education and socialization from parents and other significant persons in the family. Agulana (1999) pointed out that the family lays the psychological, moral, and spiritual foundation in the overall development of the child. Structurally, family/home is either broken or intact. A broken home in this context, is one that is not structurally intact, as a result of divorce, separation, death of one parent and illegitimacy. According to Frazer (2001), psychological home conditions arise mainly from illegitimacy of children, the label of adopted child, broken home, divorce and parental deprivation. Such abnormal conditions of the home, are likely to have a detrimental effect on school performance of the child he asserts.(Obiageli, 2018)

In Nigeria, the existence of single parents which is as a result of broken home was formerly unknown and where they existed, they are ignored as exceptional cases. However, nowadays, they are the fast growing family patterns both inside and outside Nigeria (Nwachukwu, 2008). The child is morally upright and emotionally stable when the caring responsibilities are carried out by both parents. The family is the first socializing agent the child comes in contact with. It has great influence on the child's physical, mental, and moral development. The family lays the foundation of education before the child goes to school and the personality that the child takes to school is determined by the home. Salami (2008) pointed out that both parents have roles to play in child education. The father is to provide the necessary tools for the educational advancement while the mother is supposed to supplement the father's efforts in this regard. When the father is absent and the mother is not privileged enough to cater for all the basic needs as well as supervise the academic performance of the child, he/she (the child) will be backward or withdrawn. The same thing occurs when the mother is absent and the father is not privileged enough (Ortese, 1998). Life, in a single parent family or broken home can be stressful for both the child and the parent. Such families are faced with challenges of inadequate financial

resources (children defense fund, 1994). Schultz (2006) noted that if adolescents from unstable homes are to be compared with those from stable homes, it would be seen that the former have more social, academic and emotional problems. Scales and Roehlkepartain (2003) are of the opinion that the family and its structure play a great role in children's academic performance. Levin (2001), also states that parents are probably the actors with the clearest un-dimensional interest in a high level of their children's academic performance. To some extent, there is simple evidence to show that marital instability brings about stress, tension, lack of motivation and frustration. Obviously, these manifestations act negatively on a child's academic performance. Johnson (2005) asserts that children of unmarried parents/separated families often fail and are at risk emotionally. However, this may not be completely applicable in all instances of broken homes. Some children irrespective of home background or structure may work hard and become successful in life. Moreover, Ayodele (2006) stated that the environment where a child finds himself/herself goes a long way in determining his learning ability and ultimately his academic performance in school. Abdulganiyu (1997), added that research have shown that children differs in various ways as a result of variables of their home background such as socio – economic status, parental attitude to school and child rearing practices. These home background variables are also found to be positively related to children's academic achievement, more especially science students that need care and love.(Anyakoha, 2016)

Similarly, Giwa (2007), investigated the factors within the students home background or family that affect their performance s in school, variables such as socio – economic status, family size, birth order, parental attitude, child rearing practices, parental absence or presence have been found to affect social and intellectual learning experiences of children in schools. This is so because children are born with some psychological, emotional and intellectual needs such as need for love and security, the need for new experiences, the need for praise and recognition and the need for responsibility. Many of these needs are not offered to the children of broken homes which will influence their performance in science. The extent to which these needs are met during the formative years of children between birth and the age of six or seven in the extent to which they enter school well equipped or ready to deal with the social and emotional aspects of schooling. The observation above and is in line with the assumption that economic and social future of many children in most localities is being undermined by cultural practices that

promotes widespread divorce amongst couples and brought unnecessary hardship to the growing children.(Anyakoha, 2016)

2.3. Single Parented Family

Family setting and background is playing a vital role in strengthening or devastating student's academic performance. Peaceful and favorable environment within the home has a significant effect on the student's academic performance. Family setting is the basic institution for future of the students. Family is the most important socializing agent which moulds the child in society. It is an informal socializing agent for a child and the future of the child depends upon this socializing agent.(Qaiser suleman, Ishtiaq Hussain, Zaitun Akhtar, 2012)

Apart from the above definitions there are also family structures which are more complex as a parent decides to rear a child or children out of wedlock for whatever reasons. (Ortese, **1998**) When this happens it creates a single parent family. Single parent family is a family with children headed by a parent who is a widowed or divorced and not remarried or by parent who has never married, (Krapp and Wilson,. 2005). A single parent family is becoming a societal challenge as its number is increasing rapidly. Conventionally religious establishment, media and most of the government entities define the ideal family as that comprised of two happily married, heterosexual biological parents living with their children, (Smith, 2008). Despite parents being responsible for the psychological, emotional welfare, educational and career development of their children, divorce and separation of various kinds or death of one spouse may leave the role in the hands of single parent .Many children are being reared by single-mothers, who seem to struggle making ends meet living below the poverty line; though some few women are rich the majority are poor. Perhaps, single-mothers and fathers do not have as much time as required to participate fully in their children's schooling, (Kerubo, 2017) Thus adding to the problems for children of single-parent families (Ferrell, 2009).Therefore children from single parent households face many challenges throughout their development.

Family background is a key to a student's life in and outside of school. It is the most important influence on student's learning and includes factors such as socio economic status, two parents versus single parent households, divorce, parenting practice and aspirations. (Eamon 2005). The environment at home is a primary socialization agent and influences child's interest in school,

and aspiration for the future. Actually the parents are mainly responsible for the educational and career development of their children, but divorce and separation of various kinds or death of one spouse may leave the roles in the hands of a single parent and that is where problems arise to the victims.(Eamon, 2005)

2.4. Status of learning of single parented students

The educational system and the children taught by it are at a crucial time in our history. The most stable unit of society, the family, has undergone tremendous changes. Along with these changes are the problems that accompany them, and the structures that were in place before must be redesigned. The family, once the bedrock of our communities has been rattled and what once was the foundation of our society has crumbled. The impact has been felt particularly in our schools. Students come to school every day, unsure of where they will be living by the end of the week, and people come and go in their lives so quickly, that the idea of stability is unknown to them. This researcher has seen the impact this domestic upheaval has had in my position as a teacher at an elementary school. Roberts (1987) states that single parented children commonly suffer from loss of self-esteem during parental separation or divorce, and feel rejected by one parent. The child is most affected by these changes in his school work and behavior. The classroom and the teacher become the only stabilizing factor in the student's life. The existence of single parent families is a fact of modern life, and research suggests that children from these families will suffer academically as compared to children who live in two parent households.(Ficco, 1997)

The family structure, ideally, provides a sense of security and stability that is necessary for children. When there is a breakdown in the family structure, it may have a tremendous impact on a child and their ability to function ordinarily or achieve academically. In most situations, the child no longer has two parents to depend on. Therefore they have to rely on one parent to meet most, if not all their needs. With limited finances, time and availability parents are less likely to provide the adequate support a child needs to perform to the best of their ability. This is not to say, necessarily, that the parent raising them is not providing them with more than adequate love and attention, but rather the single parent model within itself is comprised of many different factors that can affect a child's level of academic success.(Kwakyee, 2013) and (Amofa, 2013)

Families fulfill an important function in every society: Most of the children in developed countries grow up in a family, although the form of that family might change during the life course. Generally, a family provides a child with opportunities to develop into a stable and independent person, for instance, through enabling the child to attend school. The future success of children thus greatly depends on the household they grow up in. Nevertheless, a child is not in the position to choose its own family and has to accept if its family is not capable of offering him or her the best opportunities.(Lange, Dronkers, & Wolbers, 2014)

In order to adequately understand and examine the negative contextual effect of the number of children from single-parent families at school, we first briefly elaborate on the reason why children from single-parent families perform worse at school than children from two-parent families. McLanahan and Sandefur (1994) give an extensive description of the three types of resources (i.e., financial, parental, and social) that are important in explaining the impact of living with a single parent on children's chances of future success. First of all, they underline the importance of financial resources and the loss of income that generally goes together with family disruption. In short, this is due to the fact that after a divorce two households need to be supported instead of only one and thus a lot of household expenses cannot be shared any longer, which is also called a loss of economies of scale. The most direct effect of this loss of income on educational performance of children is the fact that the quality of the school they attend generally is lower. The higher the income of parents, the more possibilities they have to live in neighborhoods with good public schools or to send their children to a school of their preference. Income can also affect school outcomes through enabling a child to participate in extracurricular activities, like lessons after school, special trips, or summer camps. Such activities improve children's skills directly, but also indirectly via general intellectual stimulation, which affects subsequent learning.(Lange et al., 2014)

In addition to a loss of financial resources, a loss of parental involvement is generally associated with a divorce or separation. Parental involvement is supposed to positively affect children's educational outcomes (Park, Byun & Kim, 2011). It mainly comprehends the time parents spend with their children on reading, helping with their homework, or by listening to the stories about their experiences at school, as well as the ability and willingness of parents to monitor and supervise children's social activities outside school, which reduces their opportunities to get in

trouble. In addition, it refers to activities in relation to schools such as volunteering at school events, attending a parent–teacher organization, or contacting teachers and school officials (Park et al., 2011). After a divorce or separation, the quality and quantity of parental involvement decreases. For instance, people are likely to experience high levels of stress and anxiety after the disruption. Also, single parents have to divide their time between work and home, and consequently can devote less time to their children compared to a situation in which two parents run a household. Moreover, they are not controlled and corrected in “parenting” by the other parent, which makes it less sure whether one is behaving in appropriate ways. Apart from the direct effect of the decreased quality and quantity of parental involvement on children’s school performance, simply because of the reduced educational support they receive, the divorce itself and the reduction of parental involvement afterwards will cause emotional and other related problems (e.g., problems of concentration) for the children involved and hence indirectly lead to worse school performance among children from single-parent families compared to children from two-parent families.(Lange et al., 2014)

Finally, children from divorced or separated parents may experience a loss of social resources (McLanahan & Sandefur, 1994). After the divorce or separation, single parents may not find the time or energy to keep investing in personal relationships, because of stress or depression, and, consequently, lose friends without making new ones (immediately). Especially regarding former mutual friends, it may be difficult for both partners to maintain these relationships. Furthermore, it is likely that community ties weaken after a divorce or separation, due to a possible move to another neighborhood or town. This includes a reduction of social capital as emotional support and information about the broader community. Overall, the social network of divorced parents will thus decrease, which implies that, for instance, they have less information about which teachers are good and which are not, and they will be less familiar with extracurricular activities. This might negatively influence children’s educational performance.(Lange et al., 2014)

2.5.Challenges faced by single parented children

Compared to intact families, single motherhood is associated with a number of negative effects. In discussing consequences of single mothers, however, it should be recognized that single motherhood refers to a diverse category of mothers. Single mothers can be never married, widowed or divorced. They may live alone or may live with others. For instance, although,

research has generally showed that single mothers are disproportionately among the poor; research also showed that single mothers living with relatives have better socio-economic status than single mothers heading a household (Amato & Keith, 1991).(Weldegabreal, 2014)

Nevertheless, there are common challenges associated with single motherhood. McLanahan and Sandefur (1994) found that “single mothers seemed to suffer more following a divorce, perhaps because they typically experienced a severe loss of income since due to a lack of husband’s support (McLanahan and Sandefur, 1994). The loss of a husband’s income (and the psychological effect on the custodial parent) was one of the most important factors in determining a child’s well-being. Carlson (1997, p.625) agreed noting that in single parent families, parenting abilities are affected by the family’s financial status. Carlson also stressed that single mothers suffer higher stress rates due to a loss of economic status, possibly leading to maternal depression, predicting negative maternal attitudes and ineffective parenting. Besides having to adjust to a lower standard of living, single mothers also experienced less access to occupational training and less access to the higher education needed to pull themselves and their children out of poverty (White, 2004, p.7). Financial challenges can also affect the possibility of single mothers in developing social network. The low income status of single mothers also means that they have to move frequently in search of (better) jobs and or smaller homes that are more affordable. In addition, single mothers also tend to disengage from family and friends, not taking the time to maintain old relationships or to build new supportive ones. McLanahan and Sandefur (1994) asserted that single mothers tend to be so depressed at their lack of status and income following their divorces; they had no energy to maintain relationships. The authors asserted that this lack of family and friendship connections can have a detrimental effect on children’s well-being, as they see their old, well-known world fall away (White, 2004, p. 7 as cited in.(Weldegabreal, 2014)

Weldegabreal, 2014 in her study also quoted different authors below regarding the theoretical explanations about the impact of single motherhood on wellbeing of dependent children have changed over years. In 970s, the dominant model researches on single motherhood followed was the Family Deficit Model. The Family Deficit model views “the nuclear or two-parent family (otherwise known as intact family) as the ideal family structure. According to this model, single-parent families have a negative impact on children simply because they do not have a nuclear

family structure. It is therefore considered an aberration, which lacks the capacity to produce a psychologically balanced offspring” (Azuka-Obieke, 2013, p.112). However since 1990s the notion of viewing single parents as inherently deficit is increasingly rejected to be replaced by the Risk and Protective Factor model, which “does not regard single-parent families as irregular. Risk factors are background characteristics and life events that may have negative impact on child development. Whereas, protective factors are characteristics and events that positively influence children and help limit the impact of risk factors. Essentially, risk factors are the weaknesses while protective factors are the strengths of any given family” (Azuka-Obieke, 2013, p. 112). Rather than viewing single parenting as the cause of negative outcomes for children, the Risk and Protective Factor model views family structure as one of the many risk factors. For instance, Rodgers and Pryor (2001) undertaking a comprehensive review of the research evidence on the impact of divorce and separation on outcomes for children and concluded from the evidence that children of separated parents compared with children whose parents remain together are at increased risk of: Growing up in households with lower incomes and poorer housing; experiencing behavioral problems; performing households with lower incomes and poorer housing; experiencing behavioral problems; performing less well in school and gaining fewer educational qualifications; needing more medical treatment; leaving school and home when young; becoming sexually active, pregnant or a parent at an early age; reporting more depressive symptoms and higher levels of smoking, drinking and other drug use during adolescence and adulthood (Mooney, Chris and Marjorie, 2009, p. 7). Given these obstacles, single mothers tended to feel more overwhelmed in their parenting role, experiencing high stress levels and depression (Carlson, 1997; McLanahan & Sandefur, 1994). The authors posited that a combination of these factors could lead to ineffective parenting, with the single mother unable to provide the firm, loving discipline that children need to develop a strong sense of security and well-being (White, 2004, p.7 as cited in Weldegabreal, 2014)

The role of the father in traditional African settings was considered vital in the upbringing of a child. One of the characteristics of the existing literature on single mothers is its focus on the impact of single motherhood on children’s wellbeing. Besides, there is no single cause for the declining well-being of children in single parent families, but rather many. No single explanation accounts for the differences, and some scientific support exists for each of the five perspectives: economic hardship, loss of parental support and supervision, lack of community resources,

parental conflict, and life stress and instability (white, 2004). Hilton and Desrochers (2002, p.31) cited the “parental adjustment perspective,” which posits that the parent’s psychological state after a divorce has a direct effect on children’s well- being. Clarke-Stewart and Hayward (1996) found that children had stronger relationships with both parents and a greater sense of psychological well-being when the custodial parent had made a successful emotional adjustment to the divorce -- especially those children in mother custody (White, 2004 as cited in Weldegabreal, 2014)

Family disruptions often entail a number of changes which, taken together, can be more stressful than any one considered alone (i.e., moving, changing schools, loss of contact with the noncustodial parent, and a decline in one’s standard of living). (White, 2004)(Weldegabreal, 2014)

2.5.1. Socio-economic status

According to some researchers, “the educational achievement gap has deep root; it is evident very early in child’s lives; even before they enter schools. Socio–economic differences – such as health and nutrition status, home environments that provide access to academically related experiences, mobility rates, and financial assets can certainly influence academic achievements”(Laosa,2005 cited in Ogunshol and Adewale, 2012 as cited in GABRIEL & A, 2015)

Raychaudhuri et al. (2010) examined factors affecting students’ academic performance: a case study in Agartala Municipal Council area. Family income was one of the basic objectives of their study. Primary data was collected through random sample survey from students in the government and government aided schools and their households. Using regression analysis, they found that factors like students’ attendance, mother’s education and presence of trained teacher in the school have a positive impact of students’ academic performance. They also found that academic performance of students’ depend on a number of socio-economic factors. They concluded that students’ economic status affects their performance and the risk of becoming a dropout. Again, Yousefi et al. (2010) examined the effect of family income on test-anxiety and academic achievement. The findings showed that family income significantly affected academic achievement of students. It was recommended that in enhancing academic achievement in school

setting, support strategies such as improving family income among families by government must be focused on. To decrease the rate of influence of family income on depression and academic achievement among students, the government should organize practical programs to help families and also students in the areas of food, money and the other supports (Yousefi et al., 2010).

