

**THE EFFECTS OF SINGLE PARENTHOOD ON THE
PERFORMANCE OF GIRL CHILD EDUCATION
IN GULU DISTRICT THE CASE OF
LAKWANA SUB- COUNTY**

**BY
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BED/23412/8/DU-LR

**A RESEARCH REPORT SUBMITTED TO KAMPAL INTERNATIONAL
UNIVERSITY IN PARTIAL FULFILLMENT OF THE
BACHELOR OF EDUCATION OF KAMPALA
INTERNATIONAL UNIVERSITY**

OCTOBER 2011

Declaration

This piece of work is dedicated to my children who were very patient with me at the time of writing this work. May the almighty bless you!

Owiny Alex Foster.....

Date

Approval

This piece of work entitled effect of single parenthood on the academic performance of pupils in gulu district ed out was carried out under my supervision.

Sign

Mr Odongo Mike

Supervisor

Date

Acknowledgement

“The journey of a thousand miles begins with a step” may I appreciate the efforts of my friends and course mates especially Odokonyero Geoffrey who advised and encouragthed me in taking up this work.

I am heavily indepted to my supervisor Mr Odongo Mike for his tireless effort in directing my footsteps towards this prestigious struggle.

More appreciation go to my familt, friend sand colleagues in the struggle.

Sign

Owiny Alex Foster.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter entails the following Captions : Background of the study, statement of the problem , purpose of the study ,specific objectives , research questions , scope of the study, significance of the study, limitation of the study , definition of terms and conceptual frame work .

1.1. Background to the study:-

Due to war which took place in Northern Uganda for the last two decades, many families were displaced from their homes to internal displaced people's camps. The northern region was totally ravaged by war and this resulted into multiple problems for instance, some families broke out, separated, divorced and some of the couple were abducted and killed by the rebels. Coupled with the current HIV/AIDS prevalence rate of infection Particularly in Gulu District many couples lost their partners and this effect left many families with single parents taking care of their children . These single parents are obliged to make provision for basic or essential needs of their Children such Medical care, Education, food, accommodation and clothing but it appears if it is not easy for a single parent. This has prompted the researcher to carryout a study on how single parenthood affects the performance of a girl child education in Gulu District the case of Lakwana Sub-county.

1.2 Statement of the proble

Performance record from various Schools indicates that girl child from single Parent family is faced with a numberus of problems in per suit of their Primary Education. These problems manifest themselves in a number of ways such as late coming to school, Absenteeism, escaping from school and weak performance at the end of the term and at the end of the year Examinations. These and many others have intrigued the researcher to carry out the study on effect of single parenthood on the performance of girl child Education in Gulu District the case of Lakwana sub-county.

1.3 PURPOSE OF THE STUDY

The purpose of this study is to establish the effects of single parenthood on the girl child Education in Gulu District the case of Lakwana Sub- County and suggest solution to the effects established.

1.4.0. OBJECTIVES OF THE STUDY

- 1.4.1. To examine how poor home management affects the girl child education in Gulu District
- 1.4.2. To find out the extent to which domestic work affects girl child education in Gulu District
- 1.4.3. To assess how drunkardness affects girl child education in Gulu District.

1.5.0. RESEARCH QUESTIONS

- 1.5.1. To what extent does home management affect the performance of a girl child education in Gulu District?
- 1.5.2. What are the effects of lack of resources on a girl child? Education in Gulu District?
- 1.5.3. To what extent does domestic work affect girl child education in Gulu District?

1.6.0. Scope of the study

The research shall be carried out in Gulu District particularly Lakwana Sub- County. Gulu District located in Northern Part of Uganda. It is meant to take a duration of two months that is the time frame allocated for the research.

The research is limited to effects of single Parent hood on the performance of girl child education.

1.7.0. Significance of the study.

The research will hopefully be beneficial to the following group of people or levels.

- It will help the government to develop strategies to mitigate the effects of single parenthood on the performance of girl child education
- It will also help district to initiate a school friendly environment for a girl child education from single parenthood.

- It will create awareness to the local community about the effects of single parenthood on the academic performance of a girl child education

1.8.0. Limitations

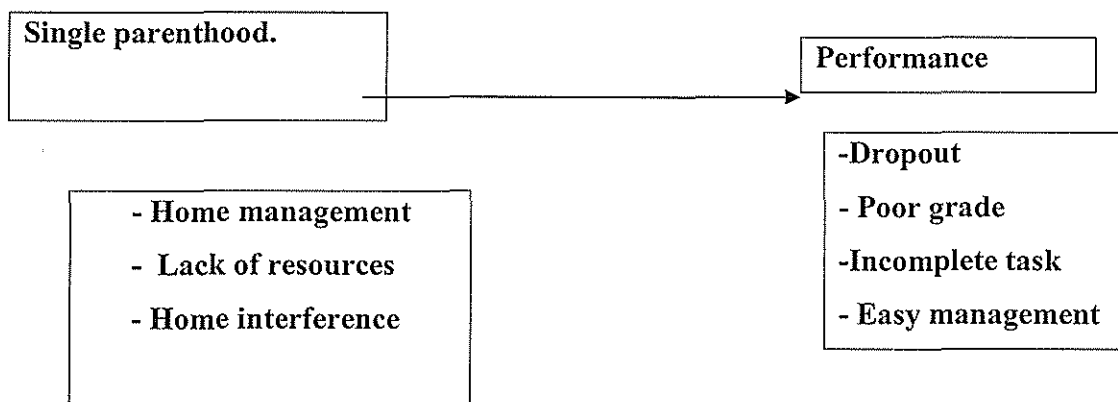
The following are the limitation of this research: financial constrain for typing, binding and photocopying this work, accessibility to the research supervisor to shape the idea of this research and give guidance.

1.9.0 .Conceptual Frame work

It is really not easy for single parents to make provision for the basic needs for girl child like education among others. Most single parents have the following problems; lack of resources to support the education of children, home management is a problem, interference with girl child education through domestic work and finally drunkardness. Given the above problems it can result into the following situations early marriage, dropout and poor performance this is summarized in the conceptual frame work below .

Independent variable.

Dependent variable.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter mainly focuses on the relevant literature review for this research topic. It encompasses the following areas of concern: - theoretical review and actual review of related literature done objectively by objective.

2.1. Theoretical review

A number of theories have been proposed to explain the variation in academic performance by children from single families.

The no impact perspective theory.

The no impact perspective theory claims for example that, the association between changing family structures and children's academic, outcomes can be attributed to a combination of family background factors such as parents' education and incomes and ethnicity/ race of a family. Furthermore some researcher propose that most family structure research is inconclusive because it has failed to differentiate among various types of single parent families such as whether they result from marital disruption [divorce or separation], parental death, or a never married parent.

1. Economic deprivation theory.

An economic deprivation theory suggests that economic hardship in single parent families is likely to require adolescents to work long hours and to take greater responsibility for younger brothers and/or sisters. As a result

These time consuming activities are likely to be related to poorer school outcomes.

2. Family socialization perspective theory

In a family socialization perspective, it is proposed that the absence of parent is probably associated with a decrease in parental involvement which in turn is related to poorer school outcomes. It is often claimed that the absence of fathers has particularly negative socialization influences, which may be especially detrimental to boys. In general research suggests that differences in the academic achievement of children from single and two families can be related to changes in the economic circumstance of families and to variations in the different family structures.

3. The resource dilution hypothesis theory

The resource dilution hypothesis theory proposes that sibling variables are related to the quality and quantity of parent-child interaction in families, and that such variation in parent resources are associated with sibling differences in academic achievement. That is the greater the number of children in a family or the later the birth order position, the more these children have to share family resources. As a result, children have lower scores on those academic outcomes affected by diluted family influences.

4. Confluence model theory

The confluence model perspective theory proposes that children's academic development is affected by a number of children in families.

The age-spacing among children are only, first or last born in families. The model claims for example, that with short birth intervals between children, increasing birth order is related to lower academic performance. In contrast with sufficiently large intervals, the birth order pattern may be mitigated or even reversed.

2.2 Actual review of related literature

2.2.1. How home management affects performance of girl child education?

Lack of motivation to learn.

One of the social issues facing children of poverty is emotional trauma. The emotional climate can often be very stressful and emotionally depriving. The lack of emotional nurturing can lead to feeling of alienation, inadequacy, depression and anxiety, aggression or impulsive behavior and social withdrawal can also result. Emotional security and self esteem is lacking. There is a craving for attention and need to belong Ciaccio (2000) Brophy (2000) the characteristics that are lacking in the poverty environment are those that foster effective learning and academic success.

Emotional draining and negative self-status can literally zap the motivation to learn out of the children.