However, Lacour and Tissington (2011) examined the effects of poverty on academic achievement in the USA. They concluded their study that poverty directly affects academic achievement due to the lack of resources available for students' success; thus low academic achievement is closely correlated with lack of resources, with emphasis on financial resources. They recommended that instructional techniques and strategies implemented at the classroom, school, district, and government levels can help close the achievement gap by providing students with necessary assistance in order to achieve high performance in academics.(Yao, Adzido, Dzogbede, Ahiave, & Dorkpah, 2016)

Similarly, a good number of scholars conducted some studies on students' performance in the context of economic circumstances and the risk of becoming a dropout that proved to be positive (Goldman et al., 1998; Pallas et al.,1989; Levin, 1986 as in Raychaudhuri et al., 2010). Finally, Hill et al. (2004) asserted that socio-economic position of parents directly affects students' academic performance, improves low background students to firmly compete with those from high income families. Smith et al. (2002 as in Ogunshola and Adewale, 2012) argued that parental socio-economic status is a significant predictor of intellectual performance of children right from 8 years of age. Parental socio – economic status affects health and vitality status of children, which is a direct reflection on their academic performance. Adewale (2002 as in Ogunshola and Adewale, 2012) upheld that rural communities where nutritional status is relatively low and health problems are prevalent due to low income brackets of parents, children's academic performance is comparatively lower. The views of Eze (1996) complement what earlier researchers found.(Yao et al., 2016)

Kadushin (1967) argued that low income limits both educational attainment and academic performance of students. Good financial support for education is an essential stimulus in motivating students to perform better. Low family income is a predictor of the level of academic performance, alienation and dropout of students (Beegle and Rice, 1965). In brief, the critical

literature review shows that the relationship between family income and students' academic performance is a global phenomenon. Both developed countries, e.g. USA, emerging economies, e.g. Ghana and other developing countries face similar financial and academic performance challenges. Significant number of studies found that students from low-income families perform poorly than those from relatively richer families; however, this decision is not fully conclusive in research.(Yao et al., 2016)

Beyond the pressure and stress that single parents have to deal with, they are also very much concerned with providing finances to their respective family. Some single parents, specifically mothers who never worked in their entire life, would be forced to work in a full-time basis. This does not only adds pressure to single parenthood but more importantly, it limits the time that the mother has to spend with her children (Walsh, 2003). Financial crises are a standing situation with most of the single parent families. It becomes difficult in meeting the basic needs of children such as food, clothing, school fees, maintaining the previous standard of living and meet personal expense (Nidhi and Bharti, 2009 as cited in (Weldegabreal, 2014)

Single mothers' unemployment has been stated to be more than twice as much as married women's, and the reason suggested is that single mothers have particular difficulty in finding jobs that are consistent with their family care responsibilities. It has been noted that this high unemployment rate is troubling for families since one fifth of all families with children are headed by working single mothers, and families of single mothers (considering both those who work and those who do not together) have a high poverty rate, 28.3 percent (Susan, n.d. as cited in Weldegabreal, 2014)

Father's historical role in the family has been breadwinner. So the single mothers are plunged into poverty. The economic position of women who live alone with their children remains precarious and single motherhood is a major reason for poverty among women and thus their over-representation among the poor (Problem of Single Mothers ,2012). Single women with children experience much higher levels of poverty than any other family type. In part, this is due to the prevalence of low paying, female dominated occupations – which typically pay in minimum wage or only slightly higher. Single mothers also face challenges arranging and paying for child-care, which can comprise about 1/3 of the household budget depending upon the age of the child (Christen, n.d as cited in Weldegabreal, 2014)

Mother-only families are more likely to be poor because of the lower earning capacity of single mothers, the insufficient benefits provided by the state, and the lack of child support provided from the nonresidential father (Garfinkel & McLanahan, 1986).

According to Weladegabreal, 2014 Nelson (1990), cited in Waruesporn, (2011) argues that family income has effects on a single mother's life tensions, which may diminish the emotional well-being of parents and have negative effects on children's self-esteem and children's behavior in school. Single-mother families are at a high risk of poverty and a poor psychological health due to the pressure the single-mother has to put up with in working to earn an income to meet the family's needs, leading to fatigue and emotional imbalance, which results in a lack of time spent with children. Parents under economic stress and single-parents often poorly supervise their children and may let them gain autonomy too early. Unsupervised adolescents are more likely to be involved in risky behaviors such as cigarette smoking, alcohol drinking, drug use, early sexual activity resulting in adolescent pregnancy (Richardson et al., 1993; Blum et al., 2000, as cited in Waruesporn, 2011)

Researchers who have compared single-parent mothers to married mothers have documented the lower economic status, higher stress levels, and lack of time for sleep and leisure among single mothers (McLanahan and Booth, 1989; Sanik and Mauldin, 1986). (Weldegabreal, 2014)

It is education which determines an individual's occupation, income, status or position in the society. On the other hand, Socio-economic Status of student's family or parents have great impact upon academic success of the students, they are reciprocally related to each other but Socio-economic Status is the important contributing factor in student's Academic Achievement. The term Socio-economic Status is the combination of social status and economic status of an individual or family on the basis of income, education, profession, and material possessed etc. in relation to others in a society. Broadly, Socio-economic Status comprised of socio-cultural aspects, economic, education and possession of goods and services which are avails in a family. Lot of studies have been done by the researchers previously to examine and analyze Socio-economic Status as a contributing factors in Academic Achievement and their study showed different result.(Khan, 2017)

According to American Psychological Association (APA), socioeconomic status is commonly conceptualized as the social standing or class of an individual or group, and it is often measured as a combination of education, income and occupation.

Few studies have seriously examined socio-economic status for its influence on academic achievement and the number of them is even smaller in the field of foreign language learning. Hamid (2011) examined the relationships between secondary school students' family socio-economic characteristics and their academic achievement in English in a rural sub-district in Bangladesh. The results revealed that the rural students had low levels of academic achievement in English and within this overall low level of achievement, there were patterned relationships between the students' family income and parental education and their academic achievement in English. Students who had higher levels of parental education and family income were more likely to obtain higher scores on the proficiency test as well as higher grades in English in the Secondary School Certificate examination.(Yazdapanah, 2014)

Shamim (2011) in his study compared learners' socio-economic status with their English language scores in the most recent public examination. He found that learners in the higher income bracket consistently outperformed learners in the lower income bracket. He suggested that the positive correlation of high family income with students' higher levels of proficiency in English may be attributed to their earlier education in private English medium schools compared to students in the lower income bracket.(Yazdapanah, 2014)

In a study by Coley (2002), children with higher SES backgrounds were more likely to be proficient on tasks of addition, subtraction, ordinal sequencing, and math word problems than children with lower SES backgrounds. Pursley (2002) in the first study of dropout students tried to explore the development of the personal characteristics of Mexican-American dropouts during the transition to high school, discover which personal characteristics differed between those who dropped out by the 12th grade and those who graduated, and explore differences in the development of the personal characteristics of the dropouts and graduates between the 8th and the 10th grades. The independent variables were socio-economic status and time. He controlled for dropout-related family and school variables and explored longitudinal pattern differences in the theoretically selected personal characteristics. The sample for his study included 310 students that were selected from 1952 subjects in the existing database of the National Education

Longitudinal Study of 1988 that reported being Mexican American. Effects of SES and time on the dependent variable were examined. Results showed that socio-economic status had main effects for academic achievement. Socio-economic status and time had also main effects for (Md Rofikul, 2017)educational aspiration. Miller (1999) designed a study to examine the relationship between socio-economic status, age, gender, education and locus of control (LOC). No significant correlations occurred between socio- economic status, age, education and LOC.(Yazdapanah, 2014)

Education is the most important weapon to bring changes in the society by removing orthodoxy and superstitions, and make people wise and rational. Education is the prime equipment that makes the people of a state or country skilled and civilized, and leads the development of a nation through individual development of its citizen. Without educated citizen no country can make progress in Science and Technology which are the prime requisite for the development of a nation. The whole process of education is focused on academic performance or achievement of the students, the final product of education (teaching-learning process). Academic performance or achievement of students is very much influenced by numerous factors like Socio-economic Status of the parents, residential locality of the students, gender, age, school and class room environment and many more.(Md Rofikul, 2017)

It is education which determines an individual's occupation, income, status or position in the society. On the other hand, Socio-economic Status of student's family or parents have great impact upon academic success of the students, they are reciprocally related to each other but Socio-economic Status is the important contributing factor in student's Academic Achievement.(Md Rofikul, 2017)

The term Socio-economic Status is the combination of social status and economic status of an individual or family on the basis of income, education, profession, and material possessed etc. in relation to others in a society. Broadly, Socio-economic Status comprised of socio-cultural aspects, economic, education and possession of goods and services which are avails in a family.(Md Rofikul, 2017)

Lot of studies have been done by the researchers previously to examine and analyze Socio-economic Status as a contributing factors in Academic achievement and their study showed different result.(Md Rofikul, 2017)

Md Rofikul, 2017 quoted Solanke and Narayanaswamy (2015) conducted the study with the objective to find out the effect of SES on Academic Achievement. The result showed that there exist significant positive correlation between SES and Academic Achievement.

A study conducted in America by United Nations Children's Emergency Fund (UNICEF) (2011) Posited that the influence of type of family structure on academic success continue through high school. Moreover, types of family structure substantially influence outcomes such as high school dropout rates, graduation rates and age at first pregnancy. Besides, the most negatively affected type of family structure being non-intact as compared to intact families. Studies comparing the effects of family type on academic attainment in United States and Sweden yielded fascinating results. In both countries, children living in non-intact families had poor academic performance. The above mentioned studies in developed countries have an indication that type of family structure does not influence academic performance though the structure of the family may not directly influence academic performance but contextual factors like social economic status, parent's educational level, and family assets/resources among others do influence student's academic performance.

Numerous studies have shown that the socioeconomic (SES) achievement gap is the main cause of inequality of students in schools and other educational systems (Bourdieu 1989; Carnoy 2007; Shavit and Blossfeld 1993, as cited in Doren, 2013). The most significant reason of this finding according to Battle and Lewis (2002) might be the fact that a person's education is clearly linked to their life chances, income and well-being. The low status students compared with the mid/high status students are often more depressed and they are concerned about their financial problems and sometimes they don't have enough time for studying and other academic activities. As such, besides providing the educational materials and facilities to promote learning and achievement in academic settings, the socioeconomic status of the students or their family could be a factor which impacts on their emotional state and motivation for their learning.(Yazdapanah, 2014)

2.5.2. Parental Involvement and Parental care

The family is the first agent of socialization, thus parents are the first role models of the child, meaning that a child's character and behavior may be shaped by the family background (Bysenk & Locksoh, 2011 as cited in Kreubo, 2017). In a single parent family it can be quite a challenge with respect to monitoring and getting involved fully in the academic progress of the child. Lankard (1995) argued that a parent who does not involve himself or herself in the learning activities of their child contributes a lot to the destruction of motivation and the ability of their children as a result of neglect and indifference to their achievement.(Mugove, 2017)

Parents of different sex by and large play complimentary roles in raising their children, which in turn may impact positively on the child during the school going years. The deprivations experienced by children with single parents have usually been associated with anti-social behaviors and negative academic records (Ortese, 1998 as cited in Kerubo, 2017)

In Kerubo, 2017 the six major categories of parental involvement in education according to Joyce Epstein, (2002) include parenting skills and child rearing. This is where there is provision of basic needs. Another one is effective interaction between school and home and home and school. It also involves encouraging learning activities of school at home by assisting their children with homework and participating in educational activities and decision making as members of Board of Management and the Parents Teachers Association. Parental involvement in whatever form it may take is likely to bring about positive results (Dixon, 1992). The level of commitment of a parent is very crucial thus it is better if both parents are committed to the needs of their children (Vandergrift & Greene, 1992). Diminishing parental involvement has been attributed to the type of families that we have such as single parent family (Wanat, 1992).The single parent family is often times struggling to deal with many factors such as shortage of time to accomplish everything and financial constraints. Thus it is the duty of schools to find out why parents are not participating in the school activities and advise them appropriately about the importance of their participation in their children's academic work (Wanat, 1992).(Kerubo, 2017)

The literature on academic performance among children suggests that children's academic performance improve when both parents are actively involved in their education (Nyarko 2007;

Nyarko and Vorgelegt, 2007). Some studies seem to neglect the issue of single-parenting as a variable. Generally such studies have tied academic performance of children to socio-economic status, parents' educational level, student attitudes to learning, school environmental factors, housing and residential experience (Donkor, 2010; Farooq, Chaudhry, Shafiq and Berhanu, 2011; Mahama and Campion, 2011; Insah, Mumuni and Bowan, 2013). What these studies failed to realize is that the variable family structure (particularly single parenting) is crucial in determining a person's academic performance. However, studies that seemed to have focused on assessing the role single parenting on the academic performance of children have mostly used respondents from senior secondary schools and universities without taking time to consider pupils from the basic schools (Fry and Scher, 2004; Krein and Beller, 2008; Salami and Alawode, 2000; 102

Children are supposed to grow in a family setting where both mother and father take their respective roles in the upbringing of the child. In recent years there has been a sudden rise in the phenomenon of single parent families.