Children will work hard for intrinsic reward only if they have a very good reason (ciaccio, 2000)

We need to make them feel that they are loveable , important and acceptable human beings by making them feel secure and good about themselves and by building trusting respectful relationships with them (Bessey,1996).

The living environment and the culture of poverty often leave poor children with low level of motivation to learn. besides the fact that all their energies may be directed elsewhere in their struggle to survive, they may have poor experience with schooling or may perceive that they do not really need school to be successful. They may translate money or belongings into success and perceive career in criminal activity that permeate poor significant achievement to be recognized. We need to assign challenging tasks and meaningful activities that can be mastered (Huitt, 1999: Pajores 1996)

Children need our help if the they are to adapt successfully despite adversity, alter or revers expected negative, outcomes and thrive in spite of negative circumstance we need to set high expectations for all that communicate guidance , structure ,challenge and most importantly a belief in the innate resilience of children(Bernard)

Parental pressure.

Parental pressure- while parental involvement can be a good thing. Too much of a good thing can lead to disruption, frustration and stress .Empirical evidence shows that although can be very instrumental in guiding their children and helping them achieve great success, they can also create unreal expectation in still intense pressure and foster performance anxiety in their children

Poor sleep Pattern.

Poor sleep was determined to be both the most unexpected and the most definitive cause contributing to poor academic achievement .

It had been said that the majority of school age children require a minimum of nine hours restful sleep each night. Studies indicate that due to late bedtime and early wake-up alarms, more than 40% of pre-adolescents and adolescents do not get sufficient amount of restorative sleep.

2.2.2 Resources and the performance of girl child education

Children from poverty start out in life at a disadvantage, their mothers may have no or inadequate parental care. They may have insufficient early health care. If the parents are fortunate to have jobs, affordable day care may be of poor quality (slavin, 1998) .Additionally poor children do not have the same kind of experiences that children of other social classes do. The experiences they miss out on are those that could help in development of skills and academic achievement. Some example would be the use of home computers: Visit to zoos and museums: attendance at preschool programs availability of literature and educational and reading materials: interaction with educated literate and well spoken adult and being read y the parent.

Low socio economic status (SES)

Students with low socioeconomic status may also be depressed, have a fear of failure due post experience or have acquired failure expectation from their parents. They may be truly capable children who as a result of previous demoralizing experiences or self imposed mind set, have come to believe that they can not learn. If they doubt their academic ability chances are they envision low grades before they can even complete an assignment or take a test. This has an effect in goal setting in that these individuals also tend to set lower goals for themselves. They may have no real personal goals or vision but only fantasies what they hope for (slavin 1998).

Hunger

Families often keep their food insecurity hidden and same parents may feel shame or embarrassment that they are not able to feed their children adequately .Children may also feel stigmatized, isolated, a shame or embarrassed by their lack of food.

A community sample that classified low insecure children ages six to twelve as “hungry at –risk for hunger” or not hungry found that hungry children were significantly more likely to receive special education services , to have repeated grade in a school and received mental health counseling than at risk for hunger or not hungry children.

In the same study, hungry children exhibited 7to12 times as many symptoms of conducts disorders (such as fighting, blaming others for problems, having troubles with teachers, not listening to rules, stealing than their at- risk or not hungry peers .Among low in-come children those classified as hungry show increased anxious, irritable, aggressive and opposition behavior in comparison to peers .Additionally , the multiple stressors associated with poverty result in significantly increased risk for developing psychiatric and functional problems (Economic research service 2009)

Lack of readiness to learn

Readiness is a multi-dimensional concept that considers behavioral and cognitive aspects of classroom. When considering at poverty factors as related to readiness, it is important to note that poverty is not just about money, it is about how individual does without resources and with

all the all of the baggage that goes along with being poor (Slocumb and poyne 2000) when readiness is considered, it is generally considered with regard to readiness for school entry. However, after researching the topic to poverty, readiness really needs to be considered at all age levels as the student approaches any new learning experience or activities. Regardless of when intervention begins the whole idea is educate children beyond their poverty and gives them intellectual and social skills needed to succeed in life (Renchler, 2000).