It is evident that parents are the first point of contact of children and when both parents are alive and responsible, it implies that the child would derive effective care from the parents (Tan-Kuick, & Ng, 2011). They further asserted that, when one of the parent is absent in the life of a child a gap is created as the child would lose the support from the parents. In the view of Addo-Adeku, Opare and Banini (2003), it has been affirmed that single parenting comes as a results of divorce or from the death of one spouse which leaves the roles of child rearing in the hands of a one parent. In the work of Benokraitis (2002), there is enough evidence that the magnitudes of parental divorce is different from others and are mostly depends on a lot of factors. He further argues that the absence of one parent has serious effects on the child which eventually influences the educational opportunities and success of the child in school. The above ascensions show that single parenting can have effects on children in diverse ways for example academic performance of children. Parents plays a major role in educating their children and the type of parenting they offer to their children have the ability to influence their thinking and learning abilities at the formative years of children (Sulaiman, 2012).(Nato, 2016)

It appears that, there is relationship between parenting and students' academic performance. That is, single parenting can affect students' performance. It is against this backdrop that Addae-

Boahene and Akorful (2000), Boardman and Evans (2000) and Nyarko (2011) in their study believed that in order to help alleviate the problems that plague in educational system today, the right parenting should be given to children so as to help raise the standard of quality education. To them, parenting is crucial in developing the right human resources who can take part in the national development. If the child's cognition may develop positively or negatively and affect educational attainment, it is based largely on the type of parental care the child is given.(Stephen & Udisi, 2016)

Parental monitoring refers to parents' knowledge of their children's behaviors and of the different settings in which children find themselves outside of the home, as well as parents' advise-giving to their children about these contexts and behaviors. Parental monitoring concerns children's whereabouts, activities, peer-relationships, opposite-sex relationships and school life. In rural Ethiopia, children and adolescents spend most of their time outside of the family home, which means that parents have less control over where their children are, what they are doing and whom they are with. According to a study in Hawassa, Ethiopia by Tsemrekal (2013) that included children's views of parental monitoring found that there was a significant gap between how much parents tried to monitor their children's whereabouts and activities and how much they actually knew. Furthermore, the study found that most parents portrayed a neglectful parenting style (34,2%), which means that the children viewed their parents low in both support and control or monitoring.(Roelandts, 2016)

The issues of parental monitoring have often been related to: Firstly, parental monitoring has been associated with the safety of children outside of their family. Secondly, high parental monitoring has been shown to be effective against risky (sexual) behavior of children and adolescents (Li, Stanton, Feigelman, 2000; Borawski et al., 2003). Thirdly, low parental monitoring may lead to substance abuse by the child or adolescent (Steinberg, Fletcher & Darling, 1994; DiClemente et al., 2001; Borawski et al., 2003). Lastly, a low level of parental monitoring has been related to low academic achievement (Crouter, MacDermid, McHale & Perry-Jenkins, 1990).(Roelandts, 2016)

Home environment and parents' care are important determinants of academic achievement. An academically favorable home environment is likely to enhance the child's motivation to achieve academic success which in turn will contribute to good performance in school. Considerable

research evidence suggests that parents behavior with their children – stimulation, consistency, moderation and responsiveness- influence the children’s cognitive and social development. (Clark 1983). Educators and public policy makers continue to pay close attention to the ways in which parents can foster or inhibit cognitive development and by extension, academic achievement.(Moshahid & Vadakkayil, 2016)

Home background, according to program international studies assessment (PISA) (2000) influences academic and educational success of students. Status reinforces the activities and functioning of the teacher and students. The quality of parents and home background of student goes a long way to predict the academic performances of student. Child from poor home may suffer because there may be no money to pay school fees, purchase book, uniforms, and other schools materials, such child may play truant, thus his performance in school may be adverselyaffected shittu (2004). Similarly, good parenting supported by strong economic home background could enhance strong academic performance of the child.(Ovansa, 2017)

James Colemans’s large scale study of the factors that influence academic achievement showed a stronger correlation between achievement and family background and environment than between achievement and quality of school (Coleman et. al., 1966). Cotton and Wikelund (1989) asked the question: “Does parent involvement have positive effects on students’ achievement?” In answer to that question they found that all the research documents they selected to reflect on the effects of parental involvement on students’ academic achievement and other student outcomes overwhelmingly demonstrate that parents’ involvement in children’s learning is positively related to achievement in all subjects and for all types and ages of students.(Moshahid & Vadakkayil, 2016)

Every parent is very well aware of providing proper opportunities for better education for their children. They spend a lot of effort for this purpose. The ultimate aim of each parent is to bring up his child to a well-educated position and thus to a better job. It is crystal clear that parents stand along with their children by catering to their needs. Parents’ attention has much importance in the process of development and in personality formation. The presence or absence of parents in the realm of children’s growth has distinct effect on the development of their personality and on forming their attitudes towards their environment. The children brought up under the control of mothers rather than fathers will have a tendency to show more attachment to their mothers.

They tend to give their fathers only a secondary position. This type of attachment will be stronger if they lack the presence of their fathers in the later stages of development. During the period of adolescence, children try to break the barriers of their family control and tend to imitate their peer groups in all the fields. This is a period when a strict supervision is needed from the side of parents. The lack of such a strong control will result in creating an absolute freedom for them. So, each child will become his own master. This will affect even the achievement of the child in the curricular and co-curricular activities.(Horstman, 2018)

By parenting properly, parents are not only rendering their duties, but also transacting a message to the offspring that they are secure under their parents. It is a nice feeling that passes from heart to heart. Both father and mother have the duties to be performed from their part. The absence and presence of fathers with the children especially in the early years of development will affect the personality of the children. It was observed by the investigator that most of the students in northern districts of Kerala are deprived of the sufficient care from their fathers. Because of their fathers are abroad, their mothers are the all in all for them. They get rare opportunities to spend time with their fathers. Hence, these fathers' attention towards their children is limited. As far as children are concerned, their parents are the primary source for all matters related to their life. There is a strong bond between the parents and the children. It is so clear that no example is needed to elaborate this relation. This blood relation has its own influence on all aspects of the child in each and every sphere of the life. The influence may be either positive or negative. From the very early stage of development till the last breath, parents strive for the good of their children.(Moshahid & Vadakkayil, 2016)

Moshahid & Vadakkayil, 2016 quoted Hoffman (1971) revealed that father- absent boys consistently scored lower than father present boys on a variety of indices of morality. They scored lower on measures of internal moral judgment, guilt following transgressions, acceptance of blame, moral values and rule conformity. In addition, they were rated as higher in aggression by their teachers, a ranking that may also reflect difficulties in self-control. Although there were generally not clear-cut differences on the measures that Hoffman had used, Santrock (1975) found that among elementary school boys, those who were father-absent were consistently rated by their teachers as having a lower level of moral maturity than those who were father-present.

John Stone and Jiyano (1983) reports that many studies have been undertaken in an effort to identify the main determinant of academic achievement including school based factors and out of school factors. In most of the studies, it is found that home background is an important determinant of the level of achievement. In his study, Laosa (1982) has found that discontinuity between home and school is the major cause of poor academic achievement among low income parents. Fathers' involvement in the schooling of the children has a great influence on their achievement. Nord and Winquist (1999) conducted a study to find out fathers' involvement in their children's education. Findings indicated that children are more likely to do well academically, to participate in extra- curricular activities and to enjoy school if their fathers have high involvement in their schools. Jeynes (2005) in his study on 'parental involvement and student achievement : a meta- analysis found that the facets of parental involvement that required a large investment of time, such as reading and communicating with one's child, and the more subtle aspects of parental involvement, such as parental style and expectations, had a greater impact on student educational outcomes than some of the more demonstrative aspects of parental involvement, such as having household rules, and parental attendance and participation at school functions.(Moshahid & Vadakkayil, 2016)

Conducted studies on effects of single parenting gives ample evidence that single parenting generates a lot of effects on the well-being of the students living under such conditions. Hilton and Desrochers (2002) posits that the parent's psychological that occurs in children after a divorce has a direct effect on their well-being. Undeniably, all parents want their children to do well at school, but not all parents are willing in putting strategies in place to facilitating the success and progress of their children (Nelson, 2009). Adolescents and young adults need educational assistants from their families, especially with their immediate parents to be able to succeed in their higher education and their life as well. Tope (2012) pointed out that, because of the impact that single parenting has on the development of children's personality traits, as well as social and academic achievements, it is necessary and worthwhile that it should be given the needed attention.(Zhang, 2011)

Similarly, in the study of Zhang, (2011), Jacobs and Harvey (2005) indicated in their study that single parenting serves as one of the major contributors to student's academic attainment in schools. They further established that most children under the guidance of single parents are

seriously affected in the pursuit of their educational career as they grow. According to them, these effects come most of the time from the single mother or father who does not have adequate resources to support their children's educational enterprise. Clark and Hamplova (2013) found out that most children under the supervision of single parenting lose concentration of their academics. The above ample evidence in literature insinuates that single parenting is correlated with children's school achievement. Inconsistency and poor parenting given to children are correlated with lower grades in children performance.

Tope (2012) again, reported that recognizing the impacts of education in the world today, it is very imperative that parents are encouraged and motivated to make positive efforts to ensure an active involvement and participation in the education of their wards so as to provide their children with the capacity to receive all the necessary assistants in their education. Tope further indicated that although students are primarily the ones for whom curricula are designed, textbooks are written, and schools are built for. However, parents are chiefly the ones who are held responsible for preparing their children for learning, preparing them physically, psychologically, behaviorally, attitudinally, emotionally, and motivationally. From the assertions of Tope it therefore means that without the appropriate parenting children are more likely to perform poorly in school especially at their formative years of age.(Zhang, 2011)

Many studies have documented the challenges faced by children living under single parents and its side effects on their performance. Even though, some of these studies have been unconvincing, a majority of them reviewed show that children from single-parent homes score lower on tests items in their class, poor thinking abilities and eventually complete fewer years of school as compared to children from two-parent homes (Glasgow, Dornbusch, Troyer, Steinberg, & Ritter, 2004).

In a study conducted by Kim (2004), it was pointed out that parental involvement in the school environment appears greater because most parents engaged themselves in some school activities such as Parent-Teacher Associations (PTA). Some also spends enough time to discuss the potentials of their children, others parents discuss school work and make sure that their children do their exercises, homework, projects. The results further showed that responsible couples are more likely to involve in their children's education than single parent.

In another research conducted by Clarke-Stewart, Vandell, McCartney, Owen and Booth (2000), the findings revealed that parental involvement is positively associated with students' academic performance in school but student's will turn to perform poorly when their parents are not much involved in their education. In a related way, Donkor (2010) in his study indicated that lack of proper supervision and monitoring of their wards progress in schools leads to poor performance of their children. He further expanded that parents who actively engage themselves in the academic activities of their children, are most likely to have a positive influence on their academic performance.(Durisic & Bunijevac, 2017)

According to Berk (2000), the differences in academic performance of children will exist when children living under single parents are provided with the need academic as compare to children who enjoy all the academic benefits. Berk further explained that in two parent's homes, both the parents have a significant role to play in child's education lifetime. The role of the father is to give the necessary learning aids for the child educational advancement, whilst the mother is to serve as a supplement to the father's efforts in order to give the best to the child. Kelly and Emery (2003) in their study examined the effects of family structure and parenthood on the academic performance of students. They pointed out that students from single sometimes perform poorly due to the fact that they do not get external support from the parents.

According to Sapungan, 2015 on academic achievement, Pinantoan (2013) pointed out the influence of parental involvement on a student's academic success should not be underestimated. The article stressed the importance of support system that a student gets from home is equally important as his brain power, work ethics and genetics which all work in the accomplishment of his goal in life. Furthermore, students with two parents operating in supportive roles are 52% more likely to enjoy school and get straight A's than students whose parents are disengaged with what's going on at school. This is especially the case during the earliest years of schooling, in Kindergarten through the 5th grade, when students with active parents are almost twice as likely to succeed. Once students enter middle school, the effect diminishes slightly—possibly because they are maturing during this time— but there is still a 22% difference.

Researchers Karen Smith Conway, professor of economics at the University of New Hampshire, and her colleague Andrew Houtenville, senior research associate at New Editions Consulting,

found that parental involvement has a strong, positive effect on student achievement.(Sapungan, 2015)

In their study "Parental Effort, School Resources, and Student Achievement," Conway and Houtenville (2008) reveal that "parental effort is consistently associated with higher levels of achievement, and the magnitude of the effect of parental effort is substantial. According to the study, the researchers also found out that parents seemed particularly interested in the academic achievements of their daughters. They discovered parents spent more time talking to their daughters about their school work during dinnertime discussions. They also concluded that parents may reduce their efforts when school resources increase; thus, diminishing the effects of improved school resources.(Sapungan, 2015)

Olsen (2010) as cited in sapungan, 2015 proved that researchers have evidenced for the positive effects of parent involvement on children, families, and school when schools and parents continuously support and encourage the children's learning and development (Eccles& Harold, 1993; Illinois State Board of Education, 1993). He quoted Henderson and Berla (1994), stating that "the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to: (1) Create a home environment that encourages learning; (2) Express high (but not unrealistic) expectations for their children's achievement and future careers; and (3) Become involved in their children's education at school and in the community."

According to Cotton, K., and Wikelund, K. of Northwest Regional Educational Laboratory, School Improvement Research Series in Parent Involvement in Education, "when parents get involved earlier in a child's educational process the more powerful the effects, and the most effective forms of parent involvement are those, which engage parents in working directly with their children on learning activities at home."(Sapungan, 2015)

The term "parent involvement" is getting an imperative status in the field of education. It includes several different forms of participation in education and with the schools. Parents can support their children's schooling by attending school functions and responding to school obligations (parent-teacher conferences, for example). They can become more involved in helping their children to improve their schoolwork by providing encouragement, arranging for

appropriate study time and space, modeling desired behavior (such as reading for pleasure), monitoring homework, and actively tutoring their children at home. Outside the home, parents can serve as advocates for the school. They can volunteer to help out with school activities or work in the classroom. Or they can take an active role in the governance and decision making necessary for planning, developing, and providing education for the community's children.(Vijaya, 2017)

In olden days, parents did not involve more in the studies of their children. But the trending world today demands more involvement of parents in the education of their children. Vaden-Kierman & McManus (2005) pointed out, "Parent involvement is a crucial force in children's development, learning, and success at school and in life. Decades of research in the area of family involvement have time and again supported the simple fact that children of involved parents have a much greater chance to develop into healthy, knowledgeable, responsible, and caring adults. Parent involvement in education has many faces and assumes varying degrees from the simple question asked at the dinner table: "How was school today?" to the daily checking and signing off on homework completion, to regular visits to the library, museums, cultural and art events, to participating in program evaluation and other decision making activities. Given this wide variety of parent involvement "definitions," it is often challenging to compare information across studies, fields, and programs. One of the reasons a widely accepted definition is lacking is that family involvement is a complicated concept. Some factors that must be taken into consideration are child characteristics and development, beliefs and expectations of the family and school, the different roles parents, students, and teachers play, cultural perspectives and life demands, and policies that outline or mandate schools to forge relationships with families. All these contribute to what is known as school family partnerships". This opinion is true for all the countries and all the parents. Involvement is a crucial force in children's development, learning, and success at school and in life. Decades of research in the area of family involvement have time and again supported the simple fact that children of involved parents have a much greater chance to develop into healthy, knowledgeable, responsible, and caring adults. Parent involvement in education has many faces and assumes varying degrees from the simple question asked at the dinner table: "How was school today?" to the daily checking and signing off on homework completion, to regular visits to the library, museums, cultural and art events, to participating in program evaluation and other decision making

activities. Given this wide variety of parent involvement “definitions,” it is often challenging to compare information across studies, fields, and programs. One of the reasons a widely accepted definition is lacking is that family involvement is a complicated concept. Some factors that must be taken into consideration are child characteristics and development, beliefs and expectations of the family and school, the different roles parents, students, and teachers play, cultural perspectives and life demands, and policies that outline or mandate schools to forge relationships with families. All these contribute to what is known as school family partnerships”. This opinion is true for all the countries and all the parents.(Vijaya, 2017)

As quoted by Vijaya, 2017 Parental involvement Pennsylvania Cyber Charter School (2015) describes parent involvement in their children’s education as, “Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities including ensuring that (a) parents play an integral role in assisting their child’s learning; (b) parents are encouraged to be actively involved in their child’s education at school; and (c)parents are full partners in their child’s education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child”. Epstein (2001) pointed out, “A school learning community welcomes all families. Many schools serve a diverse range of students, including new immigrants and refugees. The parents of such students, like all parents, want their children to succeed in school. These children, like all students, do better when their parents and teachers are partners. In a welcoming school, educators appreciate differences and involve all families in many ways throughout the school year”. This concept is true for all the countries. When talking about the importance of parental involvement in their children’s education, Gaitan(2004) writes, “Educators believe that parents need to engage actively with the school and not relinquish their parenting responsibilities to the school Parental Involvement and Academic Achievement”. Patrikakou et al. (2005) pointed out, “Parent involvement is a crucial force in children’s development, learning, and success at school and in life. Decades of research in the area of family involvement have time and again supported the simple fact that children of involved parents have a much greater chance to develop into healthy, knowledgeable, responsible, and caring adults. Parent involvement remains a strong predictor of academic achievement even for high school students. It is important to debunk the popular myth that parents’ influence over their children withers as they enter adolescence. Often, both parents and school personnel misinterpret

the adolescents' desire for autonomy as a developmental barrier to family involvement. However, studies have indicated that high school students believe they can do better at school if they know that their families are interested in their schoolwork and expect them to succeed, thus challenging the prevalent view that adolescents do not want their parents involved at all. Research has also shown those children's learning and behavior. Children whose parents are involved in their learning do better at school, both academically and behaviorally".(Vijaya, 2017)