2.2.3 How drunkardness affects the performance of a girl child education.

Alcoholic family dynamics

As many studies have been conducted on the impact of growing up within a alcoholic family reports have conclusively found children from such dynamics to be more susceptible to developing life long psychological and or behavioral problems than that of children who emanate from non-alcoholic environment. Sometimes characterized as the casualties of parental drinking, common symptoms shared by children of alcoholic include: - impaired school performance, low self esteem, social role confusion impulsiveness and depression

Domestic work and performance of girl chi education

Research that examined relationship between changing families' structure and students

School related outcomes .has tended to show that in relation to two parents families, children in single parent families have lower academic performance, are more susceptible to peer pressure to engage in deviant behavior, have higher dropout rates from school, and have greater social and psychological problems. Ciaccio and his colleague (1997).

CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter introduces the following major areas of concern:- Research design, population of the study , sampling methods , data collection , data analysis and data reliability and validity .

3.1 Research design

This study shall be based on cross-sectional research design this is because cross-sectional design provides opportunity for the researcher to gather information from cross-section of respondents. The study shall be both quantitative and qualitative

3.2 Population of the study.

The target population from whom the data will be collected involve the following group of people: The girl child from single parent family.

Parents who are single and have girl child pursuing education and teachers handling a girl child from single parent family.

3.3 Sampling

The schools and single –parent families from which data will be collected will be sampled using random sampling technique. Names of schools and single –parent families will be written on small pieces of paper and later on these will be picked at random by the researcher. Those whose name will appear shall be the schools and single- parent families to respond to these tools.

respondents	Sample size	Method
Headteacher	9	Purposive
Pupils	58	Simple random sampling
Parents	32	Simple random
Local community	18	Simple random sampling
Management Board	06	Systematic sampling
Total	123	

3.4 Data collection methods

The following methods shall be employed in data collection from the field:

Questionnaire, observation and interview

3.5. Data collection instruments

The following shall be the instruments for data collection:-

Questionnaire, observation and interview guide.

3.6. Procedure of data collection

Procedure of data collection shall take the following trends; the researcher shall submit the final proposal to the supervisor .there after letter of an introduction from the KIU shall be issued to the researcher .the researcher shall then submit copies of an introduction to the relevant authorities .Like headteacher, D.E.O, CAO e.t.c .Hopefully permission will be granted for data collection.

3.7 Data analysis

The data collected shall be recorded, edited and presented on frequency distribution table, graph and pie chart where analysis will be done on accordingly

3.8. Reliability and validity

In order to determine the reliability and validity , the researcher shall do pre testing ,this shall be done on a few group of people out side the study area .After collection of data , the data for pre testing shall be compared to that collected from the study area to ensure consistency and reliability .

he data collection will be collected and shall be analyzed both quantitatively and quantitatively. i.e. The responses given by the respondents shall be arranged or listed words inform of bullets and later on will be tabulated in frequency distribution table data will be quantified and related in percentage that will be the basis of discussion and recommendations.

CHAPTER FOUR
PRESENTATION, DISCUSSION AND ANALYSIS

4.0 Introduction:

This chapter indicates data presentation, discussion and analysis of data

4.1 Presentation, analysis and discussions

Data collected from different categories of respondents have been tabulated in a frequency distribution tables respectively as indicated below and on the subsequent pages.

Table 1: showing responses from teachers who agreed with the statements below.

	Home management and performance	freq	tally
1	Home mgt affects performance of pupils in Gulu District	II	2
2	Home mgt encourages the pupils to study hard		
3	Home mgt affects the concentration of pupils in class		
4	Home mgt promotes regular attendance of the pupils		
5	Home mgt influence pupils ambition	II	2
6	Home mgt shapes pupils attitude towards education		
7	Home mgt determine level of commitment of pupils	II	2
	Resources and performance		
1	Single parents lack resources to provide adequate education to children	III III	10
2	Lack of resources reduce pupils ambition to study		
3	Lack of resources affects performance of pupils	II	2
4	Lack of resources hinders pupils from doing home work	II	2
5	Lack of resources hinders pupils from doing exams	III	3
6	Lack of resources makes pupils drop out of school	II	2
7	Lack of resources distracts pupils in class.		

Domestic work & performance		
1	Domestic work affects performance of pupils	2
2	All children from single power are affected by domestic work	2
3	Domestic work makes pupils come late school	
4	Domestic work make pupils absent themselves from the school	
5	Domestic work district pupils class	
6	Domestic work exhausts pupils mind	
7	Domestic work interfere with time for revision	

Table 2: Showing responses from the pupils who agreed with the statement below.