2.5.3. Psycho-social Impacts

The family lays the psychosocial, moral and spiritual foundations upon which the overall development of the child can take off. A mother's role in laying the right foundation cannot be over-emphasized. Likewise, studies on father-child relationship suggest that the presence of a father in the home influences significantly the development of a child (Ushie, Emeka, Ononga & Owolabi, 2012). Thus, parenthood is a responsibility that requires the full cooperation of both parents who must ensure the total development of their children.(Helen & Jaiyeola, 2016)

Numerous studies suggest that single parenting have effects on the child. Harrison-Hale, McLoyd and Smedley (2004) emphasize that single parents often have less time for general supervision and daily monitoring of their children. Parents and children from single parenting households may also communicate less about the children's needs than children in traditional two parent families (Copeland, 2010; O'Connor & Scott, 2007; Roska & Potter, 2011; Thwala, 2011 Cavanagh & Fomby, 2012). Studies on single parent families link father or mother absent households as a causative factor in numerous social problems (Pharaoh, 2004; Symeon 2007; Waldfogel, 2010; Davis, 2011; Cavanagh & Fomby, 2012). The overall relationship between a parent and his or her child is likely to affect the psychosocial well-being of the child. Symeon (2007) notes that children of single parents are more likely to display risky behaviors: smoking, drinking, delinquency, violence, unsafe sexual activity and suicide attempts. If a child is unhappy, he/she is more likely to smoke or drink; children need to feel secure and that may be difficult in single parenting households according to Copland (2010).(Mebuza, N., Thwala, K., Okeke,2014)According to Mebuza, N., Thwala, K., Okeke, 2014 a study by Salami and Alawode (2000) found that a child from homes where the father and the mother are present will be taken care of and socialized in the best way possible. This is due to the fact that the process of

socialization depends on both parents playing complementary roles in bringing up the child. Such a child is likely to achieve self-actualization later in life (Davidson, 2000; Santrock, 2006). Children from single parent homes are likely to suffer deprivation and denial of some rights and opportunities (Crosnoe, 2007). Moime's (2009) study revealed that failure on part of parent and teachers to meet the psychological needs of the child at a certain stage in his/her development may result in personality disorders, which can become a potential danger and a source of unhappiness to the individual. Rising rates of divorce and non-marital fertility along with declining rates of marriage and re-marriage have created diversity in the structure of families (Peplau & Beals, 2004; Copeland, 2010; Scott & Lilja, 2010; Azuka-Obieke, 2013). Such diversity has been implicated in the psychosocial development of the children (Azuka-Obieke, 2013; Kelly, 2003; Waldfogel, 2010). Corn's and Reab's (2007) study found the likelihood of more substance abuse among children of single mothers than among children of two biological parents. According to Scott and Lilja (2010) a growing number of children are living in non-traditional families, mainly as a consequence of rising divorce rates. In order for children to develop psychosocially they should have a good and solid background environment which will help them develop a positive self-image and self-identity. (Mebuza, N., Thwala, K., Okeke, 2014)

Studies show that parents have a responsibility to raise their children and are equally held responsible for their children's health, safety and socialization until the time that they can live without adult supervision (Naug, 2000; Kelly, 2003; Moime, 2009). However, studies have shown that parents are often pre-occupied with the stress and strain of their own lives, especially parents who are struggling to deal with their own identities and problems (Moime, 2009). This may be the case with single parents. Studies indicate that single parents may be dealing with the issue of raising children on their own as well as issues with their own identities (Roska & Potter, 2011). Parenting requires interpersonal skills and most parents learn parenting practices from their own parents (Naug, 2000; Straus, 2001; Steinberg & Silk, 2002). Stevenson and Zusho (2002) emphasize that parents do not want their children to be frustrated in trying to discover the best way to accomplish life. Parents anticipate and visualize the kind of individual they want their child to become. In a general sense, there are traits that they admire as well as a value system they wish to instill (Copeland, 2010; Crosnoe, 2007; Scott & Lilja, 2010). Children identify with and model much of their behavior and attitudes after their parents and caretakers.

This means that if parents desire children who are moving towards self-actualization, then the parents themselves must strive for greater self-actualization (Guest, 2007; Azuka-Obieke, 2013). However, divorce and separation of various kinds or death of one spouse may leave the roles in the hands of a single parent, and whatever vulnerability persists can affect a youngster's self-perception, self-esteem, and relationships with others (Scott, n.d.). More so, Simons-Morton (2001) and Amato, Kane and James (2011) note that good parenting takes time and effort to materialize. Parents who do not spend enough time with their children may not know what is happening to their children as they develop (Kelly, 2003). Sacrifice on the part of the parent is essential, whereby the parent will spare some time to take interest in children's studies. (Mebuzza, N., Thwala, K., Okeke, 2014)54

2.5.4. Summary-Challenges and their effects

There was a rapid increase in the number of single-parent families in the latter half of the twentieth century. This change has been used by some people to argue that we are witnessing a breakdown of the family, with negative effects on children, families and society (Popenoe, 1996). Others suggest that single-parent families have been present in all societies over time and should not be viewed as abnormal or problematic but rather as an alternative family form. (Coontz, 1997). No matter what people view about the presence of single parent families yet the presence of families headed by one-parent has a major influence on the social, economic and political context of family life as far as education of the children is concerned. (MRINDE, 2014)

Due to the fact that Single-parented children face many challenges throughout development, the challenges and the effect of challenges on their education are raised and discussed as follows: Family background is a key factor to student's life in and outside of school. Social economic status of the family is one of the factors that influence students learning. Eamon, (2005), (Hochschild, 2003) have found in their studies that students who have low social economic status are more likely to score low marks, to drop out of school. Most of single-parent families have a low level of economic power and therefore they cannot provide their children with school requirements like school fees, text books, exercise books and other learning materials. Though some of single parent are rich yet many are poor. Family poverty also can lead to other problems such as diseases, poor school attendance and performance and psychological problems. Pong and

Ju (2000) comment that for many low-income or single-parent families, the challenges that are mostly faced by children and youths are directly or indirectly related to the poor economic condition for their families, not just to parenting style. Poverty directly reduces the access and quality of resources, social and health services and opportunities such as food, shelter, health care, education, and transportation. Fraser (2004) also maintains that poverty affects the ability of parents to provide consistent supervision and monitoring, adequate family management practices, and a range of social and educational stimulating experiences. Due to less income single parent children suffer much in getting education resources which make some of them to be the victims of child labor hence they can be dropout or have poor performance and fail to achieve their dreams.(MRINDE, 2014)

The other challenge is lack of discipline at school. Usually good behaviors, appropriate values and attitude of children are molded by parents as parents are the role models of their children. The children from single parent lack role models as well as supervision from their parents. Due to the absence of one parent income, the remaining parent is forced to use most of her/his time looking for home needs and as a result the children start misbehaving at home and at school. Wendy and Kathleen (2003), observe that adolescents in intact families are less likely to exhibit behavior problems in school and tend to have higher levels of academic achievement. Compared to children living in intact families, peers living in single-mother families or with cohabiting partners are more likely to be suspended or expelled from school; more likely to be engaged in delinquent activities or more likely to have problems getting along with their teachers, doing homework or paying attention in school.(Wendy and Kathleen, 2003 as cited in Mrinde, 2014)

Children growing up in single-parent households are at a great risk of depression that is manifested in chronic and pronounced unhappiness, sexual promiscuity, delinquency in the form of drug abuse, petty stealing, alcoholism and acts of breaking into intense anger, apathy and restlessness. In so doing these students can't concentrate in studies. (Lahaye, 1982). Also Mandara and Murray (2006) assert that single parent students are more likely to use drugs and alcohol with boys raised by single father more affected. Single parents struggle with time management due to double responsibilities; therefore they are less involved with their children, which give less encouragement to their children. Domina, (2005) maintains that the effect of parent involvement in their children has been linked to both negative and positive influence.

Parental involvements prevent behavior problems. Therefore whenever parents are less involved with their children, generally children will involve themselves in the use of alcohol, smoking cigarettes as well as marijuana in order to relieve anxiety and forget their problems. In connection to lack of discipline at school, drug and alcohol abuse single parent children can commit crime. Mothers who are left alone to raise children use most of their time to look for money and material resources so as to support their families. They have little time for monitoring the family, this leaving a chance and possibility for their children to start misbehaving or committing crime. Moreover, children who are brought up in homes with marital conflicts become angry and quarrelsome, this leading them to commit crime and other antisocial acts. Demo and Adcock (1996) found in their study that in mother-only families, children tend to experience short and long-term economic and psychological disadvantages: a higher absentee rate at school, lower levels of learning, a higher dropout rate and more delinquent activity. This is caused by lack of monitoring at their homes.(MRINDE, 2014)

Furthermore children from single-parent families face health problems due to lack of proper care as a result of financial constraints. For example, their parents cannot afford to get balanced diets for their children and thus the latter are easily attacked by diseases. Moreover, the children lack psychological support, which can easily expose them to health problems such as mental problems. McLanahan and Booth (1989) state that children in single-parent homes are more likely to experience health-related problems as a result of the decline in their living standard, including unbalanced meals, poor shelter and lack of health insurance for medication. Later on, as children from single-parent families become adults, they are more likely to marry early, have children early, and divorce. Girls are at the great risk of becoming single-mothers as a result of non-child-bearing within a marriage or else divorce. According to Centre for Marriage and Families (2005), children growing up without their own married parents are linked with higher rates of stress, depression, anxiety and low self-esteem during the teenage years, problems that can significantly reduce their ability to focus on classroom work and to achieve in school. Research shows that parental divorce has lasting negative emotional effects throughout childhood, adolescence and adulthood. Henslin (1993) also indicates that when one-parent is missing, not only does the remaining one “fight a personal monster” but also the children do battle as well. In single-parent families 30-50 percent of children suffer depression as compared with only 5-10 percent in two-parent homes. Poor school performance, disturbance in social

adjustment, eating and sleeping disorders alerted the parents that something is wrong. Aggressive behavior and illness, which are real or imagined, seem to emerge and multiply.(MRINDE, 2014)

According to Mrinde, 2014 single-parents have little time to make follow up of their children's academic progress. They are overworked, using most of their time to find money to support their families. They do not have time to talk with the children, checking for their children exercise books or if they are attending school, as a result children academic progress decline. Nan and McLanahan, (1991) in their study found that family structure is associated with parents' educational expectations and involvement with their children's schoolwork. Children of single or stepparents reported that their parents had lower educational expectations for them compared to reports from children in intact families. The former group also reported that their parents are less likely to monitor school-work and provide less overall supervision of social activities, as compared to reports from children in intact families.

On the other hand David and Alan (1988) state that adolescents from divorced single-parent households tend to have greater levels of absenteeism, tardiness and truancy in school as compared with peers in intact families. Parental divorce alters daily routines and work schedules while imposing additional demands on both adults and children living in single-parent households. Moreover Single-parent students face economic hardship in their homes, leading to inability to get necessary school materials such as school uniforms, school fees, exercise books, bus fare, text books and other school needs. Economic hardship results into other problems like poor nutrition and health problems, leading to failure to attend school. Financial conditions required some adolescents to work part-time. These burdens resulted in children from single-parent households having greater levels of absenteeism, tardiness and truancy in school. There are many factors at school and at home which contribute to poor academic performance of pupils from single-parent families. Such factors include truancy possibly due to lack of school fees and school requirements; health problems associated with poor nutrition; poor concentration in lessons associated with lack of needs; and possible poor image and mistreatment in school which make them fail to pay attention to their teachers. They also lack guidance and follow-up from parents, because many single-parents use most of their time to look for home needs. Young min and Yuanzhang (2002) argue that parental divorce or separation has a bearing on youths' academic performance and educational expectations.(MRINDE, 2014)

In general, the literature suggests that single parents' children are facing many challenges in their lives. The challenges are such as economic hardship which leads them to miss school requirements, also others are to drop out from school, to lack discipline, to engage in drugs and alcohol abuse, poor attendance at school, sexual activity and teen pregnancy and poor academic performance due to lack of parental involvement in their studies.(MRINDE, 2014)

CHAPTER THREE

3.THE RESEARCH DESIGN AND METHODOLGY

3.1. Introduction

This chapter presents the methodology for studying learning challenges facing single parent family secondary students in Ethiopian International School, Jeddah. It explains the research approach, area of study, targeted population, sample size, sampling procedure and data collection methods. Also, the chapter presents validity, reliability, ethical consideration and the methods that will be employed in data analysis.

3.2. Research Approach

In this study, qualitative research approach was employed to treat a case study of single parented secondary school students in EIS, Jeddah. Qualitative research approach is concerned with subjective assessment of attitudes, opinions, and behavior. (Kothari, 1997). The qualitative approach calls for comprehensive and elaborative description of events or people necessary to convey the complexity of situations so as to provide the reader with sufficient information for judging researcher's interpretation of phenomenon (Martens, 1998).

Qualitative approach was used to collect comprehensive and elaborative in-depth information on the learning challenges single parented students face in Ethiopian International School, Jeddah. This is due to the fact that the approach allows interaction between the researcher and the participants. Thus, it would make the researcher possible to get firsthand information about the challenges faced by single parent students that hinder them from studying. Triangulation is used (using of more than one method in data collection) to increase credibility of the findings, that means there searcher rely on multiple data collection methods to check the authenticity of the results. (Otlacan, 2010). Though qualitative is flexible it has some weaknesses therefore, the use of triangulation minimized the weaknesses.

3.3. Sources of Data

Primary data are first-hand information tips and responses collected by the researcher from their original sources. They are normally collected through various methods such as interview and

questionnaires (Cohen et al., 2000). In this study primary data was collected from the field as fresh information obtained from interview, and focus group discussion.

Secondary data refer to information which has already been collected and compiled for other purposes. Such sources may consist of encyclopedias, newspapers, books, periodicals and compiled statistical statements and reports. Secondary data are provided by an individual or individuals who may not have themselves directly observed the event, object or condition (Cohen et al., 2000). In this study, such sources includes the students' school records and statistics, and files of examination results, staff meeting files ,black book ,class journals and attendance registers were obtained from the schools under investigation. The secondary data were collected through documentary review.

3.4. Sample and Sampling Techniques

3.4.1. Target Population

A population is any group of individuals, that have one or more characteristics in common and which are of the interest to the researcher (Best and Kahn, 2006). Population for this study was all secondary school students in EIS, Jeddah. The target population for this study involved single-parented secondary school students of grade 9 up to grade 12. This population was targeted because secondary school students are in puberty stage which need financial, love, care, moral and emotional support from both parents, so the challenges of the adolescence stage may overwhelm the effort to their education if these adolescent are not well cared. The researcher realizes the roles and responsibilities of both parents at this stage, their involvement and presence is crucial to upbringing of these youth. Due to this Aggarwal, (1994) asserts that adolescence is a period of rapid revolutionary changes in the individual's physical, mental, moral, spiritual, sexual, and social outlook. It is a period of conflict and complexity.

On the other hand, the researcher involved secondary school teachers who deal with students' day-to-day affairs and are responsible for children's intellectual, social, physical and moral development in schools. Furthermore the principal of the school, supervisor, and unit leaders were also involved because of their roles at school as operational leaders and supervisors of their schools. Therefore they are responsible to ensure that schools are well-managed, teachers and students participate fully in teaching and learning process.

3.4.2. Sample of the Study

Kothari, (2004) defines sample as a specimen or part of the whole drawn to represent the rest. In other words sample refers to a set of participants selected from a larger population for the purpose of research. Samples are always subsets or small parts of the total number that could be studied (Kombo and Tromp, 2006). The sample for this study was drawn from the Ethiopian International School, Jeddah. The sample comprised of 40 participants of whom 13 were secondary school single parent students. (one single parent secondary school student from each section), 13 single parents, one principal, 10 secondary school teachers, and two board members were included in the study as indicated in Table 3.1.

Two FGD were also selected in which the groups consist of 07 teachers and 06 teachers each.

Table 1. Sample Composition of the Study Participants

Category of Participants	Frequency
Students	13
Parents	13
Teachers	10
Head of School (Principal)	1
Board Members	3
Total	40

3.4.3. Sampling Techniques

Sampling is the act, process or technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population (Kombo and Tromp, 2006). The study mainly employed purposive sampling technique.

Stratified random sampling is a modification of either simple random or systematic sampling in which the population is first divided into homogeneous subgroups. Those subgroups were grade

levels and sections: 9(A-D),10(A-D), 11(A-C) and 12(A&B). This technique was used to ensure that an adequate number of subjects are selected from different groups. Next, subjects were selected from each subgroup, using simple random procedures, rather than from the population as a whole.

Simple random sampling technique is also known as chance sampling or probability sampling where each and every item has equal chance to take part in a study (Huberman and Miles, 2002). The technique was used to enable each individual in the targeted population to have an equal chance of being included into the sample. The technique was deployed to obtain a sample of 13 single parent students (one student from each section of grade 9 to 12). This was done by putting the names of single parent students in each class in a hat and drawing one out of the sample. Simple random sampling was also used to obtain 13 parent respondents. This was done by taking the list of single parents of secondary school students and drawing 13 out of the total population. This was also done for the selection of secondary school teachers. Purposive sampling, deliberate sampling or judgmental sampling involves deliberate or purposive selection of particular units of the universe for constituting a sample which represents the universe (Kothari, 2004). Purposive sampling in this study was used targeting single parented students and their parents and also to select secondary school teachers, the head of the school, unit leaders and board members.

3.5 Data Collection Tools

Data collection refers to the process of obtaining evidence in a systematic way to ascertain answers to the research problem (Cohen, Manion and Marrison, 2000). There are several methods of collecting data, which depend on the nature of the research. This study adopted a combination of research techniques to generate relevant data. The instruments that were employed include interview schedules, focus group discussion and documentary review.

Triangulation was used in data collection as a practical check to judge the credibility of what the researcher has been told by participants. The major source of data was interview. The technique was complimented with focus group discussion and document analysis.

Normally it is not easy through interview to know if the respondent is telling the truth especially when the interview concerns sensitive matters such as emotions, feelings and experiences of the participants. There is no absolute way of verifying what someone tells about her / his thoughts

and feelings. Researchers are not mind readers. Despite the fact that it is difficult still there are some practical checks researchers can make to judge the credibility of what they have been told. Such a move can help the researcher to avoid being easily tricked and trapped into false belief, of accepting all that he or she is told at face value. Therefore in order to avoid this, researcher collaborated with other sources of information such as focus group discussion, and documentary analysis as they can provide some back up for the content of interview.

3.5.1. Interview

An interview is a scheduled set of questions administered through verbal communication in face-to-face relationship between a researcher and the respondents (Kothari, 2004). Interview is a face-to-face version of questionnaire but there is one thing the interview can do which the questionnaire cannot, that is to ask the question “why”. The researcher gets opportunity to probe in depth questions “why” and “how” therefore ambiguity is cleared out. In this study, interview was used in order to allow collection of rich qualitative data due to their flexibility, being focused, and time effective. Semi-structured interview was used to elicit participants’ opinions and perceptions of the learning challenges single-parented secondary school students face and how they affect the students’ education, as well as to find out possible solutions to the challenges identified. Sometimes the researcher had to use open ended interview in order to get inner information where semi-structured interviews could not probe to get in depth data needed.

The major advantage of semi-structured interview is to help a researcher to make use of the limited time available for interviewing different people systematically. Though the main approach was semi-structured interview, it was necessary to combine it with open-ended interview as it provided the researcher with opportunity to ask broad questions. Also it provided high degree of objectivity probing and clarification and a chance to hear views from all selected participants. Both English and Amharic, were used during interview in order to easy communication. That is to say for those who did not feel comfortable with English, Amharic was used.

3.5.2. Document Analysis

Milles and Huberman (1996) define document analysis as a process of reading various extracts found in the offices or places dealing with or associated with the issues related to what the

researcher is investigating. In this study documentary review was used in conjunction with interview in order to generate data and supplement the data that cannot be obtained through interview only. The researcher used the data from the school's administration office such as attendance registers, staff meeting minutes and annual examinations' records and black list books. These documents were used to gather information regarding the challenges single-parented students face in attaining secondary schools education, the effect of those challenges and also solution or minimization of those challenges to single parent secondary school students. Furthermore, the documents search guide was employed to supplement information and to check the authenticity of the data obtained through other data collection techniques.

3.5.3. Focus Group Discussion

Kombo and Tromp, (2006) define focus group discussion as a special type of group in terms of its purpose, size, composition and procedures. A focus group is usually composed of 6-8 individuals who share certain characteristics, which are relevant for the study. The researcher carefully planned and designed a discussion which enabled the participants to give information about the topic or area of interest. It is considered to be useful method for collecting information through an organized discussion. The focus relied on the discussion among participants about the topic presented.

Focus group discussion in this study involved thirteen secondary school teachers in two groups (6 and 7 members each). Focus group discussion was used so as to produce a lot of information quickly as it is good for identifying and exploring beliefs, ideas, or opinions which sometimes cannot be obtained from interview. Hence the discussion focused on the learning challenges single parent students face in secondary school, the effects of those challenges on their education and the solution or how to minimize those challenges.

3.6. Validation of Instruments

Validity is defined as the extent to which scores on a test or responses to question items enable one to make meaningful and appropriate interpretations (Ary et al., 2010). Golafshani (2003) also adds that validity is the degree to which our test or other measuring device approximates what we intended to measure. Huberman and Miles (2002) explain reliability as referring to whether the process of study is consistent, reasonable overtime and across researchers.

Before conducting the study, the researcher conducted a pilot study in order to test the validity of the instruments developed for the study. In trying out the exercise, a research interview was administered to secondary school students from single-parent families and secondary school teachers. The results enabled the researcher to modify instruments in order to make them appropriate for collecting valid and reliable data. Furthermore the instruments were re-examined by some fellow MA students. Then the instruments were presented to the research supervisor for further comments and improvements. Therefore necessary adjustments were made before the instruments were administered to the participants.

Furthermore, in order to enhance validity of collected data the researcher used triangulation, whereby the researcher relied on multiple data collection instruments namely, interviews, documentary analysis, and focus group discussion. So the data collected using interviews were counterchecked by document reviews and focus group discussion and vice versa. During field study the researcher had opportunity to clarify the questions to participants which helped them to answer the questions at the best of their knowledge. Therefore in that way, validity of collected information from the field was improved.

3.7. Methods of Data Analysis

Data analysis involves organizing data in ways that allow researchers to see patterns, identify themes, discover relationships, develop expectations, and make interpretations, mount critiques or generate theories. (Hatch, 2002 Bogdan & Biklen, (1992) explain data analysis as a systematic process involving working with data, organizing and breaking them into manageable units. Also it is a process of synthesizing data, searching for patterns, discovering what is important as well as what is to be learned and deciding what to tell others. Data analysis is necessary because it enables the researcher to summarize, categorize and organize the collected data in such a way that it is possible to adequately answer the research questions.

Qualitative research data that were obtained in this study was analyzed thematically. Themes refer to topics or major subjects that come up in discussions. This form of analysis categorizes related topics. In using this form of analysis major concepts or themes are identified. (Kombo and Tromp, 2006).

In this study, data analysis was ongoing process which began in the pre-field work phase. The initial analysis of data during data collection yielded immediate insights in the field. Analysis continued during fieldwork and post fieldwork phases. During analysis the following steps were taken, namely each recorded interview was transcribed and was labeled according to the date when it was collected, and then transcripts were read over carefully to correct any grammatical errors and get sense of totality of data.

Lastly, data analysis involved sorting and examining data assembled under specific categories in search for main themes. Themes were described and analyzed in light of issues raised in the literature review. At this stage, large amount of unorganized data were reduced into manageable and analytical meaningful body of data. Reduction is a logical part of data analysis in a qualitative research because processing large amount is difficult and time consuming (Miles and Huberman, 1996)

3.8. Ethical Considerations

The participants were assured that the data collected was to be used for research purposes only. All respondents' identities would be kept confidential. The study ensured that parents of the selected students granted permission to allow their children to respond to the interview since some of the students had not reached the legal age of eighteen (18) years. All respondents were encouraged to be honest as they were protected from any harm, there was informed consent at individual level, right to privacy and also they had a right to withdraw. There was a great concern from the side of the researcher to avoid questions of deception during the entire data collection process.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1. Introduction

This chapter presents the findings of the study on the learning challenges that the Ethiopian International Secondary School single parented students face and the effects of those challenges on their learning. The research was guided by three specific objectives and those were: first, to find out the status of learning of secondary school students with single parents in EIS, Jeddah; to investigate the major challenges encountered by single parented secondary school students; and third, to explore the effects of those challenges on students' learning. Hence the following presentation provides accounts to the participants' (especially single parented students) life practices as students. Their accounts emerged from long interviews lasting for one and half to two hours told from students' own perspectives. These accounts are presented in a narrative form. The reason behind is to make a reader to get a first- hand information (real words of a participant). The accounts are structured around questions that guided the interview though they constitute single parented students' stories as they told them. The researcher could not write them all. Data presentation was selective. It was not possible to present all stories. Stake, (1995) asserts that although many researchers would like to tell the whole story, choice is inevitable. So selection was done and decision was made on how much to tell others according to the purpose of the study. Though the central focus in the following discussion is principally focused on single parent students, the comments from teachers and the school principal who are dealing with day-to-day affairs of single parent students at school were also included in this chapter. Comments from single parents were also included to examine their home environment and the supports that could be provided to the single parented students. Information from board members of the school was also considered. Further the researcher used data obtained from documents' review such as attendance registers, staff meeting minutes, discipline committee minutes, academic record books or files and black list documents which were used in order to authenticate the data obtained.

On the other hand the names of participants in this study are not used due to research ethics. This was to ensure confidentiality as the study was probing to inner feelings of single parented

students and participants. It should be noted that single parent students contacted during the study were just a small fraction of all single parent students in EIS, Jeddah. Therefore their comments cannot be taken as representative of all secondary school single parent students in the school rather it is just an indicative picture of the larger picture. The central focus was grade 9 up to 12 secondary school single parent students, though parents, teachers, head of the school and board member were also included. During interview sessions the researcher created lovely and friendly relationship which enabled single parent students to be open and explain what they face without any fear.

4.2. Background characteristics of respondents

This section illustrates the characteristics of the informants (respondents) in figures and percentages.

Table 2. Interview reply rate

Population category	sample	Reply	Reply rate(%)
Students	13	13	100%
Parents	13	9	69.2%
Teachers	10	8	80%
Principal	1	1	100%
SBOD	3	3	100%
Total	40	34	85%

As indicated in the above table the selected parents were 13 but only 9 of them were willing to attend the interview. And 10 teachers were selected but only 8 of them attended the interview due to some inconveniences. Totally out of the selected 40 respondents 34 of them attended the interview which accounts for 85%.

Table 3. Respondents distribution by sex

Item	Respondents	Students		Parents		Teachers		Principal		SBOD		Total	
		freq	%	freq	%	freq	%	Freq	%	freq	%	freq	%
Gender	Male	6	46.2%	-	-	6	75%	1	100%	3	100%	16	47.1%
	Female	7	53.8%	9	100%	2	25%	-	-	-	-	18	52.9%
	Total	13	100%	9	100%	10	100%	1	100%	2	100%	34	100%

Table 3 indicates that the number of male respondents is almost the same as the number of female respondents.

Table 4 Respondents distribution by Age

Item	Respondents	Students		Parents		Teachers		Principle		SBOD		Total	
		freq	%	freq	%	freq	%	Fre q	%	freq	%	freq	%
Age	15-20	8	61.5%									8	23.5%
	21-25	5	38.5%									5	14.7%
	26-30												
	31-40			1	11.1%	6	75%					7	20.6%
	41-50			6	66.7%					1	33.3%	7	20.6%
	51 & above			2	22.2%	2	25%	1	100%	2	66.7%	7	20.6%
	Total	13	100 %	9	100%	8	100%	1	100%	3	100%	34	100%

As shown on the above table the set of informants covered different age groups which might assure the representation of the population.

Table 5 Distribution of respondents by educational level/qualification

Item	Respondents	Parents		Teachers		Principal		SBOD		Total	
		freq	%	freq	%	freq	%	freq	%	freq	%
Educational level	Less than Grade 10	5	55.6%							5	23.8%
	10 th or 12 th complete	4	44.4%					1	33.3%	5	23.8%
	Certificate							1	33.3%	1	4.8 %
	Diploma			1	12.5%					1	4.8 %
	Degree (BA/BSC)			6	75 %			1	33.3%	7	33.3%
	(MA/MSC)			1	12.5%	1	100%			2	9.5%
	Total	9	100%	10	100%	1	100%	3	100%	21	100%

Table 5 indicates the educational level of the respondents. Concerning the single parents their educational level didn't exceed more than completion of high school. Most teacher respondents were first degree holders. Members of the SBOD came from different educational back ground as required by the MOE of the K.S.A.

Table 6. Respondents distribution by years of experience in The school

Item	Respondents	Teachers		Principal		Total	
		freq	%	freq	%	freq	%
Years of experience	< 1 year						
	1-5 years	1	10%			1	9.1%
	6-10 years	8	80%			8	72.7%
	11-15 years	1	10%			1	9.1 %
	16-20 years			1	100%	1	9.1 %
	Total	10	100%	1	9.1%	11	100%

As shown on the above table the selection of staff members participated in the study as respondents has included from the smallest to the highest years of experience. In fact most of the teacher respondents are those who have 6-10 years of experience.

4.3. Challenges Encountered by Single Parented Secondary School Students in EIS, Jeddah

While investigating learning challenges that faced single parented secondary school students of EIS, Jeddah through interview, focus group discussion and document analysis the study came out with four issues:

- Economic hardship
- Lack of parental care
- Lack of convenient conditions for learning
- Socialization
- Lack of guidance and counseling

(i) Economic hardship

When asked about financial support that they got from their parents, the single parented students reported that their parents did not have reliable source of income to meet their school requirements such as school fees, and other school contributions, stationery, bus fare and even pocket money on time, therefore single parent students were expelled by the school administration to bring fees which the single parent did not have. Out of thirteen single parent students who were interviewed, twelve of them were observed that economic hardship became the major hindrance of their schooling, hence poor school attendance resulting to poor academic performance. On this, one of the single parented students during interview said:

Last semester I stayed at home for a month waiting for school fees, my mother does not have reliable source of income. She is a house maid working in a Saudi family. Her earning was not sufficient to cover the expenditures of our family. We are 5 children who depend on her for schooling, food, clothing, bus fare, house rent, expenditures related to residential permits(Iqama) ...etc. At the beginning of

this academic year my mother asked the school's board of directors' financial support for our school fee. I and my siblings stayed at home and finally the board made my three siblings free of school fee. (Student-B interviewed on March 27)

From the above interview it is understood that economic status of the mother became a great learning challenge for her children. They remained at home until the SBOD decided to make three of them free from school fee.

On the same issue another single parented student commented that her mother cannot afford not only the payment of school fees but also other requirements such as books, uniforms, and even bus fare as result she has the highest rate of absenteeism.