	Statement	freq	tally
1	Home mgt affects performance of pupils in Gulu District	II	2
2	Home mgt encourage the pupils to study hard		
3	Home mgt affects the concentration of pupils in class	III	3
4	Home mgt promotes regular attendance of the pupils		
5	Home mgt influence pupils ambition		
6	Home mgt shapes pupils attitude towards education		
7	Home mgt determine level of commitment of pupils		
Resources and performance			
1	Single parents lack resources to provide adequate education to children		
2	Lack of resources reduce pupils ambition to study		
3	Lack of resources affects performance of pupils		
4	Lack of resources hinders pupils from doing home work	II	2
5	Lack of resources hinders pupils from doing exams	II	2
6	Lack of resources makes pupils drop out of school	III	5
7	Lack of resources distracts pupils in class.		
Domestic work & performance			

1	Domestic work affects performance of pupils		
2	All children from single parent are affected by domestic work		
3	Domestic work makes pupils come late school	III	3
4	Domestic work make pupils absent themselves from the school	III	3
5	Domestic work distract pupils class	III III	10
6	Domestic work exhausts pupils mind		
7	Domestic work interfere with time for revision		

TABLE 3: Showing responses from the single parent who agreed with the statement below.

	Home management Statement	freq	tally
1	Home mgt affects performance of pupils in Gulu District		
2	Home mgt encourage the pupils to study hard		
3	Home mgt affects the concentration of pupils in class	III	5
4	Home mgt promotes regular attendance of the pupils		
5	Home mgt influence pupils ambition		
6	Home mgt shapes pupils attitude towards education		
7	Home mgt determine level of commitment of pupils		
	Resources and performance		
1	Single parents lack resources to provide adequate education to children	III	5
2	Lack of resources reduce pupils ambition to study		
3	Lack of resources affects performance of pupils		
4	Lack of resources hinders pupils from doing home work		
5	Lack of resources hinders pupils from doing exams		
6	Lack of resources makes pupils drop out of school		

7	Lack of resources distracts pupils in class.	III	5
Domestic work & performance			
1	Domestic work affects performance of pupils	III	5
2	All children from single power are affected by domestic work	III	5
3	Domestic work makes pupils come late school		
4	Domestic work make pupils absent themselves from the school		
5	Domestic work district pupils class		
6	Domestic work exhausts pupils mind		
7	Domestic work interfere with time for revision		

From the table 3 above it is clearly indicated that five parents agreed that home management affects the concentration of pupils in the class. Also five parents agreed that Single parents lack resources to provide adequate education to the children five parents agreed that lack of resources makes pupils drop out from school another five parents agreed domestic work affects children from single parents, five parents also agreed that domestic work make children come late to school and finally another five parents agreed that home mgt influence pupils ambition.

Table5: Showing responses of pupils who agreed with certain statement expressed in percentage.

	Home management Statements	tally	%
1	Home mgt affects performance of pupils in Gulu District	2	2%
2	Home mgt encourage the pupils to study hard		
3	Home mgt affects the concentration of pupils in class	3	3%
4	Home mgt promotes regular attendance of the pupils		
5	Home mgt influence pupils ambition		
6	Home mgt shapes pupils attitude towards education		
7	Home mgt determine level of commitment of pupils		
Resources and performance			

1	Single parents lack resources to provide adequate education to children		5
2	Lack of resources reduce pupils ambition to study		
3	Lack of resources affects performance of pupils		
4	Lack of resources hinders pupils from doing home work	2	2%
5	Lack of resources hinders pupils from doing exams	2	2%
6	Lack of resources makes pupils drop out of school	5	5%
7	Lack of resources distracts pupils in class.		
Domestic work & performance			
1	Domestic work affects performance of pupils		
2	All children from single power are affected by domestic work		
3	Domestic work makes pupils come late school	3	3%
4	Domestic work make pupils absent themselves from the school	3	3%
5	Domestic work district pupils class		
6	Domestic work exhausts pupils mind	10	11%
7	Domestic work interfere with time for revision		

Table 6: showing responses from single parents who agreed on certain statement and it is expressed in percentages

	Home management Statement	tally	%
1	Home mgt affects performance of pupils in Gulu District		
2	Home mgt encourage the pupils to study hard		
3	Home mgt affects the concentration of pupils in class		
4	Home mgt promotes regular attendance of the pupils	5	5%
5	Home mgt influence pupils ambition		
6	Home mgt shapes pupils attitude towards education	5	5%
7	Home mgt determine level of commitment of pupils		