The student narrated:

We are four children living with our mother who works as a janitor in a private polyclinic. She is also sick, sometimes she can't be able to do that business due to her sickness; therefore it is very difficult to get school fees, uniforms and also pocket money. This year her friend bought me school uniforms. When I fail to attend school because of the missing bus fare my friend's father assist me. But sometimes I feel bad always to be a beggar to those people. I don't feel good. Hence sometimes I decide to stay at home waiting for my mother's assistance.(Student-L interviewed on March 25)

The student clearly noted that the income of her mother couldn't cover the different expenditures and their needs. School uniform and bus fare was covered by other people which shows that there is shortage or lack of school requirements. The student also expressed her bad feelings that made her to stay at home instead of asking others' help.

The student clearly noted that because of the presence of economic hardship in the family this single parented student required help from other people and it made her unhappy and feel uncomfortable and ashamed. This makes her stay at home. In this case the mother has ill health and four children to take care of; this may result into a prolonged absenteeism. As a result a student may lose confidence and decide to drop out of school. During interview session this comment about economic hardship was common among 12 single parented students out of 13

who were interviewed, which means that about 92% of the single parented students who were interviewed were living in families having low financial income.

A grade 12 girl told the researcher that she and her sibling could attend full periods only two days per week. The rest three days they only learn till the break time and leave the school for work due to poor economic situation at home. Her mother who is a widow could not afford the school requirements and other expenditures. Hence, they supported their mother to earn the living for the family. In her words she narrated:

I am the second born in the family. Our father died when I was six years old. We live with our mother who does not have a reliable source of income. This academic year I and my younger sister have got permission to go out of school and work starting from 11a.m. Due to my family's poor economic situation, I don't choose any type of work; sometimes I work in a beauty salon, I sell cosmetics in bazaars, and many times I do manual like kitchen works and cleaning in Saudi family houses. I have to do these to support my mother she could be able to cover the various expenditures of our family and ensure my siblings schooling. Sir, really life became hard for us. I like to be good in my academic performance but what can I do. (Student-A interviewed on March 27,2019).

According to the student's narration her mother doesn't have reliable source of income which led the girl to be involved in doing extra income generating business by missing classes after 11a.m. The girl also expressed that she wants to be good in her academics but she couldn't because the business demands more time on the expense of her time for study.

The narration of the student collaborate with McLanahan and Booth,(1991), and Ferrel,(2009), who has pointed out that children from mother only families are likely to have the highest rate of absenteeism at school, and drop out of school which lead them to poverty, like their mothers. Hence poverty causes many challenges as explained in previous narration of the single parented student. These challenges make students to become the victims of child labor and other risk behavior, as the single parented student said that she works to get money for fees and other

school requirements, and also the story of her younger sister who was engaged in child labor due to the poor economic status of the family.

The comments of single parent students about how poverty is a great challenge to them are not different from the comments that were given by other participants (Heads of schools and teachers) who were interviewed. One of the participants, a teacher, had these to tell us:

“I remember a boy who quit his education due to the economic problem of his mother. Some single parents who failed to pay fees for their children in this school last year they didn’t want to share their problems with school administration they kept it as secret and made their children to suffer. On the other hand some single parented students are not interested in studies due to poor parenting; they have interest in doing petty business with their parents”.(Teacher-C interviewed on April 11, 2019)

According to the argument of the above parent participant, the economic problem of the mother made the boy to leave the school. It also indicates that some single parented students lacked interest in their studies because of the low economic status of their parents. They prefer to be involved in petty businesses instead of attending school. Mugove,(2017) describes such situations as due to poverty, illness or unemployment, most single parent families fail to provide adequate financial and material resources for their children’s learning and development. Likewise, Fraiser (2004), elaborates that poverty can affect the ability of parents to provide consistent supervision and monitoring, adequate family management practices, and a range of social and educational stimulating experiences. Also less income make single parent children to suffer much in getting education resources which make some of them to be the victim of child labour hence they can dropout or have poor performance and fail to achieve their dreams.

A teacher participant told the researcher that he experienced a single parent student who quitted his education to help his mother in her work. The teacher narrated the story:

I know a mother who earns her living by serving in wedding ceremonies during the night time. Since it was difficult for her to be alone during the night her son took the responsibilities of helping and safeguarding her. And because of this

reason he couldn't be able to continue his studies.(Teacher-H interviewed on April 13,2019)

From the above interview it is easy to understand that there were no other options other than terminating himself from school in order to support his mother.

Economic hardship can create other challenges in the academic issues of single parent students and in their life at large. As we have seen life is not friendly, it is full of obstacles to single parented students' education such as serious and moderate poor attendance, dropout out of school, disease and child labor. During focus group discussion teachers' comments did not differ from those which were given during interview sessions. In all interviews the teachers who were contacted during the discussion said that most single parent students have problems in getting all the school requirements on time, this causes disturbances such as to be out of classroom or home due to unpaid debt of school fees and other school contributions.

This goes in line with Centre for Marriage and Families (2005); Domina (2005); Wendy and Kathleen (2003); Henslin (1993); and Demo and Adcock (1996) who maintain that single parent students tend to experience economic and psychological disadvantages which cause them to have higher absentee rate, higher dropout rate, higher rates of stress, depression, anxiety, low self-esteem and premarital sex, these problems reduce their ability to focus on classroom work and achieve the intended goals in school.

Also the single parent students commented that sometimes their parents cannot pay school fees and other contributions on time therefore this made them miss lessons. One of them said during interview:

*Sometimes I can stay home for one to three days because my mother has not paid school fees. Many times I don't come to school because my mother fails to give me money for bus fare. I do suffer much and nobody cares about my problems.
(Student-J interviewed on March 27)*

According to the above student it is clear that his parent does not have the ability to provide him financial requirements such as school fees and bus fare, therefore he was usually forced to be absent for continuous days.

Furthermore single parented students pointed out how they engage themselves in different businesses so as to get some money for the school requirements. One of them said if he had not been doing other business he would have not continued. He said he normally paid the school fees by his own efforts:

I have been participating in business since grade ten. My mother bought me a car on the basis of long term payment and I am giving transport service to my four siblings and also I have other student customers from our school and another Indian school. Sir I have got two advantages from this car. For one thing it enabled my mother to save the money that could expend for my sisters' bus fare and secondly earn money from it for my school fee and other expenditures. My mother is only paying for my young sisters. Hence the burden is reduced for her and I have been able to continue with my studies. Of course this affected my study time and to be late in the morning and to leave school before home time. Even my teachers and the school officials know this issue.(Student-D interviewed on March 30, 2019)

As the statements of the above informant indicate, the economic barriers of the family led the boy to be engaged in transportation business to support the family. As a result he usually misses classes and his study time was affected.

When the researcher asked the single parented students whether they have ever made to be engaged in any work or commercial activities to support their family or to cover their school needs the response was out of 13 students only 2 of them replied that they have never participated in such activities. The study indicated 84.6% of the interviewed single parented students in this study have been involved in work or businesses in order to earn living for their families and get school requirements.

During interview session with the board members three of them forwarded that the major challenge of the single parented students in our school is economic hardship.

As far as the financial status of our school allows us we are exempting these students from school fee. But since the number of students in our school is

*declining we are planning other ways of generating funds to assist such students.
(Interviewed on May 2, 2019)*

Therefore family economic hardship is a big challenge to single parent students as indicated in the findings of this study that it brings about more problems to students in which one of the problems is lack of parental support.

(ii) Lack of Parental Support / Parental Involvement

Among the single parented students interviewed in this study, a significant number of them complained that they lacked parental support, cognitive stimulation and also they suffer from lack of supervision, monitoring and role model hence poor parenting. One of them narrated the story as follows:

My mother was divorced five years ago since then I and my younger brother live with her. She is very busy. She does not have time to talk, to listen or to chat with us. She has no time to guide us and show us what is wrong or right. She also does not help us in our studies. We plan and direct ourselves. Madam in this situation I have to supervise all home activities. So I don't have time to concentrate in studies. I cannot attend regularly as a result I have serious problems in my studies. (Student-K interviewed on April 1, 2019)

The single parented girl statements indicate that the mother doesn't have time to monitor and supervise her children. Home activities became the responsibilities of the girl resulting lack of time to concentrate on her studies and also she cannot attend school regularly. Lack of parental care was also observed.

Mrinde, (2018) in his research concerning single parented students cited Center for Marriage and family, (2005) to elaborate the importance of parental care and support as children's needs go beyond the money and gifts parents give them; it includes guidance and counseling, love, and joys the parents express for their children. In the absence of those items children experience higher rate of stress, depression anxiety and low self-esteem during the teenage years. These problems can significantly reduce their ability to focus on classroom work and to achievement in school. (Centre for Marriage and family, 2005).

Also Lee and Kushner, (2008) these studies revealed that fathers being breadwinners spent a lot of time away from home in search for money which makes them at times unable to provide adequately much needed moral, scholarly and emotional support to their children at home. So children need the whole package to namely economic support, social guidance and parental love in order to be good attendees at school and thus to concentrate in their learning activities.

Teacher participants' comments on the issue of parental care did not differ from single parented students' comments. All heads of schools and teachers from the sampled schools explained that single parent students lack parental care, social guidance, monitoring and supervision and also parental love. One participant narrated that; parental care is very important because parents are the one who can destroy or mould children, as indicated in the narration of the participant, how lack of proper care caused destruction to the girl and failure to attain secondary education.

A student informant narrated:

My mother is working in her sponsor's house as a cook. I and my elder sister live alone. My mother has one day leave every fifteen days. She only supports us financially.(Student-G interviewed on April 01, 2019)

From the above narration one can deduce that such single parented students lack important aspect of family life like parental protection, care, love, guidance, monitoring and supervision which can affect the learning of the children. Kapuwa, (2015) elaborated this, "In most situations, the child will no longer have two parents to depend on. Therefore, they will have to rely on one parent to meet most, if not all their needs. With limited finances, time and availability, such single parents will be less likely to provide the adequate support a child needs to perform to the best of their ability."(Kapuwa, 2015)

In a focal discussion held with teachers the participants strongly agreed that parental involvement of single parents was very weak mainly due to their busy schedule to win the breads of the family members. They told the researcher that most of such parents do not follow the academic progress of their children, their contact with the school personals(teachers, administration staff, unit leaders,...etc.) was poor. As a matter of fact among the parents of the interviewed students no one has been served as PTA or SBOD committee member.

(iii) Lack of convenient conditions for learning

It is known that for a student learn effectively when the conditions for learning are convenient at home and in the school as well.

When interviewed one parent described her home conditions as follows:

Because of the economic problem I have, I share one room with my son. This created inconvenience in his study. He tries to complete everything at school. (Parent-B interviewed on April 29, 2019)

The interviewed mother tells us that she couldn't rent a convenient house that would enable her son to have a separate room. This hindered her son to have a convenient home environment for learning.

Another parent commented on the same issue as follows:

I couldn't buy a computer for my daughter and also I didn't provide her with internet access. Teachers do not understand our problem. They give a lot of things to be done using computer to our children. But from where can we bring these all. Even the money I earn is not sufficient for our basic expenditures. (Parent-A interviewed on April 29, 2019)

From the interviewed single parent, one can judge that the economic problem of the mother couldn't enable her to fulfill necessary school requirements for her daughter.

(iv) Psychosocial challenges

Single parented students in this study experienced psychological problems associated with the reconfiguration of the family, economic instability, loneliness, stress, and adjustment to work.

A single mother informant expressed her feelings as follows:

When I thought about my children future I am very worried .I do not have sufficient money to deposit for my children. Even no one will support them when I die. (Parent-E interviewed on April 29)

Besides the single mother's psychological stress, children of single mothers also exhibited low self-esteem. This worry about the future of their children was also expressed by other two parents during interview session: parent-F and parent-H.

One single parent student expressed his feelings as follows:

I do not have a father and I live with my single mother but I told my friends that I have a father living in Ethiopia because I do not want to lose their respect and I want to have more friends. (Student-F interviewed on April 2)

Feeling of lonely is another psychological problem of both single mothers and children of single mothers. One single parent girl told me about her mother's worries as follows:

...having financial difficulties, trying to find work ... and just living became very difficult to my mother. She has no one to share her problems even she doesn't want to discuss with me because she always considers me as akid.(Student-I interviewed on April 01, 2019)

Sometimes when the single parent students observe stress of their single parents, they will be exposed to stress themselves.

On the issue of socialization according to gender and role model, single parent students pointed out that they are not comfortable being with only one parent because there are issues that a child learn from the same sex parent. Some issues a boy cannot tell her mother likewise a girl cannot share with her father. These bring inner conflict within the children.

According to Vassar (2002), the family has to carry out its duties and responsibilities as the principal educator and supervisor of morals and character. In that regard, if the family is headed by a single parent it is often so very difficult for the single parent to provide the required children nurturing as per expected moral standards of the particular society due to reasons beyond his or her biological make-up. In most African culture there is a well-marked social distance between parents of one sex and children of the opposite sex, such as that of father and daughter. In that way, father-headed families will find fathers being unable to either nurture, counsel or guide their daughters into the best societal accepted characters. As a result of family structure and gender roles of single parents being inappropriate, they lead to problems such as psychological

distress in the children. Thus, this situation at the end may affect the children's effectiveness in school activities.(Kaziyareli, 2011)

Numerous studies have found links between the quality of the parents' relationship and positive outcomes for children and families (Amato, 2005). One of these positive outcomes is assertive life skills of elementary age children that indicated in this study. Assertiveness is very important for all age of people. Assertive living is seeing equality in relations, without unnecessary anxieties, protecting our benefits, expressing our feelings, ideas honestly and being aware of other people's rights (Alberti & Emmons, 1998). For example, children living in single-parent and/or low-income households are more likely to exhibit problem behaviors and depressive symptoms and are less likely to display social competence than are children who grow up in more fortunate circumstances (Moore, et al., 2006). Most common problems seen in single parent families' children are depression, stress, loneliness, aggression, compliance, smoke, alcohol, narcotics (Herwing, et al., 2004; Jackson, 2000).(Usaki, 2013)

The family is the first agent of socialization, thus parents are the first role models of the child, meaning that a child's character and behavior may be shaped by the family background (Bysenk & Locksoh, 2011). In a single parent family it can be quite a challenge with respect to monitoring and getting involved fully in the academic progress of the child. Lankard (1995) argued that a parent who does not involve himself or herself in the learning activities of their child contributes a lot to the destruction of motivation and the ability of their children as a result of neglect and indifference to their achievement.

Concerning the social problems of single parent students the principal of the school narrated in the following way during an interview session carried out with the researcher:

In my long existence as a director in this school I could see students coming from broken family losing successful social life at the school; never show mutual love, lack respect for their teachers and their classmates, lack attention on their academic studies. Loneliness is their major character and less assertive.(An interview with the principal on April 15, 2019)

The narration of the director goes with the description given by Usaki, 2013 in his study concerning the behavioral tendencies of single parent students. Single parent students are

aggressive and this leads them to fight with other people or due to the submissiveness they lack to cope with protecting themselves. Loneliness is one of other problems that single parent children deal with (Cooney et al., 1986; Herwing, et al., 2004; Jackson, 2000). Aggressive or submissive children have less or no social skills. Coming from single parent causes children behave aggressively or submissively which makes the children lonely.

(v)Lack of Guidance and Counseling

All participants from all types pointed out parental guidance and counseling is important in order to mold children's behaviors and cognitive stimulation. Single parent students lack role models as well as guidance and counseling from their parents. The absence of one parent income cause the remaining parent to use most of his/her time looking for home needs and make the children lack guidance and counseling. This was pointed out as one among the challenges of single parent students. One participant among the teachers of school had these to say:

Most single parent students' parents are so busy in earning their living therefore they cannot get time to guide and counsel their children. Frequently I faced parents who couldn't come to school when summoned their parents for discussion about their children's academic progress, behavior and other relevant issues to their education. This year one boy troubled the unit leaders when asked to cut his hair in accordance to the school's code of ethics. When the school asked to bring his parent he told us that his mother would never come because she works and leaves in her sponsor's house and that it was difficult for her to get permission from her work place. He told me that there is no one to guide and counsel him on what is wrong or right. He said that he do what he want to do as his feelings guided him, (Teacher-G interviewed on April 15, 2019)

According to the teacher respondent, the boy doesn't have any communication with his mother because she is not available at home it is obvious that this boy lacks many important things such as parental care, love, protection; and monitoring & supervision. Above all he lacked home guidance and counseling.