Resources and performance			
1	Single parents lack resources to provide adequate education to children	5	5%
2	Lack of resources reduce pupils ambition to study		
3	Lack of resources affects performance of pupils		
4	Lack of resources hinders pupils from doing home work		
5	Lack of resources hinders pupils from doing exams		
6	Lack of resources makes pupils drop out of school	5	5%
7	Lack of resources distracts pupils in class.		
Domestic work & performance			
1	Domestic work affects performance of pupils		
2	All children from single power are affected by domestic work	5	5%
3	Domestic work makes pupils come late school	5	5%
4	Domestic work make pupils absent themselves from the school		
5	Domestic work district pupils class		
6	Domestic work exhausts pupils mind		
7	Domestic work interfere with time for revision		

Table 7: showing summary of agreed statement of all the categories of respondents.

Home management Statements	Total no of respondents	%
Home mgt affects performance of pupils in Gulu District	4	12%
Home mgt influence pupils ambition	5	15%
Home management determines the level of commitment of pupils	2	6%
Single parents lack resources to provide adequate education to children	10	30%

Lack of resources hinders pupils from doing home work	4	12%
Lack of resources hinders pupils from doing exams	2	6%
Lack of resources make pupils drop out of school out	13	39%
Lack of resources distracts pupils in class	2	6%
All children from single parents are affected by domestic work	5	15%
Domestic work makes pupils come late school	3	9%

CHAPTER FIVE

5.0 Introduction:

This chapter includes the summary, conclusions and recommendations of the findings of this research work.

5.1 Summary

The following statements are the summary of the responses from the respondents. They are arranged in order of their importance ie the most frequent statement is on the top and finally the least. They include:

Lack of resources makes pupils drop out from school 39%

Single parents lack resources to provide adequate education to their children 30%

Poor home management influences pupil's ambition to study negatively while good home management influences pupil's ambition positively 15%

All children from single parents are affected by domestic work 15%. they some times have to attend to younger sister & brothers instead of revising books or going to school early

Domestic work makes pupils go late to school. This in the end also makes them miss lessons 9%

Home management determines the level of commitment of pupils 6% and lack of resources district pupils in the class 6%

5.2 Conclusions

From the research findings the major factors that affect a girl child education from single parents are socio- economic in nature these include:

- Lack of resources to support the education of the girl child
- Domestic work.
- Poor home management.
- Lack of money to pay fees etc.

5.3 Recommendations

Since a girl child education is hampered with very many factors, I there fore recommend that:

Gulu district local government should

- Initiate affirmative action plan to support all girls' child education coming from single parents' family such as scholarship, clubs and distribution of scholastic materials.
- Like NGO non governmental organization to support a girl child education such NGO includes save the children in Uganda.
- Institute guidance and counseling sessions for girls at least termly
- Sensitize the single parents on how to manage such vulnerable children.

CHAPTER FOUR
PRESENTATION, DISCUSSION AND ANALYSIS

4.0 Introduction:

This Chapter examined data presentation, discussion and analysis of finding.

4.1 Demographic analysis.

Respondents by sex.

Table 4. -

Showing respondents by sex.

Male	Female
49%	51%

The above table revealed that more male (51%) than female (49%) were reached.

Respondents by objectives:

Home management & performance:

When asked whether parents play their responsibility of taking good care of the children, 48% agreed that parents are committed to bring up their children, 49% however disagreed with 3% were not sure. This is represented in the table below (table 5).

Table 5.

Showing the responses on home management.