This means that single parent students lack guidance and counseling, supervision and monitoring. These cause them to lack emotional support as well as cognitive stimulation. Their

parents do not have time to make follow up of their behaviors and school progress. That's why even when the single parented student misbehave at school and teachers need to see his/her parent for discussion about the child's behavior, they do not have time for that and sometimes that single parent does not know whether the child is attending school or not. They are less involved with their children's academics progress. Domina, (2005), maintains that the effect of parental involvements in children have been linked to both negative and positive influence. Parental involvements prevent behavior problems. So whenever parents are less involved with their children these children are involved themselves in bad behaviors such as use of abusive language, drug abuse and alcohol.

In a FGD session held with some teachers they emphasized the absence of Guidance and Counseling Service in the school cause the EIS, Jeddah students in general and single parent students in particular to lack emotional support and emotional stimulation. The aims of the guidance and counseling service are similar to the purposes of education in general—to assist the student in fulfilling their basic physiological needs, understanding themselves and acceptance of others, developing associations with peers, balancing between permissiveness and controls in the educational setting, realizing successful achievement, and providing opportunities to gain independence (Heyden,2011). (Lunenburg, 2010)

Moreover, documentary review that was done revealed that many single parent students were marked absent at the beginning of the term and some of the absentees' continued throughout the term. Those data were taken from the attendance register. Furthermore there were no counseling services carried out by professionals in the school except those that are often done by some class room teachers. Therefore these suggest that misbehavior and poor attendances are among the problems encountered by single parent students which are the product of economic hardship, poor monitoring and supervision, and lack of guidance and counseling at home.

Therefore in this study the researcher find out that single parent students in secondary school are facing some challenges and those challenges affect much their education attainment as well as social and psychological well-being of these youth. The challenges that were pointed out by the single parented students themselves are such as poor economic condition of their families which make them to have poor attendance, poor performance, health problems, to be the victims of child labor and dropout of school. The other challenges that associated with those are lack of

parental care and/or role model, lack of supervision and monitoring, lack of guidance and counseling, and lack of cognitive stimulation. Apart from challenges encountered by single parent students, the effects of those challenges are presented as follow by single parent students and other participants.

4.4. The Effects of the Challenges on Secondary School Single Parented Students' learning

The challenges that are encountered by single parent students have different effects on their education attainment. Through interview, focus group discussion and documentary review the effects of the challenges were noted by the researcher. The effects that were obtained in the field work are not only multiple but also complex, as no one effect can stand alone without being connected with the other. Those effects are: (i) Poor attendance (ii) Lack of convenient conditions for learning (iii) Poor academic performance (iv) Drop out of school (v) Bad behaviors and (vi) Drug use

This findings collaborate with Mclanahan and Booth (1991), Wendy and Kathleen, (2003), Ferrell, (2009) who found that children from single parent families tend to have poorer academic achievement; are likely to have higher absenteeism rate at school; to drop out of school; to marry early and to have children at tender age; to commit delinquent act such as drug and alcohol usage,

(i) Poor attendance

Through review of documents, it was revealed that single parented students have poorer attendance. Attendance registers proved this without doubt. For example in six sampled classes of grade 9 and 10 the researcher noted that, out of 11 students who were frequently absent 8 of them were single parented students. When the researcher asked teacher respondents as to why these single parent students were missing school, one participant argued:

Many of single parent students face economic hardship in their families especially those from single mother so they miss school requirements such as fees and bus fare. I know a number of single parented students are engaged in temporary works to support their families. Economic hardship affects much the academic

progress of these students and the effect is greater as they miss school several times due to those challenges.(Teacher-E interviewed on April 24, 2019)

The teacher informant described the issue as he knows a number of single parent students are engaged in temporary works so as to support their families financially as well as to fulfill their school requirements. They miss classes because of their involvement in extra works out of their studies.

R.Ferrell (2009) on his study concerning the effects of the challenges single parented students face in the course of their learning, he noted that “On average, the single-parent households had a higher number of absences, tardies, and suspensions than two-parent households.”

This means poor attendance being the effect of the challenge economic hardship to single parented students as explained by this participant goes beyond anybody expectations because if a school aged girl or boy could not attend school now the question is what did this student do during school hours? So far the answer is that something else will be done by this student to fill that gap and from there the child will change emotionally, psychologically, and physically. This is due to the fact that being at home during class hours the boy or girl will meet other children of different behaviors who do not attend school due to different reasons such as some have being expelled, some have dropped out of school others all these are read to influence the truant boy or girl change his/her attitude of schooling completely.

Furthermore, even those who face economic hardship and opt to engage in child labor instead of coming to school as explained previously are at the same risk of being destroyed completely because they perform those work with young and elders of different life perspectives and different behaviors obviously the environment in those working area will influence the truant single parent students will be destroyed and future life at large.

The participants also explained to the researcher that apart from poor attendance due to economic hardship some single parented students do not attend because of lack of monitoring and supervision this is what one teacher told the researcher;

The participants also explained to the researcher that apart from poor attendance due to economic hardship some single parented students do not attend because of lack of monitoring and supervision this is what one teacher told the researcher;

In my class, there was one student who does not attend because of lack of supervision and monitoring at home. Nobody makes follow-up if the boy goes to school or not. One day I approached him to know the cause for his frequent absenteeism. He frankly spoke out the fact. He told me that when my mom leaves early in the morning for work I will switch off my mobile phone and sleep so as the driver will go when there is no reply for his call.(Teacher-A interviewed on April 22, 2019)

From the above argument of the teacher informant the single parented student is poor in his attendance because he lost interest in his studies as a result of lack of monitoring and supervision.

On the same issue another student reported:

Life changed a lot after the death of our beloved father. Now I do manual work to support my mother, surely I am among the truant and those with poor academic performance in this school. I attend school twice or thrice per week.(Student-E interviewed on April 15)

Poor attendance and truancy were observed in the above respondent because the boy was engaged in doing manual work to support his mother. He also confessed that he is one of the students with poor academic performance.

Teacher respondents also witnessed that this type of problem in such category of student population is commonly observed in the school in fact because of low economic status of single parented students.

Other participants (Single parent students, teachers and single parents) who were interviewed all explained that the challenges that single parent students are facing have got great impact to their schooling as attendance of the child at school is directly related to the situation at home. This collaborate with the US Department of Justice Report which argue that Family factors such as

lack of guidance or parental supervision, domestic violence, poverty, and lack of awareness of attendance law are the source of excessive absenteeism (US Department of Justice, 2001) as Mrinde (2014) noted in his research findings.

The findings of this study therefore proved without doubt that family factors such as economic factors and poor supervision affected single parent students' attendance. Therefore this is very dangerous to their education as many of these will end up either failing academically or dropping out of school. Dekalb, (1999), Flanagan & Murray, (2002) have indicated that the amount of time actually spent in the classroom is directly related to student's access to education that is to say a student who is not attending school will fail to attain secondary education. So family factors such as economic factors are the causes of students' absenteeism and it greatly affects single parent students' education attainment. The findings collaborate with (Rothman, 2001: U S, Department of Justice, 2001: Davidson, 2002; Applegate, 2003) that linked students' socio-economic factors with students' poor attendance. The views of single parented students on how the challenges affected their attendance were not different from the data that were obtained through documentary review. So far single parented students explained how they could not manage to attend school because of the challenges that they face at their home and also how poor attendance affected their academic progress.

Therefore the challenges that single parent student face at home can cause many effects to academics of that child poor attendance being one of them. These collaborate with the findings of DeKalb, (1999); Rothman, (2001) and U S Department of education,(2001)who assert that students must be present in school in order to benefit from the academic programs but the problem of irregularity in attendance is a problem that extends beyond the school and it affects the student, the families and community.

(iii) Poor academic performance

Furthermore, poor academic performance is another effect to single parented student that is brought about by the challenges encountered in attaining secondary school education. The effect was pointed out by most of the participants during field study. Actually there are many factors at school and at home which contribute to poor performance of single parented student; those are truancy due to lack of school fees and other requirements; poor concentration in classroom due

to lack of needs; poor image and poor treatments in school which make them fail to pay attention to their teachers; and lack guidance and counseling as well as follow-up from their parents which make them not to be serious in their studies. All these were noted through interview, focus group discussion and documentary review.

Single parent students who were interviewed complained that they are not performing well, the comments from the head of the school and teachers were the same as those of single parented students. Starting with single parent students it was revealed that academic performance was affected by lack of follow-up and guidance from single parent, one of the single parented student (a boy) who lived with his mother (a divorced mother after the deportation of her husband from Saudi Arabia) was not having good academic performance. She provided him every school requirement and basic needs that she could need yet the boy pointed out that he missed something which to him is very essential so he could not concentrate in class. The single parented student argued:

It is true that my mother is not as such economically worse but my young sister and I am not happy, sometimes we thought that she didn't love us. I wish we would have a father with us who could show love to us. Our mother is over busy. She can't sit and talk to us. She does not ask our progress at school. She cannot even collect academic report forms from school. She is always busy travelling for the welfare of her business. Several times we are alone at home as if we don't have a parent, I can't concentrate in class. I am supervising the home, sometimes I don't feel like going to school hence I always get low marks.(Student-C interviewed on April 03, 2019)

According to the statements of the interviewed, student the mother is over busy that she couldn't sit and talk to them which implies that they lack parental care. Even they felt that she never loves them and they feel the absence of their father and this indicates that these single parented students are affected emotionally and psychologically. She also confessed that she can't concentrate in class and scoring low marks because she has additional task to supervise the home. In other words it means she doesn't have enough time to her study.

The above argument collaborates with Lekan (n.d) who found that the environment at home is a primary socialization agent and influences a child's interest in school and aspiration for the future.

A greater number of students were not given adequate assistance on scholarly work at home when doing academic preparations. The students clarified in the interviews, furthermore that, their single parents spent less time and energy to nurture and supervise them on their academic undertakings when at home. They also indicated that their single parents were pre-occupied with other family responsibilities like search for family's income. This assertion was approved by single parents themselves during their interview sessions with the researcher. When responding to the interview questions one single parent was quoted saying that:

*... I spend much of my day time at the house of my employees in order to earn my family income. In that way, I do not have enough time to sit with my son at home after class hours and assist him with his school work. Besides I am a primary school leaver, so I do not have skills on how to help him on school assignments...
(Parent-D interviewed on April 26, 2019)*

Thus, this situation of having little or sometimes no academic support that students from single parenthood experienced from their single-parents had little if any impact in improving their academic performance at school. If such students had good performance in their studies it could have resulted from their intrinsic motivation that they acquired as a result of their determination to be successful in their studies in order to overcome future life difficulties.

Current research by Fan and Chen (2001) suggests that home-based parental involvement is more effective than school-based parental involvement. When we discuss this assertion together with the above findings we see that, as parents involve themselves in helping out their children with school based work like doing homework and/or assignments, reading, encouraging them to like and expend more effort on education activities at home, this engagement to help their children was perceived likely to yield positive results by improving the children's achievement at school. In the contrary, if parents do not help their children adequately with academic work at home, then their assistance doesn't add value to their children's school performance.(Kaziyareli, 2011)

(iv) Dropout of school

Furthermore drop out of school is noted to be the effect of those challenges to single parent students. Many single parents students are becoming the victims of drop out from school due challenges that they face at home and at school.

According to the participants (single parents students and other participants such as Heads of Secondary schools and teachers), single parent students drop out of school due to challenges that they face daily in their lives those are such as economic hardship, lack of monitoring and supervision, poor parenting and parental role models and lack of emotional support. Apart from those who have already dropped out of school there is fear that many single parent students will continue to drop out of school due to the fact that those who have not yet dropped out of school are having the highest rate of absentee and truancy is a common phenomenon to them.

One of the single parent students said this to the researcher:

I don't attend school regularly because our mother can't afford to give us all our needs therefore I have to work so as to get money for our daily life that is to say because of the difficulties that I am facing. I think it is better for me to stop schooling and concentrate on work. (Student-M interviewed on April 3, 2019)

The above opinion of the student indicated that for some students there is no another option rather than stopping their education because of the poor economic status of their parents.

The issue here is that single parent students are not sure of their tomorrow, this is due to economic hardship which they face, they think to drop out of school is a solution. When asked if they know any fellow single parent student(s) who dropped out of school due to economic hardship this is what one of the single parent student answered:

I know two sisters who dropped out of school 2 years ago because of financial problems to settle school fee and both of them decided to work in a children's entertainment mall. By then the elder was grade 9 and the younger was attending grade 8.(Student-H interviewed on April 22,2019)

Furthermore a teacher informant when responding to the same question she said that she can remember a boy who dropped out of school due to poor performance because he was not attending school regularly. This is what she said:

I know a boy who was living with his mother with low income. Many times he could not get school requirements and therefore fail to attend school this caused him to fail national examination since then he has never attended school again".(Teacher-F interviewed on 24th April 2019)

The teacher informant told us that he couldn't get school requirements because his parent's income is too low to cover these expenditures and finally left the school.

Apart from single parent students themselves participants who were interviewed commented that though a good percent of single parent students dropped out of school because of economic hardship there are also others who dropped out of school due to poor monitoring and supervision at their home as some of the single parent are less involved in the education of their children in many cases they do not have time to sit and encourage their children about academics therefore this *affects* single parent students' learning. This is what one parent respondent said:

Currently I knew that my son has problems in his academics with poor attendance when his homeroom teacher called me to come to school and discuss about my son. But I couldn't go to school and I don't have enough time to monitor him at home because most of the time I am in my work place. I thought that my son was attending his classes regularly. But what his teacher told me was a different story. When I revealed this to my son his response was disappointing. He said it is better to stop learning. He tried to convince me that education is not the only way for leading a successful life. (Parent-G interviewed on April 26)

The above argument of the parent shows that lack of monitoring and supervision by parents which leads the student to lack of interest and self-esteem and in turn leads to dropping out. The same argument was expressed by parent-C and parent-I.

In a FGD some teachers said that there are cases where some single parent students have the highest truant rates which at end cause them to drop out of school. Among the participants one teacher informant said:

In this school many single parent students do not attend school regularly due to various reasons at the end they are becoming the victims of dropout, more worse is even when their parents are summoned they don't turn up. For example last year one single parent student who was among the truant dropped out of school despite the efforts done by the school. The parent did not cooperate with school management as she was less involved with the academics of her child.(Teacher-B interviewed on April25, 2019)

According to the above argument dropout of single parent students can be caused by lack of parental involvement of parents in the schooling of their children.

(v)Bad behavior(Disciplinary problem)

On the other hand lack of monitoring, supervision, guidance and counseling and parental care was pointed out by all participants to be the source of bad behaviors to single parent students. The absence of one parent income cause the remaining parent to use most of his/her time looking for home needs and as a result the children start to misbehave at home and at school. One teacher participant who served as a unit-leader had these to say:

We have few cases of single parent students who engaged in misbehavior, in many cases single parents are not ready to turn up for discussion about the behaviors of their children at school. Three years back I remember that we toiled a lot with one single parent student who was very aggressive. Several times he was using abusive language to teachers, thrice he was about to fight with teachers. The boy was suspended twice and finally he was expelled as he had a gang group from inside and outside of the school which created a threat among the school community and besides that there were frequent complains by the residents around the school premises .He was living with his mother who was over busy in searching money for taking care of her four children. We summoned her to school several times but she didn't turn-up until her son was expelled. It is where she

came and started complaining about what happened. We also had another single parent student a boy who also had bad behaviors like that of the previously mentioned boy and dropped out of school after a trial to fight a teacher”.(Teacher-I interviewed on April 14,2019)

This means that bad behavior of single parent students is the effect of the challenges that they face in their upbringing. There is lack of monitoring and supervision at home as well as at school because she is over busy in searching bread for her children. When the mother was summoned repeatedly, she didn't turn-up until her son was expelled which indicates that there was less Parental involvement from the mother's side. The effect is complex because a student who is usually engaged in misbehavior will not attend school regularly, involvement in indiscipline behavior at school and he cannot concentrate in class, as a result he will have poor academic performance. Furthermore he will be either expelled or dropout of school.

Usually good behaviors, appropriate values and attitude of children are molded by parents as parents are the role models of their children. The children from single parent lack role models as well as supervision from their parents. Due to the absence of one parent income, the remaining parent is forced to use most of her/his time looking for home needs and as a result the children start misbehaving at home and at school. Wendy and Kathleen (2003), observe that adolescents in intact families are less likely to exhibit behavior problems in school and tend to have higher levels of academic achievement. Compared to children living in intact families, peers living in single-mother families or with cohabiting partners are more likely to be suspended or expelled from school; more likely to be engaged in delinquent activities or more likely to have problems getting along with their teachers, doing homework or paying attention in school. (Wendy and Kathleen, 2003).

(vi)Use of substances (drugs)

Another effect on students' learning as a result of the challenges encountered by single parented students pointed out by a number of participants is that the use of stimulant drugs.

From the minutes of the discipline committee and the file of the unit-leaders, I found more than 10 cases in which single parented students were accused of using “shema”- a stimulating powder similar to tobacco which is used by putting it inside the mouth of the person. What can probably

be deduced from this is that due to lack or less monitoring and supervision by parents single parented students will be exposed to such activities.

Concerning the existence of the use of substances (drugs), one teacher shared us his experience while he was working as a unit-leader as follows:

This year I and my colleagues caught three girl students red-handed with a packet of cigarettes inside a toilet. You see two janitors who were on duty sensed the smell of a cigarette and approached the door of the toilet by insisting the students inside to open the door. When the door was opened three girls were there and one of them had a packet of cigarettes on her hand. Two of them came from a single parent mothers. Their parents spent most of their time in their work place. (Teacher-D interviewed on April 13, 2019)

The above narration of the teacher indicates that the single mothers had busy schedule to win the bread of their children because of their poor economic status. These single parented students were not well monitored and supervised that led them to be involved in unwanted use of substances like smoking.

On an issue related to bad behavior and use of substances another teacher expressed his view as follows:

I remember a parent who had two boys in our school. He was a person who cares too much about his family and at the same time he was a respected person by the society. Suddenly this man died because of diabetes leaving his children with their mother. After his death all the responsibilities goes to the mother and she couldn't afford the expenditures and needs of her children. When the father was alive both sons were outstanding students because he was serious in monitoring and supervising them. But after his death the behavior of the elder son was completely changed. He started coming late to school and even frequently absent, started smoking and he became aggressive towards his mother and others as well as ill disciplined. Sometimes he spends the night out of his home. His academic performance deteriorated and even failed in grade 9. Finally, the boy faced a problem with his iqama and deported to Ethiopia.

Unlike to his brother the younger one is still an outstanding student with excellent behaviors and also he is a role model for others .He is one of the single parented students exempted from school fee by the SBOD. (Teacher-E interviewed on April 24, 2019)

According to the statements of the interviewed teacher the death of the father had strongly affected the behavior, attendance and discipline of the elder son. The death of the father also brought economic hardship in the family and additional responsibilities to the mother. These all affected the academic performance of the boy.

Paradoxically, the above incidents made no effect on the behavior and academic performance of the younger boy.

To sum up the discussion in an attempt to answer the questions posed in this study one would say that the challenges that face single parent students in secondary school are many. As revealed in this chapter, the challenges are not only multiple but also complex this is due to the fact that one challenge is creating a number of many other challenges and many more effects go direct to single parented students' learning.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter gives summary of the study, outlines the major findings, provide conclusion and recommendations. This study examined the challenges facing secondary school single parent students of EIS, Jeddah and the effects of these challenges in the course of their learning. In that regard, the chapter circles around concluding observations and remarks of the themes of the study.

5.1. Summary

The study was guided by the following basic questions:

1. What is the status of learning of secondary school students with single parent in EIS, Jeddah?
2. What challenges do students with single parent face in the course of their learning?
3. What are the effects of the challenges on single parent students' learning?

The study was carried out in Ethiopian International School in Jeddah, Saudi Arabia involving, 13 single parented students, 9 single parents (mothers), 10 teachers, 1 principal and 2 board members. Purposive and simple random sampling techniques were used to select the study samples. Interview, focus group discussion and documentary review techniques were used to collect data for this study. During data analysis, the qualitative data were analyzed according to the themes in the form of narration.

Those challenges and the effects of the challenges to single parent secondary school students' learning are summarized as follows:

(i) Economic hardship in the family

One common feature of almost all of the single mothers participated in this study was their economic status. All shared similar experiences in terms of struggling to meet the basic needs of their family. All mothers involved in low paying jobs such as; house maids, selling clothes, cleaning peoples' houses, daily laboring, and the like. The fact that they are low paid coupled with being the only source of income means that they are struggling hard to meet the demands of their children and of themselves.

It is expressed by most of the respondents in different ways that economic hardship in the family of single parent students is the main challenge in the course of their learning. Poverty is reported to be the source of many other challenges to single parent students, some of those challenges which are brought about by economic hardship in those families are failure to get school requirements such as school fees, and other school contributions, learning materials, bus fare and even pocket money; this cause single parent students to have poor attendance due to either being chased home by the school administration or failure to attend due to lack of pocket money and bus fare.

Apart from that some single parent students when fail to get school requirements they decide to be engaged in doing any type of work or commercial activities so as to support their family economically, so whenever this happen the student could not attend school hence he engages himself in manual work or petty business so as to earn living. So the challenge of economic hardship is putting the single parent students into another new face which can affect their learning.

Furthermore when single parent students face economic hardship and engaged in other businesses so as to earn living and get school requirement surely they will either attain poor performance or drop out of school due to poor attendance. This is because when their fellow students are in class they are doing petty business somewhere or manual work and sometimes they might be in class but they cannot concentrate in lesson thinking of money.

(ii) Lack of parental care and support

Another finding according to this study is that single parent students lack parental care and support from their single mothers because of their busy schedule in search of bread and other needs of their children.

The absence of one parent income causes the remaining parent to use most of his/her time looking for home needs. This cause the students not to get the right parental care hence failure to get parental care cause students to guide their ways themselves, therefore any child (student) need a parent or guidance to monitor and supervise her/him so if this child (student) is guiding him/herself it is obviously that he/she will not have anyone to monitor and supervise her/him and make follow up on academics progress as well as behavior monitoring.

(iii) Lack of convenient conditions for learning

The study also revealed that because of the economic conditions of their families, their home condition is not convenient to do academic works at home such as home works and assignments. At the same time the absence of supportive learning materials like computer and internet access makes their learning more difficult.

(iv) Psycho-social challenges

Single parented students in this study experienced psychological problems associated with the reconfiguration of the family, economic instability, loneliness, stress, and adjustment to work. Feeling of lonely is another psychological problem of both single mothers and children of single mothers.

Also some students engaged in bad **behavior** not because of the impact of economic hardship rather it is due to the missing parental love and socialization which can make them not to feel happy and fail to concentrate in class and ending up having poor academic performance. This shows that students need not only material things but also parental care and love, socialization monitoring and supervision in order to be comfortable and work hard.

(v) Lack of guidance and counseling

The study revealed that due to lack of guidance and counseling, monitoring and supervision, and follow up, students can start to engage in misbehavior at home and at school. They do not attend school regularly and start to abuse teachers and use of substances(drugs) which is very harmful to their health as well as academic progress. Good behavior is molded by parents as they are the role models of their children. Therefore if parents fail to provide proper care to these students, the students will engage in misbehavior and drop out of school or being expelled hence they cannot attain secondary education.

Generally single parent students face many challenges that affect their education attainment. Economic hardship being the major challenge that cause other more challenges pronounced effects such as poor attendance, poor academic performance, to be engaged in child labor. Also lack of monitoring and supervision and parental care, lack of guidance and counseling and lack of socialization according to gender can cause students from single parent being uncomfortable,

fail to concentrate in class and finally engage in bad behaviors which destroy their life completely and make them fail to attain secondary education and their future life can be in danger.

5.2. Conclusion

This conclusion covers in brief the main ideas in the findings as Kombo and Tromp, (2006) assert that conclusion of the study should be very brief and it should indicate what the study result could reaffirm. In this light the conclusion of this study is made. It was noted that secondary school single parent students are facing many challenges in the course of their learning.

According to the findings of this study single parent students are learning under many challenges. Therefore, it can be concluded that the status of learning of this children is poor.

In an attempt to answer the questions posed in this study one would say economic hardship being the major challenge that cause other more challenges that face single parent students in secondary school are many in number. As revealed in the previous chapter, the challenges are not only multiple but also complex this is due to the fact that one challenge is creating a number of many other challenges and many more effects go direct to single parented students' learning.

Single parent had insufficient financial resources to devote children upbringing and education expenses therefore they could not get school requirements, at the same time failed to get proper care from their parents, monitoring and/or supervision, emotional support and cognitive stimulation. It was so because the remaining parent was concentrating in earning income in order to maintain the family while forgetting completely other responsibilities of a parent such as to be the role model of her/his children, provide guidance and counseling, to monitor and supervise academic progress of children as well as to provide emotional support.

Also the findings of this study revealed that children need not only financial support but also parental love, emotional support as well as guidance and counseling which is important to them, this is because even those who were from single parent economical stable families were not comfortable with the situation in their families as their parents failed to provide emotional, psychological, love and moral support that they needed much.

Furthermore the study revealed that the challenges that single parent students face have effects to their learning. Those effects are such as poor attendance, poor academic performance, drop out of school, bad behaviors, and use of substances (drugs). And these effects reflected on the single parented students interrupt their school life and as a result affect the students' learning.

5.3. Recommendations

Findings of this study have shown that the challenges that single parented students face affected their education. Therefore to find out the solutions for the challenges or to minimize those challenges is inevitable. The study revealed the following to be done in order to rescue single parent students.

- (i) The school administration should recruit and employ a professional and establish a Guidance and Counseling section which can be in charge of guiding and counseling such disadvantaged single parented students.
- (ii) The school board of directors, the school administration and PTA should pay attention to single parented students providing them with guidance and counseling to encourage them to lead successful life at home as well as in the school.
- (iii) Teachers are encouraged to be near to those single parent students so as to try to understand their problems and advise them on how to keep up with those problems, to give them academic support, and to love them. This will make them comfortable and cared hence the gap of their parents will be covered and they will attend school.
- (iv) The SBOD, the school administration and PTA should devise various mechanisms to generate aid funds so as to support the single parented students who have economic problems.
- (v) The researcher recommends the following research area closely related to this study be conducted in order to cover the existing gaps. The central focus of this study was on the learning challenges facing single parented secondary school students. The study adopted qualitative approach in a small sample. It is therefore suggested that study could be conducted focusing on a large sample that includes the primary and pre-school single parented students of EIS, Jeddah by adopting a survey design so as to establish the magnitude of the problem and be able to generalize the findings.

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APPENDICES

Addis Ababa University

College of Education and Behavioral Studies

Introduction and Consent Statements

Code Date of Interview

My name is Abdelkader Abrar. I am a Master's student at AAU, College of Education and Behavioral Studies and currently working my thesis entitled as "Learning Challenges of Ethiopian Secondary School students with single parents in Jeddah, Saudi Arabia." Therefore, it is your cooperation that helps the researcher to accomplish the research objectives. So, I am kindly requesting you to share your experience and knowledge, and perception. In the course of our discussion I want to assure you that, the information you will share will be kept confidential and will be used only for educational purpose. Nothing has the objective beyond this and the data is fully confidential for the purpose of this thesis only. You have also the right to refuse of not answering, and also quit; if you feel discomfort with the questions. You are not forced to make any kind of contractual agreement that will abide you to stay till the end of the interview. If you are voluntary to participate in this research, the information you will provide will be recorded by a code. The finding of this study will be presented and reported to the department of Educational planning and management.

So, are you voluntary to participate in this study? Yes _____
NO _____

Thank you very much for your participation

APPENDIX A

GUIDING QUESTIONS FOR THE INTERVIEWES CONDUCTED WITH SINGLE PARENTED STUDENTS

1. Sex -----
2. Age -----
3. Whom do you live with?
4. Being a student from a single parent home, what major challenges you faced in your education?
5. To what extent does your parent shows an effort in setting conducive learning environment at home?
6. How often your parent provides you time and attention to your education?
7. How often your parent visit and interact with teachers and school personnel? Explain.
8. Who is paying your school fee?
9. Is your parent able to provide you all the necessary school requirements? If not what school requirements do you miss?
10. Have you ever made to be engaged in any work or commercial activities to support your family or/ and education?
11. Do you attend school regularly? Yes/No. If No, why?
12. Is there anything else you would like to add that I didn't address?

Thank you.

APPENDIX B

GUIDING QUESTIONS FOR THE INTERVIEW CONDUCTED WITH SINGLE PARENTS

1. Sex -----
2. Age -----
3. As a single parent, what major challenges you faced in sending your children to school?
4. What type of support you provide to your children? Discuss.
5. To what extent you monitor and supervise the academic work of your child at home?
6. Do you think that the absence of your partner affected the academic performance of your child? If yes, in what way?
7. To what extent do you set conducive learning environment to your child at home?
8. Do you have enough time to devote to your child's education? Discuss.
9. How do you describe your economic status?
10. To what extent you satisfy the personal needs of your children including learning materials? Explain.
11. Is there anything else you would like to share me?

Thank you.

APPENDIX C

GUIDING QUESTIONS FOR THE INTERVIEWS CONDUCTED WITH TEACHERS

1. Sex -----
2. Age -----
3. Qualification -----
4. Discuss some of the unique challenges that you face as a teacher who work with single parent students?
5. To what extent do single parents make follow-up of their children's academic condition? Discuss?
6. To what extent do single parents give the necessary feedback for your requests concerning their children's school activity and discipline? Explain.
7. How would you characterize the nature of single parented students with regard to discipline, attendance and truancy? Explain.
8. Have you ever noticed substance/drug use among single parented students? If yes explain the extent.
9. Have you ever noticed dropout single parented students? If yes, what do you think are the causes?
10. How do you rate the academic performance of single parented students in your school's context?
11. Is there anything else you would like to add that I didn't address?

Thank you.

APPENDIX D

GUIDING QUESTIONS FOR THE INTERVIEW CONDUCTED WITH THE DIRECTOR

1. Sex -----
2. Age -----
3. How would you characterize the existence of single parented students in your school?
4. What are the major learning challenges of single parented students in your school?
5. Is there any problem with single parented students in settling school fee regularly?
6. How true is the fact that the level of income in a family is a key factor in the academic performance of single parented students in the context of you school?
7. What is your opinion concerning the discipline, attendance and truancy of single parented students in your school?
8. Do you think that the children from single parent family need any special assistance? If yes, what assistance should be given to them? From whom?
9. Is there anything else you would like to share me?

Thank you.

APPENDIX E

GUIDING QUESTIONS FOR INTERVIEWS CONDUCTED WITH MEMBERS OF SBOD.

1. What are the major challenges single parented students are facing in EIS, Jeddah?
2. As top leading team in the school, what type of measures have you taken in the past?
3. Do you have a plan to provide special assistance to the single parented students in your school? How and in what way?

Thank you