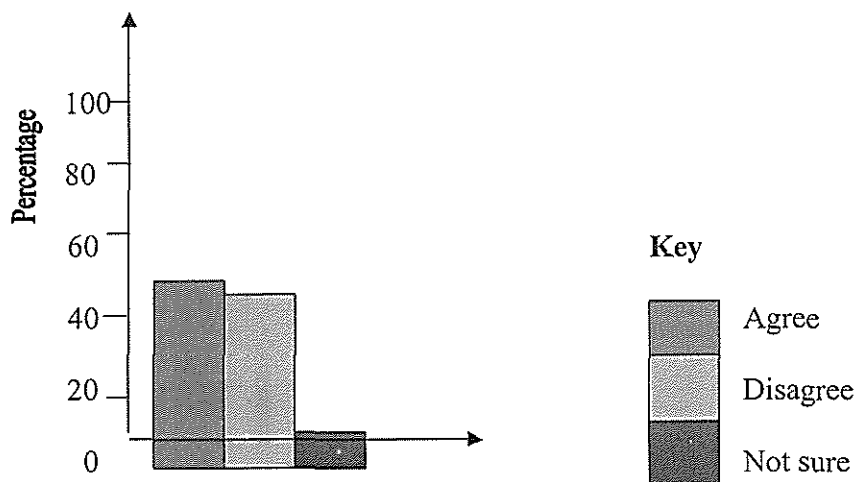
Agree	Not sure	Disagree
48%	3%	49%

The table above shows that most parents don't take proper charge of their families. This explains why street children.

As to whether home management affect performance of pupils, 48% of the respondents agreed, 47% disagreed while 5% did not show side

Fig. 1

Showing whether home management affects performance

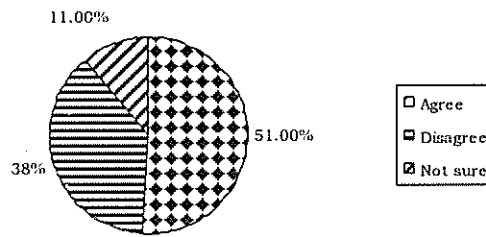


In the graph above there is evidence to show that if home is not management, it affects pupils' performance due to lack of concentration.

Concern was raised as to whether home management affects the discipline of the children, 51% of the respondents admitted that the statement was true, 38% however disagreed while 11% were not sure.

Fig. 2

Showing responses on home manage and indiscipline.



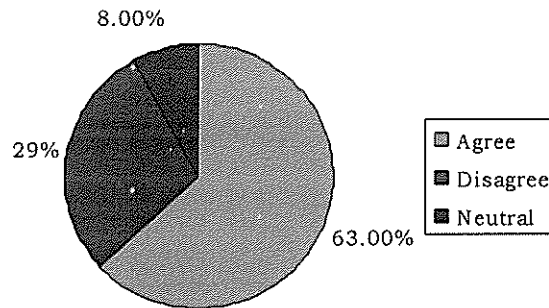
The **fig.2** above revealed that upbringing of a child is important. Where parents don't take care of children, it can lead to indiscipline if children and thus affecting performance.

4.1.2 Resource and performance.

As to whether single parents lacked resources to cater for children is education and welfare, 63% of the respondents strongly agreed to the statement, 29% disagreed while 8% were neutral.

Fig. 3

Showing responses on single parents and performance (resources)



It was observed that, raising children is the responsibility of both parents. In the case of single parents, especially female, it is not easy to bring up children due to lack of resources (68%) confirms this. However with proper management, others sails through.

When asked about whether resources is closely linked to performance 53% agreed, when children don't pay fees in time, thy are chased from school thus affecting their performance (60%), while 36% disagreed with the statement and 4% were not sure.

Table 6.

Showing resources and performance.

Agree	Not sure	Disagree

Table 7.

Showing views on resources and concentration.

Agree	Disagree	Not sure
45%	6%	49%

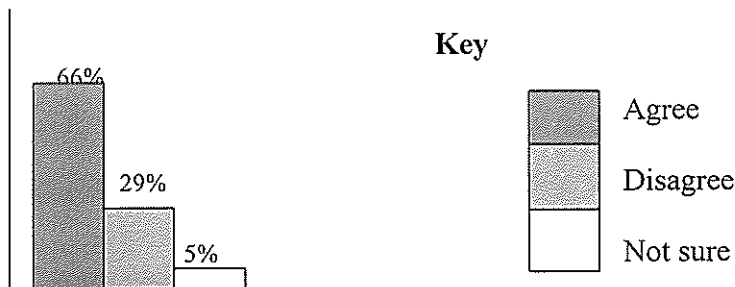
Table 7 above depicts responses as to whether or not lack of resources can affect pupils' concentration. 45% of the people reached agreed that children don't cooperate and concentrate in class as a result of lack of resources 49% however dismissed the statement as not true while 6% did not accept nor deny. By implication therefore, with or without resources, pupils ought to concentrate on books unless something detract their minds.

Domestic violence and performance.

The respondents were asked whether domestic violence affect performance,66% of the respondent accepted that statement as true, 39% disagreed while 5% were not sure, graphically this is represented as below;

Fig. 4

Showing views on whether domestic violence affect performance or not.



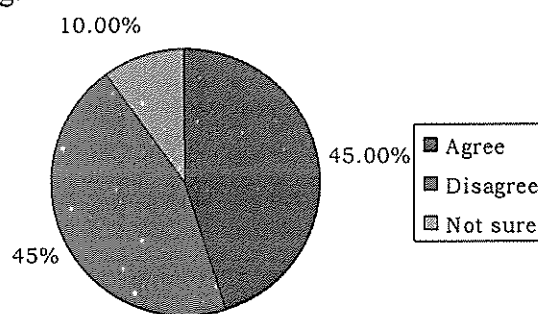
The findings revealed that domestic violence indeed affect performance of pupils (66%), 29% did not agree while 5% were not sure.

This implies that, domestic violence significantly affect performance of the pupils. The girl child education in most case becomes the most victims. This does not however mean that pupils should not help their parents with domestic work.

As to whether children from single parents reports to school late due to heavy load of domestic work, 45% of the people agreed to the statement, 40% were not sure while another 45% did not admit the statement. This implies that there is a balance between, the two implying late come can not be fully based on domestic work, alternatively pupils go to school late due to other reasons other than work at home.

Fig. 5

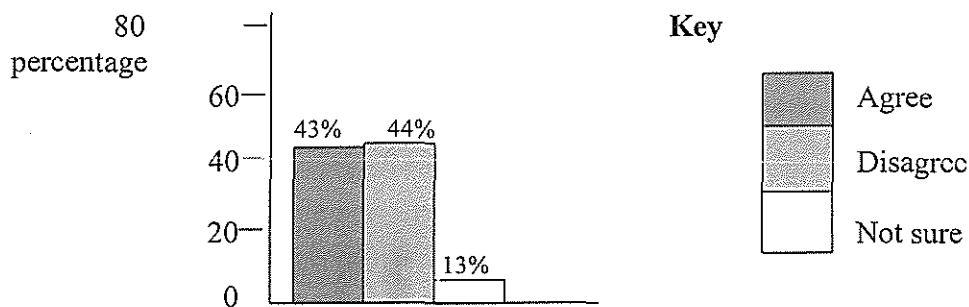
Showing views on late coming.



The response above shows “no break through” although there are a number of factors teaching to pupils going to school late.

When asked whether or not domestic work exhaust pupils minds 43% did agree, 44% disagreed and 13% were not sure.

Showing responses on domestic work



By implication, domestic violence may not necessarily exhaust people's minds instead it refresher. This is in line with "the play boy book" work mum play makes jack a dull boy".

The concern of concentration/revision being affected by domestic problems, 46% did admit as true, 44% disagreed while 10% were indifferent. This is reflected in table 8 below.

Table 8

Showing revision and domestic violence

Agree	Disagree	Not sure
46%	44%	10%

Although the margin is small, revision of pupils is affected by conflicts at home. This significantly affects pupils' performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction:

This Chapter focuses on summary of the data, conclusion and recommendation.

5.2. Summary:

The study was based on single parenthood and pupils performance. Majority of the respondents were male (51%). Indeed the study agreed that have management affect performance of the pupils.

*In Lack of resources significantly affect performance of the pupils although concentration was not pegged on resources.

Domestic work and all it's ingredients were held responsible for poor performance of pupils especially in single parenthood. This affects pupils concentration and hence performance.

5.3. Conclusion:

In conclusion therefore, single parents are indebted to the up bringing of their children- with or without other partners, children need to concentrate and parent need to shoulder their responsibilities rest destroys the future of their children.

Home management, lack of resources and domestic duties should not be escape stoat for poor performance. Although this trio- have been discovered as affecting performance of

the pupils, there is need to show good cause and responsibility to children in order to build their moral upbringing.

5.4. Recommendation:

This parse- reveal that there are numerous responsibilities parent should play if the welfare and moral upbringing of children are to be improved. This includes sensitizing children on the dangers of bad companies, and setting and implementing family rules among other.

It is recommendable that:

- (a) Parents should do proper planning and design strategies for sending children to school other complaining about single parenthood.
- (b) Children should be encouraged to be closer to God, funned to the Church principles.
- (c) Factors that leads to single parenthood be drastically slashed down like domestic violence, unfaithfulness among others- save for natural ones like acts of God.
- (d) The government should strength their policy on UPE and use so as to keep children at school.